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GUIDANCE AND COUNSELLING



Contents:

- Block- I : Guidance and Counselling**
- Block- II : Types of Guidance**
- Block- III : Guidance Needs of Children**
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BLOCK- I
GUIDANCE AND COUNSELLING

Unit-1 : Meaning and Concept, Need and Importance of Guidance and Counselling

Unit-2 : General Principles of Guidance and Counselling

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UNIT-1
MEANING AND CONCEPT, NEED AND IMPORTANCE OF
GUIDANCE AND COUNSELLING

Unit Structure:

1.1.Introduction

1.2.Objectives

1.3.Meaning of Guidance

1.3.1. Concept of Guidance

1.3.2. Importance of Guidance

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1.4.5. Specific Guidance Services at School Level

1.5. Summing Up

1.6. Model Questions and Answers

1.7. References and Suggested Readings

1.1.Introduction:

It is the introductory unit of course. It deals with meaning, concept, need and importance and types of guidance and counselling services given at school level. It also describes how psychologist and other counsellors are defining guidance and counselling. The unit is intended to develop fundamental ideas of guidance and counselling services provided to students at school level.

1.2. Objectives:

After going through this unit, you will be able to:

- *explain* the meaning, concept and need of guidance and counselling;
- *describe* the types of guidance and counselling given at school level; and
- *explain* the key features of guidance and counselling.

1.3 Meaning of Guidance

Literally, the term guidance means “to direct,” “to point out,” or “to show the path.” It refers to the assistance provided by a more experienced person to someone less experienced in solving significant problems related to education, vocation, personal adjustment, and life decisions. In essence, guidance is the help given to individuals so they can make intelligent choices, face problems effectively, and develop the ability to act independently.

Every individual has both the right and the duty to choose their own way in life, as long as those choices do not interfere with the rights of others. However, the ability to make such wise and responsible choices is not innate; it must be cultivated. Education plays a vital role in developing this capacity, and guidance forms an integral part of the educational process.

Guidance is a process of assisting individuals to make appropriate choices in their academic, career, or personal lives. It helps people understand their abilities, interests, and opportunities, so they can make wise decisions. Guidance is more preventive and developmental in nature, aiming to avoid problems before they arise.

According to Jones, guidance assists a person in deciding what they want to do or how they can best accomplish their purposes. It helps them solve the problems that arise in life, without solving the problems for them. The individual—not the problem—is the central focus. Its ultimate purpose is to promote growth in self-direction and responsible decision-making.

1.3.1. Concept of Guidance

Guidance is both a concept and a process. As a concept, it is concerned with the optimal and holistic development of the individual—helping each person grow into a capable, self-reliant, and socially effective member of society. As a process, guidance promotes self-understanding, enabling individuals to become aware of their strengths, limitations, interests,

and other personal resources. It also fosters self-direction, the ability to make decisions, solve problems, set goals, and take responsibility for one's own actions.

Guidance does not make choices for individuals; rather, it equips them with the insight and skills to make their own decisions independently. It focuses on the whole person—their emotional, social, moral, intellectual, and vocational dimensions—and emphasizes the relationship between personal satisfaction and effective social functioning.

Some individuals may require guidance throughout life, while others may need it only during youth or in critical situations. Yet, guidance should be available to all, especially to young people coping with normal developmental challenges. It is universal in nature and not confined to schools or families. It is found everywhere—in homes, industries, businesses, government, social institutions, hospitals, and even prisons—wherever people need help and wherever someone is available to support them.

Guidance may be offered individually or in groups, but its objective remains the same: to help the individual develop. Wrinkle and Gilchrist describe guidance as the process of stimulating and supporting the student in setting worthwhile and achievable goals, providing meaningful experiences, developing necessary abilities, and achieving those goals. The essential components of guidance include:

1. Establishing meaningful purposes,
2. Providing relevant experiences,
3. Developing abilities and competencies, and
4. Achieving set goals.

Teaching and guidance are inseparable. Teaching without meaningful guidance is incomplete, and guidance without sound teaching cannot fully achieve its purpose. Both aim at the development of the whole individual within a social environment. Guidance emphasizes the unity of a person's life and highlights the impossibility of separating one aspect of life from another.

It is grounded in the belief that each person gradually forms a life purpose or goal that serves as a centre for integrating desires, ambitions, and plans. One of the most crucial responsibilities of education is to assist individuals in discovering, choosing, and developing these life aims. In this sense, guidance and education share a common purpose and often employ similar methods, making guidance an indispensable part of the educational process.

Key Features of Guidance:

- Helps in decision-making.
- Focuses on prevention and direction.
- Applicable to educational, vocational, and personal areas.
- Usually provided by teachers, parents, and professionals.
- Assistance when needed.

1.3.2. Importance of Guidance

Guidance plays a vital role in supporting individuals—especially students—as they navigate academic, personal, social, and vocational challenges. Its importance can be understood through the following key aspects:

1. Holistic Development of Students:

Guidance supports the all-round development of learners by helping them understand their abilities, interests, strengths, and limitations. This promotes balanced growth in emotional, social, intellectual, and moral areas.

2. Proper Educational Choice:

It assists students in selecting suitable courses and learning pathways based on their aptitudes and future goals, thereby reducing confusion and wrong choices.

3. Informed Career Choice:

Guidance helps individuals explore various career opportunities and make appropriate vocational decisions, ensuring a better fit between their personal traits and occupational demands.

4. Vocational Development:

It plays a crucial role in developing vocational maturity, preparing students for the world of work, and helping them adjust to occupational environments.

5. Readiness for Choices and Challenges:

Guidance prepares individuals to make wise choices and adapt to changes, enabling them to confidently face emerging challenges in life.

6. Reducing Mismatch between Education and Employment:

By aligning students' skills with available job opportunities, guidance minimizes wastage of manpower and promotes efficient human resource utilization.

7. Promotion of Self-Employment:

It motivates young people to explore entrepreneurship and self-employment, fostering creativity, independence, and economic contribution.

8. Identity Formation:

Guidance helps newcomers or freshers to establish a clear sense of identity, enhancing their confidence and direction in new environments.

9. Support to Weaker Sections:

It identifies students from disadvantaged backgrounds and provides motivation, support, and opportunities to ensure equitable development.

10. Assistance During Turmoil and Confusion:

Guidance aids students in coping with emotional stress, peer pressure, personal conflicts, and academic uncertainties.

11. Prevention of Wastage and Stagnation:

By helping students make correct educational and vocational choices, guidance reduces dropout rates, failures, and stagnation.

12. Support for Students with Special Needs:

It identifies learners requiring special assistance and ensures they receive appropriate support and interventions.

13. Productive Use of Time Outside the Classroom:

Guidance encourages students to utilize their leisure time constructively through hobbies, co-curricular activities, and skill-building experiences.

14. Managing Problems from Student Explosion:

It helps institutions handle challenges arising from the rapid increase in student population, such as overcrowding and lack of individual attention.

15. Checking Unwanted Migration:

Guidance provides suitable local opportunities and motivation, helping reduce unnecessary migration of youth in search of jobs or education.

16. Compensating for Deficiencies at Home:

It supports learners who may lack adequate guidance or resources at home, helping bridge gaps in parental support or academic encouragement.

17. Minimizing Indiscipline:

Through counseling and value-based guidance, students are encouraged to develop self-control, responsibility, and positive behavior, reducing incidents of indiscipline.

18. Promotion of Good Citizenship and National Development:

Ultimately, guidance develops responsible, skilled, and socially aware individuals who contribute to national progress and societal well-being.

STOP TO CONSIDER

Guidance is a purposeful and continuous process of helping individuals understand themselves, make wise educational, vocational, and personal decisions, and develop self-direction and responsibility. It focuses on the holistic development of the individual—intellectual, emotional, social, moral, and vocational—by identifying abilities, interests, strengths, and limitations, and by providing appropriate direction rather than ready-made solutions. As an integral part of education, guidance is preventive and developmental in nature, supporting learners in choosing suitable courses and careers, coping with challenges, and adjusting to life situations. It plays a vital role in reducing educational and vocational mismatches, promoting self-employment, supporting disadvantaged and special-need learners, preventing wastage and indiscipline, and fostering good citizenship. Ultimately, guidance empowers individuals to act independently, achieve meaningful life goals, and contribute positively to society and national development.

CHECK YOUR PROGRESS

1. Write the essential components of guidance.
2. Explain the importance guidance for any individual
3. Describe the key features guidance.

1.4. Meaning and Concept of Counselling

Counselling is a personalized, professional service where a trained counsellor helps an individual to explore their feelings, thoughts, and challenges. Unlike guidance, which is broader, counselling is more therapeutic and supportive. It focuses on resolving emotional, psychological, and behavioural issues. Counselling has been interpreted in many ways, but all views emphasize its role as a purposeful and professional helping relationship. Counselling is an interactive process that aims to help individuals navigate through emotional, psychological, and relational challenges. It involves a trained and licensed professional who listens attentively, provides advice, and helps clients discover effective solutions for their concerns. Counselling can help individuals improve self-awareness, enhance emotional intelligence, and provide coping strategies to manage life's challenges.

According to Webster's Dictionary, counselling refers to consultation and the mutual exchange of ideas.

Counselling is a process by which a troubled person (client) is helped to tell and behave in a more personally satisfied manner through interaction with an involved person (counsellor) who provides information and reaction which stimulate the client to develop behaviour which enable him to deal more effectively with himself and his environment'. – Edwin Lewis

Wren (1962) describes it as a dynamic relationship in which two individuals collaboratively address a defined problem so that the younger, less experienced or troubled person can arrive at a self-determined solution. Lee and Pattan further explained counselling as a one-to-one relationship where the counsellor helps the individual organize himself in order to achieve happiness, adjust to life situations and move toward self-actualization.

Ohlsen (1977) defines counselling as an accepting and safe relationship in which clients openly express their worries, clarify behavioural goals, learn essential social skills and develop the courage and confidence needed for positive change. Arbuckle (1965) views

counselling as a process that helps a person understand who they truly are, their strengths and limitations, and their capacities for action. In this relationship, the counsellor offers unconditional acceptance but does not provide guaranteed solutions.

Pepinsky and Pepinsky (1954) emphasize that counselling is a professional interaction aimed at facilitating behavioural change, involving a trained counsellor and a client who seeks assistance. Similarly, Hahn and Maclean (1955) describe counselling as a one-to-one process in which a qualified professional helps individuals who cannot handle certain personal problems alone. Blocker (1966) adds that counselling helps individuals understand themselves, interpret their behaviour, and clarify goals and values for future action.

The American Counselling Association Conference in 2010, where 29 of the 31 participating organisations agreed upon a consensus definition of counselling. Counselling is “a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals (Kaplan.2014.p.366)”.

Key Features of Counselling:

- A confidential, professional relationship between counsellor and client.
- Focuses on problem-solving and adjustment.
- Deals with emotional, social, and psychological aspects.
- Helps in self-understanding and personal growth.

1.4.1. Objectives of Counselling

1. To bring about voluntary change in the client.
2. To help clients make informed and meaningful choices.
3. To promote self-understanding and emotional adjustment.
4. To develop self-confidence, self-direction and problem-solving ability.
5. To assist in personality development and better role performance.

1.4.2. Major Elements of Counselling

1. Two persons involved – the client and a professionally trained counsellor.
2. Mutual respect, trust, warmth and acceptance are essential.
3. Helps in decision-making regarding career, education and life choices.

4. Promotes independence and responsibility in the counsellee.
5. More than giving advice – facilitates self-thinking.
6. Focuses on long-term personal growth, not only immediate problem-solving.
7. Deals with emotions and attitudes, not just intellectual understanding.
8. Encourages self-exploration, self-direction and optimal development.

What Counselling Is Not:

1. Not merely giving information.
2. Not giving advice or recommendations.
3. Not influencing the client's values, decisions or beliefs.

Essence of Counselling:

Counselling is ultimately a helping relationship that supports individuals in:

- understanding themselves,
- managing emotions,
- making decisions,
- solving problems,
- and leading more satisfying, resourceful lives

1.4.3. Types of common counselling services at school level

At school the following types of common counselling are provided. Counselling services may be categorised as mode or number of clients or problem specific. But here we discuss about the common services that are commonly organised at school level for the students.

- Individual counselling
- Group counselling
- Peer counselling
- Crisis counselling

Individual Counselling:

Counselling is a vital component of the school guidance programme, supporting students' personal, emotional, social, and academic development. Individual counselling is a one-to-

one, face-to-face and personalised process between the counsellor and the student, focused on the student's specific needs. The purpose of this Counselling:

Helps students to:

- Explore feelings and beliefs
- Understand themselves better
- Examine available options
- Initiate positive behavioural and emotional changes

This type of counselling is given to students having problems related to –

- Anxiety and depression
- Anger management
- Relationship problems
- Substance or drug abuse
- Improving interpersonal skills and career prospects

The counsellor uses professional skills and knowledge to help students realise their potential and bring about positive change, focusing on immediate problems and near-future concerns. The counselling process is based on mutual trust and respect, creating a safe environment for self-disclosure. An empathetic, understanding, and supportive counsellor increases the effectiveness of counselling

Benefits of Individual Counselling (Dryden, 1984):

- Ensures complete confidentiality
- Builds a close counsellor–client relationship
- Matches counselling to the client's pace of learning
- Effective for problems related to self-understanding
- Helps clients who wish to differentiate themselves from others
- Aids decision-making in relationship-related dilemmas
- Allows counsellors flexibility in interaction style
- Suitable for clients uncomfortable sharing time or space with others

Group Counselling:

Group counselling is an extension of individual counselling in which a small number of individuals work together under the guidance of a trained counsellor to address personal and interpersonal concerns. Its primary goal is to create a supportive interpersonal climate that encourages free communication, self-understanding, and mutual respect among members. Through group interaction, individuals gain insight into themselves, understand others' perspectives, and learn effective ways of coping with problems, making decisions, and bringing about positive change.

In group counselling, members explore and analyse their problems collectively. The group experience helps individuals feel less isolated, develop a sense of belonging, give and receive emotional support, and accept themselves and others. As interaction continues, feelings of common purpose and direction emerge, and group cohesiveness increases. The social processes of group dynamics and social facilitation play a key role in problem resolution.

Group counselling is based on certain assumptions:

1. Individuals have the capacity to trust and be trusted, and to show concern for others, which promotes cohesion and emotional security.
2. Each individual has the potential to take responsibility for self-change; lack of this belief may lead to maladaptive or disruptive behaviour.
3. Group members can learn from the objectives and methods of the group process, which aims at personal growth and reform rather than forced conformity.

Effective group counselling also requires proper structuring. Members are usually selected through personal interviews to ensure suitability and to clarify goals, expectations, and confidentiality. The ideal group size ranges from six to ten members. Group composition may be heterogeneous or based on similar concerns, age, or developmental needs, while avoiding extreme behavioural problems that may disrupt the group. Meetings are held regularly over a fixed period, and although the physical setting is less important than the emotional climate, privacy, flexibility, and a circular seating arrangement are preferred to encourage open interaction.

Peer Counselling:

Peer counselling is a form of counselling in which students help other students who share similar experiences, concerns, or developmental stages. It is based on the idea that individuals

often seek support from friends when facing academic, social, or personal challenges. In school settings, peer counselling involves one student counselling another student or a group of students under appropriate guidance and supervision.

Peer counselling has gained importance because many schools lack full-time professional counsellors, and even where counsellors are available, they may not be able to meet the diverse needs of all students. Moreover, some students feel more comfortable opening up to peers rather than teachers or counsellors. However, peer counsellors are used only in suitable situations such as academic support, time management, social skills, and school adjustment. In serious issues like sexual abuse or suicidal tendencies, the role of the peer counsellor is limited to guiding the student to seek professional help.

Practices like peer mentoring, cross-age counselling, and peer tutoring have existed in schools for a long time. Senior students often mentor new entrants to help them adjust academically, socially, and emotionally. Teachers also encourage peer tutoring to support students who face learning difficulties.

The benefits of peer counselling include:

- Mutual growth for both counsellor and counsellee
- Cost-effectiveness, easy availability, informality, and increased reach of school counselling programmes.
- It helps bridge the gap between students and professional counsellors and brings more students into the counselling fold.

Peer counsellors can support academic activities, orient new students, help resolve conflicts, and prevent absenteeism and dropout. Setting up an effective peer counselling programme requires needs assessment, clear goal setting, careful selection and training of peer counsellors, defined roles for all stakeholders, and strong support from the school administration.

Crisis Counselling:

Crisis situations such as child abuse, severe illness, and suicidal tendencies can severely disrupt a child's emotional, psychological, and social functioning. School children and adolescents are particularly vulnerable as they may lack adequate coping skills to handle intense stress and trauma. Crisis counselling is a specialised form of professional support

aimed at helping individuals cope with such overwhelming situations and regain normal functioning. Teachers and school counsellors play a crucial role in identifying early warning signs, providing timely intervention, and offering emotional support. Through close observation, counselling, awareness programmes, parental involvement, and referral to professional agencies when necessary, schools can effectively help children navigate crises, reduce trauma, and promote their overall well-being.

1.4.4. Types of Guidance services in school

Guidance is the process of helping individuals to understand themselves and their environment in order to make appropriate choices and adjustments. Based on the area of life in which help is provided, guidance is commonly classified into the following types:

Educational Guidance

Educational guidance helps students in matters related to learning and education.

Focus Areas:

- Choice of subjects and courses
- Study habits and learning skills
- Handling academic difficulties
- Adjustment to school and college life

Vocational (Career) Guidance:

Vocational guidance assists individuals in choosing, preparing for, and progressing in an occupation.

Focus Areas:

- Understanding careers and occupations
- Identifying interests, aptitudes, and skills
- Career planning and decision-making
- Job placement and career adjustment

Personal Guidance:

Personal guidance deals with personal, emotional, and social problems of individuals.

Focus Areas:

- Emotional problems (stress, anxiety, fear)
- Self-understanding and self-confidence
- Adjustment with family, peers, and teachers
- Personality development

Social Guidance:

Social guidance helps individuals adjust effectively to society and develop healthy social relationships.

Focus Areas:

- Interpersonal relationships
- Social values and norms
- Group behaviour and cooperation
- Responsible citizenship

Moral Guidance:

Moral guidance aims at developing moral values and ethical behaviour.

Focus Areas:

- Honesty, discipline, and responsibility
- Respect for others
- Ethical decision-making
- Character building

Health Guidance:

Health guidance focuses on the physical and mental health of individuals.

Focus Areas:

- Personal hygiene and healthy habits
- Nutrition and physical fitness
- Mental health awareness
- Prevention of illness and unhealthy behaviours

Leisure-Time Guidance:

Leisure-time guidance helps individuals make constructive use of free time.

Focus Areas:

- Hobbies and interests
- Sports and recreational activities
- Creative pursuits
- Balance between work and leisure

1.4.5. Specific of guidance services at school

Orientation Service

Orientation service helps students adjust to a new environment such as a new school, class, or academic programme.

Key Features:

- Introduction to school rules, facilities, teachers, and programmes
- Familiarising students with academic expectations
- Reducing fear, anxiety, and confusion among new students

Information Service:

Information service provides students with accurate and up-to-date information needed for educational, vocational, and personal decision-making.

Areas Covered:

- Educational information (courses, subjects, scholarships)
- Vocational and career information (occupations, training institutes)
- Personal-social information (health, relationships, social issues)

Counselling Service:

Counselling service involves a professional relationship between the counsellor and the student to help the student understand and solve personal, emotional, academic, or social problems.

Types of Counselling in Schools:

- Individual counselling
- Group counselling
- Peer counselling

Appraisal Service:

Appraisal service helps in understanding students' abilities, interests, aptitudes, personality traits, and achievements.

Tools Used:

- Psychological tests (intelligence, aptitude, interest tests)
- School records
- Observation and interviews

Placement Service:

Placement service assists students in selecting appropriate courses, subjects, careers, or further education opportunities.

Activities Included:

- Helping students choose subjects or streams
- Assisting in admission to higher education institutions
- Guiding students towards suitable vocational or job opportunities

Follow-up Service:

Follow-up service involves checking the effectiveness of guidance services provided earlier and tracking students' progress after placement.

Activities Included:

- Monitoring academic and career progress
- Identifying adjustment problems
- Providing additional guidance if needed

Referral Service:

Referral service is used when a student's problem is beyond the school's guidance resources.

Situations Requiring Referral:

- Serious emotional or behavioural problems
- Mental health issues
- Medical or legal concerns

STOP TO CONSIDER

Counselling is a professional, personalised helping process in which a trained counsellor assists individuals in understanding themselves, managing emotions, resolving personal, emotional, social, academic, and behavioural problems, and making meaningful life decisions. It is more therapeutic and supportive than guidance, focusing on emotional and psychological adjustment rather than merely providing information or advice. Counselling is a confidential, purposeful, and interactive relationship based on trust, acceptance, and mutual respect, aimed at promoting self-awareness, self-confidence, voluntary change, and overall personality development. At the school level, counselling services commonly include individual counselling, which provides one-to-one support for students' personal and academic concerns; group counselling, which helps students learn from shared experiences and develop social and coping skills; peer counselling, where trained students support fellow students under supervision; and crisis counselling, which offers immediate support during emergencies such as trauma, abuse, or severe stress. Alongside counselling, guidance services help students understand themselves and their environment to make appropriate educational, vocational, personal, social, moral, health, and leisure-time choices. Schools provide specific guidance services such as orientation, information, appraisal, placement, follow-up, and referral services to ensure students' holistic development, effective decision-making, emotional well-being, and successful

CHECK YOUR PROGRESS

1. What is counselling, and how does it differ from guidance?
2. Mention any two key features of counselling.
3. What is individual counselling in schools?
4. Explain the meaning and concept of counselling and discuss its objectives.
5. Describe the major elements of counselling and explain why counselling is not merely giving advice.
6. Discuss the different types of counselling services provided at the school level.
7. Explain the role and importance of guidance services in schools.

1.5 Summing Up

Guidance and counselling are essential educational services aimed at the holistic development of individuals and their effective adjustment to life. Guidance is a purposeful and continuous process that helps individuals understand themselves and their environment in order to make wise educational, vocational, and personal decisions. It focuses on developing self-direction, responsibility, and independence by identifying an individual's abilities, interests, strengths, and limitations and providing appropriate direction rather than ready-made solutions. As a preventive and developmental component of education, guidance supports learners in choosing suitable courses and careers, coping with academic and life challenges, promoting self-employment, assisting disadvantaged and special-needs learners, reducing educational and vocational mismatches, preventing indiscipline and wastage, and fostering responsible citizenship and national development.

Counselling is a professional, personalised, and therapeutic helping process in which a trained counsellor assists individuals in understanding themselves, managing emotions, resolving personal, emotional, social, academic, and behavioural problems, and making meaningful life decisions. It is a confidential and interactive relationship based on trust, acceptance, and mutual respect, aimed at promoting self-awareness, emotional adjustment, self-confidence, voluntary change, and overall personality development. In schools, counselling services include individual counselling for personal and academic concerns, group counselling to promote social learning and mutual support, peer counselling to extend support through trained students under supervision, and crisis counselling to address emergencies such as trauma, abuse, or severe stress.

Together, guidance and counselling help students understand themselves and their environment, make appropriate educational, vocational, personal, social, moral, health, and leisure-time choices, and adjust successfully to school and life situations. Through organised services such as orientation, information, appraisal, placement, follow-up, and referral, schools ensure students' emotional well-being, effective decision-making, and balanced development, enabling them to lead meaningful lives and contribute positively to society.

1.6 Model Questions and Answers

1. Multiple Choice Questions

I. The literal meaning of the term "guidance" is:

- a) To control behaviour
- b) To solve problems for others
- c) To direct or show the path
- d) To discipline learners

Answer: c)

II. Guidance primarily focuses on:

- a) Solving problems for individuals
- b) Giving ready-made decisions
- c) Developing self-direction and responsible decision-making
- d) Enforcing rules and regulations

Answer: c)

III. Which of the following best describes the nature of guidance?

- a) Curative and corrective
- b) Preventive and developmental
- c) Punitive and controlling
- d) Temporary and situational

Answer: b)

IV. Guidance is considered universal because it:

- a) Is provided only in schools
- b) Is meant only for children
- c) Is available wherever people need help
- d) Is limited to vocational decisions

Answer: c)

V. Counselling is best described as a

- a) Casual advice-giving process
- b) Professional and personalised helping process
- c) Informal interaction between friends
- d) Administrative school activity

Answer: b)

VI. Counselling mainly focuses on

- a) Giving information and advice
- b) Discipline and punishment
- c) Emotional and psychological adjustment
- d) Academic instruction only

Answer: c

VII. The relationship in counselling is based on

- a) Authority and control
- b) Sympathy and persuasion
- c) Trust, acceptance, and mutual respect
- d) Rules and discipline

Answer: c

VIII. Which of the following is a major aim of counselling?

- a) Enforcing rules
- b) Promoting self-awareness and voluntary change
- c) Providing ready-made solutions
- d) Evaluating academic performance

Answer: b

IX. One-to-one support for students' personal and academic concerns is called

- a) Group counselling
- b) Peer counselling
- c) Individual counselling
- d) Crisis counselling

Answer: c

X. Group counselling primarily helps students to

- a) Compete with others
- b) Learn from shared experiences
- c) Receive punishment
- d) Memorise information

Answer: b

XI. Peer counselling involves

- a) Teachers counselling students
- b) Parents counselling children
- c) Trained students helping fellow students
- d) External professionals counselling students

Answer: c

XII. Immediate support during trauma or severe stress is provided through

- a) Orientation service
- b) Placement service
- c) Crisis counselling
- d) Appraisal service

Answer: c

XIII. Guidance services mainly help students to

- a) Obey school rules
- b) Understand themselves and their environment
- c) Improve only academic achievement
- d) Prepare examination notes

Answer: b

XIV. Which of the following is **not** a guidance service provided by schools?

- a) Orientation
- b) Placement
- c) Follow-up
- d) Punishment

Answer: d

2. Fill in the Blanks

1. Counselling is a _____ and personalised helping process.

Answer: professional

2. Counselling promotes self-awareness, self-confidence, and _____ change.

Answer: voluntary

3. _____ counselling helps students learn from shared experiences.

Answer: Group

4. Guidance services help students make appropriate educational and _____ choices.

Answer: vocational

5. Orientation, appraisal, placement, follow-up, and referral are examples of _____ services.

Answer: guidance

1.7 References and Suggested Readings

- Agarwal, R(2006) Educational, Vocational Guidance and Counselling, New Delhi, Sipra Publiaiton.
- Bhatnager, A and Gupta, N (1999) Guidance and Counselling: A theoretical Approach(Ed), New Delhi, Vikash Publishing House.
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UNIT- 2

GENERAL PRINCIPLES OF GUIDANCE AND COUNSELLING

Unit Structure:

2.1 Introduction

2.2 Objectives

2.3 Principles of Guidance

2.4 Principles of Counselling

2.4.1 Case Example

2.4.2 Challenges Faced in Applying Counselling Principles

2.5 Summing Up

2.6 Model Questions and Answers

2.7 References and Suggested Readings

2.1 Introduction

The unit discuss about the principles of guidance and counselling services, cited example of applying counselling principles at school level, challenges faced by the counsellor following counselling principles and ethical responsibilities of counsellor.

2.2 Objectives

After going through this unit you are able to—

- understand the principles of guidance and counselling;
- *understand* the professional nature of guidance and counselling;
- *appreciate* the ethical responsibilities of a counsellor;
- *apply* the principles of guidance and counselling appropriately in real-life situations.

2.3 Principles of Guidance

Guidance and counselling are essential educational and psychological services that help individuals understand themselves and their environment in order to make meaningful

choices and solve life's problems. In a rapidly changing society marked by academic pressures, career complexities, social challenges, and emotional stress, individuals often need systematic support to achieve balanced development. Guidance and counselling provide this support by promoting self-awareness, self-direction, and healthy adjustment.

The principles of guidance and counselling serve as the foundation for all guidance activities and counselling practices. These principles emphasize respect for the dignity and uniqueness of the individual, recognition of individual differences, and concern for holistic development—intellectual, emotional, social, moral, and vocational. They highlight guidance as a continuous, helping process that assists individuals at different stages of life rather than directing or imposing decisions upon them.

By adhering to these principles, guidance and counselling aim to empower individuals to make informed decisions, cope with personal and social challenges, and realize their potential. Thus, the principles of guidance and counselling ensure that the process remains ethical, learner-centered, and effective in fostering personal growth and well-being.

Guidance is grounded in several fundamental principles that focus on the growth, dignity, and well-being of the individual:

1. Holistic Development of the individual:

Guidance must address the total development of a person's personality. It seeks to support intellectual, emotional, social, and moral growth.

2. Recognition of Individual differences and dignity:

Every individual is unique, possessing distinct characteristics and immense potential. The dignity of each person is paramount, and guidance must honor this uniqueness.

3. Acceptance of individual needs:

Guidance is based on understanding and responding to the individual's needs—such as freedom, respect, and dignity. These needs form the foundation for effective support.

4. Continuity of the guidance process:

Guidance is not a one-time activity. It is a continuous process required from early childhood through adolescence, adulthood, and even into old age.

5. Guidance as a helping process:

Guidance uses communication skills, empathy, respect, and positive regard to help individuals help themselves. It enables them to recognize their inner resources, set personal goals, and solve their own developmental problems.

6. Focus on choices and problem situations:

Guidance becomes particularly significant at points where individuals must make choices or face problems. It helps them understand how their personal perceptions interact with external life situations.

7. Assistance, not direction:

Guidance supports the individual's development rather than directing it. The goal is to build self-understanding, self-direction, self-guidance, and self-improvement by recognizing strengths and limitations.

8. Guidance as a universal service:

Guidance is meant for all individuals, not only for those facing difficulties. It is a positive, ongoing program required at all stages of life and for every student—not just during crises or for those with behavioral issues.

9. Generalized and specialized nature of guidance:

Guidance operates at two levels. It is a generalized service because teachers, parents, advisers, tutors, and administrators all contribute to the guidance program. It is also a specialized service provided by trained professionals such as counselors, psychologists, and psychiatrists who offer expert assistance when needed.

STOP TO CONSIDER

The principles of guidance emphasize the overall development and well-being of individuals by respecting their dignity, uniqueness, and personal needs. Guidance aims at holistic growth by addressing intellectual, emotional, social, and moral aspects of personality. It recognizes individual differences and supports people through a continuous, lifelong process rather than a one-time intervention. Guidance functions as a helping process that fosters self-understanding, informed decision-making, and problem-solving, especially during critical choice-making situations. It focuses on assisting individuals rather than directing them, encouraging self-direction and personal responsibility. Moreover, guidance is a universal service meant for all individuals at every stage of life, not only for those facing difficulties. It combines both generalized support from teachers, parents, and institutions and specialized services from trained professionals to ensure comprehensive and effective assistance

CHECK YOUR PROGRESS

1. What is meant by the holistic development of an individual in guidance?
2. Why is guidance considered a continuous and lifelong process?
3. How does guidance differ from directing an individual's behavior or decisions?
4. Do I recognize my strengths, limitations, and personal needs when making important life decisions?
5. How effectively do I seek and use guidance to solve my academic, personal, or career-related problems?

2.4 Principles of Counselling

Counselling is both an art and a science that focuses on facilitating self-understanding, personal growth, and effective problem-solving in individuals. It is a professional and systematic process designed to help people deal with personal, social, educational, emotional, and psychological challenges in a constructive manner. Unlike informal advice or friendly suggestions, counselling is purposeful, ethical, and scientifically grounded, requiring trained skills, theoretical understanding, and emotional sensitivity.

Counselling involves a planned interaction between a trained counsellor and a client, where the counsellor uses psychological principles and communication skills to help the client gain insight into their problems. The ultimate aim is not to provide ready-made solutions, but to empower individuals to make informed decisions, develop coping strategies, and achieve personal adjustment and wellbeing.

The effectiveness of counselling depends largely on adherence to its basic principles. These principles act as guiding norms that ensure counselling remains ethical, client-centered, and professionally sound. They help counsellors maintain objectivity, respect individual dignity, and safeguard the client's emotional and psychological safety.

A clear understanding of counselling principles is essential for anyone engaged in counselling practice. These principles form the foundation upon which all counselling techniques, strategies, and interventions are built. Without proper adherence to principles such as confidentiality, empathy, acceptance, respect, and non-judgment, the counselling process may become directive, biased, superficial, or even harmful. In various counselling contexts—such as schools, colleges, clinical settings, rehabilitation centers, community organizations, and

workplaces—these principles ensure that counselling remains focused on the client’s needs and promotes healthy personal development.

- **Principle of acceptance**

The principle of acceptance emphasizes that every client must be received with unconditional respect and dignity, regardless of their social background, beliefs, emotional state, behavior, or personal difficulties. The counsellor avoids labeling, criticizing, or rejecting the client and consciously suspends personal prejudices and value judgments. This principle is strongly rooted in Carl Rogers’ concept of Unconditional Positive Regard, which suggests that individuals grow positively when they feel accepted as they are. Example: A school counsellor working with a student who has repeatedly failed academically should accept the student without branding them as “lazy,” “slow,” or “incapable,” thereby fostering confidence and self-worth.

- **Principle of empathy**

Empathy refers to the counsellor’s ability to understand and experience the client’s feelings and perceptions from the client’s own frame of reference, while still maintaining professional objectivity. It involves emotionally entering the client’s world without becoming emotionally overwhelmed. Unlike sympathy, empathy does not involve pity or emotional over-identification but rather deep, respectful understanding. Case Illustration: When a client is grieving the death of a parent, the counsellor acknowledges and reflects the pain, loneliness, and confusion felt by the client, helping them feel understood rather than judged or pitied.

- **Principle of confidentiality**

Confidentiality is a cornerstone of effective counselling. It ensures that all personal information shared by the client remains private and is not disclosed without consent. This principle builds trust and encourages honest self-disclosure. However, confidentiality may be ethically or legally broken in exceptional cases such as risk of suicide, harm to others, or child abuse.

- **Principle of Non-judgmental attitude**

This principle requires the counsellor to maintain a neutral and unbiased stance, refraining from moral judgments, criticism, or value imposition. The counsellor respects the client’s thoughts, feelings, and experiences, even when they differ from personal beliefs or societal

norms. Example: While counselling an individual struggling with same-sex attraction, the counsellor avoids expressing personal or cultural prejudices and instead provides a supportive, accepting, and safe environment for exploration.

- **Principle of Individual differences**

The principle of individual differences recognizes that each client is unique in terms of personality, abilities, cultural background, emotional development, and life experiences. Counselling interventions should therefore be flexible and personalized, rather than uniform or standardized.

Theoretical Base: This principle is supported by major psychological approaches such as psychodynamic, humanistic, and cognitive-behavioral theories, all of which stress the importance of understanding the individual context of the client.

- **Principle of Client's Self-determination**

Self-determination affirms the client's right to make independent choices and decisions regarding their life. The counsellor's role is to facilitate self-understanding, provide information, and clarify alternatives—not to dictate solutions or make decisions on behalf of the client. *Illustration:* In career counselling, the counsellor may present various career options, assessment results, and guidance tools, but the final decision is left to the student.

- **Principle of voluntarism**

Counselling is most effective when it is entered into willingly by the client. Voluntary participation promotes openness, cooperation, and trust, whereas forced counselling often results in resistance and poor outcomes.

Example: Students who attend counselling due to personal motivation generally benefit more than those compelled by parents or authorities.

- **Principle of holism**

The principle of holism views the individual as a whole person, not merely as a set of problems or symptoms. Counselling should consider the emotional, intellectual, social, physical, moral, and spiritual dimensions of the client. Problems are understood in relation to the client's overall life situation and environment rather than in isolation.

- **Principle of purposeful expression of feelings**

Clients should be encouraged to freely and safely express their emotions, including anger, fear, sadness, or confusion, without fear of rejection or ridicule. Such expression often provides emotional release (catharsis) and helps clients gain insight into their inner conflicts. The counsellor guides this expression constructively so that it contributes to healing and growth.

- **Principle of Non-maleficence**

Borrowed from medical ethics, this principle obligates the counsellor to avoid causing harm (non-maleficence) and to actively work for the wellbeing of the client (beneficence). Counsellors must avoid practices that may exploit, manipulate, or emotionally damage clients and should always act in the client's best interest.

- **Principle of authenticity and congruence**

Authenticity and congruence mean that the counsellor is genuine, honest, and consistent in thoughts, feelings, and actions. The counsellor does not hide behind a professional façade or use manipulative techniques. According to Carl Rogers, congruence, along with empathy and unconditional positive regard, is an essential condition for effective counselling.

- **Principle of professional competence**

Professional competence requires the counsellor to possess adequate knowledge, skills, training, and ethical awareness to provide effective counselling services. Counsellors should work within the limits of their expertise, engage in continuous professional development, and seek supervision or referral when a case exceeds their competence.



2.4.1 Case Example: Depression in a University Student

Background:

A 21-year-old female university student reports a persistent loss of interest in her studies, withdrawal from social interactions, and feelings of hopelessness. These symptoms indicate emotional distress that is affecting her academic performance and overall wellbeing.

Application of Counselling Principles

- **Acceptance:**

The counsellor accepts the student unconditionally and avoids labeling her as “weak” or “incapable,” helping to build trust and self-worth.

- **Confidentiality:**

The counsellor assures the student that all shared information will remain private, which encourages openness and honest expression of feelings.

- **Empathy:**

The counsellor demonstrates empathetic understanding by acknowledging and validating the student’s feelings of being “overwhelmed” by academic and personal pressures.

- **Self-determination:**

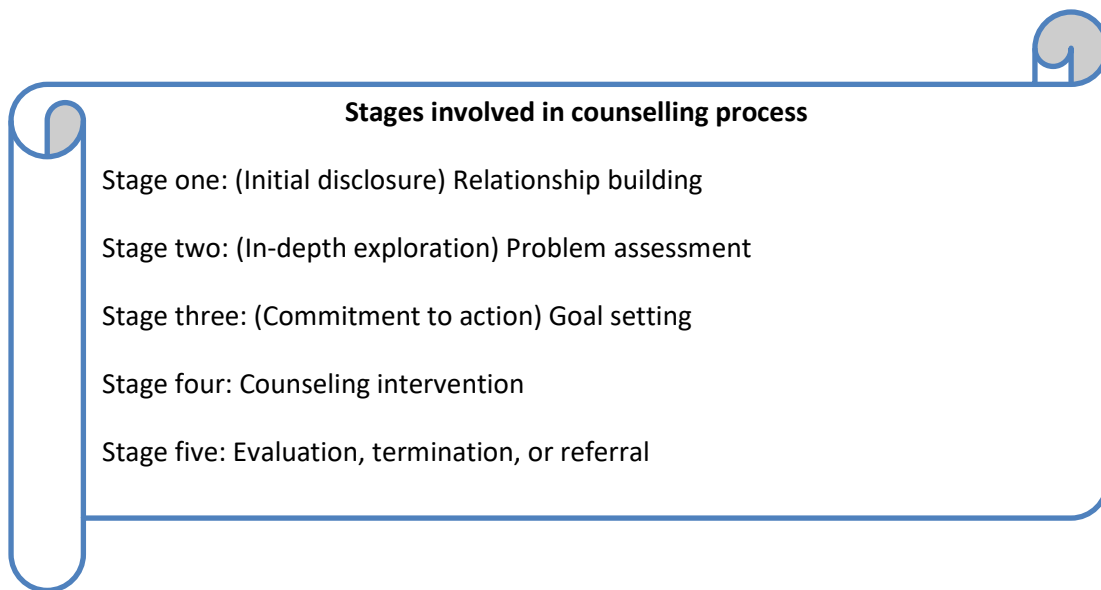
The counsellor respects the student’s right to make decisions and supports her choice to manage her academic workload in small, achievable steps.

- **Holism:**

The counsellor views the student as a whole person by considering academic stress, family expectations, emotional state, and physical health rather than focusing on a single problem.

Outcome:

Through consistent application of counselling principles, the student gradually regains motivation, develops effective coping strategies, and begins to engage more positively with her academic and personal life.



2.4.2 Challenges in applying counselling principles

The application of counselling principles often faces several practical and ethical challenges. Cultural relativity can create conflicts, as principles like confidentiality may not always align with collectivist cultures where family participation in personal matters is commonly expected. Practical constraints, such as overcrowded schools and clinical settings, may limit the counsellor's capacity to offer individualized attention to every client. Boundary issues also arise, as maintaining empathy and a non-judgmental attitude becomes difficult when counsellors deal with emotionally sensitive or morally complex situations. Legal and ethical dilemmas further complicate practice, particularly in cases involving child abuse or potential harm, where confidentiality may need to be breached to comply with legal responsibilities. Additionally, the over idealization of counselling principles—applying them rigidly without flexibility—can reduce creativity and effectiveness, highlighting the need for balanced and context-sensitive application of principles in counselling practice.

STOP TO CONSIDER

Counselling is a professional and structured process that helps individuals understand themselves, grow personally, and resolve problems. It is based on scientific knowledge, ethical standards, and trained skills, making it different from informal advice-giving. The effectiveness of counselling depends on its basic principles, which guide counsellors to remain ethical, client-centered, and objective. Understanding these principles is essential, as they provide the foundation for counselling techniques and ensure that the process is respectful, supportive, and beneficial across various settings such as schools, clinical centres, and workplaces.

CHECK YOUR PROGRESS

1. What is counselling, and how is it different from casual advice-giving?
2. Why are the basic principles of counselling important in professional practice?
3. How do counselling principles help maintain ethical and client-centered counselling?
4. How can ignoring basic counselling principles affect the effectiveness of the counselling process?

2.5 Summing Up

Guidance and counselling both aim to promote the holistic development and well-being of individuals. Guidance focuses on overall growth—intellectual, emotional, social, and moral—by respecting each person’s dignity, uniqueness, and personal needs. It is a continuous, lifelong process that encourages self-understanding, informed decision-making, and personal responsibility. Guidance serves everyone, not just those with problems, and involves both general support from educators and family as well as specialized professional services.

Counselling, on the other hand, is a structured and professional process that helps individuals understand themselves, overcome difficulties, and achieve personal growth. It is grounded in scientific principles, ethical practices, and skilled techniques. The principles of counselling ensure that the process remains ethical, client-centered, and effective across diverse contexts, fostering meaningful and supportive relationships that lead to self-awareness and positive change.

2.6 Model Questions and Answers

A. Short Answer questions

1. What is meant by guidance as a *helping process*?
2. How does guidance recognize and address individual differences?
3. Why are principles important in the counselling process?

B. Objective type questions

1. Guidance aims primarily at the:
 - a) Academic achievement of individuals
 - b) Overall development and well-being of individuals
 - c) Discipline and control of behaviour
 - d) Providing immediate solutions to problems
2. Which of the following best describes the nature of guidance?
 - a) A one-time remedial service
 - b) A corrective process for problem cases only
 - c) A continuous and lifelong process
 - d) A compulsory instructional programme
3. Guidance emphasizes helping individuals by:
 - a) Directing them toward fixed decisions
 - b) Encouraging self-direction and personal responsibility
 - c) Imposing solutions through authority
 - d) Limiting choices to avoid confusion
4. Counselling differs from informal advice because it is:
 - a) Based on personal experience only
 - b) Casual and unstructured
 - c) Based on scientific knowledge and professional training
 - d) Focused only on academic problems
5. Counselling is guided by principles mainly to ensure that it is:
 - a) Quick and solution-oriented
 - b) Directive and authoritative
 - c) Ethical, client-centered, and objective
 - d) Informal and flexible

Answers to the objective type questions:

1. **b)**
2. **c)**
3. **b)**

4. c)

5. c)

2.7 References and Suggested Readings

- Agarwal, R(2006) Educational, Vocational Guidance and Counselling, New Delhi, SipraPubliaiton.
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UNIT-3

GUIDANCE AND COUNSELLING- IT'S RELATIONSHIP

Unit Structure:

- 3.1 Introduction
- 3.2 Objectives
- 3.3 Relationship between Guidance and Counselling
 - 3.3.1 Major points highlighting the Relationship
 - 3.3.2 Importance of the Relationship in Education
- 3.4 Summing Up
- 3.5 Model Questions and Answers
- 3.7 References and Suggested Readings

3.1 Introduction

The unit deals with the relationship of guidance and counselling services in an educational context. It clearly explains how both the services are complementary to each other for the holistic development of students. The unit also highlights the importance of relationship of guidance and counselling in an educational context.

3.2 Objectives

After going through this unit you are able to—

- *analyse* the relationship of guidance and counselling in education context;
- *explain* the differences between guidance and counselling;
- *explain* the importance of relationship of guidance and counselling.

3.3 Relationship between Guidance and Counselling

In the modern world marked by rapid change and intense competition, individuals frequently encounter difficulties related to education, career choices, emotional well-being, and personal growth. To effectively support people in dealing with these challenges, guidance and

counselling have become increasingly important. Though the two terms are often used as if they mean the same thing, they serve distinct purposes. Guidance mainly involves offering direction, information, and suggestions to help individuals make wise and informed choices, whereas counselling is a professional process that addresses emotional concerns, personal adjustment, and deeper problem-solving needs. A clear understanding of how guidance and counselling are connected is crucial for teachers, counsellors, parents, and learners. When used together, they complement each other and contribute to the overall development of the individual, supporting balanced and holistic growth. Guidance and counselling are closely related helping processes in education. Although they differ in focus and methods, they work together to support the overall development of individuals. Their relationship can be understood through the following aspects.

In the school context, guidance and counselling are closely related and complementary processes that support the holistic development of students. Guidance is a broad, continuous, and preventive process aimed at helping all students understand themselves, make wise educational and vocational choices, and adjust effectively to school life. It provides direction through information, advice, and organized activities related to academics, careers, and personal development. Counselling, on the other hand, is a specialized and individualized process that forms an integral part of guidance. It focuses on helping students deal with emotional, social, behavioural, or adjustment problems through personal interaction with a trained counsellor. While guidance helps in identifying students' needs and potential difficulties at an early stage, counselling provides in-depth support when problems become serious or complex. Both guidance and counselling share the common goal of promoting students' well-being, self-understanding, and effective decision-making. In schools, teachers generally play a key role in providing guidance, whereas professional counsellors offer counselling services. Thus, guidance and counselling are interdependent, with guidance providing a broad framework for student development and counselling offering focused help for individual problems, together ensuring students' balanced growth and healthy adjustment.

1. Complementary Nature of Guidance and Counselling

Guidance and counselling complement each other by addressing different but interconnected needs of individuals.

- **Guidance** provides direction, information, and advice to help individuals make appropriate educational and vocational choices. It focuses on prevention by helping students avoid wrong decisions.
- **Counselling** offers emotional and psychological support to help individuals deal with personal, social, or adjustment problems. It focuses on healing and resolving difficulties.

Together, guidance and counselling ensure:

- **Preventive support** through guidance
- **Remedial and therapeutic support** through counselling

Thus, both processes function together to support balanced growth and well-being.

2. Common Goals of Guidance and Counselling

Despite their differences, guidance and counselling share several common objectives. Both aim to:

- Help individuals make wise and informed decisions
- Assist in solving academic, personal, and social problems
- Promote productive, satisfying, and meaningful lives
- Encourage the holistic development of the individual

Their shared goal is to help individuals understand themselves better and adjust effectively to life situations.

3. Individual is in focus

Both guidance and counselling place the individual at the centre of the helping process. They recognize that every learner is unique and requires personalized support.

They promote development in the following areas:

- Academic development – improving learning and study habits
- Vocational development – planning careers and future goals
- Emotional and personal growth – understanding feelings and managing emotions
- Social behaviour and adjustment – building healthy relationships and social skills

This individual-centred approach ensures that students' needs are addressed comprehensively.

4. Relationship in the Educational Context

In schools, colleges, and universities, guidance and counselling play important roles:

- **Guidance** helps students:
 - Choose suitable subjects and courses
 - Select appropriate careers and educational pathways
- **Counselling** helps students:
 - Manage stress, anxiety, and fear
 - Deal with personal, family, or behavioural problems

By working together, guidance and counselling promote overall student success, adjustment, and well-being within the educational environment.

5. Role in decision-making and adjustment

Effective decision-making requires both information and emotional readiness.

- **Guidance** supplies knowledge about options, opportunities, and consequences.
- **Counselling** ensures that students are emotionally prepared to make decisions and cope with their outcomes.

Thus, students gain:

- Accurate information for choices
- Emotional strength and confidence to implement decisions

This combination supports healthy adjustment to academic and life challenges.

6. Preventive and Curative Roles

Guidance and counselling serve different but related roles:

- **Guidance** plays a preventive role by:
 - Providing correct information
 - Preventing wrong academic or career choices

- **Counselling** plays a curative role by:
 - Addressing emotional, behavioural, and psychological problems
 - Helping students recover from stress or maladjustment

Together, they ensure both prevention and cure.

7. Interdependence of Information

Information plays a vital role in both processes, though it is collected differently.

- In **guidance**, information is gathered through:
 - Tests of intelligence, aptitude, and interest
 - Academic records and achievement data
 - Details of educational and career opportunities
- In **counselling**, information is collected through:
 - Personal interviews and discussions
 - Observation of behaviour
 - Analysis of specific personal problems

Often, information collected during guidance becomes the foundation for counselling. Though information is used in both, their purposes remain distinct.

3.3.1 Major Points Highlighting the Relationship

The relationship between guidance and counselling can be summarized as follows:

1. Guidance identifies and develops potential; counselling helps individuals cope with complex problems.
2. Guidance is promotive and preventive; counselling is curative and therapeutic.
3. Guidance may occur in normal settings; counselling requires a private, confidential environment.
4. Guidance may be provided by teachers, parents, or trained persons; counselling must be provided by professional counsellors.
5. Guidance is a general educational service; counselling is a specialized service.
6. Guidance may include counselling for day-to-day problems.

7. Counselling often includes guidance while helping individuals make decisions.
8. There is overlap between guidance and counselling, which sometimes leads to confusion in terminology.

3.3.2 Importance of the Relationship in Education

1. Academic Growth

- Guidance: Helps in selecting subjects, courses, and study paths
- Counselling: Helps manage exam stress, lack of motivation, and learning difficulties

2. Career Development

- Guidance: Provides information about careers, courses, and job opportunities
- Counselling: Helps overcome fear, build confidence, and make realistic career decisions

3. Emotional Well-Being

- Counselling: Addresses anxiety, stress, emotional conflicts, and mental health issues
- Guidance: Promotes preventive strategies and healthy coping skills

4. Social Adjustment

Both guidance and counselling help students:

- Improve interpersonal and communication skills
- Adjust effectively in school and society
- Develop healthy and positive relationships

STOP TO CONSIDER

Guidance and counselling are closely related and complementary processes that support the overall development of individuals, especially in the educational context. Guidance primarily focuses on providing direction, information, and preventive support to help students make appropriate academic and vocational decisions, while counselling offers emotional, psychological, and therapeutic assistance to address personal and adjustment problems.

Both processes share common goals such as helping individuals make better decisions, solve academic and personal problems, promote holistic development, and lead productive and satisfying lives. They are individual-centred and address academic, vocational, emotional, and social aspects of development. In educational institutions, guidance assists students in

choosing subjects and careers, whereas counselling helps them cope with stress, anxiety, behavioural issues, and emotional challenges.

Guidance plays a preventive and promotive role by supplying accurate information and avoiding wrong choices, while counselling performs a curative and therapeutic role by resolving emotional and behavioural difficulties. Though they differ in approach, setting, and level of specialization, guidance and counselling often overlap and depend on each other. Together, they significantly contribute to students' academic growth, career development, emotional well-being, and social adjustment, ensuring balanced and comprehensive development.

CHECK YOUR PROGRESS

1. Explain the complementary relationship between guidance and counselling in the educational context.
2. Distinguish between the preventive role of guidance and the curative role of counselling with suitable examples.
3. Why are guidance and counselling considered essential for the holistic development of students?

SELF- ASSESSMENT QUESTIONS

1. Do I understand how guidance and counselling together support my academic, emotional, and career development?

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2. Can I identify situations in my life where I would need guidance and situations where counselling would be more appropriate?

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3.4 Difference between Guidance and Counselling

At first glance, guidance and counselling may appear to be the same because both aim to help individuals improve their lives and make better decisions. However, they differ in their

purpose, approach, duration, and outcomes. Understanding these differences helps students know when and how each process is useful.

1. Focus of the Process

Guidance mainly focuses on helping individuals make decisions and solve practical problems. It supports students in areas such as career choice, subject selection, educational planning, and vocational decisions.

Counseling, on the other hand, focuses on personal development, emotional well-being, and psychological growth. It helps individuals deal with emotional difficulties, stress, anxiety, depression, and personal conflicts.

2. Approach and Methods

Guidance is advisory in nature. The guide provides information, suggestions, and direction based on the individual's needs. It involves sharing knowledge and helping students understand available options.

Counseling uses therapeutic methods. The counselor helps individuals explore their thoughts, feelings, and behaviors. Rather than giving direct advice, the counselor supports self-understanding and personal change.

3. Duration and Intensity

Guidance is usually short-term and issue-specific. It may take place in one or a few sessions and aims to provide clarity and direction.

Counseling is generally a long-term process. It involves regular sessions where a strong, trusting relationship is developed to address deeper emotional or psychological issues.

4. Level of Emotional Involvement

Guidance is more practical and less emotionally involved. The main concern is decision-making rather than emotional exploration.

Counseling places strong emphasis on emotions. Individuals are encouraged to openly express feelings and work through emotional challenges in a safe environment.

5. Goals and Outcomes

The goal of guidance is to help individuals make informed decisions, build confidence, and develop skills for academic, career, and life success.

The goal of counselling is to promote mental health, emotional healing, and personal growth, leading to improved psychological well-being.

Guidance and counselling are **interconnected and complementary**.

- **Guidance** offers direction, information, and preventive support.
- **Counselling** provides emotional, therapeutic, and adjustment help.

Together, they form a **comprehensive support system** that promotes:

- Academic success
- Career satisfaction
- Personal growth
- Emotional stability

In modern education, integrating both services is essential to prepare students not only for careers but also for the challenges of life.

STOP TO CONSIDER

Counselling and guidance are both supportive processes aimed at helping individuals, but they differ in focus, purpose, and method. The major distinctions between them are outlined below:

- **Focus:** Guidance emphasizes prevention and overall development, whereas counselling focuses on remediation and resolving existing problems.
- **Purpose:** The aim of guidance is to assist individuals in making informed decisions and providing general direction, while counselling offers specialized help and therapeutic intervention.
- **Setting:** Guidance is commonly delivered in group situations, whereas counselling is usually conducted on an individual basis.
- **Scope:** Guidance mainly addresses educational, vocational, and career-related needs, whereas counselling deals primarily with emotional, personal, and psychological issues.
- **Delivery:** Guidance can be provided by non-specialists such as teachers or mentors, whereas counselling is generally offered by professionally trained counsellors.
- **Approach:** Guidance helps individuals identify their abilities, interests, and strengths by providing information, while counselling helps individuals work through specific difficulties and challenges.
- **Formality:** Guidance is relatively informal and flexible, whereas counselling follows a structured and formal process.
- **Duration:** Guidance is usually short-term, whereas counselling may involve a long-term therapeutic relationship.
- **Training:** Guidance requires basic training in advising and information-sharing, whereas counselling demands specialized training in psychological and therapeutic techniques.

CHECK YOUR PROGRESS

1. What is the difference between counselling and guidance in terms of their focus and purpose?
2. How do counselling and guidance differ with respect to setting, delivery, and professional training required?
3. Explain the differences between counselling and guidance in relation to scope, approach, and duration.

SELF - ASSESSMENT QUESTIONS

3. Can you clearly distinguish between situations that require guidance and those that require counselling?

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4. To what extent do you understand the roles of professionals and non-specialists in providing counselling and guidance?

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3.5 Summing Up

Guidance and counselling are closely related and complementary processes that support the holistic development of individuals, particularly in educational settings. Guidance primarily focuses on prevention, information-sharing, and direction to help individuals make appropriate academic, vocational, and career decisions. It is generally informal, short-term, and may be provided in group settings by teachers or other non-specialists. Counselling, on the other hand, concentrates on addressing existing personal, emotional, and psychological problems through a more formal, individualized, and therapeutic approach, usually delivered by professionally trained counsellors. While guidance plays a promotive and preventive role, counselling serves a curative and remedial function. Despite their differences in focus, scope, and methods, both work together to promote academic growth, emotional well-being, social adjustment, and overall balanced development of individuals.

3.6 Model Questions and Answers

1. Which of the following best describes the primary focus of guidance?

- a) Therapeutic treatment of emotional problems
- b) Preventive support and overall development
- c) Diagnosis of psychological disorders
- d) Long-term emotional rehabilitation

Answer: b) Preventive support and overall development

2. Counselling mainly differs from guidance because it focuses on:

- a) Academic subject selection
- b) Group decision-making
- c) Remediation and resolution of personal problems
- d) Providing career information

Answer: c) Remediation and resolution of personal problems

3. In educational institutions, guidance is most commonly used to help students with:

- a) Managing anxiety and stress
- b) Emotional adjustment issues
- c) Choosing subjects and careers
- d) Behavioural modification

Answer: c) Choosing subjects and careers

4. Which of the following is TRUE regarding the setting of guidance and counselling?

- a) Both are strictly individual-based
- b) Guidance is usually individual, counselling is group-based
- c) Guidance is commonly group-based, counselling is usually individual
- d) Both are always conducted in classrooms

Answer: c) Guidance is commonly group-based, counselling is usually individual

5. Who can generally provide guidance in educational institutions?

- a) Only clinical psychologists
- b) Only psychiatrists
- c) Professionally trained counsellors only
- d) Teachers or mentors with basic training

Answer: d) Teachers or mentors with basic training

6. Which of the following correctly matches the process with its role?

- a) Guidance – curative; Counselling – preventive
- b) Guidance – therapeutic; Counselling – informational
- c) Guidance – preventive; Counselling – curative
- d) Guidance – long-term; Counselling – short-term

Answer: c) Guidance – preventive; Counselling – curative

3.7 References and Suggested Readings

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UNIT- 4

ROLE OF TEACHER IN GUIDANCE AND COUNSELLING

Unit Structure:

4.1 Introduction

4.2 Objectives

4.3 Role of a teacher in school

4.3.1 Specific roles of subject teachers in guidance and counselling

4.3.2 Specific role of teacher in guidance services in school

4.4 Role of teacher in counselling services

4.4.1 Qualities of a Teacher as a Counsellor

4.5 Summing Up

4.6 Model Questions and Answers

4.7 References and Suggested Readings

4.1 Introduction

Guidance is a vital component of education that supports the overall development of students. Teachers play an important role by identifying students' needs, guiding their academic progress, providing emotional and social support, and offering career guidance. It is the teacher who notices academic, emotional, or behavioural issues, helps students early and refers them to professional counsellors when necessary. Their commitment and skill greatly influence the success of guidance and counselling services. The teacher helps in address common concerns, encourages hesitant students to seek support, and promotes a positive and stress-free learning environment. The present unit deals with role of teachers in guidance and counselling services and also discuss about the research based findings related to the role of teachers in guidance and counselling services.

4.2 Objectives

After going through this unit you are able to—

- *explain* the role teacher in guidance services at school level;

- *explain* the role of teacher in counselling services at school level;
- *develop* a research based understanding on role of teachers in guidance and counselling services.

4.3 Role of Teachers in Schools

Guidance is an essential part of the educational system aimed at promoting the overall development of students. Teachers contribute significantly to this process by identifying learners' needs, supporting their academic progress, providing emotional and social guidance, offering career information, and preparing them for future challenges. Although specialised counsellors may handle professional counselling, the daily guidance offered by teachers plays a vital role in shaping responsible, confident, and well-adjusted individuals. Teachers and administrators are often the first to identify students' academic, emotional, and behavioural problems. Therefore, they must be equipped with the knowledge and skills required to guide and counsel students effectively. Teachers play a key role in identifying students who need professional help and referring them to appropriate counsellors at the right time. The effectiveness of guidance and counselling services in educational institutions depends largely on teachers' ability, enthusiasm, and dedication.

4.3.1 Specific roles of subject teachers in Guidance and Counselling

According to **Prayitno (2003)**, the roles, duties, and responsibilities of subject teachers in guidance and counselling include:

1. Helping to introduce and socialize guidance and counselling services to students.
2. Assisting guidance counsellors in identifying students who need guidance and counselling services and collecting relevant data.
3. Referring students who require counselling services to the guidance counsellor.
4. Receiving students referred back by counsellors for special services such as remedial teaching or enrichment programs.
5. Creating a positive classroom atmosphere and healthy teacher–student and student–student relationships that support guidance and counselling.

6. Providing opportunities and facilities for students to participate in guidance and counselling activities.
7. Participating in special activities related to handling student problems, such as case conferences.
8. Assisting in data collection for the evaluation and follow-up of guidance and counselling services.

4.3.2 Specific role of teacher in Guidance Services in School

Teachers play a central role in providing guidance to students as part of the educational process. Their responsibilities extend beyond classroom instruction to supporting the academic, personal, social, and career development of learners. The following points highlight the major roles of a teacher in guidance services:

1. Helping students begin their Educational Journey:

Teachers guide pupils in making a smooth start to their educational career. They help students adjust to school routines, understand expectations, and develop confidence in their learning environment.

2. Assisting in Educational Planning:

Teachers help students plan their studies intelligently. They provide information about different courses, programmes, and subject combinations, enabling students to make informed academic choices.

3. Providing Academic Support:

Teachers help students overcome subject-related difficulties through individual attention and counselling. They guide learners in developing effective study habits, learning strategies, and problem-solving skills.

4. Supporting Counselling Programmes:

Teachers act as supporters of the school counselling system. They positively influence students and collaborate with school administrators to ensure effective implementation of guidance and counselling activities.

5. Offering Vocational Information:

Teachers provide information about various occupations, the skills required, and the educational qualifications needed. They may also organise vocational visits or excursions to expose students to real work environments.

6. Organising Orientation Programmes:

Teachers help in conducting orientation sessions for new students to familiarize them with school rules, regulations, facilities, and overall functioning. This helps students adjust easily to the new environment.

7. Maintaining Student Records:

Teachers maintain pupil inventories and behavioural records. Through continuous classroom observation, they identify students' strengths, weaknesses, interests, and special needs, which helps in giving appropriate guidance.

8. Conducting Group Guidance Activities:

Teachers organise group activities such as discussions, role-plays, and group projects. These activities help students develop social skills, cooperation, communication abilities, and personal adjustment.

9. Assisting students in Optimal Learning:

Teachers help students make the best use of educational opportunities according to their abilities and interests. They provide guidance throughout the learning process and address difficulties as they arise.

10. Building Motivation for Study:

Teachers play a crucial role in motivating students. Through encouragement, engaging teaching methods, and positive reinforcement, they help learners develop interest and commitment towards studies.

STOP TO CONSIDER

Teachers play a vital role in school guidance services by supporting students' academic, personal, social, and career development. As they interact with students daily, teachers are often the first to identify academic, emotional, and behavioural problems and to provide initial guidance. They help students adjust to school life, plan their education, develop effective study habits, and stay motivated. Teachers also create a positive classroom environment, maintain student records, organise orientation and group guidance activities, and offer vocational information.

In collaboration with guidance counsellors, teachers assist in identifying students who need professional help, refer them for counselling, participate in case conferences, and support follow-up activities such as remedial or enrichment programmes. The overall effectiveness of guidance and counselling in schools largely depends on teachers' awareness, commitment, and ability to guide students, making them key contributors to the development of confident, responsible, and well-adjusted individuals.

CHECK YOUR PROGRESS

1. What are the main roles and responsibilities of subject teachers in guidance and counselling services at school?
2. What is meant by guidance in schools, and why is it considered an essential part of the educational process?
3. How do teachers assist guidance counsellors in identifying and supporting students who need professional help?

4.4 Role of teacher in Counselling Services

Students often face distractions and deviations that hinder their educational progress. The development of problem-solving skills plays a crucial role in minimizing these distractions and guiding students appropriately. Singh and Nisha (2020) observed that teachers act as torchbearers who remove ignorance, bring enlightenment, and support students in choosing the right path. Teachers can significantly support and strengthen school, college, and university counselling programmes. To promote effective learning and overall personality development, students need to be equipped with emotional and social skills. The class teachers are often the first to intervene when students are encountering problems and help them make sound decisions. The role of teacher may be noted in the following roles and responsibilities.

1. Assisting students in making thoughtful decisions

As counsellors, teachers can guide students in developing effective decision-making abilities. The Rational Decision-Making Model helps in reducing emotional bias by following logical steps supported by objective data and analysis of alternatives. Through this approach, teachers can assist students by:

- Guiding them toward better judgments through classroom activities
- Encouraging mindfulness and self-awareness
- Teaching thoughtful and reflective decision-making
- Maintaining professional boundaries and avoiding over-involvement
- Helping students list the advantages and disadvantages of various options

2. Understanding students' Learning Difficulties

To effectively support students, teachers must be aware of the challenges they face in learning, such as:

- Low motivation levels to any subjects or any school activities
- Learning difficulties related to any concept and skill practice
- Distractions in the learning environment
- Problems with concentration
- Difficulty in recalling facts and numbers
- Lack of interest or enjoyment in learning materials
- Insufficient learning resources
- Poor time-management skills

3. Helping students adjust to their Learning Environment

The learning environment—such as seating arrangements, lighting, noise levels, and even colour—has a significant impact on students’ ability to learn. A supportive environment enhances motivation, engagement, and overall learning capacity. Teachers, as counsellors, can:

- Foster positive relationships
- Prepare and organize conducive physical surroundings
- Encourage positive behaviour
- Be approachable, open to feedback, and promote teamwork
- Provide students with voice and choice
- Establish effective and consistent routines

4. Supporting students in their academic work

Providing students with appropriate learning tools, such as e-books, online resources, and previous examination papers, is one of the most effective ways to support academic success.

Teachers serving as counsellors should:

- Be patient and understanding
- Allocate time to listen to students’ concerns
- Adapt teaching strategies to meet individual needs
- Build strong rapport with students
- Support students in accepting changes
- Review routines regularly
- Apply strategies to enhance concentration

5. Supporting students' daily learning routines

Students learn effectively in interactive social environments where they connect new knowledge with prior understanding. Teachers should encourage students to recognize diverse learning preferences and backgrounds. Promoting group study, peer feedback, and collaborative learning can enhance understanding. Teachers can also address minor emotional concerns such as exam anxiety, academic stress, difficulty in understanding concepts, career uncertainty, or classroom bullying. Teachers can support students by:

- Involving them in decisions about their future
- Recognizing and celebrating academic progress
- Assisting in setting realistic career goals
- Promoting peer interaction through cooperative activities
- Providing opportunities for respectful communication

6. Collaborating with school counsellors

When students face serious issues that require professional intervention—such as bullying, substance abuse, sexual assault, or suicidal thoughts—teachers should collaborate with qualified counsellors. Teachers can provide emotional first aid before referral by:

- Actively listening and acknowledging students' perspectives
- Expressing empathy through supportive statements
- Maintaining confidentiality
- Avoiding judgment, criticism, or impulsive reactions

7. Promoting the Value of Education

Teachers can highlight the importance of education for both individuals and society. Through group counselling and guidance, teachers can help students focus on educational goals by emphasizing that education:

- Helps students understand themselves better
- Enhances mental and physical well-being
- Promotes peace and social harmony
- Strengthens critical thinking and problem-solving skills

- Prepares individuals for a rapidly changing workplace
- Expands opportunities as knowledge and skills increase

8. Partnering with parents as counsellors

Teachers should actively encourage parental involvement through school activities, regular communication, and newsletters that keep families informed. Teachers can serve as counsellors by fostering trust and cooperation with parents through:

- Warmth and approachability
- Recognition of parental participation
- Respect and appreciation
- Creating a trusting environment
- Communicating confidently and clearly

4.4.1 Qualities of a Teacher as a Counsellor

Teachers play an important role not only as instructors but also as counsellors. To support students effectively, teachers need to develop certain counselling qualities that help in understanding and guiding learners in a holistic manner. When teachers acquire counselling qualities such as effective communication, empathy, flexibility, and confidentiality, they become better educators and mentors. These qualities help students to grow academically and personally while also enhancing the teacher's professional effectiveness and success.

1. Exceptional Listening and Communication Skills

Effective listening and communication are essential qualities of a teacher-counsellor. By practicing active listening, teachers can understand students' feelings, concerns, and needs. Maintaining eye contact, avoiding interruptions, and showing attentiveness make students feel valued. Clear and age-appropriate communication helps teachers explain concepts, give guidance, and build strong teacher–student relationships.

2. Non-judgmental Approach

A non-judgmental attitude helps create a safe and supportive classroom environment. Teachers should encourage students to express their thoughts and emotions freely without

fear of criticism. Treating all students fairly, being aware of personal biases, and respecting different perspectives promote trust, inclusivity, and critical thinking.

3. Ability to Maintain Confidentiality

Confidentiality is a key principle of counselling. Students must feel confident that their personal issues will not be disclosed unnecessarily. By maintaining confidentiality, teachers build trust and encourage students to seek help and guidance without fear or hesitation.

4. Flexibility, Perseverance and Humility

Teachers should be flexible in adapting teaching methods to meet diverse learning needs. Perseverance helps teachers overcome challenges and remain committed to students' success. Humility allows teachers to accept feedback, recognize their limitations, and engage in continuous learning, which creates a positive and collaborative learning environment.

5. Genuine interest in students' well-being and Empathy

Teachers should show genuine concern for students' academic, emotional, and social well-being. Being empathetic helps teachers understand students' experiences and respond appropriately. An empathetic teacher builds strong emotional connections, supports mental health, and fosters confidence and resilience among students.

STOP TO CONSIDER

Teachers play a crucial role in counselling services by guiding students through academic, emotional, and social challenges. As the first point of contact, teachers help students develop sound decision-making and problem-solving skills, understand learning difficulties, and adjust to their learning environment. They support students' academic work and daily learning routines by using flexible teaching strategies, promoting collaboration, and addressing minor emotional concerns.

Teachers also collaborate with professional counsellors when serious issues arise, provide initial emotional support, and promote the value of education for personal and social development. By partnering with parents and creating a supportive, empathetic, and motivating atmosphere, teachers strengthen counselling programmes and contribute significantly to students' overall personality development and well-being.

CHECK YOUR PROGRESS

1. What roles does a teacher perform as a counsellor in supporting students’ academic and emotional development?
2. How can teachers assist students in making thoughtful decisions and coping with learning difficulties?

SELF - ASSESSMENT QUESTIONS

1. Am I able to identify students who are facing emotional or academic problems and provide appropriate support or referral?

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2. Do I create a supportive classroom environment that encourages students’ confidence, participation, and well-being?

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4.5 Summing Up

This unit highlights the crucial role of teachers in guidance and counselling within the school system. Guidance and counselling are integral to education, aiming at the holistic development of students—academic, personal, social, and vocational. Teachers, being in close and continuous contact with students, are often the first to identify their academic difficulties, emotional concerns, behavioural issues, and career-related needs. The unit explains the general and specific roles of teachers, especially subject teachers, in supporting guidance and counselling services. Teachers assist in educational planning, provide academic and vocational guidance, maintain student records, conduct group guidance activities, motivate learners, and collaborate with professional counsellors when specialized intervention is required. Their contribution ensures early identification of problems and timely support for students. The unit also emphasizes the counselling role of teachers, where they help students in decision-making, adjustment to the learning environment, coping with academic stress, and developing emotional and social skills. Teachers act as facilitators,

mentors, and supporters, while maintaining professional boundaries and ethical practices such as confidentiality. Finally, the chapter outlines the essential qualities of a teacher as a counsellor, including effective communication, empathy, non-judgmental attitude, flexibility, perseverance, and genuine concern for students' well-being. Overall, the unit reinforces that teachers are key contributors to the success of guidance and counselling programmes and play a vital role in nurturing well-adjusted, confident, and responsible individuals.

4.6 Model Questions and Answers

1. Guidance in schools primarily aims at:
 - a) Only improving academic performance
 - b) Promoting overall development of students
 - c) Disciplining students
 - d) Preparing students only for examinations
2. Who are usually the first to identify students' academic, emotional, and behavioural problems in schools?
 - a) Parents
 - b) School principals
 - c) Teachers
 - d) External psychologists
3. According to Prayitno (2003), one role of subject teachers in guidance and counselling is to:
 - a) Provide professional therapy
 - b) Refer students to guidance counsellors
 - c) Conduct psychological testing
 - d) Replace school counsellors
4. Which of the following activities helps develop students' social and communication skills?
 - a) Remedial teaching
 - b) Orientation programmes
 - c) Group guidance activities
 - d) Maintaining student records

5. Providing information about occupations and required qualifications is known as:
 - a) Educational guidance
 - b) Personal guidance
 - c) Vocational guidance
 - d) Social guidance

6. According to Singh and Nisha (2020), teachers are described as:
 - a) Disciplinarians of the school
 - b) Academic supervisors
 - c) Torchbearers who guide students toward the right path
 - d) Administrative authorities

7. Which model helps teachers reduce emotional bias while assisting students in decision-making?
 - a) Behavioural Learning Model
 - b) Rational Decision-Making Model
 - c) Experiential Learning Model
 - d) Constructivist Model

8. Which of the following is *not* a common learning difficulty faced by students?
 - a) Poor concentration
 - b) Difficulty recalling facts
 - c) High intrinsic motivation
 - d) Poor time-management skills

9. When students face serious issues such as substance abuse or suicidal thoughts, teachers should:
 - a) Handle the issue independently
 - b) Ignore the problem
 - c) Collaborate with professional counsellors
 - d) Publicly discuss the issue

10. Maintaining confidentiality as a teacher-counsellor mainly helps in:
 - a) Improving examination results
 - b) Building trust and encouraging open communication
 - c) Enforcing discipline
 - d) Increasing classroom control

Answer Key:

1. b 2. c 3. b 4. c 5. c, 6.c,7.b,8.c,9.c,10.b

4.7 References and Suggested Readings

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BLOCK- II:
TYPES OF GUIDANCE

Unit-1 : Personal Guidance: Meaning and Concept

Unit-2 : Vocational Guidance

Unit-3 : Educational Guidance

Unit-4 : Educational Guidance at Secondary Level and Higher Level

UNIT- 1

PERSONAL GUIDANCE: MEANING AND CONCEPT

Unit Structure:

- 1.1 Introduction
- 1.2 Objectives
- 1.3 Meaning and Concept
- 1.4 Need for Personal Guidance
- 1.5 Objectives of personal guidance
- 1.6 Summing Up
- 1.7 Model Questions and Answers
- 1.8 Answers to Check Your Progress
- 1.9 References and Suggested Readings

1.1 Introduction

People need occasional help from elders and more knowledgeable persons to solve difficult problems faced in life. Guidance is as old as civilization. In the primitive society, elders in the family offered guidance to the young and to persons in distress. In Indian system of social life, generally head of the family provides necessary guidance to youngsters. In community life also, leader of the community is responsible for giving various suggestions to social problems. Even today, in India, guidance whether in educational, vocational or personal matters is sought from family elders. With the passage of time, revolutionary changes have taken place in the field of agriculture, industry, business, communication and medicine etc. These changes in all walks of life coupled with extraordinary growth in our population has made the social structure very complex. Head of the family or leader of the community with a limited knowledge of the changed conditions is hardly competent in providing guidance and counselling to the youth of today. Hence, there is a need of specialized guidance services and it's become necessary to

introduce formal guidance programme to help individual to solve their personal as well as social problems.

1.2 Objectives

After going through this unit you are able to—

- *know* and assist students for emotional problems which occur in day to day life of students;
- *assist* students to develop awareness about personal health and to understand family situations to adjust accordingly;
- *help* students to understand different social setup and situations to deal effectively;
- *enable* students to explore different adjustment mechanism.

1.3 Meaning and Concept

Guidance is a concept as well as process which are concerned with optimal development of the individual. Guidance as a process helps the individual in self -understanding and in self-direction. It is a process by which an individual solves his own for all around development. It is a process of helping the individual to become adjusted to his present situation to provide the maximum development for him and to help him plan for his future in item of his interest aptitudes, capabilities and needs.

Literally, guidance means help, assistance and suggestions for showing the way. In that sense guidance is a life long process but man needs guidance through out his life. In ordinary sense of word, guidance means assistance or help given by the mature persons to immature persons so that the later may make effective adjustment in life.

The MacMillan English Dictionary for Advanced Learner (2002) defines guidance as advice about what one should do or how one should behave. The word guidance has its root in the word “Guide” which means to direct,steer, inform and to guide. Thus, guidance means ‘to direct’, ‘to point out’, ‘to show the path’. It is the assistance or helps rendered by a more experienced person

to a less experienced person to solve certain major problems of the individual (less experienced) i.e. educational, vocational, personal, etc.

In the famous book “An Introduction to Guidance” Crow and Crow have defined it in the following words---” Guidance is an assistance made available by professionally qualified and adequately trained men and women to an individual of any age, to help him to manage his own life activities, develop his own points to view, make his own decision and carry his own burdens”.

Today youths are facing various types of personal problems at home and in school. Personal guidance is one which assiststhe child to adjust well with physical and social adjustment and solves all the emotional and psychological problems. It makes the child society well adjusted and emotionally balanced and helps his all-round development of personality. Following are the personal and Psychological reasons for the need of guidance:

- **Guidance is the basic need of every man:** Psychologically, no person on this earth is independent. The individual needs help of one kind or the other from fellow beings to solve their problems to live a happy life. From the mother, he learns how to stand on his feet from the father, he learns to walk and from the teacher, he learns to seek knowledge and education, all learning takes place through guidance.
- **The problem of high Aspiration:** In the present age, the aspirations of the parents are very high and we are living in the age of exploration of expectations or aspirations. They want their children to excel in all walks of life. Under such circumstances, to meet the high aspirations of parents, a well-designed guidance programme is needed to make them successful in life.

STOP TO CONSIDER

- Guidance is as old as human civilization
- Guidance is a process helps individual for self -understanding and for taking self- direction
- The needs of guidance for personal and psychological reasons are: it is the basic need of every man and for the high aspiration of life.

Check Your Progress-1

1. Define guidance.

1.4 Need for Personal Guidance:

The need of guidance is felt universally and at all times. It is based upon the fact that all human beings need help in one way or the other. Jones has rightly said, “Everyone needs assistance at sometimes in his life. Some will need it constantly and throughout their entire life, while others need it only at rare intervals and at times of great crisis. There always have been and will continue to be people with an occasional need for the help of the older or more experienced associates in meeting problem situations”.

Following are the explanation about need of personal guidance:

- **Directing the academic growth:** In a class we generally found wide range of individual differences. Classes are overcrowded and there is a tremendous increase in the number of schools too. Guidance is needed for helping the individual to develop his abilities. Skills and acquire knowledge without difficulty. Consequently, there is a great need of providing guidance services in the school for the qualitative improvement and expanding educational objectives. Everyone talks today about the all-round development of child through education. So, problems of social adjustment and personality orientation require the services of a competent counsellor and availability of appropriate guidance services.

Moreover, Special guidance services are requested for solving educational problems like wastage and stagnation, discipline problems etc. and children with special need.
- **Directing Vocational Maturity:** There has been a tremendous increase in the variety of jobs due to the development of industrialization and mechanization in every aspects of life. Development of vocational efficiency is one of the important aims of education. Pupil is asked to be helped to develop right attitude towards work, basic skills needed for vocational life in general and to make the right choice for vocation in accordance with his ability, interest and aptitude. So, a well-organized guidance programme is essential for creating occupational awareness among the pupils of the country.

- **Directing personal, social adjustment:** There is need for helping the pupil to understand himself, analyze his abilities and interests, understand the environment around and make suitable adjustment. Psychologically, no person on this earth is totally independent. The individual passes from different stages of development in the life such as infancy, childhood, adolescence and adulthood, they need help of one kind or the other from fellow beings to solve their problems to lead a happy life., So, all people need proper guidance for making satisfactory adjustment and to grow as a good citizen and well adjusted men ready to assume family and social responsibilities.
- **Guidance to cope with special problems of home and society:** The pattern of home and society is becoming increasingly complex. The joint family system is disappearing rapidly and homes are getting disintegrated. We have soaring prices upsetting the domestic economy, women compelled to work outside home, one or both the parents frequently absenting from home due to professional work. So, a well-organized guidance programme is essential for the total development of personality of child.
- **Guidance as an instrument of national development:** For the planned development of a nation, conservation of human resources and manpower planning is very important. The recent changes in the economic, social and political conditions have a direct effect on the educational structure in our country. At present specialization has become the word of the present age. Moreover, professions have multiplied in numbers that it has become difficult for a common man to make a right choice out of them. So, a careful balance has to be struck between manpower need and the various educational and training programmers. In its forward looking process, it will reveal the future needs of the country and in its present working process. It will correlate the present working process. It will correlate the present human potentialities with the future needs.

1.5 Objectives of personal guidance

The guidance process is a purposeful process. Without determining the objectives, this process cannot be completed or concluded. If we start the guidance process without any objectives it cannot be concluded because various sub-processes involved in the guidance cannot be given any direction and these activities remain meaningless. Objectives of personal guidance change at

each level of education. So, every stage of education enjoys different objectives of guidance. Following are the objectives of personal guidance:

- To provide information to the individual regarding his potentialities.
- To help the individual in self-direction, i.e. that is to develop in the individual the abilities and skills to solve problems for himself.
- To assist the individual to understand, accept and utilize his talent.
- To help the individual to develop value sense and to recognize his aspirations in the light of reality concerning his strength and weaknesses.
- To help the individual to solve his problems.
- To help the individual to adjust to the different life needs.
- To help the individual to make a successful adjustment to the environment and to lead a happy and worthy life.

STOP TO CONSIDER

- Guidance is universal and required at all times in human life.
- Personal guidance is required for academic growth, vocational maturity, social adjustment, to cope with special problems in home and society, and as an instrument for national development

CHECK YOUR PROGRSS-2

2. Mention any three guidance area in human life.
3. Write two objectives of personal guidance

1.6 Summing Up

Personal guidance is a type of assistance offered to an individual to overcome his emotional problems and to help him to control his emotions which do occur in the individual's life. Personal guidance deals with all those problems of life which are not covered under educational and vocational guidance. In short, personal guidance is meant for helping each and every child to know emotional problems and to look at himself in the right perspective.

1.7 Model Questions and Answers

1. Define personal guidance. Discuss the phases of pattern providing educational guidance.
2. State the purposes of providing personal guidance at the higher secondary level of education.

1.8 Answers to Check Your Progress

Check your Progress Answers: 1

1. Arthur. J. Jones define that Guidance is the help given by one person to another making choices and adjustments and in solving problems.

Check your Progress Answer: 2

1. Three important guidance are of human life are:
 - a) Educational Guidance.
 - b) Vocational Guidance.
 - c) Personal Guidance.
2. Two important objectives of personal Guidance are:
 - a) To help individual to overcome personal problems and difficulties.
 - b) To help individual to adjust with personal and social needs of individual.

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UNIT- 2

VOCATIONAL GUIDANCE

Unit Structure:

- 2.1 Introduction
- 2.2 Objectives
- 2.3 Concept of Vocational Guidance
 - 2.3.1 Objectives of Vocational Guidance
- 2.4 Functions of Vocational Guidance
- 2.5 Summing Up
- 2.6 Sample Questions
- 2.7 Answers to Check Your Progress
- 2.8 References and Suggested Readings

2.1 Introduction:

Vocational Guidance is not a recent concept, it has undergone radical change. There is a tremendous increase in the variety of jobs due to the development of industrialization and mechanization in every aspects of life. For the planned development of a nation like India conservation of human resources and manpower planning is very important. In our country natural resources are not being properly utilized because of lack of guidance services.

The old concept of vocational guidance was to fit an individual to a job-square peg in a square hole. It is wrong to assume that men are really born for no profession at birth. He does posses some specific ability but that will help him to take up not specific job but a variety of jobs of particular group. Success in a job depends upon not only entry but also systematic progress and adjustment during employment.

2.2 Objectives:

After going through this unit you are able to—

- *help* students to know himself, his strengths and laminations etc. so that he can develop an adequate concept of himself and his role in the world of work;

- *help* the individual in making satisfactory progress in his vocation in such a way that it can bring greatest satisfaction;
- *aims* at promoting self -development, occupational plans, educational opportunities which help individual to make their placement service well and effective.

2.3 Concept of Vocational Guidance:

Vocational guidance is the process of helping an individual to choose an occupation, prepare for it, enters in it and progress in it. It was originally thought to be provided only prior to training and employment. However, it is a life-long process for many individuals at various stages of their lives. Therefore, it is needed to be aimed at wise use by the person of priceless native capacity and the results of costly training provided by the school for the good of the individual and society.

According to National Vocational Guidance Association of America 1937, “The vocational guidance is very process of assisting the individual to choose occupation, prepare for it, enter upon and progress in it. It is concerned primarily with helping individuals make decisions and choices involved in planning a future and building a career decision and choices necessary in effecting satisfactory vocational adjustment.”

The vocational guidance is a long and continuous process which begins in school and needed through out the working life of the individual. It is a kind of assistance which is given to an individual not only in selection of an occupation but also in preparation as well as for progress. The main aim of vocational guidance is to assist the individual in choosing an occupation, preparing for it, entering upon and progressing in it.

2.3.1 Objectives of Vocational Guidance:

The specified aims and objectives of vocational guidance are the following:

- To assist the students to acquire such knowledge of the characteristics and functions, duties and rewards of the group of occupation within which his choice will probably lie as he may need for intelligent choice.
- To give opportunities to the students in and outside the school that will provide information about condition of work.

- To enable students to find out about general and specific skills etc required for a group of occupations and what are the qualifications, age, sex etc. for entering them.
- To assist individual to acquire a technique of analysis of occupational information and to develop the habit of analyzing such information before making a final choice.
- To help the worker to adjust himself to occupation in which he is engaged, to assist him to understand his relationship with workers in his own and related occupation and to the society as a whole.
- To enable students to secure reliable information about dangers of having short cut to fortune through short training courses.

2.4 Functions of Vocational Guidance:

Following are the functions of vocational guidance:

- Helping pupils to know themselves: The child is developed sufficiently to understand himself and about the external world as he enters secondary education. It is the time when the real and well-organized concepts should be developed about his own mind and working areas. This helps children in proper planning and goes accordingly.
- Helps in decision making process: Vocational guidance must concern itself with the total life of the individual. It is concerned with developing the individual's self-concept, his occupational self-concept. Therefore, it provides a frame of reference in which pupil/ individual can able to see himself in relation to vocational opportunities available and ultimately lead towards proper decision about future career and occupation.
- Helping individual to get suitable jobs in their chosen field: For successful adjustment to the world of work, pupils should be helped to familiar with occupations and requirements. Any vocational guidance program will be incomplete if it does not include placement service. For this purpose govt. has started youth employment service as a part of national employment service. Therefore, it is the duty of teacher and guidance worker to provide proper information about this service to individuals and pupils so that they can be able to select suitable jobs in their chosen fields.
- Helping peoples according to their vocational assets and liabilities: Another function of vocational guidance is to help people to measure themselves, their assets and

liabilities. Because without of this people unable to go in a systematic manner for their required vocation. In this regard, different information service helps a lot. So, through vocational guidance people can not only able to measure their abilities, interests and personality traits but also it helped people to develop it and go accordingly.

- Help to serve the individual and society: Every parent when sending his child to the school prays and wishes that his child should be so educated that he is able to earn in his honorable way. Because, today's child is the citizen of tomorrow. Nobody can deny mechanization and economic needs of the present age. So, in this context , vocational guidance serve individual in proper choices of carrier and occupation so that they become economically self sufficient and productive member of society.
- Help in efficient use of manpower: For proper development of our nation we need efficient manpower. This is possible only through vocational guidance. Because it provides different opportunities and occupations through which people can able to develop their right vocation according to their interests and aptitude. All knowledge which people have acquired will no use if the people will not be the production member of society. So, vocational guidance aims at efficient use of manpower and greater economy in the execution of work in industry, business and Govt. offices.

STOP TO CONSIDER

- Vocational guidance helps individuals to choose an occupation, prepare for it, enters in it and progress in it.
- Functions of vocational guidance:
- Helps individual to understand self and to make proper planning and goes accordingly.
- Helping individual to get suitable jobs in their chosen field.
- Help to serve the individual and society.

CHECK YOUR PROGRESS-1

1. Define vocational guidance.
2. Write two objectives of vocational guidance.
3. Mention three principles of vocational guidance.

2.5 Summing Up:

Vocational guidance is a kind of assistance which is given to an individual not only in the selection of an occupation but also in preparation as well as for progress. Vocational guidance takes potent role in solving all those problems which generally rush in vocational life of the individual or students. It is concerned primarily with helping individual too make decision and choices involved in planning a future and building career decisions and choices necessary in affecting satisfactory vocational adjustment.

2.6 Sample Questions:

1. Give a definition of Vocational Guidance. Explain.
2. Explain in detail about the functions of Vocational Guidance.

2.7 Answers to Check Your Progress:

1. National Vocational Guidance Association of America define Vocational Guidance is very process of assisting the individual to choose occupation, prepare for it. Enter upon and progress in it.

2. Two important objectives of Vocational Guidance are:

- a) To give opportunities to the students in and outside the school that will provide information about condition of work.
- b) To assist individual to acquire a technique of analysis of occupational information and to develop the habit of analyzing such information before making a final choice.

3. Three principles of Vocational Guidance are:

- a) Give information on trends, patterns and growth of educational, training and employment opportunities.
- b) Information on job opportunities and development of manpower.
- c) Help people to get suitable jobs according to their vocational assets and liabilities.

2.8 References and Suggested Readings:

- Gururani, G.D. Guidance and Counselling , Educational , Vocational and Career planning, New Delhi, Akansha Publishing House.

- Goswami , Dr. Renu (2000) A text Book on New Trends in Education, Chandra Prakash.
- Kochhar, S.K.(2004) Guidance and Counselling in Colleges and Universities, sterling Publishers , New Delhi.

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UNIT- 3

EDUCATIONAL GUIDANCE

Unit Structure:

- 3.1 Introduction
- 3.2 Objectives
- 3.3 Meaning and Concept of Educational Guidance
- 3.4 Objectives of Educational Guidance
- 3.5 Summing Up
- 3.6 Sample Questions
- 3.7 Answers to Check Your Progress
- 3.8 References and Suggested Readings

3.1 Introduction:

With the advancement of Science and technology, guidance embracing all spheres of life and providing facilities for it. It is essential not only in education, but also in other areas like industry, agriculture, banking, office work, research activity, etc. It is assuming more and more responsibility for the individual in every direction. Educational, vocational, social, personal, moral and even marital problems of individual are the concerns of guidance.

3.2 Objectives:

After going through this unit you are able to—

- *help* the pupil in selection of curriculum in accordance with needs, capacities and interest;
- *help* the child to adjust with the schools, its rules, regulations, social life connected with it help the child make educational plans;
- *help* the child to driven maximum benefit out of the various school programmes;
- *help* the child to know the weak points of his educational achievement and adopting remedial measures.

3.3 Meaning and Concept of Educational Guidance:

Educational Guidance is concerned with the assistance given to the child in solving academic problems. It pertains the choice of various educational courses available to the child in accordance with his innate capacities, interest, personality traits and aspirations.

No two individuals or students are alike in his mental capacities, interests, aptitude, etc. To make a student aware of his inherent talents and to advice a student to use it for his benefits as well as for the benefit of the society falls within the purview of educational guidance. It is a process concerned with bringing about a favorable setting for the individual's education and includes the assistance, offered by teacher or any specially appointed person regarding development of effective study habits, evaluation techniques and adjustment of school life with other activities. Thus, the process aims at helping a student to understand his original abilities, use them in proper field of activity and to become a successful person in life.

Different educationists defined the concept of educational guidance in different ways. Some definitions are mentioned below:

- According to C. C. Dunsmoor, "Educational guidance is primarily concerned with the student's success in his educational career. It relates to the student's adjustment to school and to the preparation and carrying out of suitable educational plans in keeping with his educational needs, abilities and career interests."
- Dr. K. G. Rama Rao, "Guidance in the wider context of total curriculum and embracing education of every one of the basic activity pattern intellectual as well as social, economic as well as artistic, moral as well as spiritual, domestic as well as physical, becomes all inclusive as well as complete with instructional and testing or examining functions of the school in preparing the school leavers for work and life in general."

Hence, the educational guidance is a type of guidance which is intended to aid the individual in choosing a proper educational programme and making progress in it. This involved:

- The appraisal of the student with reference to his capacities.
- The exploration of his vocational potentialities and interests.
- The obtaining of information about all kinds of educational resources in the school and the community.

- The selection of a training center that provides educational opportunities in keeping with the student's capacities and interests.
- The detection leading to the correction of conditions that are interfering with his advantageous use of educational opportunities.

Need of Educational Guidance:

- 1. Individual differences:** Guidance is needed because individuals differ in intellectual abilities, interests, motivation and also in their levels of aspirations. To cater to the needs of individual students, educational guidance is imparted in schools.
- 2. Wastage and stagnation:** The number of failures in the examination and a greater number of school and college drop outs is responsible for much wastage and stagnation in the country. If the failed students or drop outs are not guided they may become delinquents, such students need to be trained with sympathy. Parents, teachers and educational experts give all guidance to keep them well motivated and help them to remain in the mainstream.
- 3. Diversified Courses:** The need of educational guidance is felt only where there are various types of courses to choose. A child has to be guided to selecting right educational courses.
- 4. Education of Exceptional children:** Generally in our schools, teacher precedes with the average student in mind with the result that gifted, slow learner, deaf and mentally and physically handicapped are not benefitted by classroom teaching. Educational guidance is most essential for different categories of exceptional children.

STOP TO CONSIDER

Educational Guidance is the assistance given to the students in solving academic problems and choosing educational courses in accordance with his innate capacities, interest, personality traits and aspirations.

CHECK YOUR PROGRESS-1

1. Define educational guidance.
2. Write the needs of educational guidance.

3.4 Objectives of Educational Guidance:

Educational guidance is intended to achieve the following objectives:

- To help the pupil in selection of curriculum that best fits his abilities, interests and future needs.
- To help pupil to develop work and study habits that enables him to achieve satisfactory success in his studies.
- To help the pupil with specific problems like lack of relationship between ability and achievement, deficiency in one or several school subjects, faulty study habits, defective methods of learning and poor motivation.
- To discover all that the school has to offer and plan a programme of studies accordingly.
- To select try out courses in order to gain insight into learning areas that still lie ahead.
- To develop an attitude which will stimulate pupil to continue his education in a school selected for its worth to him in relation to his talents and training.
- To enable the faculty members to know the modifications required in the curriculum and administrative arrangements of the school to meet the needs of students.

STOP TO CONSIDER

Objectives of Educational Guidance is to guide the students to achieve goals in best possible way

CHECK YOUR PROGRESS-2

1. Write any three objectives of Educational Guidance.

3.5 Summing Up:

Educational Guidance is concerned with the assistance given to the child in solving his academic problems. It is mainly concerned with such problems of education as are faced by pupils engaged in the study of different courses and subjects. Educational guidance makes the individual to adapt himself in the most favorable environment for his education. Thus, educational guidance is related to every aspect of education, school /colleges, the curriculum, the method of instruction, other curriculum activities, discipline etc. educational guidance is the assistance given to the individual -i) to understand his/her potentialities ii) have a clear cut idea of different educational opportunities and requirements iii) to make wise choices as regards to school, colleges, the courses: curricular and extracurricular.

3.6 Sample Questions:

1. What is educational guidance? State the principles of educational guidance.
2. Explain in detail the phases of pattern providing educational guidance.

3.7 Answers to Check Your Progress:

Answer: 1

1. Brewer defines, “Educational guidance is a conscious effort to assist in the intellectual growth of an individual. Anything that has to do with instruction or with the learning may come under the term.”
2. Following are the need of educational guidance:
 - a) Individual difference.
 - b) Diversified courses.
 - c) Education for exceptional children.

3.8 References and Suggested Readings:

- Bhatnagar, A. and Gupta, N. (1999) Guidance and Counselling: A theoretical Approach (Ed.), New Delhi, Vikash Publishing House.
- Kochhar, S. K. (1993) Educational and Vocational Guidance in Secondary Schools, New Delhi, Sterling Publisher NCERT.

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UNIT- 4

EDUCATIONAL GUIDANCE AT SECONDARY LEVEL AND HIGHER LEVEL

Unit Structure:

- 4.1 Introduction
- 4.2 Objectives
- 4.3 Educational Guidance at Secondary
- 4.4 Educational Guidance at Higher level
- 4.5 Summing Up
- 4.6 Sample Questions
- 4.7 Answers to Check Your Progress
- 4.8 References and Suggested Readings

4.1 Introduction:

The need for guidance had existed at all times. It is based upon the fact that all human beings need help in one way or another way. There is hardly any individual who does not need help. Jones has rightly said, “Everyone needs assistance at some time in his life. Some will need constantly and throughout their entire life, while others need it only at rare intervals at times of great crisis. There always have been and will continue to be people with an occasional need for the help of the older or more experienced associates in the meeting problem situation.” Guidance is needed to develop the personality of the child according to his inborn tendencies, traits and capacities and it provides all necessary information to the people to choose a better career and to get success in life.

High school counsellors provide academic, career, college access and personal and social competencies with development classroom lessons and planning to all students and individual and group counselling for some students and their families to meet the development needs of adolescents. At this stage the student is in dire need of proper educational guidance.

4.2 Objectives:

After going through this unit you are able to—

- *enable* student to acquire the image of occupations and society's evaluation thereof and to cross check or interpret the suitability or validity of their own tentative decisions;
- *help* educational institutions in motivating individuals to take responsibilities for their own education and work.

4.3 Educational Guidance at Secondary:

Following are the specific functions of educational guidance at the secondary level:

- Assisting pupils to orient themselves to the new purposes of education. Through talks, each pupil needs to be helped to look at secondary schooling as fulfillment of liberal education for all, education for employment for many and education for leadership for the few.
- Assisting pupils to make progress in their education by removal of subject difficulties and development of good study skills. Guidance procedure should help in solving these difficulties.
- Assisting pupils to select courses and activities. Another function of educational guidance is to help students in right selection of courses and activities which are of interest and value to them at this stage of development.
- Assisting pupil to build proper motivation for study. Motivation is one of the important components of learning process. So, important functions of educational guidance at this stage are to keep them motivated so that they make progress in their stage are to keep them motivated so that they make progress in their studies.

STOP TO CONSIDER

Secondary education is the gateway for prosperity, transformity the economy and establishing social justice. So, guidance at secondary level is more important t understand students as individual and to create situations in which the students can learn more effectively.

CHECK YOUR PROGRESS: 1

1. Write one purposes of guidance at secondary level.

4.4 Educational Guidance at Higher level:

At the higher educational level, educational guidance is mandatory. At this stage, college students and those in universities often need guidance as to which course to choose so that they can perform well in academics.

Following are the specific objectives of educational guidance at higher level:

- i) To make the issue of curriculum division clear to the student. In this regard, any ambiguity has a deep negative impact on the student's life. So, educational guidance is utmost necessity.
- ii) To help the student in choosing the suitable curriculum so that they can fulfill the objectives of life as well as education. Therefore, Educational Guidance helps the student in choosing curriculum by providing information about different types of curriculum.
- iii) To expose different aspects of vocational education to the students by providing information about different courses, institutions, opportunities-facilities etc. is one of the functions of educational guidance.
- iv) To make students aware about various courses, institutions of higher education etc and to inform students about their weakness and to guide them appropriately to overcome weakness.
- v) To adopt specific plan so that students become aware about various vocational and professional courses like medicine, engineering, Polytechnique, journalism, teaching etc. as well as to adopt special plans for weak and backward students, so students can adapt properly in the field of higher education.
- vi) To present various government schemes and facilities in the vocational field to the students.
- vii) To make students fit for future life. This basically has two aspects- the vocational field and the field of higher education. In both cases, the main task of educational guidance is to ensure the ideal orientation of the student.

STOP TO CONSIDER:

Guidance at higher level is total guidance process by which an individual's potentialities are discovered and developed through his/her own efforts. It is helpful for students from contact point of view so far different related agencies, institutions and programmes are concerned.

CHECK YOUR PROGRESS: 2

1. Mention two need of guidance at higher level.

4.5 Summing Up:

Educational Guidance is a process concerned with bringing about, between a individual pupil with his distinctive characteristics on the one hand and differing groups of opportunities and requirements on the other a favorable setting for the individual development or education. Hence, Educational Guidance is a type of guidance which is intended to aid the individual in choosing a proper educational programme and making progress in every level of education.

4.6 Sample Questions:

1. Explain in detail about the importance of guidance at secondary and higher level of educational.
2. Discuss in detail about different programmes organized by educational institutions for guidance of students at secondary and higher level.

4.7 Answers to Check Your Progress

Answer: 1

- One important purpose of guidance in secondary level is help students in selection of proper courses and activities which help them in achieving their goals of future life.

Answer: 2

- Two need of Guidance at Higher level as follows:
 - A. Assist pupil to build proper motivation for future life.
 - B. Help individual to make proper decisions for future life.

4.8 References and Suggested Readings:

- Ojo, O.D. (2005) A guide to guidance and Counselling: A Fundamental Approach, Logos. John Lad Publishers Ltd.
- Shertzer and Stone (1976) Fundamentals of Guidance; Boston, Houghton, Mifflin and Company.
- Bhatia , K.K. (2009) Principles of Guidance and Counselling , Kalyani Publishers.

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BLOCK: 3
GUIDANCE NEEDS OF CHILDREN

Unit 1: Home-centred problems, school-centred problems

Unit 2: Adjustment needs of Adolescents

Unit 3: Counselling in Individual situations

Unit 4: Group Guidance and Counselling

UNIT- 1

HOME-CENTRED PROBLEMS, SCHOOL- CENTRED PROBLEMS

Unit Structure:

- 1.1 Introduction
- 1.2 Objectives
- 1.3 Meaning of Guidance
- 1.4 Characteristics of Guidance
- 1.5 Home-Centred Problems
- 1.6 Suggestions to overcome home-centred problems
- 1.7 School-centred problems
- 1.8 Suggestions to overcome school-centred problems
- 1.9 Summing Up
- 1.10 Sample Questions
- 1.11 References and Suggested Readings

1.1 Introduction

Dear Learners, as we already know that, Guidance is a continuous process that helps individuals understand themselves, make wise decisions, and solve their personal, educational, and social problems. It is not about giving direct advice but about helping people find their own way with confidence and understanding. Guidance helps individuals recognize their strengths, weaknesses, interests, and abilities so that they can achieve success and live a balanced life. It plays an important role in helping people face life's challenges positively. However, many problems affect a person's growth and learning, especially those that come from the home and school environment. Home-centered problems arise within the family, such as lack of love and care, constant quarrels, financial difficulties, or overstrict parenting. These issues make children feel insecure, anxious, or neglected. Similarly, school-centred problems occur within the school, such as poor teacher-student relationships, bullying, heavy academic pressure, overcrowded classrooms, and lack of guidance or facilities. These problems affect a student's confidence, motivation, and performance in studies. In this unit,

we will focus on the meaning and characteristics of guidance, as well as the home-centred and school-centred problems, along with the suggestions to overcome these problems effectively.

1.2 Objectives

After going through this unit, you will be able to –

- *comprehend* the meaning of guidance;
- *identify* the characteristics of guidance;
- *understand* the Home-centred problems and how to overcome them;
- *discuss* school-centred problems;
- *describe* the solutions to overcome school-centred problems.

1.3 Meaning of Guidance

Guidance is an important process that helps individuals to understand themselves and make the right choices in life. It is a continuous and planned process through which a person receives help in understanding their abilities, interests, and problems so that they can make wise decisions and live a successful and satisfying life. In simple words, guidance means helping a person to help themselves. It does not mean giving direct advice or forcing someone to do something, but rather assisting them in finding their own way by providing support, information, and encouragement.

Every person faces different problems in life—whether related to education, career, emotions, or relationships. Sometimes people find it difficult to make the right decision or to understand what is best for them. In such situations, guidance plays a major role. It helps people to know their strengths and weaknesses, to think clearly, and to take the right steps toward solving their problems. The purpose of guidance is not to solve all problems for someone, but to make the person capable of solving their own problems wisely.

Guidance is not a one-time activity; it is a lifelong process. People need guidance at different stages of life—from childhood to old age. For example, children need guidance in selecting subjects, adolescents need it to choose a career, and adults may need guidance for work-

related or personal issues. Thus, guidance helps a person in making correct decisions at every stage of life.

In the field of education, guidance plays an important role. It helps students to adjust better to school life, improve study habits, manage stress, and select suitable courses or careers according to their abilities and interests. Teachers and counselors act as guides who help students to recognize their strengths and weaknesses and to plan for a successful future. Educational guidance ensures that students make realistic choices and remain motivated to achieve their goals.

Apart from education, guidance is also essential in personal and social life. It helps individuals understand their emotions, develop healthy relationships, and maintain balance between personal and professional life. It encourages self-awareness and self-improvement, which are necessary for emotional stability and happiness. When people receive proper guidance, they can overcome confusion, anxiety, and frustration and make decisions with confidence and clarity.

Guidance also has an important role in career development. Vocational guidance helps people to select jobs or professions that match their interests, abilities, and personality. It provides information about different careers, training opportunities, and job requirements so that individuals can make informed choices. Proper guidance ensures that people enter careers where they can perform well and feel satisfied.

Some of the definitions of guidance are given below:

Ruth Strang : “Guidance is a process of helping every individuals through his own efforts, to discover and develop his potentialities for his personal happiness and social usefulness”

Jones : “Guidance is the help given by one person to another in making choices and adjustments and in solving problems.”

Skinner : “Guidance is a process of helping young person’s to adjust to self, to others and to circumstances.”

Crow and Crow : “Guidance is assistance made available by competent counsellors to an individual of any age to help him direct his own life, develop his own point of view, makes his own decisions, carry his own burdens.”

Brewer : “Guidance is a process through which an individual is able to solve his problems and pursue a path suited to his abilities and aspirations. ”

Good : “Guidance is a process of dynamic interpersonal relationships designed to influence the attitudes and subsequent behaviour of a person.”

In simple terms, guidance is not about controlling someone’s life but helping them to take control of it themselves. It is a cooperative process based on trust, understanding, and respect. A good guide or counsellor listens carefully, gives proper information, and helps the person think clearly. Through guidance, individuals become self-reliant and capable of making wise decisions that lead to personal growth and success.

1.4 Characteristics of Guidance:

The following are the characteristics of guidance:

1. Guidance is a Continuous Process

Guidance is not a one-time activity; it continues throughout life. People face different problems and challenges at every stage — in childhood, adolescence, adulthood, and even old age. For example, a child may need guidance to adjust to school, a teenager may need guidance to choose a career, and an adult may need guidance in managing work or relationships. Therefore, guidance goes on from birth till the end of life, helping individuals make proper decisions whenever they need support.

2. Guidance is Based on Individual Differences

Every person is different in terms of interests, abilities, personality, and goals. Guidance recognizes and respects these individual differences. It does not follow a “one-size-fits-all” approach. For instance, two students may have different talents — one may be good at science and the other in art — so their guidance should be based on their unique strengths and needs. Thus, guidance helps each person in a way that suits their individuality.

3. Guidance is a Helping Process, Not a Directing One

Guidance does not mean giving direct orders or forcing someone to follow a particular path. Instead, it means helping the person to understand themselves and make their own decisions. A good guide or counsellor helps an individual think clearly, explore all options, and then choose what is best for them. For example, instead of telling a student what to study, a counsellor helps the student discover their own interests and abilities so they can make a thoughtful choice.

4. Guidance Promotes Self-Understanding and Self-Development

The main aim of guidance is to help a person understand themselves — their strengths, weaknesses, abilities, and interests. When individuals gain self-understanding, they can make better decisions and live happier lives. Guidance encourages people to become self-reliant, confident, and capable of handling life situations effectively. It helps them to grow in all aspects — mentally, emotionally, and socially.

5. Guidance is a Cooperative Process

Guidance involves cooperation between the guide (such as a teacher or counsellor) and the person receiving guidance. It also includes cooperation from parents, teachers, friends, and sometimes community members. For example, in schools, teachers and parents can work together to guide students in their studies and behaviour. Thus, effective guidance happens through teamwork and understanding.

STOP TO CONSIDER

- Guidance is a continuous process of helping individuals understand themselves, their abilities, and their surroundings so that they can make the right decisions in life. It aims to support people in solving personal, educational, and social problems by providing proper direction and encouragement.
- It aims to support people in solving personal, educational, and social problems by providing proper direction and encouragement. In simple words, guidance means helping a person to help themselves in choosing the right path for their growth and happiness.

CHECK YOUR PROGRESS

1. Guidance helps individuals understand themselves better. — (True/False)
2. Guidance is a continuous and lifelong process. — (True/False)
3. The main aim of guidance is to make decisions for others. — (True/False)

1.5 Home-Centred Problems

Home-centred problems are the difficulties or issues that arise within a person's home or family environment. These problems often affect a person's emotional, social, and academic life. A healthy home atmosphere is very important for the overall development of a person, especially for children and students. When there are problems at home, they can create stress, confusion, and unhappiness, which may affect behaviour and performance in school or work.

1. Lack of Parental Love and Care:

When parents are too busy, neglectful, or emotionally distant, children may feel unloved and unwanted. A lack of affection and attention can make children lonely, insecure, and depressed. They may seek attention outside the home in unhealthy ways. Love, care, and emotional support from parents are essential for the child's mental and emotional growth.

2. Family Conflicts and Quarrels:

Frequent fights and arguments among family members create a tense and negative home environment. When children witness constant conflicts between parents or other family members, they may feel fearful, anxious, or helpless. Such an environment affects their concentration, studies, and overall personality development.

3. Overprotective or Strict Parenting:

Some parents are too strict or over-controlling. They do not allow children to express themselves or make their own decisions. This may lead to fear, lack of confidence, and dependency. On the other hand, being overprotective also prevents children from learning how to face challenges independently.

4. Broken Homes or Single-Parent Families:

When parents are separated, divorced, or one parent has passed away, children may face emotional difficulties. They might feel insecure or miss the love and guidance of both parents. In some cases, financial problems also arise, increasing the stress and emotional burden on the family.

5. Poor Economic Condition:

Financial difficulties in the home can create serious problems for children and parents. When a family struggles to meet basic needs like food, clothing, or education, it leads to

frustration and tension. Children from poor families may feel inferior to others and may lose motivation to study or participate in activities.

6. Favoritism Among Children:

When parents show more love and attention to one child over another, it creates jealousy and feelings of rejection. The neglected child may develop anger or low self-esteem. Favoritism can spoil the relationship between siblings and disturb harmony within the family.

7. Parental Ignorance or Illiteracy:

Parents who are uneducated or unaware of their children's needs may fail to provide proper help or encouragement. They might not understand the importance of education, emotional support, or discipline. Because of this, children may not receive proper motivation to do well in school or in life.

8. Addiction or Misbehavior of Family Members:

If any family member is addicted to alcohol, drugs, or gambling, it creates a negative atmosphere at home. Such behavior can cause fear, financial loss, and emotional pain. Children in such homes often experience stress, shame, and insecurity, which can badly affect their studies and social behavior.

9. Lack of Proper Guidance at Home:

Some parents do not spend enough time with their children to guide them in studies, manners, or behavior. As a result, children may develop wrong habits, make poor decisions, or lack discipline. Proper guidance at home helps children grow into responsible and confident individuals.

10. Unhealthy Home Environment

An untidy, noisy, or stressful home environment affects a child's physical and mental health. Constant noise, lack of peace, or overcrowding in the house can make it hard for children to focus on studies or relax. A calm, clean, and supportive home atmosphere is necessary for healthy growth and learning.

STOP TO CONSIDER

Home-centred problems are the difficulties or challenges that arise within a person's family or home environment. These problems may include lack of love and care, frequent quarrels between parents, financial stress, overstrict or neglectful parenting, and unhealthy family relationships. Such issues affect a person's emotional balance, behavior, and performance in studies or work. When the home environment is tense or unsupportive, children often feel lonely, insecure, or stressed. Therefore, a peaceful and caring home atmosphere is very important for the healthy development and happiness of every individual.

1.6 Suggestions to overcome Home-centred problems

Home-centred problems can affect a person's emotional, social, and educational development. These problems often arise from family conflicts, lack of love, financial difficulties, or poor communication at home. To build a peaceful and happy home, it is important to take some positive steps.

1. Develop Love and Understanding in the Family:

The most important way to solve home problems is by creating a loving and caring atmosphere at home. Parents should show affection and spend quality time with their children. When family members understand and care for each other, problems can be solved easily, and everyone feels safe and happy.

2. Improve Communication Among Family Members:

Many home problems happen because of poor communication or misunderstandings. Every family member should feel free to express their thoughts and feelings. Parents should listen to their children patiently and give them a chance to share their problems. Open and honest communication helps build trust and reduces conflicts.

3. Avoid Quarrels and Conflicts in Front of Children:

Children are emotionally sensitive and easily affected by their parents' fights. Parents should try to solve disagreements calmly and privately, without shouting or arguing in front of children. A peaceful home environment helps children feel secure and emotionally balanced.

4. Provide Proper Guidance and Support:

Parents play a big role in shaping their child's behavior and future. They should guide children in their studies, manners, and decision-making. When children receive proper advice and encouragement, they become more confident, disciplined, and responsible.

5. Be Fair and Avoid Favoritism:

Parents should treat all their children equally. Showing more love or attention to one child can hurt the others and create jealousy. Fair treatment, appreciation, and equal opportunities help maintain harmony and unity in the family.

6. Create a Positive and Peaceful Home Environment:

A clean, organized, and calm home helps in maintaining good physical and mental health. Parents should make sure that the home is free from noise, fights, and stress. A peaceful environment helps children focus better on studies and develop positive attitudes.

7. Manage Finances Wisely:

Financial stress often leads to quarrels and unhappiness at home. Families should plan their expenses carefully and avoid unnecessary spending. Parents can teach their children the importance of saving and managing money. Even with limited income, love and cooperation can keep the home happy.

8. Avoid Overprotection and Excessive Strictness:

Parents should give children freedom to express themselves and make small decisions. Overprotective or overly strict parenting can cause fear and lack of confidence. Instead, parents should provide guidance with love, understanding, and patience.

9. Be Fair and Avoid Favoritism:

Parents should treat all their children equally. Showing more love or attention to one child can hurt the others and create jealousy. Fair treatment, appreciation, and equal opportunities help maintain harmony and unity in the family.

STOP TO CONSIDER

To overcome Home-centred problems, family members should create a loving, understanding, and supportive atmosphere at home. Parents should communicate openly with their children and spend quality time with them to build trust and confidence. Quarrels and misunderstandings should be avoided through patience and respect. Financial issues can be managed through proper planning and cooperation. Parents should treat all children equally, guide them gently, and encourage their interests. By maintaining harmony, showing care, and providing emotional support, families can create a positive environment that helps children grow happily and confidently.

CHECK YOUR PROGRESS

4. What are Home-centred problems?

1.7 School-Centred Problems

School-centred problems are the difficulties or issues that students face within the school environment. These problems are connected to school activities, teachers, classmates, rules, and the overall learning atmosphere. When students do not feel comfortable or supported in school, their learning, behavior, and emotional well-being can be affected. Schools are meant to be places of learning, growth, and happiness, but sometimes, due to certain factors, students face stress, confusion, or lack of motivation.

1. Poor Teacher-Student Relationship:

A good relationship between teachers and students is very important for effective learning. When teachers are too strict, unfriendly, or unfair, students may feel afraid or lose interest in studies. Lack of understanding between teachers and students can lead to fear, low confidence, and poor classroom performance. Teachers should be kind, patient, and encouraging to make students feel comfortable and motivated.

2. Overcrowded Classrooms:

In many schools, there are too many students in one classroom. This makes it hard for teachers to give personal attention to every child. As a result, some students are

left behind or feel ignored. Overcrowded classrooms also create noise, confusion, and lack of discipline, which reduce the quality of learning.

3. Lack of Proper Guidance and Counselling:

Students often face confusion about studies, career choices, or personal issues, but many schools do not provide proper guidance services. Without counselors or supportive teachers, students may make wrong decisions or lose confidence. Guidance and counseling in schools help students understand their abilities and deal with emotional and academic problems effectively.

4. Uninteresting Teaching Methods:

When teaching methods are dull or outdated, students easily lose interest in learning. Some teachers only focus on lectures and memorization instead of using interactive and practical methods. This makes learning boring and difficult. Using fun activities, discussions, and examples from daily life can make lessons more interesting and easier to understand.

5. Academic Pressure and Heavy Workload:

Many students face too much academic pressure to score high marks or perform well in exams. Too much homework, long study hours, and high expectations from teachers and parents can cause stress and anxiety. This pressure may lead to loss of interest, mental tiredness, or even health problems. Schools should focus on learning and understanding rather than just exam results.

6. Bullying and Peer Pressure:

Bullying is a serious problem in many schools. Some students are teased, insulted, or even physically hurt by their classmates. This creates fear and sadness among victims. Peer pressure—wanting to behave like others to fit in—can also make students do wrong things like skipping classes or disobeying teachers. Schools should have strict rules against bullying and promote kindness and respect.

7. Lack of Discipline and Poor School Environment:

A school that lacks proper discipline, rules, or cleanliness can create problems for both students and teachers. A noisy or untidy environment makes it hard to concentrate on studies. Discipline helps students develop good habits, respect, and

responsibility. A clean, calm, and organized school environment improves learning and behavior.

8. Inadequate Facilities and Resources:

Some schools do not have enough learning materials, such as books, libraries, laboratories, or computers. Without proper facilities, students cannot learn effectively or gain practical knowledge. Schools should provide basic resources and create a supportive atmosphere that encourages curiosity and creativity.

9. Teacher Bias or Favoritism:

Sometimes teachers show favoritism toward certain students based on marks, behavior, or background. This makes other students feel neglected and unimportant. When students feel that they are treated unfairly, they may lose motivation or develop negative attitudes toward studies. Teachers should treat all students equally and appreciate their individual efforts.

10. Examination Anxiety and Fear of Failure:

Many students feel nervous and anxious during exams. This fear may come from pressure to perform well or from lack of preparation. Examination anxiety can affect concentration, memory, and health. Teachers should help students overcome exam fear by encouraging them to study regularly and stay confident.

STOP TO CONSIDER

School-centred problems are the difficulties that students face within the school environment, which affect their learning and overall development. These problems may include poor relationships with teachers or classmates, bullying, heavy academic pressure, lack of guidance, and an unfriendly school atmosphere.

CHECK YOUR PROGRESS

5. What are school-centred problems?

1.8 Suggestions to overcome school-centred problems

The following are the suggestions to overcome the school-centred problems:

1. Teachers should build friendly and understanding relationships with students so that they feel free to ask questions and share their problems.
2. Every student should be treated equally and fairly, without any kind of favoritism or bias.
3. Teachers should use interesting and modern teaching methods such as discussions, group activities, charts, and examples from real life to make learning enjoyable.
4. Schools should reduce too much academic pressure and focus more on understanding and practical learning instead of only exam marks.
5. Classrooms should not be overcrowded so that teachers can give proper attention to every student.
6. Schools should appoint guidance counselors to help students solve personal, emotional, and academic problems.
7. Strict rules should be made to stop bullying and punish those who misbehave or hurt others.
8. The school environment should be clean, peaceful, and disciplined so that students can concentrate on studies.
9. Teachers should motivate students to overcome exam fear by teaching them good study habits and time management skills.
10. Students should be encouraged to take part in extracurricular activities such as sports, music, drawing, or debates for their overall growth.

STOP TO CONSIDER

To overcome school-centred problems, teachers and school authorities should create a friendly, supportive, and inclusive environment for all students. Teachers should build good relationships with students, use interesting teaching methods, and encourage active participation in class. Schools should take steps to prevent bullying and ensure fair treatment for everyone. Proper guidance and counselling should be provided to help students handle academic and emotional stress.

CHECK YOUR PROGRESS

6. Lack of proper guidance in schools has no effect on students. — (True/ False)
7. Poor relationships between teachers and students can lead to school-centered problems. — (True/False)
8. Bullying in schools affects students' confidence and mental health. — (True/False)

1.9 Summing Up

To sum up, we can say that, Guidance is a continuous and helpful process that supports individuals in understanding themselves and making the right choices in life. It is not about giving direct advice or forcing someone to follow a certain path, but about helping them to find their own way wisely. Through guidance, a person learns about their abilities, interests, and weaknesses, and develops the confidence to make correct decisions. Guidance helps individuals in every area of life — in education, career, personal growth, and social relationships. It gives direction whenever a person feels confused or unsure and helps them to face life's problems with confidence and positivity.

However, in the process of growing and learning, individuals often face certain difficulties that may come from their home or school environment. These are known as home-centered and school-centered problems. Both types of problems can strongly affect a person's behavior, studies, and emotional well-being.

Home-centred problems are those difficulties that arise within the family or household. When the home environment is full of tension, misunderstanding, or neglect, it creates stress and unhappiness in a person's life, especially for children. A lack of love and care from parents makes children feel lonely and insecure. Constant quarrels or conflicts between family members can create fear and anxiety in the minds of children. Financial problems, broken homes, or single-parent families also cause emotional and social stress.

Along with home problems, many students also face school-centred problems. These are difficulties that occur within the school environment and directly affect learning and behavior. Poor relationships between teachers and students, overcrowded classrooms, or uninteresting teaching methods can make students lose interest in studies. Some students face bullying, teasing, or peer pressure from classmates, which can lower their confidence and

cause emotional pain. In many schools, students also suffer from heavy academic pressure and fear of exams. Lack of proper guidance, unfair treatment, or favoritism by teachers can make students feel neglected.

1.10 Sample Questions

1. Explain the meaning of guidance in your own words and explain its importance in the overall development of an individual.
2. Describe the various causes of home-centred problems. Discuss in detail how these problems can be prevented.
3. Discuss in detail the major school-centred problems faced by students and suggest some preventive measures to overcome them.

1.11 References and Suggested Readings

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UNIT- 2

ADJUSTMENT NEEDS OF ADOLESCENTS

Unit Structure:

- 2.1 Introduction
- 2.2 Objectives
- 2.3 Meaning of Adolescence
- 2.4 Meaning of Adjustment
- 2.5 Need and importance of Adjustment during Adolescence
- 2.6 Factors Affecting Adjustment in Adolescence
- 2.7 Areas of Adjustment in Adolescence
- 2.8 Summing Up
- 2.9 Sample Questions
- 2.10 References and Suggested Readings

2.1 Introduction

Dear learners, as we already know that, Adolescence is the stage of life that comes between childhood and adulthood, usually between the ages of 12 and 19. It is a time of fast physical growth, emotional changes, and mental development. During this period, adolescents begin to search for their own identity, become more independent, and startmaking decisions about their future. They experience many changes in their body, thoughts, and emotions, which sometimes make this stage confusing and challenging. Adjustment means the ability to adapt or fit oneself to different situations and changes in life. It helps a person maintain balance between personal needs and the expectations of others. For adolescents, adjustment is very important because they face new responsibilities, pressures from studies, and emotional ups and downs. They also have to adjust to changes in family relationships, friendships, and school life. Proper adjustment helps them control their emotions, think positively, and build good relationships with others. It allows them to face problems confidently and develop a stable and healthy personality. Therefore, understanding and developing good adjustment skills during adolescence is essential for personal growth, happiness, and success in life. In this unit, we will focus on the meaning of adolescence, the meaning of adjustment, the need

and importance of adjustment during adolescence, the factors that influence adjustment in adolescents, and the different areas where adolescents need to adjust.

2.2 Objectives

After going through this unit, you will be able to –

- *comprehend* the meaning of Adolescence;
- *discuss* the meaning of Adjustment;
- *need* and importance of Adjustment During Adolescence;
- *elaborate* the factors Affecting Adjustment in Adolescence;
- *areas* of Adjustment in Adolescence.

2.3 Meaning of Adolescence

Adolescence is the stage of life between childhood and adulthood, usually from around 12 to 19 years of age. It is a time when young people grow and change rapidly in their body, mind, and emotions. During this period, they start to develop their own identity, become more independent, and begin to think more deeply about life and relationships. Adolescents experience many physical changes such as growth in height, changes in voice, and new body features. Along with these, they also go through emotional ups and downs as they try to understand themselves and the world around them. In simple words, adolescence is the period of growing up when a person learns to move from being a child to becoming a responsible adult.

The word *adolescence* comes from the Latin word “*adolescere*,” which means “to grow up.” It is a period of rapid physical, emotional, mental, and social development. During this stage, a person learns new things, forms an identity, develops values, and prepares for adult life. Adolescence is often called the bridge between childhood and adulthood because it connects the innocence of childhood with the responsibilities of adult life. It is a time of great change, discovery, and self-awareness. These changes can be exciting but also confusing and challenging. Understanding adolescence is important for both young people and the adults who guide those— parents, teachers, and counsellors—so that this stage can be managed in a healthy and positive way.

During adolescence, a person experiences significant physical growth, known as puberty, where the body matures and develops reproductive capabilities. Along with these physical changes, there are emotional and psychological developments—adolescents begin to experience stronger feelings, mood swings, and a growing desire for independence. They start questioning authority, forming their own opinions, and trying to understand who they truly are. This process of searching for one’s identity is one of the most important tasks during adolescence.

Socially, adolescents move away from dependence on parents and start building closer relationships with friends and peers. They value friendship, belonging, and acceptance, which can sometimes lead to peer pressure or conflicts between personal desires and family expectations. Intellectually, adolescents develop the ability to think critically, reason logically, and imagine future possibilities. They begin to make decisions about their education, career, and personal goals. Morally, they start developing their own sense of right and wrong, influenced by family, school, and society. However, this stage is also full of challenges—academic pressure, emotional stress, confusion about identity, and changes in relationships can make adolescents feel insecure or anxious.

STOP TO CONSIDER

- Adolescence is the stage of life between childhood and adulthood, usually from about 12 to 19 years of age. It is a period of physical growth, emotional changes, and mental development where a person learns to become independent and form their own identity.
- Emotional instability and mood swings are common during adolescence.

CHECK YOUR PROGRESS

1. Adolescents experience no emotional changes during this stage. (True /False)
2. Adolescents do not need guidance from parents or teachers. —(True/False)

2.4 Meaning of Adjustment

Adjustment means the process of finding balance between oneself and the environment. It is the ability to adapt to different situations, challenges, and changes in life in a healthy and positive way. A well-adjusted person can face problems calmly, make suitable changes in their behaviour, and live peacefully with others. Adjustment is not just about changing oneself but also about learning to accept and manage the things that cannot be changed. It is a continuous process that helps individuals grow emotionally and socially.

In simple words, adjustment is how people learn to live happily and effectively in their surroundings. It involves understanding one's needs, recognizing problems, and using the right methods to solve them. Good adjustment brings satisfaction, mental peace, and success in life, while poor adjustment often leads to stress, frustration, or failure. Adjustment is needed in all stages of life, but it becomes especially important during adolescence, when a person faces rapid physical and emotional development.

Adolescents face many new situations that demand emotional strength, understanding, and flexibility. They need to adjust to changes in their body, emotions, relationships, studies, and environment. The process of adjustment helps them to find balance between their personal desires and the expectations of their family, school, and society.

STOP TO CONSIDER

Adjustment means the ability of a person to adapt to changes and challenges in life. It helps individuals maintain balance between their needs, emotions, and the demands of their surroundings to live happily and peacefully.

2.5 Need and Importance of Adjustment during Adolescence

The need and importance of adjustment during adolescence lie in helping young people lead a balanced, confident, and peaceful life. It supports their physical, emotional, social, and moral growth and prepares them to become responsible and mature adults. Without adjustment, adolescents may struggle with stress, poor relationships, and low confidence. Therefore, learning to adjust positively is one of the most essential life skills during this critical stage of development.

1. Adjustment during adolescence is very important because this stage of life brings many rapid changes in body, mind, emotions, and relationships. Adolescents move from childhood to adulthood, and during this period, they experience new responsibilities, expectations, and challenges. They must learn to balance their emotions, accept physical growth, and adapt to changing social roles. Without proper adjustment, these changes can lead to confusion, frustration, or emotional stress. Hence, developing the ability to adjust helps adolescents live a balanced and happy life.
2. Adjustment is also necessary for maintaining emotional stability. Adolescents often go through mood swings and strong feelings due to hormonal changes. Learning to manage emotions helps them avoid anger, anxiety, and depression. It teaches them to handle problems calmly and express feelings in a healthy way. Emotional control gained through good adjustment prepares them to face future challenges with confidence.
3. In school life, adjustment helps adolescents cope with academic pressure and competition. It encourages them to develop discipline, time management, and study skills. They learn to handle failure positively and stay motivated in achieving their goals. A well-adjusted student can concentrate better and perform effectively in studies and other activities.
4. Adjustment is equally important in family life. During adolescence, children begin to seek more independence, which sometimes leads to conflicts with parents. Good adjustment helps them respect family rules while expressing their views politely. It also teaches parents to understand their child's growing needs, creating a peaceful and supportive home environment.
5. Socially, adjustment helps adolescents interact properly with others. They start building friendships, participating in groups, and learning to cooperate. It helps them deal with peer pressure and make wise choices instead of being influenced by others. A socially adjusted adolescent can communicate confidently and maintain good relationships in society.
6. Adjustment also plays a vital role in developing moral and ethical values. Adolescents start forming their own ideas about what is right and wrong. With proper adjustment, they learn to make fair decisions and take responsibility for their actions. It helps

them build honesty, kindness, and respect for others, which are essential for good character.

STOP TO CONSIDER

Adjustment during adolescence is very important because this stage brings many physical, emotional, and social changes. Adolescents need to learn how to handle new responsibilities, control their emotions, and build healthy relationships with others. Proper adjustment helps them develop confidence, make good decisions, and maintain harmony at home and school. It also prepares them to face life's challenges positively and grow into balanced, responsible, and happy adults.

CHECK YOUR PROGRESS

3. What is meant by adjustment during adolescence?
4. What happens if an adolescent fails to adjust properly to life changes?

2.6 Factors Affecting Adjustment in Adolescence

Adjustment in adolescence is influenced by many factors that shape how young people think, feel, and behave. During this stage, adolescents go through several physical, emotional, social, and environmental changes that affect their ability to adapt to life's challenges. Some adjust smoothly, while others face confusion, stress, and emotional conflicts. Understanding the factors that affect adjustment helps parents, teachers, and counsellors provide better guidance and support. The factors that influence adjustment in adolescents are biological, emotional, social, and environmental, each playing an important role in shaping their personality and behaviour.

- 1. Biological factors** play a major role in adolescent adjustment because this stage brings several physical and hormonal changes. During puberty, the body grows rapidly, and hormones such as estrogen and testosterone become more active, which influence both physical and emotional development. These biological changes can sometimes lead to insecurity or self-consciousness, especially when

adolescents compare themselves with others. For example, some may grow faster or slower than their friends, which can cause feelings of embarrassment or low self-esteem. The development of secondary sexual characteristics such as voice change, facial hair in boys, or menstruation in girls may also create confusion and anxiety. In addition, changes in brain development during adolescence affect thinking, decision-making, and impulse control. Because the brain's emotional centers develop earlier than its reasoning parts, adolescents may act impulsively or struggle to manage emotions. Therefore, understanding and coping with these biological changes are essential for healthy adjustment.

- 2. Emotional factors** also have a deep impact on the adjustment process. Adolescents often experience mood swings and strong feelings as a result of hormonal changes and social pressures. They may feel happy one moment and sad or angry the next without clear reasons. This emotional instability can make it difficult for them to maintain balance in their relationships with parents, teachers, or friends. They also begin to search for their own identity and independence, which sometimes leads to inner conflict or rebellion against authority. Emotional sensitivity makes them easily hurt by criticism or rejection, and they may become withdrawn or overly aggressive as a result. Proper emotional guidance and open communication can help adolescents understand their feelings, express them positively, and develop self-control. When emotional needs such as love, security, and understanding are met, adolescents are more likely to adjust well and remain mentally healthy.
- 3. Social factors** are equally important in influencing adjustment. During adolescence, the social world expands beyond the family to include friends, classmates, and society at large. Peer groups become highly influential at this stage, and adolescents often try to fit in or gain acceptance from their friends. Peer pressure can sometimes lead to positive outcomes such as teamwork and confidence, but it can also lead to risky behaviors like smoking, drinking, or disobedience if they are influenced negatively. The quality of family relationships also affects adjustment—adolescents from loving, understanding families usually show better behavior and emotional stability, while those from broken or conflict-filled homes may face more adjustment problems. In addition, school environment, teacher support, and social status all play roles in shaping

adolescents' self-image and confidence. Healthy social interactions teach them cooperation, empathy, and respect, which are key to good adjustment.

- 4. Environmental factors** include the surroundings and conditions in which adolescents grow up. The home, school, neighborhood, and even the broader cultural and economic conditions influence how adolescents think and behave. A peaceful and supportive home environment promotes confidence and emotional security, while a home filled with constant conflict or neglect can cause stress and insecurity. Similarly, a positive school environment that encourages participation, creativity, and fair treatment helps adolescents feel valued and motivated. On the other hand, an environment that is overly strict, biased, or discouraging may harm their self-esteem and adjustment. Economic conditions also have an impact—financial struggles in the family can lead to frustration, lack of opportunities, or feelings of inferiority among adolescents. Moreover, exposure to technology, social media, and modern lifestyles brings new challenges such as comparison, distraction, and addiction, which also affect adjustment. Balanced use of technology, parental supervision, and moral education can help adolescents handle these influences wisely.

Therefore, it is essential for parents, teachers, and society to provide a caring and balanced environment that supports adolescents in all aspects of their growth and helps them achieve healthy and successful adjustment.

2.7 Areas of Adjustment in Adolescence

The following are the main areas of adjustment needs for adolescents.

1. Physical Adjustment :

During adolescence, the body grows very quickly. Both boys and girls experience sudden physical changes such as increase in height, change in voice, growth of body hair, and development of secondary sexual characteristics. These changes sometimes make adolescents feel confused, shy, or uncomfortable. They may become self-conscious about their appearance and compare themselves with others. To adjust well, adolescents need to understand that physical growth is a natural and healthy process. Parents and teachers should guide them with correct information

about puberty and body changes. Encouraging regular exercise, a balanced diet, and self-acceptance can help them adjust better and feel confident about themselves.

2. Emotional Adjustment :

Adolescents often experience strong and unpredictable emotions. They may feel happy one moment and sad or angry the next. This happens because their emotional development is still in progress. They may struggle with feelings of loneliness, insecurity, or frustration as they try to become more independent. Emotional adjustment means learning to control emotions, express them properly, and develop emotional stability. Adolescents need love, understanding, and guidance from parents, teachers, and friends to manage their emotions. Talking openly about feelings and finding healthy outlets like sports, music, or hobbies can help them express themselves in positive ways.

3. Social Adjustment :

Adolescents begin to form new social relationships outside the family. They spend more time with friends and peers and try to develop their own social identity. They may feel pressure to fit in with a group or to be accepted by others. Sometimes, conflicts arise between what their friends expect and what their parents want. Good social adjustment helps adolescents build positive friendships and learn cooperation, respect, and communication skills. Parents should allow some freedom while guiding them to make wise choices in their social life. Teachers can help by creating a friendly school environment that encourages teamwork and understanding among students.

4. Educational Adjustment :

Education becomes more demanding during adolescence. Students face increased pressure to perform well in studies and make important career choices. Examinations, competition, and high expectations from parents can cause stress and anxiety. Some students may struggle to concentrate or may lose interest in studies due to distractions or fear of failure.

Proper educational adjustment helps adolescents develop good study habits, manage time effectively, and stay motivated. Teachers and parents should encourage them without putting too much pressure. Guidance and counseling programs in schools can help students choose suitable subjects and set realistic goals for the future.

5. Moral and Ethical Adjustment :

Adolescents begin to question moral values and rules they have followed since childhood. They want to form their own opinions about what is right or wrong. This is a healthy part of growing up, but it can lead to confusion or conflict if not properly guided.

Moral adjustment means developing a strong sense of values, honesty, respect, and responsibility. Parents and teachers should be good role models and discuss moral issues openly. Helping adolescents understand the importance of truth, kindness, and fairness builds a strong moral foundation for their future life.

6. Sexual Adjustment :

During adolescence, curiosity about the opposite sex increases due to hormonal and emotional changes. Lack of proper guidance may lead to confusion, guilt, or unhealthy behaviour. Many adolescents also receive wrong information from peers or media.

Sexual adjustment means developing a healthy and respectful attitude toward one's body and others. Proper sex education, moral guidance, and open communication with parents and teachers help adolescents understand sexuality in a positive and responsible way.

7. Emotional and Mental Health Adjustment :

Mental health is an important part of adolescent adjustment. Academic stress, family pressure, peer competition, and identity confusion can cause anxiety or depression. Adolescents need emotional support, understanding, and reassurance. Parents and teachers should be observant and approachable so that adolescents feel safe to share their problems. Encouraging relaxation, hobbies, sports, and positive thinking can greatly help maintain mental balance and emotional health.

8. Emotional Independence :

One of the major tasks of adolescence is to become emotionally independent. This means learning to make decisions, handle problems, and take responsibility without depending too much on parents or others. However, this transition is not easy. Adolescents may face confusion or fear when trying to stand on their own. To achieve emotional independence, they need encouragement, trust, and small

opportunities to make decisions. Parents should guide rather than control, allowing adolescents to learn from experiences. This helps them build confidence and maturity.

9. Family Adjustment :

As adolescents grow older, they seek independence and privacy. They may not always agree with their parents or follow their advice, which can lead to arguments and misunderstandings. Parents sometimes find it difficult to accept that their children are growing up and need freedom.

Family adjustment involves maintaining love, respect, and communication within the home. Both parents and adolescents should try to understand each other's views. Parents should offer guidance without being overly strict, while adolescents should show respect and responsibility. A friendly and open relationship strengthens family bonds and reduces conflicts.

10. Vocational Adjustment :

Adolescents begin to think seriously about their future careers. They may feel confused about what to choose because of limited knowledge or pressure from family expectations.

Vocational adjustment involves understanding one's abilities, interests, and goals before choosing a career path. Schools should organize career guidance programs to help students explore different professions. Parents should support their child's talents instead of forcing them into unwanted fields. A well-adjusted adolescent makes career choices confidently and works hard toward success.

In short, adjustment is a lifelong skill, but it becomes most crucial during adolescence because this is a period of major change and development. Adolescents need to adjust physically, emotionally, socially, educationally, morally, and vocationally to grow into responsible and happy adults. With proper guidance, understanding, and support from parents, teachers, and peers, adolescents can learn to balance their emotions, make wise decisions, and lead a successful life filled with confidence and positivity.

STOP TO CONSIDER

Adolescents need adjustment in several areas of their lives as they grow and change. They must adjust physically to rapid body changes during puberty, emotionally to strong feelings and mood swings, and socially to new relationships with friends, family, and teachers. They also need educational adjustment to cope with academic pressure and future goals, and personal adjustment to understand themselves and build self-confidence. Proper adjustment in all these areas helps adolescents live a balanced, happy, and successful life.

2.8 Summing Up

To sum up, we can say that, Adolescence is the stage of life between childhood and adulthood, usually from about 12 to 19 years of age. It is a period of fast physical growth, emotional changes, and social development. During this time, young people begin to form their own identity, develop independence, and prepare for adult responsibilities. However, these rapid changes also bring confusion, tension, and emotional struggles. Therefore, adolescents need guidance and support to manage these changes smoothly. This is where adjustment becomes important. Adjustment means the ability to adapt to new situations and changes in a healthy and positive way. It helps a person live peacefully with others and face life's challenges with confidence. Proper adjustment teaches adolescents how to control emotions, solve problems, and build good relationships with people around them.

The need for adjustment in adolescence arises because this stage brings major changes in all aspects of life. Physically, the body grows quickly, and adolescents must accept and understand these changes. Emotionally, they experience strong feelings such as happiness, anger, sadness, and excitement, and they must learn how to manage them. Socially, adolescents begin to depend more on friends and less on parents, which requires learning how to build healthy relationships and avoid peer pressure. Educationally, they face pressure from studies, exams, and future career decisions, so they must learn time management and goal setting. Within the family, they want more freedom and privacy, while parents still try to guide them, which sometimes causes conflicts. Learning to adjust within the family helps maintain peace and understanding at home.

The adjustment needs of adolescents are essential for their overall development. Since adolescence is a period of transformation, young people must learn how to adapt to physical,

emotional, social, and educational changes. Parents, teachers, and counsellors play a very important role in helping them adjust through love, patience, and guidance. A supportive environment at home and school can help adolescents express their feelings openly and build confidence in themselves. Adjustment helps them grow into balanced, kind, and capable adults who can face life's challenges with courage and optimism. Therefore, understanding the meaning of adolescence and the need for adjustment is very important to ensure a smooth and healthy transition from childhood to adulthood.

2.9 Sample Questions

1. Explain the meaning of adjustment and discuss in detail why adjustment is important during the stage of adolescence.
2. Describe the different areas in which adolescents need adjustment. How can proper adjustment help them in their overall development?
3. Discuss the role of teachers and parents in helping adolescents develop healthy adjustment patterns in school and home environments.
4. What are the main challenges faced by adolescents while adjusting to new physical, emotional, and social changes? Suggest suitable ways to overcome these challenges.
5. Discuss the major biological, emotional, social, and environmental factors that affect adjustment among adolescents.

2.10 References and Suggested Readings

- Sharma, R.A (2012) "Fundamentals of Guidance and Counselling" R.Lall, Book Depot. Meerut.
- Rao, S.N (1992): Counselling and Guidance, Tata McGraw Hill, New Delhi.
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UNIT- 3

COUNSELLING IN INDIVIDUAL SITUATIONS

Unit Structure:

- 3.1 Introduction
- 3.2 Objectives
- 3.3 Meaning of Individual Counselling
- 3.4 Objectives of Individual Counselling
- 3.5 Basic principles of Individual Counselling
- 3.6 Stages or Steps in Individual Counselling
- 3.7 Role of the Counsellor and Client in the Counselling Process
- 3.8 Approaches used in Individual Counselling
- 3.9 Summing Up
- 3.10 Sample Questions
- 3.11 References and Suggested Readings

3.1 Introduction

Dear learners, as we already know that, Counselling is a professional helping process in which a trained counsellor assists a person in understanding themselves, solving personal problems, and leading a more satisfying life. The main purpose of counselling is to help individuals face their emotional, social, or educational challenges and make positive decisions for their personal growth and well-being. Through counselling, people learn to deal with stress, build confidence, improve relationships, and adjust better to different life situations. There are different types of counselling depending on the nature of problems and the number of people involved. These include individual counselling, group counselling, family counselling, and career counselling, among others. Individual counselling is one of the most common and effective types. It involves a one-to-one relationship between the counsellor and the client. In this process, the counsellor provides a safe and private space for the individual to share their thoughts, feelings, and difficulties freely. In this unit, we will focus on the meaning of individual counselling, its objectives, the basic principles that guide it, the stages or steps involved in the counselling process, the roles of both the counsellor and the client, and the various approaches used in individual counselling.

3.2 Objectives

After going through this unit, you will be able to–

- *comprehend* the meaning of Individual counselling;
- *understand* the objectives of Individual counselling;
- *know* about the basic principles of Individual counselling;
- *discuss* the stages or steps in Individual Counselling;
- *comprehend* the role of the counsellor and client in the counselling process;
- *describe* the approaches Used in Individual Counselling.

3.3 Meaning of Individual Counselling

Individual counselling is a personal and private process between a counsellor and a client in which the client gets an opportunity to talk about his or her problems, feelings, thoughts, and experiences in a safe and supportive environment. It is also known as one-to-one counselling, as it involves only two people — the counsellor and the counsellee (client). The main purpose of individual counselling is to help a person understand themselves better, make suitable decisions, and learn effective ways to deal with their difficulties.

Counselling is a helping relationship in which the counsellor uses professional knowledge and skills to assist individuals in understanding and solving their personal, educational, vocational, emotional, or social problems. When this helping relationship happens individually rather than in a group, it is called individual counselling. It gives the client full attention and allows them to express their emotions freely without the fear of being judged or misunderstood.

In individual counselling, the counsellor provides a safe, confidential, and non-judgmental space where the client can talk openly about their problems. Many people face situations in life where they feel confused, anxious, or unable to make decisions. At such times, talking to a trained counsellor helps them see things more clearly. The counsellor listens carefully, understands the client's feelings, and guides them in finding their own solutions rather than giving direct advice. This process helps clients to develop confidence, insight, and self-awareness.

Individual counselling is personalized and flexible. Every person is unique, and so are their problems. Therefore, the counsellor plans the sessions according to the needs, personality, and circumstances of each client. The focus is on understanding the individual as a whole — including their thoughts, emotions, behaviour, family background, and social environment.

The counselling process is based on trust and mutual respect between the counsellor and the client. The counsellor's role is not to criticize or control the client but to support them in exploring their feelings and making their own choices. The relationship is professional, guided by ethical principles like confidentiality, acceptance, empathy, and honesty.

In individual counselling, the client plays an active role. The counsellor may ask questions, suggest activities, or give feedback, but the final responsibility for change lies with the client. Counselling is not about giving ready-made answers; it is about helping the client discover their own strengths and coping abilities.

3.4 Objectives of Individual Counselling

The following are the objectives of individual counselling:

1. The first main objective of individual counselling is to help a person understand themselves better. It allows individuals to explore their feelings, thoughts, values, strengths, and weaknesses. By gaining self-awareness, a person becomes more confident and capable of handling life's challenges effectively.
2. Another important objective is to help individuals solve their personal, emotional, or social problems. Many people face difficulties like stress, anxiety, or relationship issues that they cannot handle alone. Counselling provides professional support to understand the problem clearly and find suitable solutions.
3. Counselling also aims to improve decision-making skills. People often face confusion when choosing between different options in their personal life, studies, or career. Through counselling, they learn to think clearly, weigh the pros and cons, and make wise and responsible decisions.
4. A key goal of counselling is to help individuals adjust better to their environment. Adjustment means learning to deal with different situations in life in a healthy way. Counselling helps people adapt to changes at home, school, workplace, or society without feeling stressed or defeated.

5. It also focuses on developing emotional balance and stability. Many people experience anger, sadness, or frustration, and they find it hard to control their emotions. Counselling teaches them how to express their feelings in a positive way and maintain emotional control in difficult times.
6. Another purpose of individual counselling is to bring about positive changes in behaviour and attitude. Sometimes, people develop habits or ways of thinking that affect their personal growth or relationships. The counsellor helps them recognize these negative patterns and replace them with better, more constructive behaviours.
7. Counselling also aims to build self-confidence and self-esteem. Many individuals suffer from low confidence and self-doubt. By discussing their fears and achievements, they begin to see their true worth and develop a more positive self-image. This confidence helps them perform better in various areas of life.
8. Improving relationships with others is also an important objective. Counselling helps individuals understand how to communicate effectively, manage conflicts, and build healthier connections with family, friends, and colleagues. It encourages respect, empathy, and cooperation in social interactions.
9. Another goal is to assist individuals in achieving personal growth and development. Counselling does not only focus on solving present problems but also helps people grow mentally and emotionally. It supports the development of qualities like responsibility, independence, and resilience that lead to a balanced and successful life.
10. Individual counselling aims to promote overall mental health and well-being. It helps individuals reduce stress, anxiety, and confusion by providing emotional support and practical coping strategies. As a result, people feel more peaceful, satisfied, and capable of leading a meaningful life.

STOP TO CONSIDER

- Individual counselling is a one-to-one process between a counsellor and a client, where the counsellor helps the person understand their feelings, thoughts, and problems. It provides a safe and private space for the client to share personal issues and find better ways to cope with life's challenges. The main goal is to help the individual achieve personal growth, emotional balance, and better adjustment in life.

• The main objective of individual counselling is to help a person understand themselves better and deal effectively with personal, emotional, or social problems. It aims to promote self-awareness, self-confidence, and positive thinking so that the individual can make better decisions in life. Through counselling, a person learns to face difficulties, manage stress, and adjust to different life situations in a healthy way. It also helps in developing problem-solving skills, improving relationships, and achieving emotional balance. Overall, the purpose of individual counselling is to guide a person toward personal growth, positive change, and a happier, more satisfying life.

CHECK YOUR PROGRESS

1. Mention any two objectives of individual counselling.

3.5 Basic principles of individual counselling

The following are the principles of individual counselling:

1. Confidentiality:

Counselling must be private. What a client talks about in a session stays between the counsellor and the client, except in rare legal or safety situations (for example, if someone is at risk of harming themselves or others). This rule helps clients feel safe to speak honestly. Counsellors explain the limits of confidentiality before starting and protect records and notes carefully.

2. Empathy:

Empathy means the counsellor tries to understand the client's feelings from the client's point of view — not just intellectually, but by sensing how it feels to be in their situation. When a counsellor shows empathy, the client feels understood and less alone. This opens the way for deeper sharing and trust.

3. Unconditional positive regard / Acceptance:

This principle says the counsellor accepts the client without judging or criticizing them. The counsellor respects the client's worth even when they disagree with their behavior or choices. Acceptance helps clients feel valued and more willing to explore hard topics honestly.

4. Client-centered Focus:

Counselling is guided by the client's needs, pace, and goals. The counsellor does not push their own agenda. Instead, they help the client identify what they want to change and support them to reach it. The client's choices and values are the central guide for the work.

5. Respect for Autonomy / Informed Consent:

Clients have the right to make their own choices about counselling: whether to start, what to discuss, and when to stop. Counsellors provide clear information about the counselling process, methods, possible risks and benefits, and obtain the client's agreement before proceeding. Respecting autonomy means supporting the client's independence, not creating dependence.

6. Cultural Sensitivity and Respect:

People come from different cultures, religions, and backgrounds. Counsellors must understand and respect these differences and avoid assuming that their own values are universal. Cultural sensitivity includes learning about a client's background, asking respectfully about their beliefs, and adapting approaches to fit the client's context.

7. Goal Clarity and Collaboration:

Counselling works best when counsellor and client agree on goals and how to reach them. The counsellor helps the client set realistic, measurable steps and checks progress regularly. This collaborative planning keeps sessions focused and shows the client how change is happening.

8. Termination and follow-up:

Counselling should end responsibly. When goals are met or counselling is no longer helpful, the counsellor discusses ending the relationship, reviews progress, and may suggest follow-up or referral. Ending well helps the client use the gains made and reduces dependency.

STOP TO CONSIDER

The principles of individual counselling are based on trust, understanding, and respect between the counsellor and the client. Every individual is unique and has the ability to grow and solve their own problems when given proper guidance and support. The counselling process should be confidential so the client feels safe to share personal thoughts and feelings. The counsellor must show empathy, honesty, and acceptance without judging the client. The relationship should be based on mutual respect and open communication. Counselling should focus on the client's needs, encourage self-understanding, and help them take responsibility for their actions.

CHECK YOUR PROGRESS

2. Confidentiality is an important principle in individual counselling. — (True/False)
3. In individual counselling, the counsellor should judge the client's behaviour. — (True/False)

3.6 Stages or Steps in Individual Counselling

The process of individual counselling usually follows a series of steps or stages that guide both the counsellor and the client from the beginning to the end of the counselling relationship. These stages help ensure that counselling is organized, meaningful, and effective. The main steps generally include:

1. Establishing the Relationship

The first and most important step in counselling is building a trusting relationship between the counsellor and the client. In this stage, the counsellor creates a friendly and comfortable atmosphere so that the client feels safe to talk about personal problems. The counsellor shows empathy, acceptance, respect, and genuine interest in the client.

2. Identifying and Defining the Problem

Once a good relationship has been formed, the counsellor helps the client identify the real problem. Many clients come with confusion, so they may not know exactly what is bothering them. The counsellor listens carefully, asks questions, and helps the client express their thoughts and feelings clearly.

At this stage, the counsellor collects background information about the client's personal, social, educational, or family situation to understand the issue completely. The purpose is not just to hear the problem, but also to discover the root causes behind it. This step gives direction to the next stages of counselling.

3. Setting Goals

After the problem has been clearly understood, the counsellor and the client set goals for what they want to achieve through counselling. These goals should be realistic, specific, and measurable. For example, the goal might be to reduce exam anxiety, improve communication skills, or increase self-confidence.

Goal setting gives both the counsellor and the client a clear path to follow. It also helps in evaluating whether counselling is effective. This stage encourages the client to take responsibility for their own growth and progress.

4. Exploring Feelings and Developing Insight

In this stage, the counsellor helps the client explore their thoughts, feelings, and behaviours related to the problem. This exploration helps the client understand how their emotions, beliefs, or past experiences affect their present situation.

The counsellor uses various techniques such as reflection, questioning, paraphrasing, or interpretation to deepen the client's understanding. As clients become more aware of their inner world, they begin to develop insight — a deeper understanding of themselves and the reasons behind their behaviour. This self-awareness often becomes the turning point for positive change.

5. Planning and Taking Action

After gaining insight, the next step is to plan and take practical actions to solve the problem or improve the situation. The counsellor and client together discuss different options and choose the best ways to bring change.

Action may include learning new skills (like time management or communication), changing attitudes, or practicing relaxation techniques. The counsellor supports and guides the client in making these changes step by step. This is the stage where the client starts applying what they have learned in real life. The counsellor encourages them to take small but consistent actions to move toward their goals.

6. Evaluation

As counselling progresses, it is important to evaluate how effective the sessions have been. The counsellor and the client review whether the goals set earlier are being achieved and what improvements have taken place.

If progress is slow or new issues arise, they may adjust the counselling plan. This step ensures that counselling remains useful and focused on the client's needs. Evaluation also helps the counsellor measure the success of the counselling process.

7. Termination of Counselling

Termination means bringing the counselling relationship to an end in a planned and positive way. When the goals are achieved or the client feels ready to handle problems independently, counselling can be ended.

The counsellor discusses the client's progress, reviews what has been learned, and reinforces the client's ability to face future challenges confidently. Termination should never be abrupt. It should give the client a sense of completion and satisfaction. Sometimes, the counsellor may schedule a few follow-up sessions after termination to check on the client's adjustment.

8. Follow-up

The follow-up stage is conducted after counselling has officially ended. Its purpose is to see whether the client has been able to maintain the changes and use the new skills learned during counselling.

Follow-up may involve short meetings, phone calls, or feedback sessions. If the client faces new problems or relapses into old patterns, the counsellor can offer further guidance or additional sessions. This step helps ensure that the positive effects of counselling continue in the long term.

3.7 Role of the counsellor and client in the counselling process

In the counselling process, both the counsellor and the client play important and active roles in making the sessions successful. The counsellor's main role is to create a safe, trusting, and supportive environment where the client feels comfortable to share personal feelings and problems. The counsellor listens carefully, shows empathy, and accepts the client without judgment. They help the client understand their thoughts, emotions, and behaviours more clearly. Instead of giving direct advice, the counsellor acts as a guide and facilitator, helping the client to explore different options and make their own decisions. A good counsellor also maintains confidentiality, honesty, and professionalism, and uses suitable techniques to promote understanding and growth. They are responsible for planning the counselling process, setting goals with the client, and evaluating progress regularly.

On the other hand, the client also has an equally important role in counselling. The client should be open, honest, and willing to share their real feelings, thoughts, and experiences with the counsellor. They need to participate actively in discussions, follow the counsellor's suggestions, and take responsibility for their own improvement. The client's honesty and cooperation are essential because counselling is a joint effort — not something the counsellor can do alone. The client should also try to apply what they learn during counselling in their daily life and work towards achieving personal goals. In short, counselling becomes effective when both the counsellor and the client work together with trust, respect, and a shared commitment to positive change.

STOP TO CONSIDER

In individual counselling, the counsellor plays the role of a guide, listener, and supporter who helps the client understand and solve their problems. The client is responsible for sharing their feelings, thoughts, and experiences honestly. Both work together to identify problems and find suitable solutions.

CHECK YOUR PROGRESS

4. The first stage of individual counselling is building a relationship between the counsellor and the client. — (True/False)
5. The counsellor should begin the counselling process without creating trust. — (True/False)

3.8 Approaches Used in Individual Counselling

Individual counselling can be carried out through different approaches or methods, depending on how the counsellor understands human behaviour and the nature of the client's problem. Each approach has its own theory, techniques, and goals, but all aim to help the individual gain self-understanding and make positive changes in life. The approaches used in individual counselling are the psychoanalytic approach, humanistic or client-centered approach, cognitive-behavioural approach, and eclectic approach.

1. Psychoanalytic Approach:

The psychoanalytic approach, developed by Sigmund Freud, focuses on how our unconscious mind influences our thoughts, feelings, and behaviour. According to this approach, many of our present problems come from unresolved conflicts and painful experiences from childhood that remain hidden in the unconscious mind.

In counselling, the goal is to bring these hidden feelings and memories into awareness so that the client can understand and deal with them. Techniques such as free association (speaking whatever comes to mind); dream analysis, and interpretation are used to explore the client's inner world. The counsellor helps the client understand how past experiences affect current behaviour.

For example, a person who has difficulty trusting others may have had experiences of betrayal in childhood. By becoming aware of these past issues, the client can begin to heal and form healthier relationships. The psychoanalytic approach helps in developing self-awareness and emotional understanding, though it often takes a long time.

2. Humanistic or Client-Centered Approach:

The humanistic approach, also known as the client-centered approach, was developed by Carl Rogers. It is based on the belief that every individual has the inner potential to grow, change, and lead a meaningful life if given the right environment. The counsellor's role is not to direct or advise the client but to provide a supportive and understanding atmosphere where the client feels safe to explore their feelings.

The main principles of this approach are empathy, genuineness, and unconditional positive regard. The counsellor listens with deep understanding, accepts the client without judgment,

and communicates honestly. Through this caring relationship, the client gains self-confidence and begins to make their own positive choices.

For example, if a client feels worthless, the counsellor's acceptance and understanding help them realize their own value and strengths. This approach focuses on personal growth, self-acceptance, and self-awareness, rather than on the problem itself.

3. Cognitive-Behavioural Approach (CBT):

The cognitive-behavioural approach, often called CBT, combines ideas from both cognitive psychology and behavioural psychology. It focuses on how a person's thoughts, beliefs, and attitudes affect their feelings and behaviour. According to this approach, problems occur when people think in negative or unrealistic ways.

The counsellor helps the client identify and change these negative thought patterns. For example, someone who constantly thinks "I can't do anything right" may develop low confidence and anxiety. The counsellor helps them replace this thought with a more positive and realistic one, such as "I can try and learn from my mistakes."

CBT also involves setting goals, learning coping skills, and practicing new behaviours through homework assignments or behavioural exercises. It is a short-term and practical approach that helps clients deal with issues like stress, depression, anxiety, and low self-esteem.

4. Behavioural Approach:

The behavioural approach focuses mainly on changing observable behaviours rather than exploring deep emotions or unconscious motives. It is based on the idea that behaviours are learned and can therefore be unlearned or changed through new learning.

The counsellor uses techniques such as reinforcement, role-playing, desensitization, and modelling to help the client learn better ways of responding to situations. For instance, a person with a fear of public speaking may gradually be exposed to speaking in front of small groups until the fear decreases. This approach is especially helpful in dealing with phobias, bad habits, or behavioural problems.

5. Rational Emotive Behaviour Therapy (REBT):

This approach was developed by **Albert Ellis** and is closely related to cognitive-behavioural methods. It focuses on helping clients identify **irrational beliefs** that cause emotional distress. Ellis explained that it's not the event itself that upsets us, but the way we think about the event.

For example, failing an exam doesn't cause unhappiness by itself — it's the belief "I must never fail; failure means I'm useless" that creates distress. The counsellor helps the client challenge and replace such irrational thoughts with rational and realistic ones. REBT teaches clients to think logically and to respond to difficulties in a healthy and balanced way.

STOP TO CONSIDER

The approaches used in individual counselling include the Psychoanalytic Approach, Humanistic or Client-Centered Approach, Behavioural Approach, Cognitive-Behavioural Approach (CBT), Rational Emotive Behaviour Therapy (REBT), Gestalt Approach, and the Eclectic Approach.

3.9 Summing Up

Individual counselling is a personal and supportive process that helps a person understand themselves better and find solutions to their emotional, social, or behavioural problems. It aims to help individuals grow, make positive decisions, and adjust well to life's challenges. The main objectives of individual counselling are to bring about self-awareness, improve problem-solving skills, build confidence, and promote emotional well-being. The stages of counselling usually include establishing a good relationship between the counsellor and client, understanding the client's problems, setting goals, working on possible solutions, and finally ending the session with follow-up or evaluation. Throughout this process, both the counsellor and the client play active roles — the counsellor guides with empathy and understanding, while the client shares honestly and works toward change. Different approaches are used depending on the situation, such as the psychoanalytic, humanistic, behavioural, cognitive-behavioural, or eclectic approach. Each of these helps clients in different ways, either by exploring their past experiences, understanding their feelings, changing their negative thoughts, or developing better habits. Overall, individual counselling

is a valuable process that encourages personal growth, emotional healing, and a more balanced and positive life.

3.10 Sample Questions

1. Explain the meaning and importance of individual counselling.
2. Discuss in detail the objectives of individual counselling.
3. Describe the basic principles of individual counselling and explain how these principles guide the counselling process.
4. Describe how individual counselling contributes to emotional well-being and personal adjustment in everyday life.
5. Explain the stages or steps involved in individual counselling.
6. Explain the advantages and disadvantages of individual counselling.

3.11 References and Suggested Readings

- Sharma, R.A (2012) “Fundamentals of Guidance and Counselling” R.Lall, Book Depot. Meerut.
- Rao, S.N (1992): Counselling and Guidance, Tata McGraw Hill, New Delhi.
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UNIT- 4

GROUP GUIDANCE AND COUNSELLING

Unit Structure:

- 4.1 Introduction
- 4.2 Objectives
- 4.3 Meaning of Group Guidance
- 4.4 Characteristics of Group Guidance
 - 4.4.1 Objectives of Group Guidance
 - 4.4.2 Advantages of Group Guidance
 - 4.4.3 Disadvantages of Group Guidance
- 4.5 Role of teacher in group guidance
- 4.6 Meaning of Group Counselling
- 4.7 Characteristics of Group Counselling
- 4.8 Differences between Group Guidance and Group Counselling
- 4.9 Process or Steps of Group Counselling
- 4.10 Summing Up
- 4.11 Sample Questions
- 4.12 References and Suggested Readings

4.1 Introduction

Guidance is a process of helping individuals to understand themselves, make wise choices, and solve their personal, educational, and vocational problems. It aims to support people in developing their abilities and adjusting better to life situations. When guidance is given to a number of people at the same time, it is called group guidance. Group guidance means providing useful information and direction to a group of individuals who have similar needs or interests, such as career planning, study habits, or adjustment problems. In contrast, group counselling is a deeper and more personal process where a small group of people discuss their feelings, difficulties, and emotions under the guidance of a counsellor. The counsellor helps them to understand themselves and make positive changes. Both group guidance and group counselling are important in schools, colleges, and workplaces because they save time, encourage peer learning, and provide emotional and social support. They help individuals

make better decisions, improve relationships, and develop confidence. In today's world, where people face many personal and social challenges, group guidance and counselling play a vital role in promoting mental health and overall development. In this unit, the main focus will be on understanding the meaning of group guidance and group counselling, along with their characteristics. It will also discuss the role of the teacher in group guidance, the differences between group guidance and group counselling, and the process or steps involved in group counselling.

4.2 Objectives

After going through this unit, you will be able to—

- *understand* the meaning of group guidance;
- *identify* the characteristics and objectives of Group Guidance;
- *discuss* the advantages and disadvantages of Group Guidance;
- *understand* the role of teacher in group guidance;
- *comprehend* the meaning and characteristics of Group Counselling;
- *distinguish* between Group Guidance and Group Counselling;
- *describe* the process or steps of Group Counselling.

4.3 Meaning of Group Guidance

Guidance, as already discussed in previous units, means helping a person to understand themselves, their abilities, interests, and problems so that they can make wise decisions in different areas of life. It is a continuous process that supports individuals in their educational, vocational, and personal development. The main aim of guidance is to help people adjust better to their environment and live a successful and satisfying life. When guidance is given to a number of people at the same time, it is called group guidance.

Group guidance is a process in which guidance is given to a number of individuals at the same time who have similar needs, interests, or problems. It is a method of helping students or people in groups instead of giving help individually. In schools and colleges, many students face common problems such as how to study effectively, how to choose a career,

how to adjust to a new environment, or how to manage time. Instead of meeting each student separately, the counsellor or teacher can organize a group session and give guidance to all of them together. This process is known as group guidance.

Group guidance aims to help individuals understand themselves and their surroundings better. It gives them an opportunity to gain information, share experiences, and learn from others. In such sessions, the counsellor discusses a topic or issue that is useful for everyone in the group. For example, a group guidance session may be conducted on topics like preparing for examinations, improving communication skills, or planning one's future career. Through such activities, students become more aware of their strengths and weaknesses and learn to make better decisions.

The main purpose of group guidance is to provide educational, vocational, and personal–social help in an efficient way. It saves time and effort because many students can be guided at once. It also helps in developing confidence, cooperation, and group spirit among the participants. Members feel that they are not alone in facing problems, and they get support from others who have similar experiences. Group guidance therefore encourages teamwork, sharing, and mutual understanding.

The role of the teacher in group guidance is very important. He or she plans, selects suitable topics, encourages participation, and ensures that everyone feels free to express their opinions. The teacher or any other leader also provides correct and useful information that helps members to think clearly and make wise decisions. The environment in a group guidance session should be open, friendly, and respectful so that all members feel comfortable.

Group guidance uses various methods such as lectures, group discussions, role plays, question–answer sessions, and career talks. These techniques make the session interesting and effective. For example, in a group discussion, students can share their views and experiences, while in a role play; they can act out real-life situations to learn how to deal with them.

Although group guidance is useful for common problems, it may not be suitable for very personal or emotional issues that need individual attention. For such cases, individual counselling is more appropriate. Still, group guidance is an excellent way to guide a large number of students in educational institutions and other organizations.

In group guidance, various techniques are used to help a group of individuals understand and solve their common problems. Some common techniques include lectures, group discussions, role-playing, panel discussions, symposiums, and question–answer sessions. In the lecture method, the teacher or counsellor provides information on topics like career planning or study habits. In group discussions, members share their ideas and experiences to find solutions together. Role-playing helps students act out real-life situations to learn better ways of handling them. Panel discussions and symposiums allow experts or students to express different viewpoints on a topic. Question–answer sessions encourage active participation and clear doubts. These techniques make group guidance more interactive, informative, and effective in helping students develop knowledge, understanding, and decision-making skills.

In short, group guidance means giving direction and help to a group of people to understand themselves, make good choices, and solve common problems. It promotes learning, cooperation, and personal growth among group members and helps them move towards a better and more successful life.

STOP TO CONSIDER

- When guidance is given to a number of people at the same time, it is called group guidance.
- In group guidance, various techniques are used to help a group of individuals understand and solve their common problems. Some common techniques include lectures, group discussions, role-playing, panel discussions, symposiums, and question–answer sessions.
- Although group guidance is useful for common problems, it may not be suitable for very personal or emotional issues that need individual attention. For such cases, individual counselling is more appropriate.

4.4 Characteristics of Group Guidance

The following are the characteristics of group guidance:

1. Group guidance is given to several individuals at the same time. The members of the group usually have similar needs or problems, such as career planning or study habits.

2. All members of the group meet for a common reason. It focuses on general problems that affect many people, not on private personal issues.
3. Group guidance helps to prevent problems by giving information and advice in advance. It also helps in the personal and social development of individuals.
4. Since guidance is given to many people at once, it saves time, energy, and effort for teacher. It is more economical than individual guidance.
5. Members are encouraged to talk, share their experiences, and learn from one another. This exchange of ideas helps everyone understand things better.
6. Group guidance helps individuals make better educational, vocational, and personal decisions by providing them with useful information and support.
7. The group provides emotional and moral support. Members realize that others face similar challenges, which reduces feelings of isolation.
8. In group guidance, through discussions and activities, individuals learn more about their interests, abilities, and goals.

4.4.1 Objectives of Group Guidance

The following are the objectives of group guidance:

1. To help individuals to understand themselves better by knowing their strengths, weaknesses, interests, and abilities. This self-understanding supports them in making better choices in life.
2. To helps people to make suitable decisions about their education, career, and personal life by giving them correct and useful information through group discussions and activities.
3. To solve common problems faced by many individuals together, such as study habits, time management, or social adjustment, so that everyone benefits from shared ideas and experiences.
4. To builds self-confidence among group members by giving them opportunities to express their thoughts, share opinions, and take part in group discussions without fear.

5. To help individuals improve their communication and social skills by interacting with others, listening carefully, and expressing them clearly in the group setting.
6. To teach cooperation and teamwork by helping members understand the value of working together, respecting different opinions, and supporting one another in achieving common goals.
7. To guides individuals in making healthy adjustments in their school, family, and social life by understanding how to behave responsibly and deal with different situations calmly.
8. Group guidance provides accurate information about educational courses, job opportunities, and training programs, helping members to plan their future wisely and realistically.
9. To encourage sharing of personal experiences and ideas, allowing individuals to learn from one another's successes and mistakes, which promotes mutual understanding and support?
10. To help each person grow personally and socially, become more responsible, develop decision-making skills, and prepare to face life's challenges confidently.

STOP TO CONSIDER

Group guidance provides accurate information about educational courses, job opportunities, and training programs, helping members to plan their future wisely and realistically

CHECK YOUR PROGRESS

1. What is the main aim of group guidance?
2. Group guidance focuses only on personal problems of one individual. — (True/False)
3. Group guidance is less economical than individual guidance. — (True/False)

4.4.2 Advantages of Group Guidance

The following are the advantages of group guidance:

1. **Helps Many People at Once:** Group guidance allows a counsellor to help several individuals together. This saves time and effort because the same useful information or advice is shared with everyone who has similar needs or problems.
2. **Encourages Sharing and Learning:** In a group, members share their thoughts, feelings, and experiences. By listening to others, individuals learn new ways of thinking and solving problems. This helps them feel that they are not alone in facing difficulties.
3. **Builds Confidence and Social Skills:** Talking and participating in group discussions helps members become more confident. It also improves communication, cooperation, and understanding among people, which are important social skills.
4. **Promotes Healthy Relationships:** Group guidance creates a friendly environment where individuals learn to respect others' views, develop empathy, and build positive relationships with peers. This helps in developing teamwork and mutual support.
5. **Provides a Supportive Environment:** The group setting gives emotional support. Members feel accepted and understood which helps reduce feelings of isolation or stress.

4.4.3 Disadvantages of Group Guidance:

1. **Less Personal Attention:** Since many people are present in a group, the teacher may not be able to give enough individual attention to everyone's specific problems.
2. **Lack of Privacy:** Personal or sensitive issues cannot be discussed freely in front of others, as some members may feel shy or uncomfortable sharing their problems.
3. **Differences in Participation:** Some members may talk too much, while others may stay quiet. This uneven participation can make it hard for everyone to benefit equally.
4. **Group Conflicts:** Differences in opinions or misunderstandings among members can lead to disagreements or arguments, which may disturb the group's purpose.
5. **Not Suitable for All Problems:** Group guidance is helpful for general issues, but serious or personal problems need individual counselling for better results.

4.5 Role of teacher in Group Guidance

The teacher plays a very important and active role in group guidance. In schools, the teacher is often the first person to notice students' needs, problems, and strengths. A teacher acts as a guide, helper, and motivator who supports students in their educational, personal, and social development. The teacher organizes group guidance sessions to discuss common issues such as study habits, time management, career planning, peer relationships, and emotional adjustment. Through these group activities, students get a chance to share their ideas, express their feelings, and learn from each other's experiences.

The teacher provides correct and useful information to help students make good decisions about their future. They help students to understand their abilities and interests and to set realistic goals. The teacher also creates a friendly and open environment where students feel comfortable expressing their opinions without fear. They encourage cooperation, respect, and teamwork among the group members. By observing the group closely, the teacher can identify students who may need more personal help or individual counselling.

In addition, the teacher ensures that the group remains disciplined and that discussions stay positive and meaningful. They maintain fairness by giving everyone a chance to speak and take part. The teacher also protects the privacy of students by keeping personal matters confidential. Overall, the role of the teacher in group guidance is to guide students in solving common problems, developing confidence, improving relationships, and preparing for a successful and balanced life.

4.6 Meaning of Group Counselling

Group counselling is a process in which a small group of people with similar problems or needs come together under the guidance of a trained counsellor to discuss their thoughts, feelings, and experiences. It is a form of counselling where people help each other by sharing their difficulties, listening to others, and learning new ways to solve problems. The counsellor acts as a leader or facilitator who guides the group, encourages participation, and helps members understand themselves and others better.

In group counselling, the main goal is to provide emotional support, develop understanding, and improve personal and social skills. It helps individuals realize that they are not alone in their problems—others also face similar challenges. This shared experience makes members

feel supported and accepted. For example, students who feel anxious about exams or individuals struggling with self-confidence can benefit by listening to others with similar feelings and learning how they deal with such situations.

The counsellor creates a safe and respectful environment where everyone feels comfortable to talk openly. All members are encouraged to listen carefully, show respect, and keep information shared in the group private. This helps in building trust and honesty among group members. Through open discussions, members express their emotions freely and gain new ideas and perspectives. They learn to understand their own behaviour as well as others' viewpoints.

Group counselling also helps individuals improve their communication and social interaction skills. By working together, they learn to cooperate, express themselves clearly, and give or receive feedback in a positive way. It teaches people to be empathetic, meaning they learn to understand and feel what others are going through. This experience develops emotional maturity and strengthens relationships.

The counsellor plays a major role in group counselling. They plan the sessions, choose suitable activities, and make sure that everyone participates equally. The counsellor also ensures that the discussion stays meaningful and helps members achieve the goals of the group. Sometimes, the counsellor may use techniques like role play, group discussions, or problem-solving activities to make the session more effective.

Group counselling is useful in many areas such as schools, colleges, workplaces, and communities. In schools, it helps students adjust better, improve study habits, manage stress, and build self-confidence. In workplaces, it can help employees deal with pressure, improve teamwork, and handle conflicts in a healthy way. It is especially helpful for people who feel shy or isolated, as it gives them a chance to connect and share with others.

In short, group counselling is a process of helping people grow together. It focuses on sharing, understanding, and mutual support rather than giving direct advice. It helps members develop positive attitudes, solve problems effectively, and improve their overall well-being. The group experience helps individuals realize that change and growth are possible when they support and learn from one another.

STOP TO CONSIDER

Group counselling is a process in which a small group of people with similar problems meet together under the guidance of a trained counsellor. The main aim is to help members share their feelings, understand themselves better, and learn from each other's experiences. It focuses on emotional, personal, and social growth through open discussion and support.

4.7 Characteristics of Group Counselling

The following are the characteristics of group counselling:

1. Group counselling usually takes place with a small number of people, often between six to ten members. This allows everyone to get a chance to speak, share their experiences, and receive attention from the counsellor.
2. A professional counsellor leads the group. The counsellor's role is to guide discussions, encourage participation, maintain discipline, and make sure everyone feels safe and respected during the sessions.
3. Group counselling takes place in a friendly and open setting where members can freely express their thoughts and emotions without fear of being judged or criticised. This creates trust and comfort among members.
4. Every member is encouraged to take part in discussions and activities. Group counselling works best when everyone listens, speaks, and contributes their ideas and feelings.
5. The main goal of group counselling is to help individuals understand themselves better, develop positive attitudes, and improve their behaviour. It helps them build confidence, communication skills, and emotional balance.
6. Everything discussed in the group is kept private. Members are expected to respect each other's privacy and not share personal information outside the group. This helps build honesty and trust.

4.8 Differences between Group Guidance and Group Counselling

1. Group guidance deals with general and common problems. On the other hand, Group counselling deals with deeper personal and emotional problems.
2. In group guidance, confidentiality is not a major concern because topics are general. On the other hand, in group counselling, confidentiality is very important since personal matters are discussed.
3. Group guidance is mostly educational and informative. On the other hand, Group counselling is more personal, emotional, and therapeutic.
4. In group guidance, participation from members may be limited. On the other hand, in group counselling, active participation and sharing are very important.
5. Group guidance involves little emotional sharing, as it focuses more on giving information. On the other hand, Group counselling involves a high level of emotional sharing and personal expression.
6. Group guidance programmes are usually short-term and may happen in one or two sessions. On the other hand, Group counselling continues for a longer period with regular sessions until members achieve progress.
7. A group guidance leader mainly needs communication and presentation skills. Whereas, a group counsellor needs counselling skills, empathy, patience, and understanding of human behaviour.
8. The outcome of group guidance is increased awareness and knowledge. On the other hand, the outcome of group counselling is emotional relief, personal growth, and behavioural change.

STOP TO CONSIDER

Group guidance helps a group of people with similar general problems. On the other hand, group counselling helps a group of people with emotional or personal problems.

CHECK YOUR PROGRESS

4. Group guidance is mainly informational in nature. — (True/False)
5. Group counselling is more personal and emotional. — (True/False)
6. Group guidance requires deep emotional sharing among members. — (True/False)

4.9 Process or Steps of Group Counselling

Group counselling follows a series of steps to make the sessions effective and meaningful. These steps help the counsellor and members work together smoothly and reach their goals.

1. Formation of the Group:

In the first step, the counsellor decides the purpose of the group — such as educational, vocational, or personal problems. Then, members with similar needs or issues are selected. The size of the group is usually small (around 6–10 members) so that everyone can participate.

2. Orientation or Initial Stage:

At this stage, the counsellor introduces the group members to each other and explains the goals, rules, and procedures of the counselling. Members are encouraged to feel comfortable, build trust, and understand the importance of confidentiality.

3. Working or Activity Stage:

This is the main stage where most of the counselling activities take place. Members share their feelings, problems, and experiences. The counsellor guides discussions, encourages interaction, and uses techniques like role-playing, group discussions, and problem-solving activities. Members help and support each other in this stage.

4. Evaluation or Closing Stage:

After completing the main sessions, the counsellor and members review what they have learned or achieved. They discuss how their attitudes or behaviors have changed and how they can use what they learned in real life. The counsellor may also collect feedback from members.

5. Follow-up Stage:

This is the final step. The counsellor may meet the members again after some time to check their progress and provide more help if needed. Follow-up ensures that positive changes continue even after the sessions end.

STOP TO CONSIDER

The steps of group counselling are –

- Formation of the group
- Orientation stage
- Working or activity stage
- Evaluation or closing stage
- Follow-up stage

CHECK YOUR PROGRESS

7. What is the first step in the process of group counselling?
8. What is meant by the orientation stage in group counselling?

4.10 Summing Up

To sum up, we can say that, Group guidance and group counselling are two important techniques used to help individuals develop personally, socially, and educationally. Group guidance means giving general help and information to a group of people who have similar needs or interests. It focuses on providing awareness, advice, and direction for solving common problems such as career choice or study habits. Its main characteristics include working with many individuals at once, being mostly informational, preventive, and less personal in nature. On the other hand, group counselling is a deeper process where a small group of individuals share their personal feelings and problems under the guidance of a trained counsellor. Its characteristics include emotional sharing, understanding, mutual support, and personal growth. While group guidance aims to give information to a larger group, group counselling focuses on emotional adjustment and behavior change in a smaller group. In short, both help individuals make better decisions and develop a healthy

personality. However, group guidance is more educational and preventive, whereas group counselling is more therapeutic and remedial in nature. Together, they play an important role in promoting the overall development of individuals.

4.11 Sample Questions

1. Explain the meaning and importance of group guidance.
2. Describe the main characteristics of group guidance.
3. Explain the role of the teacher in providing effective group guidance.
4. Explain the process or steps involved in group counselling.
5. Discuss the differences between group guidance and group counselling.
6. Discuss the advantages and disadvantages of group guidance.

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**BLOCK- IV:
CHILD GUIDANCE CLINIC**

Unit-1 : Historical Background, Meaning and Objectives: Organization of Child Guidance Clinic

Unit-2 : Personnel involved in Child Guidance Clinic, their qualifications, and functions

UNIT- 1

HISTORICAL BACKGROUND, MEANING AND OBJECTIVES: ORGANIZATION OF CHILD GUIDANCE CLINIC

Unit Structure:

- 1.1 Introduction
- 1.2 Objectives
- 1.3 Historical background of Child Guidance Clinic
- 1.4 Concept of Child Guidance Clinic
 - 1.4.1 Need for Child Guidance Clinic
- 1.5 Objectives of Child Guidance Clinic
- 1.6 Services Provided by Child Guidance Clinic
- 1.7 Organization of Child Guidance Clinic
- 1.8 Summing Up
- 1.9 Questions and Exercise
- 1.10 References and Suggested Readings

1.1 Introduction

Child Guidance Clinic is a specialized treatment center that offers comprehensive services for children with behavioural, emotional, developmental, and learning issues. It is a community agency for the study and treatment of the whole child. Child Guidance Clinic works through a multidisciplinary team to assess, diagnose, treat, and guide children and their families. Different personnel from different disciplines are involved in this service programme. Basically, the clinic is concerned with removing the psychological and environmental difficulties of the children. In this unit, we shall discuss the historical background, meaning, objectives and organizations of Child Guidance Clinic.

1.2 Objectives

After the discussion of this unit, the learner will be able to—

- *know* the Historical background of the Child Guidance Clinic;
- *understand* the concept of Child Guidance Clinic;
- *understand* the objectives of the Child Guidance Clinic;
- *understand* the Organization of Child Guidance Clinic.

1.3 Historical background of Child Guidance Clinic:

The idea of child guidance started as a progressive reform, and it addressed the prevention of mental illness and juvenile delinquency by using a series of procedures to recognize the early signs of problems in children. William Healy and his associates attempted the first scientific study of juvenile delinquents in Chicago. Ultimately, the Juvenile Psychopathic Institute of Chicago was founded by him in 1909. Thus, child guidance in the United States began with an idealistic mission of prevention. However, the purpose of prevention has evolved, and child guidance primarily handles children's mild behavioural and emotional issues. The child guidance movement actually got its start in 1922, when a private foundation financed a program in the United States to prevent juvenile delinquency. The movement created community institutions, referred to as child guidance clinics, to treat school-age children with normal intelligence who displayed mild psychiatric issues in their behaviour.

The program mentioned above established eight demo clinics in various cities across the nation, which by 1933 had grown to 42 such clinics. Teams of experienced professionals, including psychiatrists, psychologists, and psychiatric social workers, were formed and employed at the child guidance clinics. The main goal of such a clinic structure was to pool their diverse perspectives in order to provide help, guidance, and treatment receptive to all aspects of the child's situation. The new clinics collaborated with already-existing social welfare, educational, and medical services in order to reach the greatest number of children. The child guidance movement worked with the spirited optimism of the psychiatry's early-twentieth-century push into the community, which aimed at educating the public about various mental problems and identifying their early signs, and also suggesting measures to prevent such problems. The term 'guidance' does not have a clear meaning; in fact, its true meaning lies between education and foster care, and the medical models of treatment and cure. As time passed, i.e., by the late 1930's, child guidance had transformed into a

specialized medical practice, which aimed at treating mild behavioural and emotional problems of children, within the clinic office.

The problematic children were the focus of child guidance clinics' efforts. The phrase "problem child" refers to a child of normal intelligence who displays a variety of behavioural and psychological issues that were classified as maladjustment. Some common examples of maladjustments would include nail biting, thumb sucking, apathy, excessive imagination, teasing, bullying, temper tantrums, disobedience, seeking bad companions, and engaging in sexual activities in older children. As we know, child guidance clinics were started in 1922 as a part of a programme sponsored by a private organization, 'Common Wealth fund's Programme for the prevention of juvenile delinquency. The first CGC was started in India in 1939 at the TATA Institute in Mumbai. The CGC in Delhi was started in 1955, simultaneously with a center in Chennai.

1.4 Concept of Child Guidance Clinic:

A child guidance clinic is one of the medico-social amenities and may be defined as a centre for the organized and scientific study and treatment of maladjustment in children. Child guidance clinics are specialized clinics that deal with children of normal and abnormal intelligence, exhibiting a range of behaviours and psychological problems, which are summed up as maladjustments. It is a specialised center that helps in the assessment, diagnosis, and treatment of emotional, behavioural, learning, and developmental problems in children and adolescents. It is a place where children with psychological, emotional, or behaviour-related difficulties are given professional help and guidance.

In the words of Stevenson and Smith, "Child guidance clinic is any organization that attempts to marshal the resources of the community on behalf of the children who are in distress because of unsatisfied inner needs or are seriously at odds with their environments; children whose development is thrown out of balance by difficulties which result in unhealthy traits, unacceptable behaviours or inability to cope with societal and educational exploitations."

In short, child guidance centers are those that identify, analyse, treat, and rehabilitate children with problems. Every child has a basic right that his or her all-around development should be ensured. For this to happen, a child's physical and psychological functioning and the environmental contribution at home, school, and community should be taken care of. This

can be done successfully only with the proper networking of counselling services to the child and the contributing factors, like family and friends.

Child guidance clinics or centers for the treatment of children with emotional or behavioural problems are provided by many local education authorities, as well as by homes, hospitals, or voluntary organizations. Child guidance Clinics offer the most modern type of service to parents in dealing with misconduct in childhood. Proper guidance may prevent delinquency, and there may come a time when clinics will be held for normal parents of normal children who wish to know how to help their children grow in a normal way.

1.4.1 Need for Child Guidance Clinic:

Today's social and medical services are largely organized around child guidance clinics. Their goal is to help a child develop a healthy personality. They concentrate on the entire surroundings of the children in need, which sets them apart from conventional medical clinics.

- The child guidance clinic is needed to improve the adjustment of children to their environment.
- Child guidance clinics consider the need for change in the personality of the children and help in eliminating the factors hindering their optimum development.
- Child guidance clinics assist the family in taking care of maladjusted children.
- Children in need are provided with the necessary care and services to develop them as individuals with optimum potential.
- Child guidance clinics work in cooperation with other institutions, catering to the needs of children, such as schools, hospitals, and recreational centers. This collaborative work can result in the effective treatment of children.

STOP TO CONSIDER

- Child Guidance Clinic was started in 1922 as a part of programme sponsored by a private organization 'Common Wealth Fund's Programme' for the prevention of Juvenile Delinquency.

- The first CGC was started in India in 1939 at the TATA Institute in Mumbai. The CGC in Delhi was started in 1955.
- Child guidance clinics are specialized centers that deal with children of both normal and abnormal intelligence who exhibit a range of behaviors and psychological problems.
- Child guidance clinics consider the need for change in the personality of the children and help in eliminating the factors hindering their optimum development.

1.5 Objectives of Child Guidance Clinic:

The child guidance clinic is an integral component of health and welfare services provided for children and families. The main objectives of child guidance clinics are-

- i. Providing help for children with behavioural problems like pica, bed-wetting, sleep walking, speech defects, etc.
- ii. Providing care and guidance for children with mental retardation.
- iii. Providing care for children with learning difficulties.
- iv. Providing counselling, guidance, and information to parents regarding the care and upbringing of children.
- v. Equipping other child-related institutes like schools, general clinics, and recreation centers with knowledge and skills to identify and refer the children in need.
- vi. To help the children make themselves personally adequate, socially competent, and vocationally skilled.

1.6 Services Provided by Child Guidance Clinic:

A child Guidance Center or Clinic aims at promoting the emotional, psychological, social, and educational well-being of children and adolescents by using a wide range of professional services. Childhood and Adolescence are both crucial stages of development, and many difficulties are experienced by children and adolescents during these periods, such as emotional, behavioural, and learning difficulties, and adjustment issues, etc., which can significantly affect a child's overall growth if it is not addressed early. The Child Guidance

Center or Clinic adopts a preventive, developmental, and remedial approach by offering systematic assessment, diagnosis, counselling, therapy, and guidance services. Through a multidisciplinary team of specialists, they provide a wide range of services, which are mentioned below:

- i. Assessments (Initial, Psychological and Psychiatric), Crisis Intervention, Health Screenings, and Psychotherapy (Individual, Family, and Group) etc.
- ii. Emotional well-being screenings and assessment, comprehensive mental health treatment services aimed at addressing difficulties including: Attention Deficit Hyperactivity Disorder, Anxiety Disorder, Depression, Trauma, Oppositional Defiant Disorders etc.
- iii. Psychiatric evaluation (By a Certified Child Psychiatrist).
- iv. Medication review and management.
- v. Coordination with other service providers, schools, and primary care physicians.

To sum up, the services provided by the child guidance clinic are---

- Managing behavioural problems
- Managing emotional problems
- Managing learning difficulties
- Managing adjustment problems
- Managing intellectual deficits and socio-legal issues

CHECK YOUR PROGRESS

Q.1. What is the Child Guidance Clinic?

Q.2. What are the objectives of the Child Guidance Clinic?

Q.3. Write different services provided by the Child Guidance Clinic or Center.

1.7 Organization of Child Guidance Clinic:

The complicated process of child development is impacted by environmental, social, emotional, and psychological elements. Some children struggle with emotional disorders, behavioural issues, developmental delays, or learning disabilities. Child Guidance Clinics are specialist organizations that offer therapeutic, preventative, and diagnostic services to offer

systematic support. For a Child Guidance Clinic to be effective, it must be well-organized. Coordination between specialists from various fields, sufficient infrastructure, and clearly defined services are necessary. The clinic's mission to support children's mental health and holistic development is fulfilled when it is properly run.

Child Guidance Clinics can be run as out-patient's Department at a general hospital, children's hospital, or a mental hospital. It can be a part of a school or training unit attached to a university, and it can be entirely supported by social service clubs or some such voluntary agency.

In organizing a Child Guidance Clinic, the main problems are-

- i. Finance for running the clinic
- ii. Getting properly trained personnel
- iii. Adequate premises and equipment

Ideally, a Child Guidance Clinic should have six rooms and a big hall. There should be one room for a psychiatrist, social workers, and a psychologist, a waiting room for parents, and one office.

A big hall is required for the child to have free play, where lots of toys can be kept for the child to choose and play. Where finance is no problem, a one-way screen should be provided so that one can observe the child's behaviour during free time without disturbing him or her. Toys consist of dolls of various sizes, doll house, and many creative toys. The walls of the Clinic should be painted in bright colours to make the atmosphere cheerful and friendly.

Every child guidance clinic offers several supporting services, in addition to the core service of counselling children. Some of the important ones are:

1. Parent Education Services:

Child development specialists offer programs that focus on the prevention of developmental and behavioural problems by providing assessment, education, and intervention services to parents of young children. Besides this, they administer developmental screenings and assessments to children from birth through to age eight, provide parent consultation with regard to their child's growth, development, and behaviour, and teach parent study groups to enhance parenting skills and strengthen family interactions. It is not the intent of educational services to remediate or treat mental health and/or behavioural problems in children or adults.

2. Psychosocial services:

Psychology staff offer services to promote, maintain, or restore mental health to children and families in coordination with developmental and physical health services. Psychosocial staff assess, diagnose, and treat mental health problems and promote healthy interactions in the prevention of mental disorders.

3. Speech, Language and Hearing Services:

Speech-language pathologists evaluate children's speech and language abilities. Following evaluation, parents are counselled regarding their child's development in the areas of language, articulation, fluency, and voice. Hearing acuity is screened, and additional tests may be administered to assess the efficiency with which the child is able to understand and use what he hears. If treatment of a problem area is indicated, a variety of methods may be used to help the child improve his skills, including involvement of parents in a home program. Parents are often included in the sessions to encourage positive parent-child interaction and increase language stimulation.

4. Screenings:

A screening is not a complete evaluation. It is a method used to check for possible problems in development, speech, language, hearing, social, emotional, and/or behavioural skills. Not passing a screening does not necessarily indicate a disorder, but rather is an indication for referral for more in-depth testing. Due to the limited nature of a screening, certain problems may not be entirely ruled out even if a screening is passed.

5. General Information:

Information is collected as part of the service process for assessment, intervention planning, and supervision purposes. Most of the information will be recorded in written form and, as appropriate, some information is recorded on audio and/or videotapes. All information is kept confidential and cannot be released without your written permission. There are, however, special situations under which confidential information could be revealed. These include:

- A 'duty to warn' ethic allows a clinician to break confidentiality when danger exists to the client and/or others.

- Under special circumstances, the court may subpoena a client's records and may order a clinician to give testimony during a court hearing.
- The fees charged are based on a sliding scale and are determined by the annual gross income and size of your family. No one is refused services because of an inability to pay.

Essential requirements for Organizing Child Guidance Clinics:

At a child guidance clinic, the main objective should be to provide the best quality services to clients and their families. To this end, there should be an assorted staff of well-qualified personnel. It is imperative to employ and maintain an expert workforce, which can be done by ensuring healthy salaries, opportunities for professional growth, packages for further study, and a competitive benefit package. The clinic should be a positive, non-discriminatory/equal opportunity service provider to the qualified individuals and the troubled children. It should be a drug-free work environment. All potential employees should have undergone a thorough background check, be fingerprinted, and successfully pass a standard drug test.

Essential Responsibilities

The core responsibility areas of a child guidance clinic are:

1. Treating clients, family members, visitors, and fellow employees with courtesy, dignity, and respect, demonstrating cultural sensitivity and competency.
2. Demonstrating an understanding of and support for the agency's strategic vision, mission, and core values.
3. Adhering to corporate compliance and other policies and procedures governing the agency.
4. Adhering to a team concept.
5. Maintaining a high level of client confidentiality.
6. Demonstration of ethical and professional conduct in the performance of all positions' functions.

7. Quality assurance should be ensured by providing chart and record oversight and audits on a regular basis.
8. Maintaining full client caseload and meetings required for maintaining productivity and billing standards.
9. Demonstrating the ability to prioritize responsibilities, utilizing direct supervisor for guidance.
10. Last but not the least, completing all administrative and clinical responsibilities willingly and completely.

Principles of Organizing a Child Guidance Clinic:

- **Multidisciplinary Approach:** Integration of medical, psychological, educational, and social services.
- **Child-Centered Services:** Focusing on the overall development and well-being of the child.
- **Parental Involvement:** Engaging parents as active participants in therapy and guidance.
- **Preventive and Curative Care:** Emphasis on both prevention of problems and treatment of existing issues.
- **Community Participation:** Collaboration with schools, NGOs, and health services.

CHECK YOUR PROGRESS

Q.1. Discuss the organization of Child Guidance Clinic along with the essential responsibilities.

1.8 Summing Up:

Thus, in this unit, you are introduced with the concept of Child Guidance Clinic, and its need and objective. Besides, you have come to know about the different services provided by Child Guidance Clinic. The Organization of Child Guidance Clinic has also been discussed

here. It is perceived that through this discussion, you have developed a clear concept of Child Guidance Clinic. The unit can be summed up for your better understanding as-

- Child guidance clinics are specialized clinics that deal with children of normal and abnormal intelligence, exhibiting a range of behaviours and psychological problems, which are summed up as maladjustments.
- Child guidance centers are those that identify, analyse, treat, and rehabilitate children with problems. It is a community agency for the study and treatment of the whole child.
- The child guidance clinic is needed to improve the adjustment of children to their environment.
- Child guidance clinics work in cooperation with other institutions, catering to the needs of children, such as schools, hospitals, and recreational centers. This collaborative work can result in the effective treatment of children.
- Child Guidance Clinic was started in 1922 as a part of programme sponsored by a private organization 'Common Wealth Fund's Programme' for the prevention of Juvenile Delinquency.
- The first CGC was started in India in 1939 at the TATA Institute in Mumbai. The CGC in Delhi was started in 1955.
- Child guidance clinics provide help for children with behavioural problems like pica, bed-wetting, sleep walking, speech defects, etc.
- It Provides care and guidance for children with mental retardation and children with learning difficulties.
- The child guidance clinics provide different services to the children who have some behavioural problems, emotional problems, learning difficulties, adjustment problems and intellectual deficits and socio-legal issues etc.

1.9 Questions and Exercise

Q.1 What is the meaning of a Child Guidance Clinic?

Q.2 Give a brief account of Child Guidance Movement.

Q.3 Write the need and importance of Child Guidance Clinic.

Q.4 Enumerate the objectives of a Child Guidance Clinic.

Q.5 Discuss the different services provided by a Child Guidance Clinic.

Q.6 Discuss the organization of Child Guidance Clinic along with the essential responsibilities.

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UNIT- 2

PERSONNEL INVOLVED IN CHILD GUIDANCE CLINIC, THEIR QUALIFICATIONS AND FUNCTIONS

Unit Structure:

- 2.1 Introduction
- 2.2 Objectives
- 2.3 Personnel involved in Child Guidance Clinic
- 2.4 Qualifications and Functions of Personnel Involved in the Child Guidance Clinic
 - 2.4.1 Counsellor
 - 2.4.2 Psychologist
 - 2.4.3 The Social Worker
 - 2.4.4 The Child Psychiatrist
- 2.5 Problems of Child Guidance Clinics in India
- 2.6 Summing Up
- 2.7 Questions and Exercise
- 2.8 References and Suggested Readings

2.1 Introduction

In a Child Guidance Clinic, the child is studied as a whole. The child's personality is influenced by many aspects, viz., physical, intellectual, educational, emotional, social, and economic, etc. Each of these aspects is studied by the respective staff members who have a specialization in that particular field. The team of staff members is mainly constituted of a counsellor, psychologist, social worker, and child psychiatrist. A Child Guidance Clinic's ability to be effective is primarily determined by the traits and roles of its staff. Social workers, psychiatrists, and other professionals all have different but related roles to play in promoting children's general development, education, and mental health. The care, direction, and opportunity children require developing into self-assured and responsible adults are provided by a committed, knowledgeable, and compassionate staff.

2.2 Objectives

After the discussion of this unit, the learner will be able to—

- *know* the different personnel involved in the Child Guidance Clinic;
- *understand* the qualifications of personnel involved in the Child Guidance Clinic;
- *know* the functions of different personnel involved in the Child Guidance Clinic;
- *know* the problems of the Child Guidance Clinic in India.

2.3 Personnel involved in Child Guidance Clinic

Since a clinic job requires unique expertise and services, professionals are required who can function as both service staff and community-based mental health providers. These professionals work as teams to develop and implement programs that are designed to eliminate social, behavioral, and interpersonal problems of students in schools that interfere with their school performance and the learning climate of the school.

The objective of this exercise is to teach coping skills to students, providing counseling, mental health, and case management services, crisis intervention, and consultation to teachers and families. Such types of problems are common in all school-based professions and both school and community-based settings. The schools that employ student service staff also have their mandate to ensure that all students achieve maximum benefit from their education and that the overall learning climate of the school, for students, staff, and families, remains a positive one. The school generally tries to utilize internal students' services and professional resources to support students' learning through the provision of social, emotional, and behavioural services.

- **Counsellor:** The counsellor plays a significant role in supporting the emotional and personal development of children. A counsellor is a trained professional who helps children understand and manage their feelings, behaviours, and personal challenges. In a child guidance clinic, counsellors work with children who face anxiety, fear, academic stress, peer pressure, low self-esteem, and family-related concerns.
- **Psychologist:** The psychologist is an expert in understanding human behaviour and mental processes. A psychologist is a trained professional who studies human behaviour, emotions, thoughts, and mental processes by using scientific methods. A psychologist is

not a medical doctor and generally does not provide medication. Instead, they focus on psychological assessment, counselling, and therapeutic interventions.

- ***The Social Worker:*** Social work is a helping profession that focuses on promoting social welfare, solving personal and social problems, and enhancing the overall well-being of people. A social worker is a trained professional who works to improve the social, emotional, and environmental conditions of individuals, families, and communities.
- ***The Child Psychiatrist:*** A child psychiatrist is a qualified medical doctor who specializes in diagnosing and treating mental, emotional, and behavioural disorders in children and adolescents. A psychiatrist has medical knowledge as well as expertise in psychological development, which enables them to understand how biological, emotional, and environmental factors influence a child's behaviour.

STOP TO CONSIDER

- Child Guidance Clinic is a community agency for the study and treatment of the whole child.
- A Child Guidance Clinic is a multidisciplinary center where different professionals work together to understand and solve children's emotional, behavioral, and learning problems.
- The people involved in the Child Guidance Clinic are: Counsellor, Psychologist, Social Worker, Psychiatrist, etc.

2.4 Qualifications and functions of personnel involved in the Child Guidance Clinic

A Child Guidance Clinic is a specialized center focus on diagnosing, treating, and preventing emotional, behavioural, educational, and adjustment issues in children. Children's development can be affected by various psychological, social, educational, and health-related factors. These problems cannot usually be addressed by a single professional; therefore, the Child Guidance clinic works through a multidisciplinary team approach. The success of a Child Guidance Clinic largely depends on the coordinated work of different trained professionals who assess the child from multiple perspectives. Each specialists contribute unique expertise in understanding the child's difficulties and planning appropriate interventions.

These experts carry out distinct but complementary tasks. While some members concentrate on the psychological and physical aspects of the child's issues, others look at how the child's development is impacted by social, educational, and environmental factors.

2.4.1 Counsellor: Children who are having psychological or adjustment issues can receive emotional support and direction from the counselor or guidance worker. The counselor assists children in understanding their issues, expressing their emotions, and creating appropriate coping mechanisms through individual or group counseling sessions. Additionally, the counselor offers guidance to educators and parents on how to effectively control children's behaviour and foster healthy growth. Counselling frequently focuses on difficulties like behavioral challenges, peer interactions, emotional conflicts, and academic stress. Counselors may also run preventive programs and teach life skills to help children's mental health. A counsellor typically has a master's degree in education, psychology, or guidance and counseling in addition to training in child development and counseling methods.

2.4.2 Psychologist: The psychologist plays a very prominent role in the psychological assessment and therapeutic intervention of children attending the clinic. A psychologist administers a variety of psychological tests to evaluate IQ, Personality traits, emotional stability, and behavioural patterns of the children. Through these evaluations, the psychologists assist in identifying issues including emotional disorders, anxiety, learning difficulties, or behavioural maladjustments. To help children overcome their challenges, the psychologist offers treatments such as play therapy, psychotherapy, and behaviour modification strategies in addition to assessment. The clinical psychologist's psychological reports help other team members comprehend the children's mental functioning and develop suitable therapies. A psychologist generally holds a Master's degree in Psychology or Applied Psychology, followed by specialized training such as M.Phil. or Ph.D. in Psychology with professional training in psychological testing and therapy.

2.4.3 The Social Worker: The psychiatric social worker is responsible for studying the social and environmental background of the child. Since a child's behaviour and adjustment are often influenced by family conditions, social relationships, and economic circumstances, a psychiatric social worker collects detailed information about the child's home environment, parental attitudes, socio-economic status, and community influences. This professional may conduct home visits and interact with

parents, teachers, and community members to obtain a comprehensive understanding of the child's situation. The psychiatric social worker also provides counseling and guidance to parents and helps families access social support services when necessary. In addition, they act as a link between the clinic, the family, and the school to ensure coordinated support for the child. The usual qualification for this position is a Master's degree in Social Work (MSW) with specialization or training in psychiatric or medical social work.

2.4.4 The Child Psychiatrist: The child psychiatrist is one of the key professionals in a Child Guidance Clinic and often acts as the team leader or medical authority. The psychiatrist is responsible for diagnosing and treating mental, emotional, and behavioural disorders in children. They conduct detailed clinical interviews with the child and parents, study developmental history, and identify psychological or neurological conditions affecting the child's behaviour and adjustment. In cases where psychological difficulties are associated with biological or neurological factors, the psychiatrist may prescribe medication and supervise medical treatment. The psychiatrist also coordinates the work of other specialists in the clinic and guides the overall treatment plan for the child. In terms of qualifications, a psychiatrist must possess an MBBS Degree followed by a postgraduate qualification in psychiatry (MD or Diploma in Psychiatry), with additional training or specialization in child and adolescent psychiatry being highly desirable.

The other members of the Child Guidance Clinic are:

Apart from the basic team of child psychiatrist, social worker and psychologist, various other specialists may collaborate in both diagnosis and therapy. Their number, and the extent of their activities, will vary in accordance with the scope of the centre's work. In any event, the concept of team-work justifies them in working as far as possible as an integral part of the team. This means that in large centres an attempt may be made to set up functional units comprising, in addition to the three members of the basic team, any other specialists who seem to be required. This rule is, of course, not a rigid one, and various solutions may be found satisfactory. The following are some of the specialists who may be found useful, although the list should not be regarded as complete.

- a) **Special Educator:** The special educator is concerned with children who experience learning difficulties or academic problems. These professionals identify learning disabilities such as dyslexia, dysgraphia, and dyscalculia, and design remedial teaching programs tailored to the child's needs. Special educators use specialized teaching methods, instructional materials, and individualized learning strategies to help children overcome academic barriers. They also work closely with school teachers to adapt classroom instruction and curriculum according to the child's learning capacity. By providing remedial education and skill development activities, the special educator helps children improve academic performance and gain confidence in learning. The required qualification for this role is typically a Bachelor's or Master's degree in Special Education, along with professional training in remedial teaching and inclusive education.
- b) **Paediatrician:** The paediatrician is responsible for examining the physical health and developmental status of the child. Many behavioural or learning problems may have underlying medical causes, such as neurological conditions, nutritional deficiencies, or developmental delays. The paediatrician conducts medical examinations to assess the child's growth, physical development, and overall health. If any medical problems are detected, appropriate treatment or referral to specialists is recommended. The paediatrician's findings help the multidisciplinary team understand whether physical health factors contribute to the child's psychological or behavioural issues. The required qualification for a paediatrician is an MBBS degree followed by postgraduate specialization in Paediatrics (MD or Diploma in Paediatrics).
- c) **The psychotherapist:** The psychotherapist cannot usually undertake all the psychotherapy necessary in a child guidance centre. In principle, all the cases examined call for some more or less systematic psychotherapy for the children, for their parents, or for their environment in the widest sense of the term. These depend chiefly on the complexity of the cases, which make the application of widely varying methods necessary, and also on the theoretical concepts of those who are applying the methods. In view of the importance of psychotherapy, it is to be hoped that the psychiatrist himself has the necessary technical training to enable him to participate in it and to discuss the motives and the results.

d) Speech and Language Therapist: Some children attending a Child Guidance Clinic experience speech and language difficulties, which may affect communication, learning, and social interaction. The speech and language therapist assesses and treats disorders such as stammering, articulation problems, delayed speech development, and other communication impairments. Through structured exercises and therapeutic techniques, the therapist helps children improve pronunciation, fluency, and language comprehension. The therapist also guides parents and teachers on methods to support the child's communication skills at home and in school. This professional typically holds a Bachelor's or Master's degree in Speech and Hearing or Speech-Language Pathology, along with clinical training in speech therapy.

CHECK YOUR PROGRESS

Q.1. Discuss the functions of different personnel who are involved in Child Guidance Clinic.

2.5 Problems of Child Guidance Clinics in India

In India, guidance services are still in their initial stages. They are yet to reach the standards followed in the Western countries. Continuous efforts are being made for quick progress, but still, much progress in this direction has not occurred. Its cause is occurrence of various problems in the way of guidance. Due to these problems, guidance services have failed to succeed much in India.

Following are the problems which are experienced in the field of guidance in India:

- i. Traditionalism:** In the Indian situation, it is essential to factor in traditionalism. Occurrence of traditionalism among teachers acts as an obstacle in the dynamism required of guidance programmes. Due to this traditionalism, teachers are unable to exhibit interest or show initiative for new experiments in education. Traditionalism does not exist in teachers only, but also among the parents or guardians of the students. Most of the parents or guardians are uneducated or less educated in India. They have not even heard the term guidance and counseling are unlikely to know about the importance of guidance services. Even many educated parents in India are under the influence of traditionalism.

- ii. **Lack of training:** In child guidance clinics, experts are required, which can only happen through extensive training for guidance programmes. In order to prepare experts, a proper training programme is essential, but India lacks even the basic teacher-training facilities required for training guidance experts. In the absence of training facilities, it is not possible to prepare experts for the child guidance clinic.
- iii. **Lack of standardized tests:** Standardized tests are essential for the guidance services. In India, many standardized tests are used but being in English, they cannot be used for the pupils who do not know English because it is a foreign language and not the mother tongue. Although in India too, many tests have been created in Indian languages and more attempts are going on but there is still much more to do in this field.
- iv. **Poor economic conditions:** In India, most of the schools are economically Weak. In some schools it is difficult to disperse even the salaries of school staff in time. In such schools, under the circumstances, it is difficult to expect the presence of child guidance clinics and to follow guidance programmes.
- v. **Lack of coordination:** Due to the lack of coordination between various Organizations involved in the child guidance programme, such as school administration, community, etc., the guidance programme becomes ineffective. Because of corruption and lack of proper resources, it is difficult to establish the required coordination in Indian conditions. The success of guidance programmes, however, depends very much on this coordination.
- vi. **Lack of research in guidance:** In India, guidance services have not been able to develop due to the lack of adequate research work in various guidance systems, counselling methods and methods of collecting information.
- vii. **Lack of resources:** India is yet to come out of the category of developing Countries. No special attention has been paid towards education methodologies in general. Also, the economic condition has not got strengthened adequately. Due to these reasons, the resources are limited and due to these limited resources, it has become a problem to give guidance its proper place in the education system of the country.

2.6 Summing Up

- Child Guidance Clinics are important institutions that help in proper development of children by identifying and treating their emotional, behavioural, and educational problems.
- A multidisciplinary team works in these clinics, including psychologists, psychiatrists, counsellors, social workers, special educators, and other specialists, each contributing according to their professional training and qualifications.
- The main functions of these professionals include diagnosis of children's problems, psychological testing, counseling, therapy, and providing guidance to parents and teachers.
- Child Guidance Clinics also face several problems in India. Such as, lack of awareness, traditionalism, lack of resources, lack of trained personnel, financial constraints, social stigma etc.

2.7 Questions and Exercise

Q.1 What is the role of counsellor?

Q.2 What is the role of social worker?

Q.3 Enumerate the different functions of guidance personnel.

Q.4 Explain the problems faced by Child Guidance Clinic in India.

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BLOCK- V:
VARIOUS PROCEDURES OF GUIDANCE

Unit-1: Case Study Procedure in Guidance

Unit-2: Questionnaire

Unit-3: Autobiography

Unit-4: Anecdotal Records

Unit-5: Interview

Unit-6: Cumulative Personal Records

UNIT- 1

CASE STUDY PROCEDURE IN GUIDANCE

Unit Structure:

- 1.1 Introduction
- 1.2 Objectives
- 1.3 Case Study Procedure: Overview
- 1.4 Definitions of Case Study
- 1.5 Objectives of Case Study
- 1.6 Need for preparing Case Study
- 1.7 Phases of case study
- 1.8 Sources of Case Data / Information
- 1.9 Types of Case Study
- 1.10 Status of Situation
- 1.11 Characteristics of a Good Case Study
- 1.12 Advantages of Case Study
- 1.13 Limitations of Case Study
- 1.14 Summing Up
- 1.15 Questions and Exercises
- 1.16 References and Suggested Readings

1.1 Introduction

In guidance process, the progress of an individual depends upon well-conducted programmes. Well-conducted guidance programmes are based on sufficient, reliable and valid facts. Such facts are obtained through a systematic procedure which involves various methods.

Each data collection method has both merits and demerits. Each method is appropriate in a given situation to accomplish a particular purpose. The selection of a suitable method is of vital importance for successful results since different methods are suitable for collecting different kinds of information which may in turn be used for different purposes.

String has said in this regard that no one has yet developed any one method to study a student entirely. Therefore, perhaps the best method is that which can be used to study a student in different conditions.

1.2 Objectives

After going through this unit, you will be able to—

- *discuss* the case study procedure in guidance;
- *give* some Definitions of Case Study;
- *identify* various Objectives of Case Study;
- *know* the Need for preparing case study;
- *understand* different phases of case study;
- *analyse* the Procedure of Case Study;
- *understand* the Advantages and limitations of Case Study.

1.3 Case Study Procedure: Overview

Career guidance is an integration of all types of guidance. The main aim of career guidance is to prepare a person for his professional life. It also helps him in finding the rightful place in society depending on his abilities and social values. An effective career guidance counsellor needs comprehensive personal information, starting from the childhood of a person until his present age. Career guidance starts from childhood because every child is different from the others. Some are good in sports, some are good in music and some are good in studies.

Everyone has their merits and demerits but despite their varying capabilities and interests, they are generally coaxed by their parents to take admission in courses that the parents feel will help the child get a lucrative job in future. They try to make the child equip himself accordingly, irrespective of his abilities and interests. Case history study is a useful mode of investigation for collecting information about the child through as many sources as possible.

Originally this method was used by the physicians to study a patient's previous history, his health and physical state, besides making a careful examination of the patient's present condition and symptoms. But today it has become a necessity for even the children who are

still in school. In educational guidance, the case study approach is used to help the exceptional children, the blind, the deaf, the mentally challenged, the truants, the delinquents, the gifted, the slow learners and all those who need guidance in education.

In guidance services the term 'case' refers to a unit of study. The unit may be an individual, a group, an entire community or an institution. In guidance, the case study approach is usually employed in studying problem cases, maladjusted pupils and scholarship difficulties, etc., more often than for normal cases. This approach is used as a preventive rather than corrective medicine. Besides helping the maladjusted individuals, the method in guidance is sometimes used in case of the normal and well-adjusted individuals also.

Incomplete information in the process of guidance may prove harmful to the pupils or any person seeking guidance in one way or another. Hence, it is essential for the guidance worker to possess complete information in order to study an individual. For this purpose, nowadays bureaus are formed at national and state levels to provide awareness, training facilities and job opportunities. In the schools, study courses that one selects are in the light of future career prospects. Career guidance requires detailed personal information. The psychological tests are used for assessing intelligence, aptitude, personality and interests etc. The educational information is usually obtained from school records. The personal information is collected through interview, case study and questionnaire.

The case study technique is used to obtain close personal information which may prove useful and meaningful in career guidance.

The case study is concerned with everything that is significant in the history or development of the case. In the case study a deep probe is made into the interaction between the factors that produce change or growth. Case study is intensive in nature. It aims at studying everything about something. The case is some phase of life history of the unit in focus or it may represent the entire life process. A case study is a technique as well as a method. It is related to past, present and future information of an individual. It is a cumulative study of an individual. The main purpose of case study is the development of case on the basis of diagnosis which is done of the past records of the case; it establishes the cause and effect of relationship.

1.4 Definitions of Case Study

- **Case study** also assists the counsellor much in guidance process. Case study is a detailed analysis of a person's important aspects. A case means a regular, complete and detailed history of a person.
- **According to Crow and Crow:**
A case study includes the past history of an individual as well as his present state. It is usually limited in its application to attempt solution of serious learner's deficiencies.
- **According to P.V. Young:**
A fairly exhaustive study of a person or group is called a case history, which related to their past and present information.
- **According to Goode and Hatt:**
Case study is a way of organizing social data so as to preserve the unitary character of the social object being studied. Expressed somewhat differently, it is an approach which views any social unit as a whole.
- **According to Young Hsin Pao:**
Case study method may be defined as small, inclusive and intensive study of an individual in which investigator brings all his skills and method or as a systematic gathering of enough information about a person to permit one to understand how he or she functions as a unit of society.
- **According to Biesanz and Biesanz:**
The case study is a form of qualitative analysis involving the very careful and complete observation of a person, a situation or an institution.

STOP TO CONSIDER

Main factors derived from definitions:

1. It is the method of exploring and analysing the life of a social unit.
2. An approach which views any social unit as a whole.
3. It is a small, inclusive and intensive study.
4. It is very careful and complete observation of the unit in focus.
5. It is a knowledge of behaviour patterns.

1.5 Objectives of Case Study

There are 4 main objectives of case study:

1. Clinical point of view:

Refers to the conversation between counsellor and the student. The counsellor collects all the information regarding the problem of the student or patient. If related to school, counsellor gathers data about teachers, friends, peer groups, environment, curriculum etc. Otherwise, information may relate to home, personal or vocational fields.

2. Diagnostic point of view:

It refers to providing remedial instruction to students, especially poor students. Poor students mostly have problems related to home, finances, social groups and educational sphere. Counsellor provides instructions to help students tackle problems in a practical way.

3. Fact-finding point of view:

Counsellor identifies the exact problem of the student. If weak in studies, the counsellor finds the origin of the problem—rigid curriculum, physical/mental health, or intellectual issues. Counsellor identifies problems and removes them step-by-step.

4. Supplementing other information:

After diagnosing the problem, further guidance is provided. There may be follow-up tasks. After some time, the case is re-measured to check if changes occurred. Diagnosis is correct if change is positive and significant.

1.6 Need for preparing Case Study

According to the study of Roth Ney and Roeus, case histories are needed for:

- Exceptionally high achieving children
- Children with exceptional artistic ability
- Those persistent in striving for success
- Children with constant behavioural problems
- Those trying hard against great obstacles
- Those unable to do grade-level work
- Those who display model behavior

1.7 Phases of Case Study

A case study is completed in three phases:

- 1. Retrospective Phase**
- 2. Prospective Phase**
- 3. Conceptive Phase**

1. Retrospective Phase

It refers to the past records of the case, which are used in diagnosing the history of the problems of children in terms of:

- Educational history
- Intellectual development
- Health and physical history
- Developmental history
- Personality
- Social and vocational history
- Family history (including home and neighborhood)

2. Prospective Phase

It refers to the present status of the case. It helps in understanding the subject and suggesting remedies or support.

3. Conceptive Phase

It refers to the future development and improvement of the case.

It includes:

- Educational plan
- Prediction of ultimate level
- Prediction of future health
- Vocational plan of the student
- Effects of suggested remedies

A comparison of phases is shown below:

Retrospective (Past)	Prospective (Present)	Conceptive (Future)
1. Problem of individual	1. History of problem	Education plans
2. Educational status	2. Educational history	Prediction of ultimate level
3. Intellectual status	3. Intellectual development	Future health prediction
4. Health & physical	4. Health & physical history	—
5. Maturity level	5. Development history	—
6. Personality	6. Personality development	—
7. Social relations	7. Social history	Vocational plan
8. Vocations	8. Vocational history	—
9. Family relationship	9. Family history	—

1.8 Sources of Case Data / Information

- Diaries, autobiographies, memoirs, letters, confessions
- Life history records
- Related persons: parents, neighbours, friends, teachers
- Official records: baby books, school records, police records, courts, military & clubs
- Institutional records
- The subject himself through interview

CHECK YOUR PROGRESS

Q.1 Write any two objectives of case study.

Q.2 What are the different phases of case study.

1.9 Types of Case Study

There are six types of case studies. They are as follows:

1. Group or community case study

2. Causal-comparative studies
3. Activity analysis
4. Content or document analysis
5. Follow-up study
6. Trend studies

1.10 Procedure of Case Study

A case study follows the following essential steps:

- Determining the status of the phenomenon or situation
- Collection of data, examination and history
- Diagnosis and identification of causal factors
- Adjustment, treatment and therapy
- Follow-up programme

STOP TO CONSIDER

Case study of an individual requires analysis of:

- Identity data
- Family history
- School history
- Health & physical history
- Social history & contacts
- Recreational interests
- Personality traits
- Vocational history

1.11 Characteristics of a Good Case Study

- Based on adequate and complete data
- Data should be valid
- Continuity of data
- Scientifically synthesized

- Data synthesis should be diagnostic & prognostic
- Confidentiality must be maintained
- Follow-up work included

1.12 Advantages of Case Study

- Probes the whole case in totality
- Helps in forming hypotheses
- Gives insight into interdependence of events
- Useful to parents for understanding and supporting the child
- Helps in filling admission forms, giving recommendations, etc.

1.13 Limitations of Case Study

- Subjective method
- Time consuming
- Data collection is complex and tedious
- Only trained persons can prepare case studies
- Interpretation of results is difficult

CHECK YOUR PROGRESS

Q.3 Write any two characteristics of case study.

Q.4 Write any two merits and limitations of case study.

Types of Case Study (Detailed):

1. Community Studies

Focus on:

- Location, appearance, economic activity
- Climate, natural resources
- Social structure, cultural values
- Human needs, social institutions

2. Causal Comparative Studies

Used to determine:

- Causes of behaviours
- Relations between variables
- Why certain problems occur

3. Activity Analysis

Studies what activities an individual performs in:

- Industry
- Social services
- Educational institutions

4. Content or Document Analysis

Uses:

- Official records, reports, printed forms
- Textbooks, reference books
- Letters, diaries, pictures, films
- Autobiographies

Documents must be evaluated critically.

5. Follow-Up Study

Studies individuals after completing a:

- Program
- Course
- Treatment

To measure change or progress.

6. Trend Studies

Based on longitudinal recorded data.

Format of a Case Study:

1. Identity Data

(a) Name of child:

- Date of birth
- Age
- Class
- Sex

(b) Name of father:

- Occupation
- Address

2. Types of Problems

In School:

- Scholastic
- Conduct
- Health
- Emotional
- Attendance

Out of School:

- Delinquency
- Recreational needs
- Home conditions

3. Case Referred To

- Principal
- Teachers
- Parents

4. Information

Symptoms:

- Vision, hearing, coordination, speech issues

Examinations:

- Height, weight, measurements

Mental:

- General psychological condition

5. Family History**Father**

- Occupation, education
- Early life
- Social & economic status
- Attitude to family and interests

Mother

- Health during pregnancy
- Delivery details
- Attitude toward family and society

Sibling Relationship

- Number of siblings, age gap
- Bonding
- Residence details
- Ventilation, space
- Cleanliness

Discipline in Home

- Parental control
- Methods used
- Threats, punishments, disagreements

6. School History

- School attended
- Age of admission
- Attitude toward school, teachers, subjects
- Attitude toward classmates
- Class status

- Teacher's views
- Co-curricular attitude
- Promotion / Non-promotion
- Difficulties in subjects
- Future educational plan

7. Health and Physical History

- Age
- Walking/talking age
- Physical defects
- Speech defects
- Illness (duration & severity)
- Fainting spells, influenza
- Glandular issues
- Attitude toward health
- Over-careful or careless

8. Social History & Contacts

- Religious background
- Participation in social settings
- Culture
- Religious beliefs
- Political activities

9. Recreational Interest

It includes:

- Participation in leisure time activities
- Hobbies
- Social interests

10. Personality Traits

It includes:

- Rage and fears
- Aggressive or submissive
- Happy or unhappy

- Fantasies
- Attitude towards sex

11. Vocational History

It includes:

- Job held
- Reason for change
- Date of change
- Vocational interest
- Ambitions
- Special skill
- Interview

1.14 Summing Up

A case study is an in-depth, intensive and detailed study of an individual or the client. The focus in case study is on factors contributing to the development of particular personality patterns and/or problems. The case study employs all possible tools and techniques that seem appropriate to understand an individual (e.g., observation, interview, self-reports, teacher's ratings, checklist, sociometry, document analysis, auto-biographies etc.). It gives detailed information regarding different perspectives that cannot be attained by any other methods. Case study is the most comprehensive of all analytical techniques because it makes use of all other assessment techniques. Case study as an assessment technique is used by counselors to provide a means of integrating and summarizing all available information about the client in order to determine what further steps should be taken to enhance his or her development. Remember that collection of case study data is not simple stockpiling of information. Rather, the purpose of a case study is to present the client as a fully functioning totality within his her environment. Therefore, a case may be selected to understand the mechanism by which problems accrue or a case study may attempt to achieve a better understanding of the problems of a child. For example, a case study may be conducted on student who has a problem whole individual (in her dynamic developmental process) so that we may better understand his concerns, the reasons for his actions and behaviours and plan the course of action, which is appropriate for him. Therefore we may say case study is a synthesis and

interpretation of information about the client and his/her relationships to his / her environment.

1.15 Questions and Exercises

Q.No1. Enumerate the steps of the case study technique.

Q No2. What is case study? What are the characteristics of a good case study?

Q No3. Discuss in detail the content of a case study.

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UNIT- 2

QUESTIONNAIRE

Unit Structure:

- 2.1 Introduction
- 2.2 Objectives
- 2.3 Definitions of Questionnaires
- 2.4 Characteristics of a Good Questionnaire
- 2.5 Classification or Types of Questionnaire
- 2.6 Importance of Questionnaire
- 2.7 Limitations of Questionnaire
- 2.8 Summing Up
- 2.9 Questions and Exercises
- 2.10 References and Suggested Readings

2.1 Introduction

A questionnaire is a device consisting of a series of questions dealing with some psychological, social, educational etc. topics sent or given to an individual or a group of individuals, with the object of obtaining data with regard to some problems under investigation. Good and Hatt (1952) state "In general, the word 'questionnaire' refers to a device for securing answers to a series of questions by using a form which the respondent fills in himself". Barr et al (1953) define questionnaire as a systematic compilation of questions that are administered on a sample of population from which information is desired.

Questionnaire is a popular means of collecting all kinds of data. It is widely used to gather opinions and attitudes of an individual or a group. A questionnaire is either administered personally to a group of individuals or it is mailed to them to save a great deal of time and money in travel. It is mostly used when the individuals from whom we desire information cannot always be contacted personally without the expenditure of great deal of time and money in travel. Best (1977) cautions that a mailed questionnaire may be used with a group of respondents who have a genuine interest in the problem under investigation or who have common bond of loyalty to a sponsoring institution or organization.

2.2 Objectives

After going through this unit you will be able to:

- *analyse* various definitions of questionnaires;
- *identify* the characteristics of a good questionnaire;
- *understand* different types of questionnaire;
- *know* the importance of questionnaire.

2.3 Definitions of Questionnaires

A questionnaire is useful when the people from whom we desire responses cannot be contacted personally or when there is no particular reason to see the respondent personally. This method can be used even when the respondent is in another city or country. It covers a wide territory—national or international. However, following are some of the definitions of questionnaire.

Definition:

- A questionnaire is a printed list of questions used to collect specific information from people such as teachers, parents, pupils, employees or principals.

According to Goode and Hatt:

“A questionnaire is a device for securing answers by using a form filled in by the respondent himself.”

According to G.A. Lundberg:

“A questionnaire is a set of stimuli to which liberal people are exposed to observe their verbal behaviour.”

According to Mildred Parten:

“A form distributed through mail or filled out by the respondent under the supervision of the investigator.”

2.4 Characteristics of a Good Questionnaire

A good questionnaire:

1. Seeks information which is difficult to collect by other tools.
2. Is comprehensive and clear.

3. Is as short as possible.
4. Includes objective type questions.
5. Has a logical sequence (general → specific, simple → complex).
6. Follows psychological order.
7. Avoids irritating, controversial, or sensitive questions (e.g., religion).
8. Ensures each question addresses a single idea.
9. Is easy to tabulate with a pre-constructed sheet.

STOP TO CONSIDER

A questionnaire is useful when the people from whom we desire responses cannot be contacted personally or when there is no particular reason to see the respondent personally. This method can be used even when the respondent is in another city or country. It covers a wide territory—national or international.

2.5 Classification or Types of Questionnaire

Types include:

- Structured and non-structured questionnaires
- Questionnaire of fact
- Questionnaire of opinion and attitude
- Closed form or restricted form
- Open form / open-ended questionnaire

Classifications by authors:

Author	Classification
P.V. Young	Structured, Non-structured
George A. Lundberg	Questionnaire of fact, Questionnaire of opinion & attitude
John Best	Closed form, Open form
J.S. Walia	Interrogative, Inventory, Checklist

Structured Questionnaire:

- Ensures accurate communication and response
- Respondents clearly understand the survey
- Replies fulfill requirements of analysis and tabulation

Non-Structured Questionnaire

- Used for in-depth interviews
- Flexible in form and timing
- Good for exploring unfamiliar topics

George A. Lundberg Classification

(i) Questionnaire of Fact

Collects factual information such as:

- Date of birth
- Residence
- Relationship status

(ii) Questionnaire of Opinion and Attitude

Collects:

- Opinions
- Attitudes
- Preferences

John Best Classification

Closed Form

- Yes/No answers
- Short responses
- Checking items from a list

Open Form

- Free response in respondent's own words

CHECK YOUR PROGRESS

Q.1 what do you mean by questionnaire?

Q.2 Write any two characteristics of a good questionnaire.

2.6 Importance of Questionnaire

1. Economically cheaper
2. Easy to construct

3. Helps focus on important items
4. Provides important information before interview
5. Collects more valid information (especially from shy respondents)
6. Allows responses in one's own language

Precautions in Constructing a Questionnaire

1. **Language** must suit the respondent
2. **Frame of reference** should encourage sharing
3. **Information level** must match respondent's understanding
4. **Social acceptance** — should not hurt ego
5. **Avoid leading questions**
6. **One idea per question**
7. **Logical sequence** of questions

2.7 Limitations of Questionnaire

- The questionnaire cannot be used with children and illiterates.
- The return of the mailed questionnaire is often as 40% to 50%, as a result of this poor response, the data obtained are often of limited validity. The respondents who return the questionnaire may not be representative of the entire group. It will make the sample a biased one and thus vitiate the findings.
- Sometimes respondents may not like to respond in writing to the questions of intimate and confidential nature or to the questions involving certain controversial issues,
- It is sometimes difficult to formulate and phrase questions on certain complex, delicate and intricate problems.
- There is no check on a respondent who misinterprets a question or gives incomplete or indefinite responses.
- Sometimes the respondent may modify his earlier original responses to the questions when he finds that his responses to the questions to latter questions are contradicting the previous ones.

CHECK YOUR PROGRESS

Q.3 What Precautions should be made while constructing a questionnaire? (write Yes/No)

1. Language must suit the respondent

2. Frame of reference should not encourage sharing
3. Information level must match respondent's understanding
4. One should not avoid leading questions
5. There should be many ideas per question
6. Logical sequence of questions should be there.

2.8 Summing Up

A questionnaire is a device consisting of a series of questions dealing with some psychological, social, educational etc. topics sent or given to an individual or a group of individuals, with the object of obtaining data with regard to some problems under investigation. Questionnaire is a popular means of collecting all kinds of data. It is widely used to gather opinions and attitudes of an individual or a group. A questionnaire is either administered personally to a group of individuals or it is mailed to them to save a great deal of time and money in travel. It is mostly used when the individuals from whom we desire information cannot always be contacted personally without the expenditure of great deal of time and money in travel.

2.9 Questions and Exercises

- Q.1 State the characteristics of a good questionnaire.
- Q.2 Discuss different types of questionnaire.
- Q.3 What is the importance of questionnaire in educational guidance.
- Q.4 What Precautions should be made while constructing a questionnaire?

2.10 References and Suggested Readings

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UNIT: 3

AUTOBIOGRAPHY

Unit Structure:

- 3.1 Introduction
- 3.2 Objectives
- 3.3 Use of Autobiography
- 3.4 Types of Autobiography
- 3.5 Advantages of Autobiography
- 3.6 Disadvantages of Autobiography
- 3.7 Summing Up
- 3.8 Questions and Exercises
- 3.9 References and Suggested Readings

3.1 Introduction

You might have read a number of autobiographies of great personalities, some of the common are-My Experiments with Truth by Mahatma Gandhi, autobiography of an unknown Indian by Niral C. Choudhury. An autobiography is a description of an individual in his own words. As a guidance technique for studying the individual, it gives valuable information about the individual's interests, abilities, personal history, hopes, ambitions, likes, dislikes, etc. In guidance, structured autobiographic items are given to the individual and he is asked to write them out. The autobiographical material is verified by various other means. Since feelings, values and attitude cannot be measured by any other technique, autobiography appears to be the one technique for appraising these characteristics.

3.2 Objectives

After going through this unit you will be able to—

- *understand* the concept of autobiography;
- *know* the use of autobiography;
- *explain* various types of autobiography;
- *describe* the advantages and disadvantages of Autobiography.

3.3 Use of autobiography

Autobiography = “Biography of oneself.”

It is:

- Written by the person himself
- A record of past and present experiences
- A subjective method
- Useful for expressing personal ideas, feelings, challenges

3.4 Types of Autobiography

1. Directed Autobiography

Student is instructed on:

- Types of information to include
- Proper sequence

May include:

1. Family
2. Economic condition
3. Social environment
4. School experiences
5. Interests & aptitudes
6. National concerns
7. Relation with family

2. Non-Directed Autobiography

- No restrictions
- Student writes freely
- No instruction

3. Mixed Autobiography

- Combines both directed and non-directed types
- Free writing + specific required information

4. Personal History

Uses structured autobiography outline.

Outline of Structured Autobiography

1. Members of the family
2. My first year before school
3. My years in elementary school
4. Places I have lived
5. Trips I have made

STOP TO CONSIDER

Autobiography = “Biography of oneself.”

It is:

- Written by the person himself
- A record of past and present experiences
- A subjective method
- Useful for expressing personal ideas, feelings, challenges

3.5 Advantages of Autobiography

- Helps students express themselves
- Presents a complete picture of a person (social, educational, psychological)
- It provides full freedom for self-expression to the person or pupil, and this helps them understand their own intentions and actions better.
- Writing an autobiography acts as catharsis, reducing tension after writing.
- This method is economical.

3.6 Disadvantages of Autobiography

- Sometimes a person or student exaggerates his abilities.
- A person may hide his weaknesses.

- Some pupils cannot express themselves properly due to language problems.
- Many autobiographies contain useless or irrelevant information.
- Autobiographies depend on memory, which may be blurred; this can lead to vague or untrue details.
- Students may get inspired to read autobiographies of great men and women (this is disadvantage mentioned in text—though it is actually positive).

3.7 Summing Up

Let us sum up. An autobiography is nothing but it's a description of an individual in his own words. It is a guidance technique which studies the individual and it gives valuable information about the individual's interests, abilities, personal history, hopes, ambitions, likes, dislikes, etc. In guidance, structured autobiographic items are given to the individual and he is asked to write them out. The autobiographical material is verified by various other means. Since feelings, values and attitude cannot be measured by any other technique, autobiography appears to be the one technique for appraising these characteristics. However, Autobiography means "Biography of oneself." It is written by the person himself. It is a record of past and present experiences. It is a subjective method and useful for expressing personal ideas, feelings, challenges.

3.8 Questions and Exercises

Q.1 Discuss the uses of an Autobiography. State its types.

Q.2 State the advantages and disadvantages of Autobiography.

3.9 References and Suggested Readings

- Aggrawal, J.C., (2006) Educational and Vocational Guidance and Counseling. Doabe House, New Delhi.
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UNIT- 4

ANECDOTAL RECORDS

Unit Structure:

- 4.1 Introduction
- 4.2 Objectives
- 4.3 Concept of Anecdotal Records
- 4.4 Definitions
- 4.5 Format of Anecdotal Records
- 4.6 Types of Anecdotal Records
- 4.7 Steps of Anecdotal Record
- 4.8 Characteristics of a Good Anecdotal Record
- 4.9 Importance of Anecdotal Record
- 4.10 Advantages of Anecdotal Record
- 4.11 Demerits of Anecdotal Record
- 4.12 Summing Up
- 4.13 Questions and Exercises
- 4.14 References and Suggested Readings

4.1 Introduction

Randall (1936), says that an anecdotal record is "a record of some significant item of conduct, a record of an episode in the life of the student, a work picture of student in action. The teacher's best effort at making a work snapshot at the moment of the incident, any narrative of events in which the student take such a part as to reveal something which may be significant about his personality". He classified anecdotal records into four kinds.

- Description of a specific incident.
- Description of incident followed by the interpretation.
- Description followed first interpretation and then discussion.
- A running account in which description and interpretation are intermixed

The reporter of an anecdote has two responsibilities. First, the selected incident must have some significance and the reporting objective. The incident which is typical in nature provides a more concrete and individual image than a stereotyped trait, which describes the

individual the individual as friendly, sociable or rude etc., Therefore, it is necessary together the details of the anecdote through more than one individual, because single reporting gives little information. The anecdote must preferably be accompanied by comments.

The American Council of Education classifies anecdotal records as follows.

- There are anecdotes which describe a student's behavior as a good or bad or as acceptable or unacceptable. Such records include factual material but this material is overshadowed by the teacher's evaluation.
- There are anecdotal records which account for or explain the behavior of a student on the basis of a single fact. There are labeled as interpretive records.
- There are anecdotal records in which the writer describes the student's behavior in general terms and reports as occurring frequently.
- This is the desired kind of record consisting of specific description. It describes an incident specifically and accurately telling exactly what was said and done by the subject.
- Experiments in which teachers are trained to write anecdotal records to show that as teachers are able to make progress in their writing of anecdotal records from general to specific description both in observing and in reporting observation they acquire deeper insight and appearance the need for verifying information,

4.2 Objectives

After going through this unit you will be able to:

- *understand* the concept of Anecdotal Records;
- *analyse* various definitions of Anecdotal Records;
- *know* the format of Anecdotal Records;
- *discuss* different types of Anecdotal Records;
- *identify* the characteristics of a good Anecdotal Record;
- *understand* the importance of Anecdotal Record;
- *describe* the merits and demerits of Anecdotal Record.

4.3 Concept of Anecdotal Records

Anecdotal records are a useful method for collecting information about actions and opinions of students. These include diary entries by students, reports of incidents, or cumulative records prepared by teachers. Daily supervision makes the behaviour of a pupil clear.

4.4 Definitions

- **John D. Willard:** "Anecdotal record is a simple statement of an incident deemed significant by the observer."
- **Louis Raths:** "Anecdotal record is a report of significant episodes in the life of a student."
- **J. Jones:** "An on-the-spot description of an incident or occurrence observed and recorded as significant."
- **Brown and Martin:** "Descriptive accounts of episodes or occurrences in daily student life."

4.5 A Sample Format of Anecdotal Report

1. Name of the student.....
2. Class.....
3. Observation made, with date.....
4. Place where observation was made.....
5. Narration of the incident.....
6. Situational details and settings.....
7. Any triggers identified.....
8. Observation of the observer.....
9. Comments of the observer.....
10. Recommendations.....

The records about the individual should be maintained and collected for integration and Guidance. This kind of behavior observation may provide clues about the individual's relationship with peer group, with teachers, his aspirations and motivations, aggression, tears etc.

It is not possible to record anecdotes for each and every student. It has to be considered carefully as to who should be chosen and why. At primary level a teacher can identify a child who does not speak or at secondary level a child can be identified who is a slow achiever. Anecdotes may be written about those children, who are difficult to understand during normal interactions.

4.6 Types of Anecdotal Records

1. Objective type

- Only the behaviour is recorded
- No personal opinions included

2. Descriptive type

- Includes comments along with behaviour description

3. Remedial type

- Describes behaviour
- Includes suggested remedies

4.7 Steps of Anecdotal Record

First step: Cooperation

- Cooperation of the pupil is sought to understand his interests.

Second step: Writing the description

- Teacher writes only desirable and relevant description.
- Avoid excess or irrelevant information.

Third step: Prepare the form

- A form with four columns:
S.N., Date, Place, Incident, Comments.

Fourth step: Managing classroom incidents

- Teacher may not record everything instantly to avoid class disruption.
- Symbols may be used to recall incidents later.

Fifth step: Filing

- Records must be stored systematically for easy use.

Sixth step: Summarization

- Monthly and annual summaries should be prepared.

4.8 Characteristics of a Good Anecdotal Record

- **Objectivity** — No bias, jealousy or favouritism.
- **Completeness** — Full view of student or incident.
- **Background Information** — Must include background details.
- **Proper Description & Sequence** — Events must be in correct order.
- **Relevant Information** — Only important events should be included.

4.9 Importance of Anecdotal Records

The following breakup shows how important anecdotal records can be:

- An anecdotal record helps teachers, understand their students' behaviour. For this purpose. If teacher discussions are organized where teachers meet together to read and discuss their anecdotal reports and summary of their anecdotal records. The effort becomes important.
- A good anecdotal record includes specific action, direct observation and a fair sequence of records, all three add to proper assessment of the subject.
- Anecdotes on one student should present many different views of the person. With increasing collection of anecdotes
- about students, the teacher can begin looking for different situations to observe the student.
- Background information helps along with anecdotal records. The time of the event, the place where the event occurred and the person involved in the episode should be indicated clearly. A series of anecdotal records should begin by narrating background information relating to the situation in which the students have been observed most frequently.
- Every event should not be necessarily recorded. The anecdotal record is selective. Only those incidents which seem meaningful and are relevant for the development and progress of students are recorded

4.10 Advantages of Anecdotal Record

- Strengthens teacher-student relationship.
- Useful for guidance work.
- Helps new teachers understand student problems quickly.

- Helps curriculum changes according to student needs.
- Helps assess student personality.
- Helps teachers pay attention to every student.
- Helps students in self-awareness.
- Useful in clinical service.
- Shifts teacher attention from bookish knowledge to student development.

4.11 Demerits of Anecdotal Record

- It is very difficult to get objective reports.
- Many teachers may be biased due to one reason or the other, therefore the play of subjectivity cannot be ruled out.
- It is very difficult to summarize and organize anecdotal records so as to make them usable. But the weak points relates to their objectivity.
- It relates to the organization and interpretation of anecdotal records, Organizing the recorded records is necessary for interpreting them.
- It is necessary to make preliminary scrutiny and organize anecdotal material while making interpretation of individual data and then, a summary of the organized material.
- Anecdotal materials are helpful in understanding the behavior pattern of a student when used along with test data; so anecdotal records are a good non-testing tool in understanding the behavior pattern of students.
- The interpretation and tentative hypothesis based on observation can yield suggestions and recommendations for subsequent steps in the study of students.

4.12 Summing Up

Anecdotal record is a useful instrument where the behaviour of a student is observed during some specific incident in which the student was also a party. It is also called a word picture because the person who observes the behaviour of the student describes the incident to show the real picture of his behavior. The teacher may provide such records to the counselor to understand the student better. The reporting person should be very clear and free from prejudices. He should not confuse between the facts and his own feelings. The purpose of anecdotal records is to narrate the behavior of the student during the incident. Anecdotal

records are used in combination with various other techniques. Moreover, there should be a series of anecdotes at different timings. Only one incident cannot describe the behaviour of a person.

4.13 Questions and Exercises

1. What are the qualities of a good Anecdotal Record?
2. Discuss the importance of Anecdotal Record in school guidance programme.
3. What are the advantages and limitations of Anecdotal Record?

4.14References and Suggested Readings

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UNIT- 5

INTERVIEW

Unit Structure:

- 5.1 Introduction
- 5.2 Objectives
- 5.3 Meaning of Interview
- 5.4 Definitions
- 5.5 Elements of an Interview
- 5.6 Purpose of Interview Technique
- 5.7 Use of Interview
- 5.8 Types of Interviews
- 5.9 General Principles of Interview
- 5.10 Importance of Interview Method or Technique
- 5.11 Principles for Interviewer
- 5.12 Advantages of Interview Technique
- 5.13 Limitations of Interview Technique
- 5.14 Suggestions for a Successful Interview
- 5.15 Qualities of an Interviewer for a Successful Interview
- 5.16 Summing Up
- 5.17 Questions and Exercises
- 5.18 References and Suggested Readings

5.1 Introduction

The purpose of interviewing is to know what going on in a person's mind. You interview people to find out from them those things you can't directly observe such as feelings, intentions and thoughts. You cannot observe things that happened in the past, or the meanings attached to things or incidents going on around. To obtain information about these you have to ask questions. This helps you to know another's perspective. In-depth, open-ended interviewing aims to capture the clients' experiences and perspectives on their problem in their own terms. Open-ended interviewing is based on the assumption that other's perspective

is meaningful. It is important to remember that skillful interviewing involves much more than asking questions.

5.2 Objectives

After going through this unit you will be able to:

- *understand* the meaning and definitions of Interview;
- *know* various elements and purpose of an Interview;
- *describe* the purpose and uses of Interview Technique;
- *discuss* different types of Interviews;
- *understand* General Principles of Interview;
- *know* the Importance of Interview Method or Technique;
- *analyse* the Advantages and limitations of Interview Technique;
- *give* some suggestions for a Successful Interview.

Now, let us understand the meaning and definitions of interview.

5.3 Meaning of Interview

Interview is a face to face interaction or conversation between two or more individual. There is a specific purpose of interaction. It is a method to understand a person's behaviour, feelings, and problems. We can further say that it is a systematic method to enter into the life of a stranger.

5.4 Definitions

- **Pauline Young:** A systematic way by which a person enters another's life imaginatively.
- **Goode & Hatt:** Interview is the foundation of all data collection.
- **Brigham & Moor:** A serious conversation directed to a definite purpose.

So far as the above definitions are concerned, there are certain elements of interview. These elements are as follows.

5.5 Elements of an Interview

- Face-to-face contact
- Establishes contact with an unknown person
- Purposeful conversation
- Counsellor knows purpose
- Subjective method
- Central to counselling process

Now the question is why we conduct interview ? what is its purpose? The main purpose of conducting an interview is:

5.6 Purpose of Interview Technique

- To create rapport
- To obtain knowledge
- To solve educational & vocational problems
- To diagnose causes of problems
- To identify ailments not found by tests
- To treat through psycho-analysis

STOP TO CONSIDER

Interview is a face to face interaction or conversation between two or more individual. There is a specific purpose of interaction. It is a method to understand a person's behaviour, feelings, and problems.

5.7 Use of Interview

Interview is one of the most reliable counselling techniques. It involves:

- Face-to-face interaction
- Collection of information for a definite purpose
- It is a subjective method.

CHECK YOUR PROGRESS

Q.1 “Interview is a systematic way by which a person enters another’s life imaginatively.” Who defines?

Q.2 what is the purpose of conducting an interview?

Q.3 Write any two elements of an interview.

Q.4 Now let us discuss various types of interview.

5.8 Types of Interviews

Now, you will learn about the types of interviews content of interview, and guidelines on how to question to conduct an interview with the client.

➤ **Informal Interview**

It relies on spontaneous questioning which may take place as part of the counselor's participant-observation. Over the course of an informal talk, the client may not even realize that she / he is being interviewed. In such interviews, the data gathered would be on aspects that differ for each client depending on the issues that emerge from the conversation. The major advantage is that the interview is highly individualized to the client and produces information or insights that the counselor / interviewer may not have anticipated. This type of interview requires the counselor to be experienced in the content area and strong in interpersonal skill.

➤ **Interview Guide Approach**

It involves deciding before the interview, the issues that are to be explored with the client i.e., identifies topics, but not actual wording of questions, thereby offering flexibility. These identified issues are used to guide the interview and keep it on track and ensure that they are covered. This kind of interview is focused and hence the data collected are more systematic and comprehensive than informal conversational interview.

➤ **Standardized Open-ended Interview**

This interview consists of set of questions arranged in a sequence, which are asked to each client. It minimizes the variation in the questions passed to the client at the same time provides scope to the client to give responses that are open-ended. This reduces the possibility of biases that come from having different types of interviews with different

people. Data obtained from such interviews are systematic and thorough for each client but it reduces flexibility and spontaneity because the questions are predetermined thus leaving little scope for issues that may emerge during the course of the interview. The advantage of these type of interview is that it is the most structured and efficient of the qualitative interviewing techniques.

➤ **The Focus Group Interview**

In the interview the counselor becomes a facilitator among the interviewees in a group setting where they hear and react to one another's responses. Focus groups can be used by counselors to assess the needs of a student group, obtain general background information about a topic or diagnose the potential problems of a group of students. In this type of interview the counselor's role is of a moderator, directing the interaction and inquiry in a manner that the purpose of interview is served. The common characteristic of all qualitative approaches to interviewing is that the people being interviewed respond in their own words and provide own personal perspectives.

❖ **Content of Interviews**

Before an interview is conducted it is important to plan the type of interview whether it will be the informal conversation, the interviewing guide approach, the standardized open-ended interview or the focus group. Then it is important to know about the different kinds of questions that could be asked while interview the client. The counselor must decide what questions are to be asked, the sequence of questions, the details required, time of the interview and how to word the actual questions. The different kinds of questions that could be asked by the counselor are behaviour/experiential questions, opinion/ values questions, feeling questions, knowledge questions, sensory questions, demographic questions.

How to Question?

The way the question is worded is important. There are no fixed rules of sequencing questions for an interview. Informal conversational interviews are flexible and, therefore, fixed schedule is not required. However, standardized open-ended interviews must have a sequence because of their structural formed.

5.9 General Principles of Interview

The following are the guidelines to make an interview successful.

- The counselor should feel the need of interview and counseling.
- The counselor should have all relevant data about the client before he starts counseling.
- A rapport should be established between the counselor and the counselee. It is a sort of personal relationship of mental trust and respect based on the feelings of confidence and security.
- Discussion should be restricted to issue at hand.
- When the counselee expresses himself he should be accepted. The counselor will gain nothing by antagonizing or embarrassing the counselee.
- The counselee should be allowed to take the lead in making decisions.
- The interview should end with a constructive note.
- Interview is an art and a skill that is developed with practice.

STOP TO CONSIDER

There are different types of interview. These are:

- Informal Interview
- Interview Guide Approach
- Standardized Open-ended Interview
- The Focus Group Interview

5.10 Importance of Interview Method

- **To Teachers**
 - Helps solve student problems
 - Provides factual & emotional information
 - Helps explore unclear areas
 - Easy to use

- Ensures reliable information
- Develops insight
- Studies past events
- Creates friendly environment
- Removes misunderstandings
- Useful for classroom problems
- Indispensable in diagnosis
- Helps study general habits

➤ **To School Workers**

- Helps students choose subjects
- Useful in social case studies
- Helps diagnose mental disorders

➤ **In Field Studies**

- Investigates social & economic status
- Secures essential differences in thinking
- Helps understand living conditions

SELF ASSESSMENT QUESTIONS

Q. what are the general principles of interview?

.....

Q. Why interview method is important for a teacher?

.....

5.11 Principles for Interviewer

Blum and Balinsky have suggested the following basic principles or rules for interviewers:

- Establish rapport and maintain decorum during the interview.
- Give freedom to the student to speak.
- Do not discuss anything with the student unnecessarily.

- When the individual is expressing his point of view, the interviewer should behave like an intelligent listener.
- The client should not be criticized by the counsellor.
- During interview, questions should be asked by the counsellor at the proper time.
- The student should be enabled to understand emotional needs.

Though Blum and Balinsky have suggested the above principles or rules for interviewers still it has certain advantages as well as limitations.

5.12 Advantages of Interview Technique

The following are the advantages of interview technique:

- **Creation of a friendly atmosphere:** The counsellor may create a friendly atmosphere for obtaining proper responses. He may start a discussion and develop the interest of the client before showing the schedule. A right atmosphere is very conducive for getting adequate replies.
- **Removal of misunderstanding:** The counsellor is personally present to remove any doubt or suspicions regarding the nature of enquiry or meaning of any question or term used. The answers are, therefore, not biased because of any misunderstanding.
- **Possible to secure confidential interview:** The pupil may disclose personal and confidential information which he would not ordinarily place in writing on paper. The pupil may need the situation of personal contact in order to be drawn out.
- **Advantages of clues:** The interview enables the counsellor to follow up leads and to take advantage of small clues in dealing with complex questions or topics.
- **Permit exchange of ideas:** The interview permits an exchange of ideas and information. It permits 'give' and 'take'.
- **Useful in the case of some categories of children:** The interview enables the interviewer to deal with children especially those with limited intelligence or in an abnormal state of mind.
- **Reliable information:** The information gathered through interviews has been found to be fairly reliable.

- **Interview technique very close to the counsellor:** It is generally accepted that interview technique is as close to the counsellor's work.
- **Possibility of repetition:** Sometimes interviews can be held at suitable intervals to trace the development of behavior and attitudes.
- **Useful for several purposes:** Interviews can be used for student counselling, occupational adjustment, selection of candidates for educational courses etc.
- **Cross Questioning:** Interview technique provides scope for cross questioning.
- **Command of the counsellor:** The technique allows the counsellor to remain in command of the situation throughout the interview.
- **Better opportunities to know the student:** Through the respondent's incidental comments, facial expression, bodily movements and gestures etc., counsellor can acquire information that could not be obtained easily by other means.
- **Useful for Judging Frankness:** Cross questioning by the counsellor can enable him to judge the sincerity, frankness and insight of the interviewee.

5.13 Limitations of Interview Technique

The method of interview, in spite of its numerous advantages mentioned above, has the following limitations also:

- **Very Costly:** It is very costly affair. The cost per case is much higher in this method. Generally speaking, a questionnaire costs less per unit than the interview costs.
- **Biased Information:** The presence of the counsellor while encouraging the respondent to reply may also introduce a source of bias in the interview. At times the opinion of the client is influenced by the counsellor and his replies may not be based on what he thinks to be correct but what he thinks the counsellor wants.
- **Time Consuming:** It is a time consuming technique.
- **Expertness Required:** It requires a high level of expertise. Among the important qualities to be possessed by counsellor are objectivity, insight and sensitivity. These qualities are not possessed by an ordinary counsellor in an adequate amount.

- **Subjectivity:** The interview is a subjective method of collecting data which may be influenced by biases and prejudices of the counsellor to a great extent.

Now we came to know that an interview has its merits and limitations. But question is how can we make an interview more successful? The following suggestions may help us while we conduct any kind of interview. Before that, let us check your progress.

CHECK YOUR PROGRESS

Q. What are the advantages of Interview Technique?

Q. What are the limitations of Interview Technique?

5.14 Suggestions for a Successful Interview

Certain suggestions have been given for the success of any interview. However, one must remember that ultimately, the success of an interview depends upon the skill of the interviewer. Darley has listed the following points that should be taken care of essentially:

- The interviewer should neither make very lengthy speeches nor should he try to suppress the client.
- The interviewer should explore, first of all what does the client aspire to i.e., what he wants. Interviewer should suggest remedies after identifying that aspiration.
- The interviewer should get himself introduced with client's feelings and his attitudes in the beginning so that no problem may arise during the interview.
- The interviewer should use easy language. He should provide only the most important information to the client because as a result of excessive conversation with the client, he will find himself too involved with the client's problems and helpless in taking any decision.

As you know that for a Successful Interview, the interviewer must have certain qualities. These qualities are as follows.

5.15 Qualities of an Interviewer for a Successful Interview

For the success of an interview, an interviewer must have the following qualities:

- **Humorous:** The interview situation is generally tense for a client. The interviewer should be humorous in order to eliminate this tension.
- **Tolerance for attitudes and feelings:** A successful and effective interviewer establishes a very close contact with the client by accepting the client's attitudes and feelings.
- **Gathering limited information:** A good interviewer collects limited and pre-fixed information only.
- **Frank speaker:** Talks frankly with the client; avoids indirect/cursory conversation.
- **No dominance upon conversation:** The client should be allowed ample time to speak and must not be interrupted by the interviewer.

5.16 Summing Up

Now let us sum up the unit. As we came to know that Interview is a face to face interaction or conversation between two or more individual. There is a specific purpose of interaction. It is a method to understand a person's behaviour, feelings, and problems. We can again say that it is a systematic method to enter into the life of a stranger. There are different types of interviews. Interview has its merits and limitations. But if we follow the general principles of interview, we can make it successful.

5.17 Questions and Exercises

Q.1 What do you mean by interview? State the purpose of an Interview.

Q.2 Discuss different types of Interview with suitable examples.

Q.3 What Principles should be followed while conducting an Interview.

Q.4 Discuss the Importance of Interview Method or Technique in school guidance programme.

Q.5 What are the advantages and limitations of Interview Technique. Give some suggestions for conducting a Successful Interview.

5.18 References and Suggested Readings

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UNIT- 6

CUMULATIVE PERSONAL RECORDS

Unit Structure:

- 6.1 Introduction
- 6.2 Objectives
- 6.3 Meaning and Definition of Cumulative Personal Record
- 6.4 Characteristics of Cumulative Records
- 6.5 Need and Importance of Cumulative Record
- 6.6 Purposes of Cumulative Record Cards
- 6.7 Types of Cumulative Record
- 6.8 Content of Cumulative Record
- 6.9 Principles of Cumulative Record Card
- 6.10 Utility of Cumulative Record Card
- 6.11 Limitations of Cumulative Records
- 6.12 Summing Up
- 6.13 Questions and Exercises
- 6.14 References and Suggested Readings

6.1 Introduction

Cumulative record cards, personal data cards and permanent data cards are some of the synonyms to denote a record system which gives us a picture of the student from many different sources. It is progressively developed and maintained over a longer period of time, and gives a summarized growth record indicating the direction and rate of development. It shifts the emphasis from one-time or once a year performance in a few academic subjects to the full development regarding all the important aspects of education and general, physical, social and mental development over a longer period of time. Essentially meaningful and functionally adequate information is collected from various sources, techniques, tests, interviews, observations, case study and the like, is assembled in a summary form on a cumulative record card, so that it may be used when the student needs our advice for the solution of some educational or vocational problem. The cumulative record has been defined

as a method of recording, filing and using information essential for the guidance of students. A cumulative record card supplies information on the following points.

- **Personal:** (i) name, (ii) date of birth, (iii) place and evidence of birth, (iv) sex, (v) colour (vi) residence
- **Home:** (i) Names of parents, (ii) occupation of the parents, (iu) parents live or dead (iv) economic status, (vi) number of siblings, older or younger, (vi) language spoken in the house.
- **Test Scores:** (i) general intelligence, (ii) achievement, (ii) other test scores, (iv) personality traits.
- **School Attendance:** (i) days present or absent each year, (ii) schools attend with data.
- **Health:** record physical disabilities, vaccination record, diseases suffered from.
- **Miscellaneous:** (i) vocational plans (ii) extra curricular activities. (ii) counselors note.

If we analyze the items recorded on a cumulative record card, we find that only such items are included as are recorded in a case study. Data collected through non-standardized techniques like check lists, questionnaires, autobiographies do not find a place in the record card file. It must be remembered that recording and filing of information are not so important as using the information.

6.2 Objectives

After going through this unit you will be able to-

- *understand* the meaning and definition of Cumulative Personal Record;
- *identify* the characteristics of cumulative records;
- *understand* the need and importance of cumulative record;
- *explain* the purposes of cumulative record cards;
- *discuss* various types of cumulative record;
- *know* the content of cumulative record;

- *understand* the principles of cumulative record card;
- *describe* the utility of cumulative record card;
- *understand* the limitations of cumulative records.

6.3 Meaning and Definition of Cumulative Personal Record

The term cumulative record is applied to all those records in which provision is made for collecting useful and reliable information about a pupil for many years, so that he may be helped to solve his educational, vocational and individual social problems.

- **According to M.C. Allen:** A cumulative record is a record of information concerned with appraisal of the individual pupils, usually kept on a card and in one place.
- **According to Jones:** A cumulative record is a permanent record of a student which is kept up to date by the school. It includes educational history, achievements, attendance, health test scores etc.

STOP TO CONSIDER

Conclusions from the definitions:

- It includes all types of information related to the life of the pupil such as physical, mental, social, psychological records and those concerning character.
- It is started at the time of admission and carried on up to the primary/pre-primary school.
- Definite information related to the pupil is included.
- It presents a complete picture of the child, abilities, drawbacks and achievements.

6.4 Characteristics of Cumulative Records

- (i) Simplicity
- (ii) Up-to-date
- (iii) Objectivity
- (iv) Standardized use of terms and symbols
- (v) Complete information

- (vi) Accurate information
- (vii) Confidentiality
- (viii) Based on collective evaluation by groups
- (ix) Regular evaluation
- (x) Continuity
- (xi) Flexibility

6.5 Need and Importance of Cumulative Record

The cumulative records about students provide useful information to teachers, counselors and administrators. The need and importance of cumulative records in guidance are given below:

➤ Importance in Guidance

The basic principle and assumptions of guidance take into consideration the individual differences. Cumulative records reveal such individual differences and indicate the nature and amount of professional assistance needed by individual students of various stages of their development. It is useful in analyzing the future needs of the individual student and proper educational and occupational guidance can be offered on the basis of his needs.

➤ Importance in Teaching

The cumulative records of different students help the teacher in classifying students in accordance with scholastic attitudes and mental abilities.

They are diagnostic tools to analyze a behaviour problem or an educational one. For example, why is a student backward in the class? What steps can be taken to remove his/her backwardness?

Cumulative record indicate the students who had special help and adjust the teaching accordingly.

6.6 Purposes of Cumulative Record Cards

- (i) For original information
- (ii) To provide essential and useful information
- (iii) To mark out the problem areas

- (iv) To evaluate objectively
- (v) Made only for pupils

6.7 Types of Cumulative Record

- (a) Single card
- (b) Folder type card
- (c) Cumulative folder card

(a) Single Card: One card per student, written on both sides.

(b) Packet/Folder type card: Cards sorted in a packet.

(c) Cumulative folder card: Folder with printed boxes on both sides.

6.8 Content of Cumulative Record

1. Identification data
2. Environmental and background information
3. Physical data
4. Psychological data
5. Educational information
6. Co-curricular information
7. Vocational information
8. Supplementary information
9. Principal's overall remarks

6.9 Principles of Cumulative Record Card

Basic principles that should govern the maintenance of cumulative record data contained in the card should be:

1. Simplicity and organization of the cumulative record card:

This principle is regarding the simplicity and organization of information. Such records should not be complicated and should be as simple as possible and written in a well-organized manner so that they can be studied and analyzed conveniently.

2. Approved by other teachers:

All teachers' role should be involved in deciding the definite shape of the cumulative record. It is essential to seek the cooperation of other teachers too in this connection; their approval is also very necessary.

3. Prepared according to school objectives:

It is important to keep in mind school objectives because different schools may operate as per various objectives.

4. Principle of flexibility:

The form of cumulative records should be flexible due to individual differences in behavior and abilities.

5. Manual:

After preparation of the cumulative record, a manual is essential for its use. It is a big help for the counsellor who needs to frequently refer to a cumulative record card.

6. Proper place of cumulative record card:

The card should be stored where teachers can access it easily. If placed where nobody can reach, its principle becomes meaningless.

7. Essentiality of valid, reliable information:

A cumulative record card can be useful only if the data is valid, reliable, and accurate. Unnecessary information makes the record a failure.

Confidence of pupils and parents will be created when they are assured of confidentiality. Without this, no one will help in preparing the record.

8. Avoid repetition of data:

Repetition carries no weight. If changes are made in one place but not another, confusion arises. Thus facts should not be repeated unnecessarily.

9. Present facts in an organized form:

If data is disorganized, it is difficult to understand or modify.

10. Similarity of designs:

It is convenient if cumulative record designs in the same place are similar, especially when pupils shift schools.

11. Continuity:

The card should be:

- Accurate
- Complete
- Comprehensive
- Objective
- Usable
- Valid

6.10 Utility of Cumulative Record Card

According to Jane Waters, the cumulative record card:

- aids teachers in understanding the individual
- helps analyze the pupil's past
- reveals causes of behavior, difficulties, failures
- discloses strengths and weaknesses

Utility:

1. Helpful to new teachers
2. Helpful in writing certificates
3. Helpful at time of appointment (employer)
4. Useful in educational and vocational guidance

5. **Helpful for employment exchange:**

Officers get a complete picture of a person's abilities; employment becomes easier.

6. **Helpful in self-realization:**

Helps a person know about his abilities and weaknesses.

7. **Helpful in diagnosing maladjusted children:**

Teachers can find reasons for maladjustment.

8. **Helpful to children who are underperformers**

Helps uplift lagging children.

9. Helpful in classification:

Used in some schools to group students by intelligence levels.

10. Helpful in preparing student reports:

Annual achievement summaries.

11. Helpful in writing certificates (repeat from earlier)

12. Helpful to employers:

Provides complete record for job selection.

6.11 Limitations

1. Lack of standardized tests

India lacks sufficient standardized psychological tests, so good records cannot be prepared.

2. Extra burden on teachers

Teachers handle large classes (50–60), many duties; cannot maintain records properly.

3. Lack of training facilities

Teachers are not trained to prepare cumulative records.

4. Lack of varied opportunities

Observing pupils in varied conditions is difficult in Indian schools.

5. Difficulty in maintenance

No storage space; difficult to maintain safely and confidentially.

6. Financial problems

Schools cannot bear printing costs; some lack classrooms, furniture, blackboards.

6.12 Summing Up

It is a permanent record of progressive information about the pupil, containing comprehensive data that portrays significant and representative characteristics of the pupil for many years. This information is used by the counsellor to help the pupil make effective adjustment in school situations.

6.13 Questions and Exercises

- Q.1 Discuss the need and importance of Cumulative Record cards in school guidance programme.
- Q.2 What is the purposes of cumulative record cards? State its principles and types.
- Q.3 Discuss the utility of cumulative record card.
- Q.4 Highlight the limitations of cumulative records.

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