

M.A. (Education) 4th Semester

Course Code: EDUCE 208

Course Type – Discipline Elective

PRINCIPLES AND PROCEDURES OF GUIDANCE AND COUNSELING

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SYLLABUS

PRINCIPLES AND PROCEDURES OF GUIDANCE AND COUNSELING

Course Type/Nature: Discipline Elective

Course Code: EDUCE208

Credits-6 (Marks- 100 (70+30))

Course Objectives

To enable the learners to;

1. Define guidance and counselling.
2. Explain concept, need, principles and significance of guidance and counselling.
3. Apply principles of guidance and counselling to make CWSN get adjusted in classroom.
4. Gain an understanding of process of counselling.
5. Acquaint with the aim and principles of guidance programme.
6. Use the various procedures of organizing various guidance services in practical field.

INSTRUCTIONS FOR THE PAPER SETTER AND CANDIDATES

The question paper for ESE will carry a total of 70 marks and consist of five sections: A, B, C, D & E. Section A will consist of 6 objective type questions (MCQ, True/False, Completion type) carrying one mark each and 4 short answer type questions carrying 2 marks each which will cover the entire syllabus uniformly. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 14 marks each. The long answer type questions may contain subparts carrying different marks. The marks for each sub-part and required word limit will be shown against it. Section A of the question paper will be compulsory and the candidates are required to attempt one question (and/or its sub-parts) each from the sections B, C, D and E of the question paper. Answers to short questions should be completed in around 80 to 100 words each. Answers to long answer type question should be completed in around 800 words.

Block 1: Guidance

- Concept, Needs, Assumptions, Scope and Significance of Guidance
- Testing and Non-testing Techniques of Guidance
- Steps in Guidance

- Issues and Problems in Guidance

Block 2: Types of Guidance

- Types of Guidance-Educational, Vocational and Personal
- Organization of Guidance Services at Elementary and Secondary School Level.
- Role of the Head and Teacher in Guidance Programme.

Block 3: Guidance of Children with Special Needs (CWSN)

- Problems and Needs of CWSN
- Guidance of the Gifted and Creative Students.
- Guidance of Under-Achievers and First Generation Learners
- Role of the Teachers in Helping Children with Special Needs

Block 4: Counseling Approaches

- Concept, Characteristics and Principles of Counseling
- Counseling Approaches - Directive, Non-Directive and Eclectic
- Individual & Group Counseling and Ethical Issues in Counseling.
- Counseling Skills

Sessional Work / Activities

Marks = 5 (under CCA Component)

A candidate is required to undertake any one of the following activities and submit a detailed report to the concerned teacher/PCP Coordinator. The activity will carry 5 marks:

1. Visit to a Guidance center and write a report.
2. Organize any one of the activity: Career talk, Career Exhibition, Class talk and Report or Visit and Prepare a report of the guidance services available in any one school.
3. Any other activity/ activities that the concerned course teacher may think appropriate, can be allotted during PCP to the candidates.

Suggested Readings:

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UNIT- 1

CONCEPT AND NEED OF GUIDANCE

Structure

- 1.1 Introduction
- 1.2 Learning Objectives
- 1.3 Concept, Meaning and Nature of Guidance
Self-Check Exercise-1
- 1.4 Need of Guidance
Self-Check Exercise-2
- 1.5 Summary
- 1.6 Glossary
- 1.7 Answers to Self-Check Exercise
- 1.8 References/Suggested Readings
- 1.9 Terminal Questions

1.1 INTRODUCTION

Dear Learner,

Guidance is a fundamental aspect of the learning process, helping individuals make informed decisions about their personal, social, educational, and career paths. While guidance has existed since ancient times, traditionally provided by family elders, the rapid advancements in various fields and increasing societal complexities have created a need for specialized guidance services. In Indian government schools, however, these services remain underdeveloped, leaving students without adequate support for crucial life choices. Effective guidance in schools should be structured and developmental, enabling students to navigate transitions and make well-informed decisions. This lesson explores the concept, necessity, assumptions, scope, and significance of guidance in education.

1.2 OBJECTIVES

After studying this unit, you will be able to:

- know the meaning of guidance.
- understand its conceptual and operational form by defining the term guidance.
- discuss the nature of guidance.
- describe the need for guidance.

1.3 CONCEPT, MEANING AND NATURE OF GUIDANCE

Only a small fraction of people can independently solve their problems without seeking help or guidance from others. Most individuals lack either the confidence or the necessary insight to address their challenges on their own. Throughout history, people have often turned to older or more experienced members of their communities for support in dealing with everyday issues.

In traditional Indian society, the responsibility of offering guidance rested with the head of the family or the local community leader. However, advice given informally, without a proper understanding of the issues at hand, often led to confusion or harm rather than providing real solutions. Over time, significant changes in various aspects of life—including an increasing number of career options, higher aspirations, and specialized vocational fields—have made guidance more complex. With globalization, liberalization, and consumerism reshaping society, family elders or community leaders often lack the knowledge needed to offer relevant and effective guidance to today's youth.

In the past two decades, the importance of guidance has been widely recognized across the world. The movement has gained momentum, inspiring parents, teachers, and social workers to explore its practical benefits. There is now a strong consensus that structured guidance services should be made available at different stages of a child's life to ensure their well-rounded development, benefiting both individuals and society as a whole.

Meaning of Guidance

To understand the meaning of guidance, it is important to first clarify what it is not. As stated by Crow and Crow in *An Introduction to Guidance*, guidance does not mean giving direct instructions, imposing one person's views on another, or making decisions on behalf of someone else. It is also not about carrying another person's responsibilities.

If guidance is not these things, then what exactly is it? According to Crow and Crow, guidance refers to the assistance provided by a trained and qualified individual to help a person of any age manage life situations, form their own perspectives, make decisions independently, and take responsibility for their actions.

Ordinary Meaning

Various words like lead, steer, or direct are often associated with guidance, but these imply control or compulsion. True guidance, however, is more personal in nature. It focuses on the individual rather than the problem and aims to foster self-growth and independent decision-making.

In a broader sense, guidance means providing help, support, and suggestions for progress. It is a continuous process that begins at birth and continues throughout life. From infancy, individuals rely on guidance—learning to stand with a mother's support, to walk with a father's encouragement, and to seek knowledge from teachers. Learning, adaptation, and personal development all take place through guidance. Society, in turn, plays a vital role in helping individuals adjust to their physical and social surroundings.

To summarize, guidance is the personal assistance offered by society to an individual, enabling them to navigate their environment effectively and solve life's challenges.

Specific Meaning

In India, guidance is a relatively new discipline within the broader field of education. It is used as a specialized term that covers all aspects of learning—from early childhood to adulthood—encompassing formal, non-formal, informal, and vocational education. Its purpose is to help individuals effectively adapt to their surroundings.

The term guidance carries three key interpretations:

Guidance as a Specialized Service – It primarily focuses on helping individuals solve their problems and make informed decisions at different stages of life.

Guidance as a General Service – It is often considered synonymous with education and its overall process.

Guidance as a Sub-Process of Education – It is seen as an integral part of education that addresses students' developmental needs.

Selected Definitions of Guidance

The term guidance is complex, as human nature, individual differences, and personal-social challenges evolve with changing environments and cultural contexts. Scholars have provided various definitions to explain its meaning:

Crow and Crow state that guidance is not about giving orders, imposing viewpoints, or making decisions for others. Instead, it is professional assistance provided by trained individuals to help people develop their perspectives and make their own choices.

Emery Stoops describes guidance as an ongoing process aimed at helping individuals maximize their potential in a way that benefits both them and society.

Arthur J. Jones defines guidance as the help one person provides to another in making decisions and adjustments to life's challenges.

Ruth Strang explains guidance as a process that enables individuals to discover and develop their abilities for personal fulfilment and social contribution.

The Secondary Education Commission (1964-66) describes guidance as the skillful process of helping young individuals plan their future wisely by considering both personal and environmental factors.

Key Elements of Guidance

Upon analysing these definitions, the following core aspects of guidance emerge:

- It is a structured and organized program with a defined system and trained personnel, integrated within the educational framework.
- It consists of specialized services, including testing, counselling, educational and vocational guidance, placement assistance, and follow-up measures.
- The primary goal is to support students' overall development.
- It helps individuals develop problem-solving abilities and handle personal challenges.

- It identifies and nurtures talents and potential in individuals.
- It is not just a service but also a mindset and an approach to personal and professional growth.

Guidance, therefore, is not about control or direction but about empowering individuals to make informed and independent life choices.

Nature of Guidance

By now, it is clear that guidance is a supportive service aimed at helping individuals understand themselves and their surroundings to solve problems effectively. It is inherently self-directed, problem-solving, and multidimensional. Guidance involves two key aspects: first, understanding oneself—one's abilities, interests, behavior patterns, achievements, and background; second, understanding the external environment, including educational and career opportunities and their specific requirements. The essence of guidance lies in connecting these two aspects, allowing individuals to make meaningful decisions that shape their lives. Mohein has effectively captured the essence of guidance, highlighting its essential characteristics, which are discussed below.

Guidance is Education Itself

Guidance serves as an educational tool that helps individuals gain self-awareness and fully develop their abilities. By fostering self-exploration, it ensures that individuals become well-adjusted and responsible members of society. In this sense, guidance is an integral part of the education process.

Guidance is a Process

Guidance is an ongoing activity that aids individuals in self-discovery. It provides direction, enabling individuals to recognize and utilize their abilities, talents, and interests in the best possible manner.

Guidance is a Continuous Process

Guidance is dynamic and lifelong. It helps individuals understand themselves, maximize their capacities, and continuously adapt to different situations. Through this process, they enhance their decision-making abilities and personal growth.

Guidance is Related to Life

Guidance is directly connected to real-life challenges and the ways individuals respond to them. Life presents various problems and obstacles, which shape personal development. Guidance equips individuals with the skills to lead a well-balanced and fulfilling life.

Guidance Promotes Self-Direction

Guidance does not impose decisions on individuals. Instead, it encourages them to take control of their lives, make independent choices, set goals, and take responsibility for their actions. The aim of guidance is to foster self-reliance.

Guidance is Individual-Centered

Whether offered in a group or on a one-to-one basis, the primary focus of all guidance programs is the individual. The objective is to help individuals manage their

aspirations and desires while aligning them with socially acceptable and beneficial outcomes.

Guidance is a Skilled and Organized Service

Guidance is provided by trained professionals, making it a specialized and structured service. Since human life is complex, guidance programs involve various components such as assessments, interviews, case studies, and other techniques to ensure effective support.

Guidance is Based on Individual Differences

Guidance recognizes that every individual is unique. People differ in their intelligence, skills, desires, aspirations, and aptitudes. If everyone were the same, there would be no need for guidance. The concept of individual differences forms the foundation of guidance services.

Guidance is Universal

Guidance is relevant to everyone, regardless of age or stage of life. It is required from childhood to old age, assisting individuals in handling personal, social, educational, and professional challenges at different phases of life.

Guidance Transforms Potential into Reality

Research suggests that individuals possess more potential than they actually use. Guidance helps individuals identify and develop their hidden talents, not only for personal growth but also for the progress of society and the nation.

Guidance Prepares Individuals for the Future

Guidance plays a crucial role in preparing individuals for future decisions, including career choices and life partnerships. It instills confidence and equips individuals to make well-informed decisions about their personal and professional lives.

Guidance Helps in Behavior Modification

Guidance supports individuals in adjusting to different situations and modifying their behavior when necessary. Negative personality traits can be reshaped through effective guidance and counseling. As Carter V. Good states, guidance is a dynamic interpersonal process aimed at influencing attitudes and behaviors in a positive manner.

By understanding these characteristics, it becomes evident that guidance is a structured, ongoing, and essential process that helps individuals lead meaningful and well-adjusted lives

Self-Check Exercise-1

1. State whether the following statements are 'true' or false'

- (i) Guidance is a help and suggestions for progress and showing the way.
- (ii) Major aim of guidance is the promotion of student development.
- (iii) Guidance does not develop ability to solve their problems in children.
- (iv) Guidance is an integral part of the school system.

2. What is the primary goal of guidance in an educational context?

- a) To control and restrict students
- b) To provide direction and support for students
- c) To discourage independent thinking
- d) To impose strict rules and regulations

1.4 NEED OF GUIDANCE

The necessity of guidance has always existed and remains relevant for all individuals. It is a fundamental aspect of human life, as everyone requires assistance at some point. As Jones aptly stated, "Everyone needs assistance at some time in his life. Some will need it constantly and throughout their entire life, while others need it only at rare intervals at times of great crisis." People have always sought advice from experienced individuals to navigate challenges.

In the Indian context, the need for guidance can be discussed under four main categories:

1. Educational Needs

Guidance is essential in education for several reasons:

i) Addressing Individual Differences Among Students

Before independence, only children from privileged backgrounds attended school, and admissions were selective. However, after independence, efforts to provide free and compulsory education to all children up to the age of 14 have led to overcrowded classrooms with students from diverse backgrounds. This has resulted in a wider range of individual differences in abilities, aspirations, and achievements. Understanding these differences is necessary to tailor school programs to students' needs, which is possible through structured guidance services.

ii) Enhancing the Quality of Education

The rapid expansion of educational opportunities to accommodate growing student numbers has, in some cases, led to a decline in educational standards. The introduction of guidance services in schools can contribute to improving the overall quality of education.

iii) Navigating Expanding Knowledge and Course Options

The rapid increase in knowledge and diverse course offerings make it challenging for students to study everything available. The traditional single-track education system is no longer viable. At the secondary level, courses have been diversified to include multiple options. Schools require a well-structured guidance system to assist students in selecting courses that align with their interests and capabilities.

iv) **Fulfilling Broader Educational Objectives**

Modern education aims at holistic child development, emphasizing emotional, social, and civic growth. Issues related to social adaptation and personality development necessitate the presence of trained counselors and proper guidance services.

v) **Addressing Educational Challenges**

Schools face several educational challenges, such as high dropout rates, student failures, and issues related to universal and compulsory education. Guidance programs are essential to address these problems, including providing special support for gifted, disadvantaged, and differently-abled students.

vi) **Managing Discipline Issues**

Discipline problems are becoming increasingly serious in educational institutions. Student unrest, strikes, and agitations are common. A well-implemented guidance program can help in managing and reducing such issues.

vii) **Maximizing Student Achievement**

Many students underperform in examinations due to poor study habits and ineffective learning techniques. Despite the availability of educational resources, students often fail to utilize them effectively. Proper guidance can help students develop better study habits and learning strategies, leading to improved academic performance.

2. Vocational Needs

The lack of proper guidance services has resulted in underutilization of natural resources in the country. The need for vocational guidance arises from the following factors:

i) **Vocationalisation of Education**

One of the primary goals of education is to enhance vocational skills. The Secondary Education Commission emphasized the introduction of practical and technical courses at the secondary level to prepare students for vocational careers. Proper guidance services are essential to help students choose the right vocational paths.

ii) **Guidance for National Development**

By identifying and nurturing human potential, guidance can help minimize the wastage of educational resources and skills. Establishing a strong link between education and the nation's workforce needs is essential, and guidance programs play a critical role in achieving this objective.

iii) **Increasing Complexity in the Job Market**

With industrialization and technological advancements, career options have expanded significantly. Students need guidance to understand various job opportunities and their requirements. An organized guidance system in schools can help students make informed career choices.

iv) **Manpower Planning and Utilization**

A nation's progress depends on strategic manpower planning. It is crucial to balance workforce requirements with educational programs. Guidance services can help direct students toward fields that meet national development needs.

v) **Creating Occupational Awareness**

Students must be informed about available career opportunities so they can choose suitable courses at the secondary level. A well-organized guidance program ensures that students make informed decisions regarding their education and future careers.

vi) **Changes in Industrial and Labor Conditions**

Rapid changes in industry and labor markets have led to increased specialization. With the growing number of professions, individuals find it difficult to make appropriate career choices. Guidance services can assist students in navigating these complexities.

vii) **Evolving Economic Landscape**

With economic planning shaping the country's future, there is an increasing demand for professionals in fields like science, engineering, banking, and industry. The focus on traditional white-collar jobs must shift. Proper guidance at the secondary level can help students choose careers that align with the country's evolving economic needs.

3. Personal/Psychological Needs

Students face various personal challenges at home and school. Since individuals differ in their development, personality, and opportunities, personalized guidance is necessary.

i) **Fundamental Human Need for Guidance**

No individual is entirely independent. Everyone requires support from others to solve personal issues and lead a fulfilling life.

ii) **Educational and Social Aspirations**

In today's competitive world, parents have high expectations for their children. They provide extensive resources to help their children secure good jobs. A structured guidance program helps parents and students make informed decisions about educational and career paths based on individual potential.

iii) Developmental Needs

As individuals progress through different life stages—childhood, adolescence, and adulthood—each phase presents unique challenges. Adolescents, in particular, need guidance to make appropriate choices for their future.

iv) Emotional and Psychological Challenges

Many students struggle with emotional distress caused by conflicts, frustrations, and stress. Guidance programs provide necessary support to help students cope with these challenges.

v) Achieving Psychological Adjustment

Guidance is essential in helping students adjust to their environment. Poor adjustment can negatively impact mental and physical health.

vi) Personality Development

Education aims to foster holistic personality development. A well-organized guidance program is crucial to ensuring students' overall growth.

4. Social Needs

The need for guidance also arises from social factors, as outlined below:

i) Complexity of Modern Society

Rapid industrialization and urbanization have increased social and emotional stress. Schools must offer specialized guidance services to address students' social and emotional needs.

ii) Changing Family Structures

The decline of the joint family system has led to an increase in personal problems among students. Proper guidance programs in schools can help address these issues.

iii) Population Growth and Human Resource Development

With rapid population growth, the demand for guidance services in career planning has become crucial.

iv) Political Changes and Democratization

Education has become child-centered, and equal opportunities in education and employment are available to all. Guidance services help students make appropriate educational and career choices.

v) Evolving Educational Concepts

Modern education emphasizes aligning learning with individual interests and abilities. Students require continuous guidance to make appropriate academic choices.

vi) Utilizing Leisure Time Effectively

Technological advancements have increased leisure time. Guidance can help students use this time productively.

vii) **Decline of Traditional Family Guidance**

In the past, family occupations were passed down through generations. Today, with numerous career options available, students require school-based occupational guidance services.

Self-Check Exercise-2

1. What is the primary goal of educational guidance?
 - a) Limiting educational options
 - b) Enhancing academic success and personal growth
 - c) Imposing career choices
 - d) Discouraging exploration
2. What role does vocational guidance play in career development?
 - a) Restricting job opportunities
 - b) Providing direction and support in career decision-making
 - c) Discouraging skill development
 - d) Limiting exposure to various professions

1.5 SUMMARY

The concept of guidance is deeply rooted in the recognition that a significant portion of the population requires assistance in navigating life's challenges. Traditionally, guidance was provided by family or community leaders, but with societal changes like globalization and technological advancement, the need for structured guidance has become more apparent.

Guidance encompasses various aspects, including educational, vocational, personal, and social needs. It aims to assist individuals in managing their own lives, making informed decisions, and realizing their full potential. Contrary to simply giving directions or imposing viewpoints, guidance fosters self-direction and independence.

On a personal level, guidance addresses psychological needs and developmental challenges across different stages of life. It facilitates emotional well-being, social adjustment, and personality development. Societal changes, such as urbanization and democratization, underscore the importance of guidance in navigating complex social contexts and making informed choices. Overall, guidance is a dynamic and multifaceted process that is integral to individual growth, societal progress, and the harmonious functioning of communities.

1.6 GLOSSARY

Guidance: Assistance provided by qualified individuals to help others manage their life activities, develop their own points of view, make their own decisions, and carry their own burdens.

Self-Direction: The ability to make one's own decisions and manage one's own life without reliance on others.

Occupational Awareness: Knowledge and understanding of various occupations, their requirements, and their opportunities in the job market.

1.7 ANSWERS TO SELF-CHECK EXERCISE 1 & 2

Self-Check Exercise-1

1. (i) T (ii) T (iii) F (iv) T
2. b) To provide direction and support for students

Self-Check Exercise-2

1. b) Enhancing academic success and personal growth
2. b) Providing direction and support in career decision-making

1.8 REFERENCES/SUGGESTED READINGS

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1.9 TERMINAL QUESTIONS

Dear learners, please check your progress by attempting the following questions:

1. What do you mean by guidance? Describe its characteristics.
2. Why we need guidance at various stages of life? Explain.
3. Why is vocational guidance critical for national development?

UNIT- 2

ASSUMPTIONS, SCOPE AND SIGNIFICANCE OF GUIDANCE

Structure

- 2.1 Introduction
- 2.2 Learning Objectives
- 2.3 Assumptions of Guidance
 - Self-Check Exercise-1
- 2.4 Scope of Guidance
 - Self-Check Exercise-2
- 2.5 Significance of Guidance
 - Self-Check Exercise-3
- 2.6 Summary
- 2.7 Glossary
- 2.8 Answers to Self-Check Exercise
- 2.9 References/Suggested Readings
- 2.10 Terminal Questions

2.1 INTRODUCTION

Dear Learner,

In the dynamic landscape of modern society, individuals encounter a myriad of challenges spanning educational, vocational, personal, and social domains. Amidst this complexity, guidance and counseling programs emerge as vital pillars in fostering holistic development and facilitating optimal adjustment. Rooted in a set of underlying assumptions and principles, these programs aim to empower individuals in navigating the intricate pathways of life, equipping them with the necessary skills and insights to make informed decisions and address diverse challenges.

Beyond these foundational assumptions, the scope of guidance extends far beyond mere educational and vocational assistance. As emphasized by the Kothari Commission, guidance encompasses a holistic approach to personal development, aiming to foster optimal adjustments within educational institutions and home

environments. Crow and Crow aptly depict guidance as a multifaceted endeavor, addressing physical, mental, emotional, and social dimensions of individuals while integrating diverse aspects of their attitudes and behaviors.

The significance of guidance becomes increasingly pronounced against the backdrop of evolving socio-cultural dynamics and economic realities. With globalization and technological advancements reshaping the landscape of work and education, the transition from school to work assumes heightened significance, necessitating tailored support and guidance for individuals. In this context, guidance programs emerge as essential catalysts in facilitating behavior change, enhancing coping mechanisms, and promoting self-understanding and acceptance.

However, despite its critical importance, many educational institutions lack adequate guidance facilities, leaving individuals to grapple with challenges on their own or seek support from peers and other sources. Thus, there is a pressing need for concerted efforts to institutionalize comprehensive guidance and counseling services, equipping individuals with the necessary tools to navigate life's complexities and realize their full potential.

2.2 LEARNING OBJECTIVES

After studying this unit, you will be able to:

- understand the assumptions of guidance.
- explain the scope of guidance in India.
- understand the significance of Guidance.

2.3 ASSUMPTIONS OF GUIDANCE

Guidance and counseling programme community represent a wide range of approaches for delivering services. The development and implementation of guidance services is based on certain underlying assumptions and basic principles.

Author J. Jones highlighted following six basic assumptions as under:

1. Race, colour and sex have little as no relation to aptitude and abilities.
2. Many crises cannot be successfully met by student without assistance.
3. The school is in a strategic position to give the assistance needed.
4. Guidance is not prescriptive instead at progressive ability for self-guidance.
5. Variations within the individual are significant.

6. Abilities already existing in individual are not usually specialized.

There are many underlying assumptions in guidance programme many of them are closely related to the principles of guidance. The first principle is that it is essential that there should be a number of persons and also a good number of alternatives available to them. The right man is to go in for the right alternatives. If this condition is fulfilled, only then guidance will take place. For example in the vocational guidance situation there are a good number of people and a good number of vocations are available to them. The right occupation is to be chosen by the right man. Some other assumptions in brief are as follows:

- Guidance is primarily dedicated to implementing the essential concern of democracy for the dignity and worth of individual. It can take place only in democratic set up.
- Guidance seeks to assist the individual in becoming progressive so to guide himself. It is self-directing and it involves self-directing activity. The difference between individual's, native capacities, abilities and interests are of greater significance. Native abilities are not usually specialized.
- Guidance deals with the whole person. However, but any aspect of guidance may serve as avenue of approach for the means of developing rapport.
- Guidance is not possible in the absence of reliable data.
- Guidance workers need special preparation, training and skill.
- Guidance activities are of two kinds, i.e. group and individual. All guidance workers are not equally competent in both the fields.
- The guidance workers should become thoroughly acquainted with all available guiding agencies and their activities. Guidance is a lifelong process.
- Education and guidance are like two sides of the same coin and they should never be separated from each other.
- Many important personal problems cannot be solved by young people without assistance.
- The school is in a strategic position to provide the assistance needed by students.
- Guidance aims at progressive ability for self-guidance.

Self-Check Exercise-1

1. Which of the following is an assumption of guidance?

- a) Universality
- b) Uniformity
- c) Individuality
- d) Prescriptiveness

2. Guidance assumes that:

- a) One size fits all
- b) Every individual is unique
- c) External factors have no influence
- d) Guidance is unnecessary

2.4 SCOPE OF GUIDANCE

The Kothari Commission strongly emphasized the importance of guidance services in schools. According to the Commission, guidance is not limited to helping students make educational and career-related choices. Instead, it serves both immediate and long-term developmental purposes, assisting students in adjusting to their academic environment and home life. Therefore, guidance should be considered an essential part of education.

The scope of guidance is extensive. As Crow and Crow put it, “Guidance influences every aspect of an individual’s personality—physical, mental, emotional, and social. It deals with all elements of a person’s attitudes and behavior. The purpose of guidance is to help individuals align their activities with their potential and the opportunities available in their surroundings.” Since people of all ages, interests, and backgrounds may require guidance, its process cannot be confined within specific boundaries.

Several factors contribute to the expansion of the scope of guidance:

A) Complex Nature of Personality

With industrialization comes various challenges, including adapting to one’s job, work environment, and the rapid advancements in technology. The need for guidance has increased in every aspect of life to help individuals adjust to these changes.

B) Complexity of Occupation

As industries advance, automation and technological innovations continuously introduce new professions while rendering some traditional jobs obsolete. In countries like the USA, an individual is likely to switch careers multiple times throughout their lifetime. As India progresses, similar trends are expected, requiring specialized education and training for evolving job roles. This complexity highlights the growing necessity for guidance in career selection and skill development.

C) Complexity of Training

Modern employment opportunities demand specific skill sets, updated training methods, and familiarity with advanced machinery. Preparing for a profession in today’s dynamic job market requires individuals to undergo specialized education and training. Proper guidance ensures that individuals receive the right training for suitable careers, ultimately placing the right person in the right job.

D) Increasing Areas of Guidance

As society evolves, the need for guidance extends across multiple areas. Scholars like Brewer have identified approximately ten major domains of guidance, including educational, vocational, religious, home relationships, citizenship, leisure and recreation, personal development, ethical decision-making, teamwork, and cultural engagement. The more complex a society becomes, the greater the need for structured guidance services.

E) Migration

Industrial growth has led to large-scale migration within and across countries. In India, states differ in terms of language, culture, traditions, clothing, food habits, and marriage customs. When individuals move to unfamiliar environments, they often struggle with social and cultural adjustments. Similarly, those migrating to foreign countries for work or education face adaptation challenges. Guidance plays a crucial role in helping individuals navigate these transitions smoothly.

F) Expansion of Education

Education is no longer limited to a privileged few. Today, it is a national asset, essential for progress and development. Ensuring that individuals receive appropriate educational and career guidance is crucial for their personal growth and for optimizing national resources.

G) Areas of Guidance

The scope of guidance extends across various domains where individuals may require support. These include:

- **Educational Guidance** – Assisting students in selecting the right courses and improving academic performance.
- **Vocational Guidance** – Helping individuals choose careers based on their interests, skills, and job market trends.
- **Personal Guidance** – Addressing personal issues such as emotional well-being, stress management, and self-development.
- **Social Guidance** – Supporting individuals in building healthy relationships and adapting to social environments.
- **Health Guidance** – Promoting awareness of physical and mental well-being.

As Crow and Crow rightly stated, “Guidance influences every aspect of an individual’s personality—physical, mental, emotional, and social. It helps shape attitudes and behaviors and integrates one’s potential with available opportunities.” Guidance is an ongoing, dynamic, and comprehensive process that extends beyond academics and careers, addressing personal and social challenges as well. It can be provided through various means, including books, magazines, and personal counseling, making it accessible in multiple formats and settings.

Self-Check Exercise-2

1. The scope of guidance encompasses:

- a) Only educational support
- b) Solely career counseling
- c) All aspects of an individual's development
- d) Exclusively psychological assistance

2. Which of the following falls within the scope of guidance?

- a) Only vocational choices
- b) Limited to academic achievements
- c) Overall personal, social, educational, and career aspects

- d) Primarily health-related advice

2.5 SIGNIFICANCE OF GUIDANCE

With the ever-changing socio-cultural landscape, the importance of guidance has grown rapidly. The expanding scope of guidance necessitates a new approach in schools, colleges, universities, and other institutions. It plays a crucial role in broadening students' perspectives and fostering a positive attitude toward addressing educational, career-related, and personal challenges. The employment sector is constantly evolving due to globalization and technological advancements. Consequently, the transition from education to the workforce has become more challenging, as individuals now require a diverse range of skills and competencies to secure desirable jobs. This highlights the need for integrating guidance and counseling into the education system.

The primary objectives of guidance include facilitating behavioral changes, improving coping abilities, enhancing decision-making skills, strengthening interpersonal relationships, and helping individuals reach their full potential. It is a personalized and systematic process that aids individuals in acquiring habits, skills, attitudes, and interests necessary for healthy personal development. The ultimate aim of guidance is to help individuals gain self-awareness and self-acceptance. In today's world, where individuals encounter numerous challenges in different aspects of life, the demand for guidance has significantly increased.

The rapid changes in various spheres of life contribute to stress and pressure, particularly among adolescents. They may struggle to cope with the demands of modern education and societal expectations, often feeling overwhelmed and disoriented. In such a fast-paced and complex society, students require proper guidance to adjust and thrive. Without appropriate support, they may resort to negative behaviors or even engage in anti-social activities. Adolescence is a sensitive stage, often marked by internal conflicts and struggles with societal norms. Indiscipline is a serious issue in today's education system, and teenagers frequently encounter social challenges. Substance abuse, including alcohol, tobacco, and drugs, remains a major concern despite national efforts to curb it. A well-structured guidance program can play a crucial role in addressing and preventing such issues among students.

Choosing the right career is a crucial decision for every adolescent across all societies. Career choices made during the final years of schooling have long-term implications, influencing an individual's lifestyle, social status, income, job security, and overall satisfaction. A poorly chosen career path can lead to dissatisfaction and failure, as a person's occupation is not just a means of earning a livelihood but also a significant part of their identity. Since different professions require specific qualifications, skills, and preparation, individuals must make career choices based on their aptitudes and interests rather than external pressures, such as parental expectations. However, identifying one's true abilities and selecting the right profession is not always straightforward. Students need guidance to develop a clear and comprehensive understanding of themselves and their role in the ever-changing job market. Career counselors play a vital role in helping individuals choose an educational path or profession that aligns with their talents, interests, and capabilities. Given the complexities of modern careers, it is essential to introduce guidance and

counseling services across all educational institutions to support young people in making informed decisions about their future.

Unfortunately, many schools lack adequate guidance facilities. As a result, students often rely on their peers, media, or struggle with their problems in isolation. Given this reality, it is crucial for educational institutions to take an active role in equipping students with essential life skills, shaping their personalities, and enabling them to make well-informed career choices. A structured guidance program can help students navigate these challenges effectively and prepare them for a successful future.

Self-Check Exercise-3

1. The primary significance of guidance is:
 - a) Narrowing down choices for individuals
 - b) Restricting career options
 - c) Assisting individuals in making informed decisions
 - d) Pushing individuals into predetermined paths
2. Guidance is significant as it helps in:
 - a) Ignoring personal aspirations
 - b) Narrowing down opportunities
 - c) Exploring and maximizing individual potentials
 - d) Limiting social interactions

2.6 SUMMARY

Guidance is an organized, ongoing, and professional process aimed at supporting students with specific needs and challenges in areas such as academic progress, personal and social relationships, and educational or career planning. The goals of guidance align closely with the broader objectives of education. While guidance focuses on the overall development of an individual, their concerns can generally be categorized into three main areas: educational, vocational, and personal.

2.7 GLOSSARY

Guidance: Help or advice that is given to somebody especially by somebody older or with more experience.

Nature: The basic qualities of a thing.

Scope: the area that is included in or dealt with by something.

2.8 ANSWERS TO SELF-CHECK EXERCISE 1, 2 & 3.

Self-Check Exercise-1

1. c) Individuality
2. b) Every individual is unique

Self-Check Exercise-2

1. c) All aspects of an individual's development
2. c) Overall personal, social, educational, and career aspects

Self-Check Exercise-3

1. c) Restricting career options
2. c) Exploring and maximizing individual potentials

2.9 REFERENCES/SUGGESTED READINGS

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2.10 TERMINAL QUESTIONS

Dear learners, please check you progress by attempting the following questions:

1. What do you mean by guidance? Describe its characteristics.
2. Why we need guidance at various stages of life? Explain.
3. What are the various assumptions of guidance? Also explain its scope.
4. Discuss significance of guidance.

UNIT-3

TESTING TECHNIQUES IN GUIDANCE- I

STRUCTURE

- 3.1 Introduction
- 3.2 Learning Objectives
- 3.3 Testing Techniques in Guidance

	Self-Check Exercise-1
3.4	Psychological Tests
	Self-Check Exercise-2
3.5	Intelligence Tests, Examples and their uses for guidance
	Self-Check Exercise-3
3.6	Summary
3.7	Glossary
3.8	Answers to Self-Check Exercise
3.9	References/Suggested Readings
3.10	Terminal Questions

3.1 INTRODUCTION

Dear Learner,

Various methods and techniques are employed in guidance programs to gather information about individuals from multiple sources. One such method is the use of psychological tests, which are administered to assess different aspects of a person's abilities and characteristics. These tests consist of a set of standardized stimuli designed to elicit responses that provide insight into specific traits and tendencies. The information obtained through testing helps in developing a better understanding of an individual and their needs.

The testing process serves several important purposes, including:

- Evaluating a student's level of achievement and academic progress
- Gathering data for diagnostic assessment
- Identifying aptitudes and talents
- Recognizing individual strengths and challenges
- Enhancing the quality of instruction
- Understanding self-concept, attitudes, and personality traits
- Assessing social adjustment
- Identifying students who are performing above or below their potential

In this lesson, we will explore the role and significance of tests in the guidance program.

3.2 LEARNING OBJECTIVES

After studying this unit, you will be able to:

- Describe the role of Testing Techniques in Guidance
- Know the uses of Psychological Tests in Guidance
- Discuss the uses of Intelligence tests in any guidance programme

3.3 TESTING TECHNIQUES IN GUIDANCE

An individual's psychological traits can be classified into five main categories, each of which can be assessed using specific tests. The following types of tests are commonly used in guidance programs:

- **Intelligence Tests**
- **Aptitude Tests**
- **Interest Tests**
- **Personality Tests**
- **Achievement Tests**

For a test to be effectively used as a tool in guidance, it must meet three essential criteria:

- 1. Validity** – A test is considered valid if it accurately measures what it is designed to assess.
- 2. Reliability** – The reliability of a test refers to its consistency in producing stable and precise results over time.
- 3. Practicality or Usability** – An effective test should be easy to administer, simple to evaluate, cost-effective, and not overly time-consuming.

3.3.1 Uses of the Test-Techniques

The information gathered through test techniques can be applied in the following ways:

- (i) **Educational Guidance** – Gaining insight into students' strengths and limitations enables them to plan their academic programs more effectively.
- (ii) **Vocational Planning** – Understanding their skills and areas for improvement helps students make informed career decisions.
- (iii) **Conferences with Parents** – Objective and factual test results assist counselors in guiding parents to recognize and support their child's abilities, achievements, and interests.

Advantages of Tests in a Guidance Program

Tests are preferred in guidance programs due to the following benefits:

- (i) They are convenient and cost-effective for gathering information.
- (ii) They require less time compared to other assessment methods.
- (iii) They provide objective and unbiased evaluations.
- (iv) They offer a reliable basis for comparing individuals using standardized criteria.

3.3.2 Role of Testing Techniques in Guidance

According to Cronbach, psychological tests serve four main purposes:

1. **Prediction** – Various tests are administered to individuals to establish a strong foundation for decision-making. These decisions often involve forecasting how individuals will perform in the future. It is believed that predictions based on measurable data are more precise and dependable, reducing the influence of personal bias or unrealistic expectations.
2. **Selection** – Tests are utilized to identify suitable candidates for admissions, employment, or specialized training programs.
3. **Classification** – Testing plays a role in categorizing students based on specific criteria. This process involves grouping individuals according to factors such as aptitude, interests, and cognitive abilities to facilitate appropriate educational planning.
4. **Evaluation** – Tests are used to analyze and assess various programs, methodologies, and interventions to determine their effectiveness and impact.

Self-Check Exercise-1

1. Three characteristics of a guidance tool are.....
2. What are the four purposes of a psychological test according to Cronbach?

3.4 PSYCHOLOGICAL TESTS

A psychological test has been defined in varied ways.

According to Anastasi, it "is essentially an objective and standardized measure of a sample of behaviour."

Freeman writes, "A psychological test is a standardized instrument designed to measure objectively one or more aspects of a total personality by means of samples of verbal or non-verbal response, or by means of other behaviour."

Psychologists are of the opinion that a psychological test is a pattern of stimuli selected and organized to elicit responses which will reveal certain psychological characteristics in the person who makes them.

The observation in a psychological test are made upon a small but carefully chosen sample of an individual's behaviour. In this respect, the psychologist proceeds in much the same way as the chemist who tests the supply of water by using one or more samples of it. For example, the psychologist who wishes to test the extent of a student's mechanical comprehension examines his performance with a representative set of problems. The diagnostic or predictive value of a psychological test depends upon the degree to which it serves as an indicator of a relatively broad and significant area of behaviour.

It is obvious that a psychological test is the quantitative measurement of the various aspects of behaviour of the individual for making generalized statements about the total performance and behaviour.

A good psychological test must possess the following essential characteristics:-

- (i) Validity
- (ii) Reliability
- (iii) Objectivity
- (v) Standardization
- (vi) Norms
- (vi) Simplicity
- (vii) Economy
- (viii) Interesting

3.4.1 Use of Psychological Tests for Guidance

Guidance professionals can utilize psychological tests to:

- Obtain precise and dependable information about a student's capabilities, interests, and challenges related to adjustment, enabling them to offer appropriate guidance.
- Utilize test results to enhance performance by providing a stronger foundation for predicting potential success in activities where future performance can be assessed.
- Assist students in making crucial decisions that shape their educational and career paths.
- Identify issues such as social adjustment difficulties, developmental concerns, or academic shortcomings and formulate strategies for addressing them.
- Help students assess the effectiveness of guidance received and develop further corrective programs as needed.

The effectiveness of psychological tests relies on their proper application, which includes appropriate selection, careful administration, unbiased scoring, and thoughtful interpretation.

Self-Check Exercise-2

1. Which of the following is not a category of psychological tests?

- a) Intelligence tests
- b) Aptitude tests
- c) Personality tests
- d) Physical fitness tests

d) Physical fitness tests

2. Psychological tests can help students to plan theirand future.

3.5 INTELLIGENCE TESTS, EXAMPLES AND THEIR USES FOR GUIDANCE

It is acknowledged by all teachers that one of the most important single variables, which affect the schooling, is the quality of behaviour called intelligence. Intelligence the dictionary says, is: "the capacity to acquire and apply knowledge" D.Weschler has given comprehensive definition. According to him "Intelligence is the aggregate or global capacity of the individual to act purposefully, to think rationally and to deal with his environment effectively."

Earlier attempts to measure intelligence concerned the measurement of the size of the head, facial feature, and beauty of the face. People with bigger heads, broader foreheads and with sharp feature were considered more intelligent. Scientific measurement began in 1905 when Simon and Binet two French persons published their first test of measuring intelligence. They prepared questions for each age group from 3 to 15 year and also gave the concept of mental age. By 1911, the tests prepared by them began to be used all over the world. The Simon-Binet scale was first modified by the authors and in 1911, they produced a good test of intelligence. Goddard revised the scale and produced an English Version. In 1916 Tel-man of Stanford University (America) produced American Version, called the Stanford Binet Test. In 1960, came the Stanford-Binet revised scale. After 1960, intelligence testing became a world phenomenon and a large number of intelligence tests were prepared. At present, there are tests of different types and for different age levels.

Intelligence tests are categorized into two main types:

(i) Individual Tests:

These tests assess an individual's intelligence and can be classified as verbal, non-verbal, performance-based, or a combination of these.

(ii) Group Tests:

Designed for multiple individuals at once, group intelligence tests may also be verbal, non-verbal, performance-based, or mixed.

These intelligence tests can be further divided into power tests and speed tests.

Examples of Intelligence Tests

Verbal Individual Tests

- Standard Binet 1900 Scale
- Standard Hindustani Revision
- Allahabad Intelligence Test (11+)

Non-Verbal Individual Tests

- Meri-Palmer Scale
- Gessal Development Schedule

Performance Tests

- Goodenough Draw-a-Man Test
- Form Board Tests
- Kat's Block Design Test

- Alexander's Pass-Along Test

Verbal Group Tests

- Army Alpha Tests
- Army General Classification Tests
- Tandon/Jalota General Ability Test

Non-Verbal Group Tests

- Army Beta Test
- Raven's Progressive Matrices
- Cattell's Culture-Free Test

Mixed Intelligence Test

The **Wechsler Adult Intelligence Scale (WAIS)** consists of 11 sub-tests divided into two categories:

- **Verbal Scale:** Comprising six sub-tests.
- **Performance Scale:** Consisting of five sub-tests.

Test Battery

The **C.M. Bhatia Battery of Performance Tests** includes five different tests:

- Kobs Block Design Test
- Alexander's Pass-Along Test
- Pattern Drawing Test
- Immediate Memory Test
- Picture Construction Test

Uses of intelligence tests for guidance

According to Prof. V.R. Taneja, intelligence measurement highlights individual differences, which play a crucial role in determining success in academics and professional life. Intelligence test results assist in educational and career guidance, helping students make informed choices about their subjects, courses, and career paths, such as medicine, engineering, law, and teaching, based on their IQ. Similarly, vocational decisions can also be guided by these test outcomes.

The key applications of intelligence tests are as follows:

(i) Course Allocation

Students can be assigned to different academic streams based on their IQ levels.

(ii) Admission Selection

Intelligence tests help in selecting students for school admissions at various grade levels.

(iii) Student Classification

Students can be categorized as gifted, above average, average, or below average based on intelligence assessments.

(iv) Scholarship and Awards

IQ test results are considered when granting scholarships, honors, and medals.

(v) Promotion to Higher Classes

Academic promotions can be determined using intelligence test scores.

(vi) Academic Success Prediction

IQ tests help forecast a student's potential for academic achievement.

(vii) Identifying Causes of Learning Difficulties

These tests assist in understanding the reasons behind academic struggles, behavioral issues, and delinquency.

(viii) Selection for Government Services

Intelligence assessments are used in recruitment processes for the Army, Police, Civil Services, and other governmental roles.

(ix) Educational and Career Counseling

IQ tests support students in choosing the right educational and career paths.

(x) Research Purposes

Intelligence tests are widely used in educational and psychological research.

(xi) Identifying Learning Difficulties

These tests help recognize underachievers, slow learners, and students requiring special assistance.

Self-Check Exercise-3

1. Intelligence tests are designed to measure an individual's _____ abilities
2. The most common measure of intelligence is the _____ (abbreviated as IQ).

3.6 SUMMARY

Dear Learners, in this lesson we have discussed with you that the job of counselor is to use the various types of psychological tests to secure accurate and reliable information about students. These tests are intelligence, achievement, aptitude, attitude, and interest etc. The usefulness of psychological tests depends upon their use. Only tests should be selected for use, which are valid, reliable, accurate, practical, and standardized. They should be not very lengthy, time consuming and costly.

Dear, learners, there are two types of techniques for collecting information about the individual. These are testing and non-testing devices or we may call them as standardized and non-standardized tests. It should be kept in view that the techniques and tests are merely means of collecting information and no guidance worker should neglect the human factor that is the individual under study Techniques and tests merely provide the data and information Interpretation of the data and information needs insight.

3.7 GLOSSARY

Intelligence Testing: Intelligence testing refers to the theory and practice of measuring people's performance on various diagnostic instruments as a tool for predicting future behavior and life prospects or as a tool for identifying interventions.

3.8 ANSWERS TO SELF-CHECK EXERCISE 1,2, & 3.

Self-Check Exercise-1

1. Validity, Reliability, Practically or Usability.
2. Prediction, Selection, classification and Evaluation

Self-Check Exercise-2

1. d) Physical fitness tests
2. Educational, Vocational

Self-Check Exercise-3

1. Cognitive
2. Intelligence Quotient

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3.10 TERMINAL QUESTIONS

Dear Learners, check your progress by attempting the following questions:

1. Make a comprehensive list of testing techniques for studying and appraising an Individual.
2. State the need and importance of different testing techniques in guidance.
3. Discuss the Intelligence testing and its uses in Guidance?

UNIT-4

TESTING TECHNIQUES IN GUIDANCE- II

Structure

- 4.1 Introduction
- 4.2 Learning Objectives
- 4.3 Personality Testing
Self-Check Exercise-1
- 4.4 Aptitude Tests
Self-Check Exercise-2
- 4.5 Summary
- 4.6 Glossary
- 4.7 Answers to Self-Check Exercise
- 4.8 References/Suggested Readings
- 4.9 Terminal Questions

4.1 INTRODUCTION

Dear Learner,

Personality testing and aptitude tests are fundamental tools used in understanding individuals' characteristics, abilities, and potential. Personality testing explores the intricate interplay of an individual's emotions, behaviors, and thought patterns, aiding in educational, vocational, and personal development decisions. Techniques such as interviews, observations, inventories, and projective methods provide multifaceted insights into personality dynamics. On the other hand, aptitude tests assess an individual's inherent abilities and potential for success in specific domains, ranging from artistic and mechanical skills to scholarly and scientific pursuits. By leveraging aptitude tests, educators, employers, and individuals gain valuable insights into career selection, academic advising, and workforce optimization. Both personality testing and aptitude assessments play pivotal roles in guiding individuals towards fulfilling and successful life paths.

4.2 LEARNING OBJECTIVES

After studying this unit, you will be able to:

- understand the meaning of Personality testing
- know the uses of techniques of testing personality
- explain aptitude tests
- know the use of aptitude tests in guidance

4.3 PERSONALITY TESTING

Personality is the sum of biological innate and acquired dispositions. It is a composite of mental abilities, interests, thoughts, feelings and behaviour. Being a dynamic organization, it refers to the characteristic behaviour patterns, emotions, motives, thoughts and attitudes with which an individual consistently reacts to the environment. Allport writes, "Personality is a dynamic organization within the individual of those psycho-physical systems that determine the unique adjustment to his environment."

Purpose of Personality Testing

In everyday life, people naturally evaluate others' personalities in an informal manner. Personality assessments serve several important functions:

(i) Educational and Career Guidance

These tests assist students in making informed decisions regarding their education and career paths.

(ii) Resolving Emotional Conflicts

Personality testing helps individuals understand and address their emotional challenges.

(iii) Support for Teachers and Counselors

Educators and counselors can use personality assessments to better understand and guide their students.

(iv) Employee Selection

Employers utilize personality tests to recruit and place candidates in suitable roles.

(v) Clinical Applications

Psychologists use personality assessments to determine the most effective therapy for their patients.

Techniques of Testing Personality

Various methods are used to assess personality, each offering unique insights into an individual's traits and characteristics.

(i) The Interview

An interview is a structured conversation in which an interviewer gathers information about an individual and evaluates them based on specific criteria. Both structured and unstructured interviews are used in personality assessment.

Advantages of a structured interview:

(a) Ensures that key topics are addressed, reducing the risk of missing important

areas due to an inexperienced interviewer.
(b) Makes it easier to compare results when all interviewers focus on the same topics.

(ii) Observation

Observation is one of the most effective and straightforward methods of assessing personality.

Benefits of direct observation:

- (i) It provides first-hand insights into an individual's behavior, eliminating reliance on self-reported information.
- (ii) Multiple unbiased observers recording observations over time can create a well-rounded and accurate picture of an individual's personality.

(iii) Self-Ratings and Personality Inventories

Personality inventories and written self-assessments help individuals reflect on their past behaviors, emotions, and aspirations. These tools also serve as a strong foundation for future interviews.

Commonly used personality inventories include:

- Minnesota Multiphasic Personality Inventory – Starke R. Hathaway & J. Chamley McKinley
- Self-Analysis Form – R.B. Cattell
- Self-Disclosure Inventory for Adolescents – Verindra Sinha
- H.J. Eysenck's Maudsley Personality Inventory – S. Jalota & S.D. Kapoor
- Cattell's Sixteen Personality Factor Questionnaire
- Study of Values – Gordon W. Allport
- Adjustment Inventory – H.S. Asthana

(iv) Checklists

Checklists require individuals to mark items that are relevant to them.

Examples of checklists include:

- Student's Problem Checklist
- Money Problem Checklist

(v) Rating Scales

A rating scale collects evaluations from teachers, counselors, parents, or peers regarding an individual's traits. It is a subjective tool that typically ranges from 0-5 or "very poor" to "excellent." This technique provides a broader assessment of natural behavior without requiring active participation from the subject.

Types	of	rating	scales:
(i)	Ranking	Paired	Comparisons
(ii)		Numerical	Ratings

(iii)
(iv) Graphic Rating Scales

Man-to-Man

Scales

Commonly used rating scales include:

- Personality Rating Scale – G.P. Sherry & K.L. Pannar
- Social Maturity Scale – P.H. Ravat
- Sharma Manifest Anxiety Scale – Sagar Sharma
- Self-Concept Scale for Children – H.M. Singh & S. Singh
- Personality Word List – Pratibha Deo

(vi) Projective Techniques

Projective techniques allow individuals to reveal their inner thoughts, emotions, and desires through external objects or scenarios. These methods provide deep insights into complex mental processes.

Major projective techniques include:

- Free Word Association
- Word Connection
- Completion Test
- Rorschach Inkblot Test
- Thematic Apperception Test (TAT)
- Children's Apperception Test (CAT)

(vii) Situational or Behavioral Tests

These tests evaluate individuals based on their reactions to real-life situations. The person's behavior is observed and judged in response to specific social or personal scenarios, providing insight into their personality traits.

(viii) Anecdotal Records

Anecdotal records involve documenting frequent and specific observations of a student's behavior by teachers, counselors, or administrators. When compiled chronologically, these observations offer a dynamic and comprehensive understanding of the student's personality.

(ix) Autobiography

An autobiography provides a personal account of an individual's experiences and thought processes. It serves as a valuable tool for understanding a student's internal world and psychological development.

(x) The Daily Diary

A student's personal diary can be a meaningful tool for personality assessment. Since diaries often contain reflections on personal experiences, thoughts, and emotions, they can provide valuable insights when shared with a counselor in confidence.

Self-Check Exercise-1

1. Which interview style allows for flexibility and open-ended questions to delve deeper into the candidate's personality?
 - a) Behavioral interview
 - b) Situational interview
 - c) Unstructured interview
 - d) Panel interview
2. Thematic Apperception Test (TAT) istype of technique.

4.4 APTITUDE TESTS

It is usually asserted that next to intelligence, aptitudes are related to professional and vocational success of an individual. They can fairly predict success in the course of study or career. By testing aptitude, we are able to know to a great extent whether an individual will become a good leader, a good musician or a good teacher. If the authorities of various schools and colleges wish to reduce the number of probable failures among those who enter the schools, they should make the selection on the basis of some aptitude tests along with other measures or tests.

Defining Aptitude

Aptitude has been defined as a measure of the probability of the success of an individual, with training, in a certain type of situation a job, in school, or in such activities as playing the violin or learning a language. (Jones)

According to Traxler "Aptitude is a present condition which is indicative of an individual's potentialities for the future."

In the words of Bingham Aptitude is a condition or set of characteristics regarded as symptomatic of an individual's ability to acquire with training some usually specified knowledge, skill or set of responses, such as the ability to speak language, to produce music".

Specific Areas of Aptitude Tests

Among the tests available, the following category of tests is often used:

- Art Aptitude Test
- Clerical Aptitude Test
- Manual Aptitude Test
- Mechanical Aptitude Test
- Medical Aptitude Test
- Musical Aptitude Test
- Scholarly Aptitude Test
- Scientific Aptitude Test
- Teachers Aptitude Test

Use of Aptitude Tests in Guidance

- These are used for purpose of guidance in selecting subjects for studying, for use to help the students to select the profession or occupation of his choice.
- Employers can use it for making selection of his employees.
- Different aptitude tests can be used in admitting candidates for different professional trainings such as Law, Medicine, and Engineering etc.

Self-Check Exercise-2

1. What is the primary purpose of an aptitude test?
 - a) To measure an individual's current knowledge and skills
 - b) To evaluate personality traits and behaviors
 - c) To assess an individual's potential to develop specific skills or abilities
 - d) To determine an individual's emotional intelligence
2. Aptitude tests are often used for purposes such as:
 - a) Assessing job performance in a current position
 - b) Predicting future job success and career readiness
 - c) Diagnosing mental health conditions
 - d) Measuring emotional stability

4.5 SUMMARY

Personality testing and aptitude tests are essential tools utilized to understand individuals' characteristics, abilities, and potential. Personality testing delves into emotions, behaviors, and thought patterns, aiding in educational, vocational, and personal development decisions. Techniques such as interviews, observations, inventories, and projective methods provide insights into personality dynamics. Conversely, aptitude tests assess innate abilities and potential for success in specific domains, aiding in career selection, academic advising, and workforce optimization. These tests are utilized by educators, employers, and individuals to make informed decisions about educational and career paths, ultimately contributing to fulfilling and successful life trajectories.

4.6 GLOSSARY

Personality Testing: Personality tests are designed to systematically elicit information about a person's motivations, preferences, interests, emotional make-up, and style of interacting with people and situations.

Aptitude tests: An aptitude test is designed to evaluate an individual's potential to develop specific skills through future training. These tests measure a person's ability

in various areas such as intellectual reasoning, motor coordination, and problem-solving.

The underlying assumption of aptitude tests is that individuals possess different innate abilities, and these variations can help predict their success in specific fields. By identifying strengths and areas for improvement, aptitude tests assist in career planning, educational guidance, and job placement.

4.7 ANSWERS TO SELF-CHECK EXERCISE 1 & 2.

Self-Check Exercise-1

1.c) Unstructured interview

2. Projective

Self-Check Exercise-2

1. c) To assess an individual's potential to develop specific skills or abilities
2. b) Predicting future job success and career readiness

4.8 REFERENCES/SUGGESTED READINGS

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4.9 TERMINAL QUESTIONS

Dear learners, please check your progress by attempting the following questions:

1. Describe the purpose of Personality Testing in Guidance.
2. Explain Projective Techniques of Personality testing by mentioning some major techniques used in guidance.
3. Describe use of aptitude tests in guidance.

UNIT-5

NON-TESTING TECHNIQUES IN GUIDANCE-I

Structure

- 5.1 Introduction
- 5.2 Learning Objectives
- 5.3 Non-Testing Techniques in Guidance, Interview and the counseling interview
Self-Check Exercise-1
- 5.4 Observation, Types, Requisites and Merits of Systematic Observation
Self-Check Exercise-2
- 5.5 Case Study, Steps, types, Characteristics and advantages
Self-Check Exercise-3
- 5.6 Summary
- 5.7 Glossary
- 5.8 Answers to Self-Check Exercise
- 5.9 References/Suggested Readings
- 5.10 Terminal Questions

5.1 INTRODUCTION

Dear Learners, in the previous lesson we have acquainted you with the concept of testing devices used in the guidance process. The aim of guidance is to

help the individual. It can be done by understanding him. We cannot understand a person unless, we know him. Therefore, the first thing guidance workers must do is to get to know the individual. If he has reliable, accurate, significant, and comprehensive information regarding the individual, he can understand him better and guide him effectively. The better the exploration of the individual, the more effective the guidance, and complete exploration of the individual can be achieved by various non-testing devices also. In the present lesson we will take up non-testing techniques used in guidance Le interview, observation, case Study, cumulative records and socio-metric techniques in detail.

5.2 LEARNING OBJECTIVES

After studying this unit, you will be able to:

- Describe the non-testing techniques in guidance
- Describe interview as non-testing technique.
- Discuss Observation as non-testing technique in guidance programme.
- Describe case study as non-testing technique in guidance programme.
-

5.3 NON-TESTING TECHNIQUES IN GUIDANCE, INTERVIEW, AND THE COUNSELING INTERVIEW

Jones states, *"Helping individuals make decisions should be based on a thorough understanding of their needs and the actual circumstances surrounding their choices."* Therefore, an essential purpose of assessment services is to gather relevant information about a student, assisting them in understanding themselves and making informed decisions about their future. To study and evaluate an individual, data related to all aspects of life must be collected. Psychologists have developed various techniques for this purpose, categorized into (i) Testing Techniques and (ii) Non-Testing Techniques.

Non-testing techniques, also known as non-standardized techniques, are employed to study and assess individuals. These include:

- (i) Interview
- (ii) Observation
- (iii) Case Study
- (iv) Cumulative Record
- (v) Socio-metric Techniques
- (vi) Questionnaire
- (vii) Rating Scales
- (viii) Anecdotal Record
- (ix) Autobiography

INTERVIEW

The interview is one of the most crucial methods used in guidance and counseling to collect data. It is often described as a "conversation with a purpose" and involves direct interaction between the interviewer and the interviewee. Several types of interviews are used to gain insights into an individual, including:

- **Diagnostic Interview:** Conducted to obtain information about an individual.
- **Administrative Interview:** Used in disciplinary settings, such as when a principal warns a misbehaving student. The objective is to explain, warn, discipline, or modify behavior.
- **Employment Interview:** Conducted to assess a candidate's suitability for a specific job.
- **Admission Interview:** Used to determine a candidate's eligibility for a particular course.
- **Informative Interview:** Aimed at providing information to the interviewee.
- **Research Interview:** Conducted to collect data for research purposes.
- **Counseling Interview:** Focused on helping an individual resolve personal issue.

Since this discussion focuses on **the counseling interview**, the following section will elaborate on it.

The Counseling Interview

A counseling interview is a face-to-face interaction where a counselor assists the individual (counselee) in understanding their problems and finding solutions. Ruth Strang refers to the interview as the core of the counseling process, with other techniques playing a supportive role. According to Erickson, *"A counseling interview is a personal interaction where one individual seeks guidance from another to address their concerns."* The key feature of the counseling interview is a meaningful exchange, allowing the counselee to gain insights that lead to self-awareness and problem resolution.

Before conducting the interview, the interviewer should have a clear understanding of the interviewee's background, environment, strengths, and weaknesses. They should be well-prepared with the right approach, purpose, and a suitable setting to ensure confidentiality. The interviewee should also be motivated and willing to participate voluntarily.

Functions of the Counseling Interview

- Establishing direct communication with the interviewee to provide guidance.
- Gathering relevant information about the interviewee.
- Offering necessary details to the interviewee.
- Encouraging the interviewee to take an interest in self-improvement.
- Assisting the interviewee in addressing educational, career, and personal challenges.

Steps in the Counseling Interview

To ensure an effective and meaningful interaction, the following steps are followed:

1. **Preparation and Establishment of Rapport**
2. **Identifying the Problem**
3. **Collaborative Problem-Solving**
4. **Concluding the Interview**

- 5. **Evaluation**
- 6. **Follow-Up**

1. Preparation and Establishment of Rapport

- **Scheduling:** A structured schedule for interviews should be arranged in advance, informing students about the date and time.
- **Physical Setting:** The interview should be conducted in a quiet, private space, free from distractions, with a comfortable seating arrangement.
- **Organized Materials:** The interviewer should prepare relevant documents and plan the conversation, including an appropriate opening statement.
- **Pre-Interview Conversation:** A short informal discussion about hobbies or school activities can help ease the interviewee's nervousness.
- **Building Rapport:** A strong connection should be established through mutual respect, sincerity, friendliness, and trust.

2. Identifying the Problem

- **Observation:** The interviewer should observe physical reactions such as body tension, excitement, or blushing, as well as verbal and non-verbal cues.
- **Listening:** Effective listening is essential. The interviewer should ask carefully structured questions and allow the interviewee to express themselves.
- **Conversation:** Open communication helps in uncovering the underlying issues faced by the counselee.

3. Collaborative Problem-Solving

The counselor and the interviewee should work together to analyze the issue and find possible solutions. The following techniques help in this process:

- **Empathy:** Showing understanding and compassion toward the interviewee.
- **Reassurance:** Providing confidence that the problem can be resolved.
- **Humor:** Using humor to ease tension and build comfort.
- **Personal and Non-Personal References:** Giving examples from personal experiences or others' situations to illustrate solutions.
- **Reflecting on the Interviewee's Words:** Bringing attention to statements made by the counselee to encourage self-reflection.
- **Cautionary Advice:** Highlighting the consequences of poor choices in a constructive manner.
- **Encouragement:** Offering temporary approval to boost the interviewee's morale.

4. Concluding the Interview

The session should not end abruptly. The counselor should summarize key points and ensure the interviewee is satisfied with the discussion. If necessary, another meeting can be scheduled. The interviewer should also document all important details for future reference.

5. Evaluation

The interview should be assessed based on the following criteria:

- (i) The setting and environment in which the interview took place.
- (ii) The performance and approach of the interviewer.
- (iii) The response and engagement of the interviewee.
- (iv) The overall outcome of the session.

6. Follow-Up

A follow-up is essential to check whether the interviewee is progressing in the right direction. It also helps in refining the interview process for future interactions. Follow-ups should be continuous to ensure lasting results.

Topics Discussed in a Counseling Interview

During the session, the following aspects are typically covered:

- The specific issue or reason for seeking guidance.
- Previous academic or professional experiences.
- Educational background and achievements.
- Hobbies and vocational interests.
- Family background and relationships.
- Social activities and peer interactions.
- Physical and mental well-being.
- Self-perception of personality, abilities, and goals.

Advantages of the Interview

- It is a highly flexible and interactive way of understanding an individual holistically.
- The process feels natural and allows for open communication.
- It can be used for various purposes, such as education, employment, and personal growth.
- It helps individuals gain self-awareness and develop solutions to their problems.
- It is suitable for both literate and illiterate individuals.
- Conducting an interview is relatively simple and does not require extensive resources.

By following a structured approach, the counseling interview serves as a valuable tool in guidance, providing individuals with the support they need to make informed decisions and address personal challenges.

Self-Check Exercise-1

1. What is the primary purpose of using interviews as a test of guidance?

a) To assess a person's physical fitness

- b) To evaluate a candidate's job-specific skills
- c) To provide counselling and career advice
- d) To select candidates for a leadership position

2. Pre-interview conversation is essential where the interviewee is.....

5.4 OBSERVATION, TYPES, REQUISITES, AND MERITS OF SYSTEMATIC OBSERVATION

Observation is a key technique for gathering information about an individual. In the field of guidance and counseling, it is one of the most frequently used methods for understanding behavior. Rousseau emphasized the importance of keen observation when he stated, *"Watch nature long and observe your pupil carefully before you say a word to him."*

Behavior serves as a mirror of personality and should be observed thoroughly, intelligently, and with a scientific approach. Since observing behavior forms the foundation for other techniques, it must be systematic, well-organized, goal-directed, objective, reliable, and both qualitative and quantitative in nature.

Types of Observation

Observation can be categorized into two main types:

(i) Natural Observation

This form of observation involves studying individuals in their usual environment without making them aware that they are being observed. This method helps in capturing genuine behavioral responses. For example, a teacher may observe students on the playground or in a social setting without their knowledge. In child clinics, a one-way screen is often used, allowing professionals to observe children with behavioral difficulties without being noticed by them.

(ii) Participant Observation

In this method, the observer actively takes part in the group being studied. By becoming a member of the group, the observer builds rapport with individuals so they do not alter their behavior due to the presence of an outsider. This approach helps in gaining deeper insights into the natural interactions and behaviors of children or adolescents.

Requisites of Good Observation

To ensure effective observation, four key aspects must be considered:

(i) Proper Planning

- The specific behavior or group to be observed should be clearly identified.
- The schedule for observation, including timing, frequency, and intervals between observations, should be pre-decided.
- The appropriate tools for recording observations should be selected and used systematically.

(ii) Proper Execution

- Observers must develop skills and adaptability for effective execution.
- The right physical position should be maintained to focus on the behavioral aspects being studied.
- The observation should be discreet and follow the planned structure, considering the duration, area, and tools for documentation.

(iii) Recording of Observation

Observations can be recorded using two methods:

- Immediate Recording** – Writing observations as they occur eliminates the time gap, but it may make individuals self-conscious and is sometimes difficult to manage.
- Post-Observation Recording** – Documenting observations after the session reduces distractions for the observed individuals but may lead to loss of detail due to memory lapse. To ensure accuracy, checklists, rating scales, scorecards, or frequency tallies are commonly used.

(iv) Interpretation

Findings should be analyzed carefully and thoughtfully, considering the limitations related to planning and sampling procedures.

Merits of Systematic Observation

Observational studies provide valuable insights into child development and behavior. The advantages of this method include:

- Since it records actual behavior, it is more **reliable, valid, objective, and scientific** compared to other methods.
- It is **cost-effective**, requiring no laboratory setup or expensive equipment.
- It is **versatile** and can be applied in various situations to collect useful data.
- It is **suitable for all age groups**, with younger children being easier to observe. This method is particularly beneficial for studying shy children.
- It allows the observation of **both individuals and groups**, making it adaptable to different research needs.
- It requires **minimal training**, enabling teachers and professionals to use it effectively for understanding students with different needs, including problem children, slow learners, delinquent children, and gifted students.
- Unlike tests, which require a structured setting, this method is **applied in natural situations**, making it more authentic.

Thus, observation serves as a valuable tool for studying individuals in real-life, non-testing conditions, making it an essential technique in guidance and counseling.

Self-Check Exercise-2

1. In naturalistic observation, the researcher:
 - a) Controls the environment to manipulate variables
 - b) Conducts experiments in a laboratory setting
 - c) Observes subjects in their natural environment without interference
 - d) Only observes participants from a distance
2. Two important types of observation are.....and.....

5.5 CASE STUDY, STEPS, TYPES, CHARACTERISTICS, AND ADVANTAGES

The case study is a well-established method that has been rediscovered and adapted for use in modern counseling. It involves a detailed, systematic, and thorough examination of an individual, including their family background, physical, social, emotional, and intellectual environment. Ruth Strang defines a case study as a synthesis and interpretation of information regarding an individual and their relationship with their surroundings, gathered through various techniques.

Originally, the case study method was used in medicine to assess a patient's past development, health history, and physical condition. Sigmund Freud later applied it in psychology to help individuals resolve personality issues. A case study includes analysis, recommendations, and follow-up evaluations.

This method is particularly useful for understanding issues such as learning difficulties, emotional disturbances, delinquency, and other behavioral problems. It is borrowed from medical science and applied to social sciences. Psychologists and teachers collect detailed information about maladjusted or deviant individuals, analyze the data, and interpret the results to determine the underlying causes of the issue. The developmental history is reconstructed using accounts from the individual, their family, and acquaintances. Preparing a case study is a collaborative effort involving social workers, teachers, parents, medical professionals, and psychologists.

Sources of Information in a Case Study

Information is collected from various sources, including:

1. **Preliminary Information** – Includes details such as name, age, gender, parents' age, education, occupation, income, number of children, and social status.
2. **Past History** – Covers aspects such as maternal health during pregnancy, early childhood development, physical, mental, emotional, and social growth, illnesses, familial relationships, academic achievements, birth order, and parental circumstances (e.g., death of a parent).
3. **Present Condition** – Information is categorized into several aspects:

- **Physical:** Results of medical examinations and any existing health conditions.
- **Intellectual:** IQ, special abilities, and general intelligence.
- **Social:** Home environment, friendships, social interactions at school and within the community.
- **Emotional:** Anxiety, fears, temperament, attitudes, and emotional well-being.
- **Interests:** Personal, social, vocational, and specialized talents.
- **School Performance:** Academic standing, failures, and notable achievements.

The sources of information may vary based on the individual's behavior and specific issues. In summary, case studies help identify the root causes of maladjustment and serve as a valuable tool for devising remedial measures to support individuals in need.

Steps in Conducting a Case Study

A case study involves the following steps:

1. **Identifying the case** – Selecting an individual who requires study.
2. **Formulating hypotheses** – Developing possible explanations for the individual's issues.
3. **Collecting data** – Gathering information from multiple sources, including students, parents, teachers, friends, and the broader community.
4. **Analyzing data** – Identifying causal factors to develop appropriate remedial interventions.
5. **Implementing remedial measures** – Addressing the identified causes and providing support.
6. **Following up** – Monitoring progress to assess the effectiveness of interventions.

Types of Cases

The case study method is applied to various categories of individuals, including:

- Children with behavioral issues
- Delinquent children
- Slow learners or academically challenged students
- Maladjusted individuals
- Gifted students
- Individuals with exceptional skills in specific areas
- Students facing educational difficulties
- Individuals struggling with vocational choices

Characteristics of a Good Case Study

An effective case study should have the following qualities:

1. **Comprehensive data collection** – Ensuring all relevant details are gathered.

2. **Continuity of information** – Maintaining consistency in records over time.
3. **Validity of data** – Ensuring accuracy and reliability of collected information.
4. **Confidentiality** – Keeping personal records secure and private.
5. **Scientific analysis and synthesis** – Systematic examination and interpretation of data.

Advantages of Case Studies

The case study method offers several benefits:

- **Basis for diagnosis and treatment:** It helps clarify diagnostic issues, eliminates misinformation, and differentiates between practical and organic difficulties.
- **Effective research technique:** It provides valuable data for understanding an individual's personality, general characteristics, and specific traits.
- **Promotes better adjustments:** It offers tailored support to students for improved personal and academic adaptation.
- **Useful for social workers:** Case studies serve as a training tool for social workers, enabling them to better understand and assist individuals in need.

In conclusion, the case study method is a crucial tool in counseling and guidance, helping professionals understand individuals' needs and providing effective solutions to their challenges.

Self-Check Exercise-3

1. What could be a potential benefit of conducting a case study on a pupil's academic performance?
 - a) Identifying potential career choices
 - b) Predicting future income levels
 - c) Understanding learning difficulties
 - d) Assessing physical fitness
2. What are characteristics of a good case study?

5.8 SUMMARY

Non-testing techniques play a crucial role in guidance and counseling, providing valuable insights into individuals' needs and circumstances. These techniques, also known as non-standardized techniques, encompass a variety of methods such as interviews, observations, case studies, cumulative records, socio-metric techniques, questionnaires, rating scales, anecdotal records, and autobiographies. Among these, the interview stands out as a fundamental tool, facilitating face-to-face interactions aimed at understanding individuals' concerns and providing assistance. The counseling interview, in particular, involves a dynamic relationship where the counselor helps the individual gain insight into their problems and assists in finding solutions. Steps in the counseling interview include preparation and rapport establishment, unfolding the problem, joint problem-solving, closing the interview, evaluation, and follow-up. Observation is another important technique,

allowing for the systematic collection of data about individuals' behaviors and characteristics. It involves natural observation and participant observation, both requiring proper planning, execution, recording, and interpretation. Additionally, case studies offer in-depth insights into individuals' backgrounds, behaviors, and challenges, aiding in diagnosis, treatment, research, and social work training. Through steps like locating the case, formulating hypotheses, collecting and analyzing data, applying remedial measures, and follow-up, case studies provide comprehensive understanding and support for individuals facing various difficulties. Overall, these non-testing techniques complement standardized tests and play a vital role in guiding individuals toward positive outcomes in education, career, and personal development.

5.9 GLOSSARY

INTERVIEW: Interview is one of the most important techniques used to collect data in guidance and counseling.

OBSERVATION: Observation is one of the important techniques of collecting information about the individual.

CUMULATIVE RECORD: The cumulative record is a device for recording information about the student, which is collected from different sources over a period of time.

SOCIOMETRY: It is a technique/or describing the social relationships among individuals in a group.

5.10 ANSWERS TO SELF-CHECK EXERCISE 1,2 & 3.

Self-Check Exercise-1

1. c) To provide counselling and career advice
2. bashful or reserved

Self-Check Exercise-2

1. c) Observes subjects in their natural environment without interference
2. Naturalistic and Participative

Self-Check Exercise-3

1. c) Understanding learning difficulties
2. i) Completeness of data
 - (ii) Continuity of data
 - (iii) Validity of data
 - (iv) Confidential recording of data
 - (v) Scientific synthesis and analysis of data

5.11 REFERENCES/SUGGESTED READINGS

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5.12 TERMINAL QUESTIONS

Dear Learners, check your progress by attempting the following questions.

1. Describe the interview technique Discuss its procedure, advantages and limitations.
2. How observation technique is useful in appraising the individual? Discuss in detail by giving its advantages and limitations.
3. Describe the Case Study method.

UNIT-6

NON-TESTING TECHNIQUES IN GUIDANCE-II

Structure

- 6.1 Introduction
- 6.2 Learning Objectives
- 6.3 Cumulative Record
Self-Check Exercise-1
- 6.4 Socio-Metric Techniques
Self-Check Exercise-2
- 6.5 Summary
- 6.6 Glossary
- 6.7 Answers to Self-Check Exercise
- 6.8 References/Suggested Readings
- 6.9 Terminal Questions

6.1 INTRODUCTION

Dear Learner,

Non-testing techniques are essential components of guidance and counseling, providing valuable insights into individuals' needs, behaviors, and social interactions. Among these techniques are cumulative records, socio-metric techniques, and case studies, each offering unique perspectives and benefits for understanding and supporting individuals in educational and personal development settings. Cumulative records serve as comprehensive repositories of information about students, aiding counselors in understanding their backgrounds, needs, and progress over time. Socio-metric techniques, such as sociometry, provide valuable insights into individuals' social relationships and dynamics within groups, helping identify leaders, isolates, cliques, and patterns of acceptance or rejection. These techniques play vital roles in guiding educational practices, facilitating classroom management, and informing individual counseling and intervention efforts. In this overview, we'll delve into the purposes, procedures, and benefits of cumulative records and socio-metric techniques in the context of guidance and counseling practices.

6.2 LEARNING OBJECTIVES

After studying this unit, you will be able to:

- understand the concept of cumulative record.
- describe the problems in the maintenance and use of cumulative records.
- know the administration of various sociometric tests.

6.3 CUMULATIVE RECORD

The cumulative record is a device for recording information about the student, which is collected from different sources over a period of time. These information's are essential to the guidance and counseling of the students. The cumulative records serve as a well arranged store-house of all the information regarding the students. Since it contains all information about the student's past and present, the cumulative record helps the counselor in understanding the needs and aspirations, problems, and frustrations of the students through the analysis of the data provided by the cumulative record. Ruth Strong has suggested the following uses of cumulative records for the guidance programme

- (i) Holding conferences with parents about the student's progress
- (ii) Adapting instruction in the classroom, students needs, abilities and interests.
- (iii) Helping students to make important choices or decisions such as:
 - Choice of courses
 - Change of courses
 - Choice of vocational field
 - Decision to leave school
 - Helping students in solving their problems of adjustment in the school, home or society
 - Supplying information to the youth employment service regarding student's suitability for certain type of jobs

Contents of Cumulative Record

Generally, cumulative records have sections for the following information:

- (i) Personal Data: name, address and other related information
- (ii) Family data
- (iii) Health data
- (iv) School History and Achievement
- (v) Mental and achievement test data
- (vi) Special activities and co-curricular activities
- (vii) Interests and talents
- (viii) Educational plans,
- (ix) Vocational plans, and
- (x) Records of counseling

Hahn and Maclean have very aptly listed five principles of preparing cumulative records:

- (a) It should demand a minimum of clerical time
- (b) It should be designed to suit the institutional needs
- (c) It should contain only those items used frequently enough to justify their inclusion
- (d) Summarising forms should be supplemented by other records valuable to counsellors
- (e) These records in schools and colleges should be built and maintained within reasonable limits for students

A few points of caution for filling the Record

At the time of entering the information counsellors should remember the following points:

- (i) Information which presents a child in an unfavourable situation and is likely to prejudice other persons against him such as isolated instances of bad behaviour of one, teacher's poor opinion of the child, should, as a rule, not be entered on the record card. If any confidential material has to be maintained, it should be kept in a separate file.
- (ii) While filling information about a particular child they should be careful to ensure that their judgement about the child is not distorted due to the halo effect.
- (iii) No doubtful information should be entered on the cumulative record card. It is better to leave certain entries blank if objective and reliable information is not available, than to fill them in with unreliable data.
- (iv) During the first year after cards are introduced, the task of recording will be easier if it is done for small groups of pupils at different settings rather than the entire lot at one setting. However, once the system of maintaining cards has been established, it would be advisable to have certain factual information such as identifying data, home backgrounds, school marks, etc. recorded for all pupils within the first few days after the school reopens.

Use and interpretation of Records

The cumulative record should be used as a unified account of the child's personality. The different items of information are not to be read and interpreted in isolation. Taking together, they should aid in understanding and interpreting any particular aspect of the child's behaviour and personality make-up. While dealing with an individual case, gaps in information have to be filled through further questionnaires, observations, interviews, testing and home visits, if necessary, the main aim should always be to understand the pupil and promote his development.

Problems in the Maintenance and Use of Cumulative Records

The following problems are encountered while maintaining the cumulative records:

- (i) Who should maintain the record? : Subject teacher or Class teacher
- (ii) Where to keep Cumulative Record Cards?
- (iii) When to fill up Cumulative Record Cards?
- (iv) How to check the maintenance of the Cumulative Records?
- (v) What should be the design of records?
- (vi) Problem of new admissions and migrations
- (vii) Problem of teachers in discharging the function: Teachers should be helped in discharging their function by the following ways:
 - Providing training
 - Providing model forms
 - Providing adequate time
 - Providing provisions of safe custody
 - Adequate inspection

The Secondary Education Commission feels th

at with training and certain amount of practice and with an occasional check-up by the Head of the institution and by the inspectors, the teachers will be able to discharge their duties to the satisfaction of all should be noted that in his responsibility, the average Indian teacher does not yield to any teacher in any other country, what he needs is clear direction, encouragement, and sympathy.

Self-Check Exercise-1

1. When a teacher reviews a student's cumulative record, what kind of information are they most likely to find?

- a) Student's home address
- b) Teacher's personal notes
- c) Behavioural incidents and academic achievements
- d) School cafeteria menu

2. The cumulative record should be used as aof the child's personality.

6.4 SOCIO-METRIC TECHNIQUES

In order to understand the status of the individual, it is important to note that his peers inhibit one of the most significant parts of the world and their thinking may influence his functioning. To study an individual, therefore, it becomes necessary to see him the way his fellow pupils see him. One of the major techniques for such study is the sociometry. Sociometric technique was devised by Moreno and adapted by Jenning for study of students in class-room situation.

Meaning of Sociometry

John W. Best defines sociometry as a method used to analyze social relationships within a group. It indirectly identifies the attractions and repulsions

between individuals by asking them to indicate their preferences or rejections in various social scenarios.

For example, in a classroom setting, students may be asked to list, in order of preference (typically two or three choices), the peers they would like to invite to a party, share a meal with, sit next to, collaborate with on a project, or have as a close friend. While some researchers criticize this approach, it is also common to ask students to identify those they would least prefer in the same situations. Andrew and Willey were of the view that A Sociogram is a graphic drawing using certain symbols and marks to indicate the pattern of social acceptance and rejection among members of a social group

Bronfenbrenner remarked that Sociometry is the method for discovering, describing and evaluating social status, structure and development through measuring the extent of acceptance or rejection between individuals in groups.

In the light of above definitions, we can say that sociometry is the measurement of interpersonal relationships prevailing among the members of a group. Sociometric devices, such as the sociogram, attempt to discover the patterns of choice and rejection among the individuals is making up the group.

Procedure of Preparing Sociometry

In the sociometric method, each pupil in the group is asked to write his first, second and sometimes his third choices about various significant types of social setting. He has to select a name from the group itself. For example he may be asked questions like the following:

- Who would you like to be the president of your dramatic club?
- Whom would you like to sit next to you in the class, on the bus or while going for a picnic?
- With whom would you like to work in the science laboratory?
- With whom do you enjoy most in social gatherings?

All these questions are positive questions and hence show social acceptance. Negative questions may also be given to show social rejection. Negative questions may be who are the people you dislike most?

How to Administer Sociometric Tests?

The following procedure may be adopted for administration of the test:

- (i) Build a relationship with the class, which will enhance the usefulness of the test.
- (ii) Decide what information you want and how you will use it,
- (iii) Phrase the question carefully so that it is clear.
- (iv) Distribute a list of names of all students in the class. Such a list will remind the students of any who are absent on that day.
- (v) Distribute cards on which choices are to be indicated. The following might serve for that purpose:-

Your Name:

Your First Choice:

Your Second Choice.....

Your Third Choice.....

- (vi) Set the stage for best results

During the administration, explain the purpose of the test to minimise jealousies and fears, and tell the group that the findings will not be revealed to the other children. Finally, be sure to give the children sufficient time to make their choices, but not so much time that they will reveal their choices to each other.

How to tabulate the Data?

Data may be tabulated as under as shown in Table

TABLE

Question: Whom would you like to be the President of your Dramatic Club?

- (a) Let the members of the group be numbered from A to J
- (b) Write "choosers" in the vertical column and 'chosen in the horizontal column.
- (c) In the cells, check marks may be shown.
- (d) Let 'F' stand for First, 'S' for Second and 'T' for third choices respectively.
- (e) Add the number of each choice.

How to interpret Sociogram?

The following procedure may be adopted to interpret the sociogram:

- (i) One student may be concentrated upon at a time.
- (ii) A detailed study of the choices made and received should be made.
- (iii) The "stars" and the isolates' may be looked for. A 'star' is a member of the group who receives most of the choices. An isolate' is one who is not chosen by anybody.
- (iv) After identifying the 'stars' and isolates', efforts should be made to discover the causes for such selections. An individual may be isolated for several reasons :
 - He may be of shy nature
 - He may not try to make friendship with others
 - He may be a new member of the group
 - He may belong to a lower or upper socio-economic level
- (v) Discover individuals who select each other. This reciprocal choice may be due to the following factors;
 - Common interests
 - Close relations

- Neighbours

Discover Triangles

A triangle shows three persons selecting one another. It shows evidence of sharp divisions or cliques in the group.

The above sociogram shows the pattern of choices of 10 students- Every student was asked to choose the two students with whom he would like to study and whether he would give first or second place.

Advantages of Sociometry

The following are the advantages of Sociometry:

- (i) Sociometry helps in discovering the patterns of choice and rejection among the individuals making up the group
- (ii) It facilitates the appraisal of the school adjustment of the individuals within the group, the classroom management of these individuals, and screening of them for individual counseling or other remedial work in the area of social skills.
- (iii) It helps in identifying:
 - Leaders
 - Isolates
 - Mutual Choices
 - Cliques
 - Rejections
- (iv) It helps us to have an idea of group at a glance
- (v) It helps us to form appropriate groups of students for carrying out various activities and projects
- (vi) It helps us to understand the characteristics of an individual who is liked or disliked by the group. It also assists us in knowing the qualities of leadership as being appreciated by a particular group.

Self-Check Exercise-2

1. Sociometric tests are often used to assess:

- a) Physical health
- b) Social skills and peer relationships
- c) Academic achievement
- d) Musical talents

2. Sociometry is the measurement ofrelationships prevailing among the members of a group.

6.5 SUMMARY

Cumulative records are comprehensive documents that gather information about students from various sources over time, serving as crucial tools for guidance and counselling. They contain personal, family, health, academic, and social data, aiding counsellors in understanding students' needs, aspirations, and challenges. Ruth Strong highlights their uses, including parent conferences, instructional adaptation, and decision-making support for students. Hahn and Maclean offer principles for their preparation, emphasizing efficiency and relevance. Caution is advised in entering information to avoid bias or unreliable data. These records should be used holistically, supplementing gaps with further assessments. Challenges in maintenance include determining responsibility and timing. Socio-metric techniques, like sociometry, analyse social relationships within groups, aiding in identifying leaders, isolates, and cliques. Procedures for administering tests and interpreting results are outlined, highlighting benefits such as group appraisal and leadership assessment.

6.6 GLOSSARY

Cumulative Record: A comprehensive document that collects and stores information about a student over time from various sources. It includes personal, academic, health, and social data, which aid in understanding and counselling the student.

Sociometry: A technique used to describe and evaluate social relationships among individuals in a group, often by measuring mutual attractions and repulsions.

6.7 ANSWERS TO SELF-CHECK EXERCISE 1 & 2

Self-Check Exercise-1

1. c) Behavioural incidents and academic achievements
2. unified account

Self-Check Exercise-2

1. b) Social skills and peer relationships
2. interpersonal

6.8 REFERENCES/SUGGESTED READINGS

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6.9 TERMINAL QUESTIONS

Dear learners, please check you progress by attempting the following questions:

1. What do you understand by cumulative record? Describe its advantages.
2. Describe Problems in the Maintenance and Use of Cumulative Records.
3. What is Sociometric Technique? Describe its importance and procedure of administration.

UNIT-7

STEPS IN GUIDANCE

Structure

- 7.1 Introduction
- 7.2 Learning Objectives
- 7.3 Steps in Guidance
 - Self-Check Exercise -1
- 7.4 organisation of Individual Guidance Plan Meetings
 - Self-Check Exercise -2
- 7.5 Summary
- 7.6 Glossary
- 7.7 Answers to Self-Check Exercise
- 7.8 References/Suggested Readings
- 7.9 Terminal Questions

7.1 INTRODUCTION

Dear Learner,

In a wide variety of settings-schools, college, agencies, business and industry-involving a range from talented elementary children to reflective post-retirement adults, new programs and practices are being developed to respond to the diverse calls for guidance. As guidance workers encounter needs for assistance, they face numerous challenges and issues-whether to respond and how, what priorities to give to their services, and how to sort out the important from the urgent. What methods they use and the decisions they make will reflect their central values and will initiate a response trajectory which will illuminate the paths that guidance workers will follow

for the near future. It has now been recognised that 'guidance' is critical at all stages in life, if people are to cope successfully with the many challenges they have to face. Whether it be in the education/lifelong learning area, the employment/training area or the personal/social decisions people have to make, organisations, agencies and individuals who provide guidance related services', have a key role.

7.2 LEARNING OBJECTIVES

After studying this unit, you should be able to:

- know various steps in guidance
- conduct individual guidance plan meetings

7.3 STEPS IN GUIDANCE

Guidance is recognized as fundamental to lifelong learning that supports the development of human potential, social inclusion, employability and economic prosperity, Guidance refers to the process of facilitating individuals or groups at any point throughout their lives to develop their capacity for the self-management of their personal, social, educational, training, occupational and life choices in order to grow towards their potential and thereby to contribute to the development of a better society. Different steps in guidance are:

1. **Observe a pattern of mistaken behavior:** The teacher notices a pattern of behavior that could indicate trouble in a child's life. Any child is entitled to an occasional day that includes conflicts. A pattern of atypical, extreme, or inappropriate behavior for more than a few days, however, indicates potentially serious unmet physical or emotional needs.
2. **Build the relationship:** A child facing life challenges needs a helping relationship with a teacher. Acknowledge the child's efforts, achievements, and frustrations. Find times outside of the conflict to get to know the child. Often "good morning time" (quality time with the child upon arrival) is a wise investment in preventing conflicts during the day. Be sure to build a relationship with the child's family. Start as soon as each child enrolls in the program. Having an established relationship with family members makes it easier to address serious conflicts should they occur.
3. **Use consistent guidance intervention techniques :** The teacher responds in firm but friendly ways to the mistaken behavior, using interventions like guidance talks, conflict mediation, and crisis management methods (mainly to calm). In classrooms with a teaching team, one teacher may be designated as the lead for each child, to ensure predictable limits and consistent interventions.
4. **Obtain additional information:** The teacher seeks to understand the child and the child's behavior more fully. He or She charts incidents of mistaken behavior by days of the week, times of the day, and events in the daily schedule. Strategies for gaining more information include talking with the child, recording anecdotal observations, discussing

what you learn with staff, and contacting the family to exchange information about the child's activities, experiences, behavior, and progress. The teacher uses the new information while repeating steps 1 through 3 for a reasonable number of days or when having a meeting with the child. Then the teacher reassesses the situation.

5. **Hold an Individual Guidance Plan (IGP) meeting:** Over the designated period, if steps 1 to 4 do not result in fewer and much less severe conflicts, it's time for an Individual Guidance Plan team meeting- See Part Two: Notes for Conducting Individual Guidance Plan Meetings for information on preparing for and holding the meeting. Team members include the family, teaching staff, and other involved adults. In developing the IGP, the team may use or adapt information from Part Three: Individual Guidance Plan Worksheet. The team shares the plan with the child.
6. **Implement the Individual Guidance Plan:** The team works together to put the IGP into operation. One necessary component of most plans is staff's continued building of relationships with the child and the family. A second is adaptation of the educational program to ensure that the child has increased opportunities to experience success, leading to a decreased need to experience conflicts. The plan may include referral for assessment by special education or other helping professionals. (If special education services are warranted, an Individualized Education Program (IEP) process may supersede the IGP) Counseling or other professional services also may be part of the plan.
7. **Monitor the Individual Guidance Plan:** Staff review the IGP, communicate with the family, and make modifications if the approach is not helping the child learn new behaviors. If necessary, the team holds a second IGP meeting.

Self-Check Exercise -1

1. Which is the first step of Guidance?
2. IGP stands for

7.4 ORGANISATION OF INDIVIDUAL GUIDANCE PLAN MEETINGS

The formula for successful IGPs is always the same: Staff and parents first agree on the problem. Next, they agree on what needs to be done about the problem, do it, and monitor the results. Collaboration in taking a guidance-oriented, problem-solving approach is key. Sometimes, the IGP process can be handled informally, without a face-to-face meeting. Other times, it is most effective to get all parties together in the same room. IGP meetings follow the same steps as those in the conflict mediation approach that teachers use with children in the classroom.

Before the meeting

The staff decides who will attend, who will be the team leader, and who will be the recorder. The staff members discuss the meeting dynamics, such as the trust level between the staff and family or where and when the meeting might occur. Considering these factors, the team generates possible outcomes, which the group will decide together. Staff review the importance of a compliment sandwich approach

by which each staff member expressing a concern also gives at least two compliments about the child's/family's effort, progress, or attitude. Give one compliment before the concern and one after. The compliment sandwich strategy helps to keep the IGP positive and on track. The team leader contacts the family before the meeting to inform and prepare them and to put them at ease.

At the meeting

1. **Make everyone as comfortable as possible.** The leader offers greetings and assurances, letting attendees know that this is a meeting where all will work together for a common goal, the good of the child. The leader emphasizes that agreement on decisions is important, and introduces the recorder, who writes down key points and decisions on a chart that all can see. The leader reviews meeting guidelines such as these:
 - a. Everyone has a common purpose: the good of the child. This will help to make the meeting positive.
 - b. Each member of the group treats all others with respect, even when viewpoints differ.
 - c. All members work to separate facts from interpretations of facts.
 - d. Each member is responsible for what he or she chooses to share.
 - e. Each member remains open to new thoughts and ways of thinking.
 - f. Decisions made at the meeting are by consensus.
2. **Assist all in agreeing about what the problem is.** The leader provides necessary facts and Interpretations and asks the others to contribute. She or he encourages participants to separate facts from interpretations in their presentations and models this practice throughout the meeting. The recorder may write down only what is agreed on about the problem.
3. **Brainstorm possible non-punitive responses.** With the recorder's assistance the leader organizes the brainstorming around components such as (some or all of) these:
 - a. In-class crisis interventions that use guidance
 - b. In-class relationship-building responses
 - c. In-class long-term remediation strategies
 - d. In-home crisis responses using guidance
 - e. In-home togetherness-building responses
 - f. In-home long-term remediation strategies
 - g. Referral strategies for additional assessment and remedial assistance
 - h. Realistic assessment of resources needed to implement the plan
4. **Decide on a plan. Include the most promising strategies for components agreed on in stop 3.** This is where negotiation, flexibility, and compromise are key. If the group disagrees about any parts of the plan, its potential for success is endangered. The recorder seeks clarification of major points and gives a written summary of the strategies agreed to.

5. **Designate the role of each member in using the plan, and schedule a second meeting date to monitor progress.** The leader and family select a staff member to be team leader on the plan. This staff person will assist the family in implementing their part of the plan, including any referral process. The team leader will also ensure continuity among staff in accomplishing the classroom goals of the plan. She or he will coordinate between home and classroom in carrying out the plan. The group sets a time and date for the follow-up meeting. The recorder sends a copy of the completed IGP to the plan leader and the family. The plan leader works to ensure all members can and do attend the next meeting. The second meeting to review and possibly modify the IGP is often less formal than the initial meeting. Follow-up contact after the second meeting is less formal still. A final or exit IGP meeting is sometimes held, to celebrate success or to decide what additional actions are necessary.

Self-Check Exercise -2

1. Which aspect is crucial in ensuring the effectiveness of an individual guidance plan meeting?
 - a) Length of the meeting
 - b) Frequency of meetings
 - c) The dominance of the counselor's opinions
 - d) Active participation and collaboration
2. What is the ideal way to conclude an individual guidance plan meeting?
 - a) Abruptly to save time
 - b) With a brief summary and agreement on next steps
 - c) With an open-ended question
 - d) By leaving without a conclusion

7.5 SUMMARY

Guidance involves a systematic process to support individuals in managing various aspects of their lives. The steps in guidance include observing behavior patterns, building relationships, employing consistent intervention techniques, obtaining additional information, holding Individual Guidance Plan (IGP) meetings, implementing the plan, and monitoring its effectiveness. The IGP meetings involve collaboration between staff and parents, focusing on defining the problem, brainstorming solutions, deciding on a plan, assigning roles, and scheduling follow-up meetings. These meetings emphasize respect, consensus-building, and a positive, problem-solving approach. The aim is to address concerns effectively while fostering the child's well-being and development.

7.6 GLOSSARY

Pattern of Mistaken Behavior: Repeated inappropriate or extreme behavior indicating unmet physical or emotional needs in a child.

Individual Guidance Plan (IGP): A structured plan developed by a team (including the family and teaching staff) to address persistent behavioral issues in a child, detailing specific strategies and interventions.

7.7 ANSWERS TO SELF-CHECK EXERCISE 1& 2

Self-Check Exercise -1

1. Observe a pattern of mistaken behavior
2. Individual Guidance Plan

Self-Check Exercise-2

1. b) Frequency of meetings
2. b) With a brief summary and agreement on next steps

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7.9 TERMINAL QUESTIONS

Dear learners, please check you progress by attempting the following questions:

1. What are the various steps in organizing a guidance programme?
2. How can we conduct an individual guidance plan?

UNIT-8

ISSUES AND PROBLEMS IN GUIDANCE

structure

- 8.1 Introduction
- 8.2 Learning Objectives
- 8.3 Various Issues in Guidance
Self-Check Exercise -1
- 8.4 Problems in the Implementation of Guidance Programmes
Self-Check Exercise -2
- 8.5 Limitation of Guidance Service
Self-Check Exercise-3
- 8.6 Summary
- 8.7 Glossary
- 8.8 Answers to Self-Check Exercise
- 8.9 References/Suggested Readings
- 8.10 Terminal Questions

8.1 INTRODUCTION

Dear Learner,

Guidance plays a pivotal role in the educational and personal development of individuals, helping them navigate various challenges and make informed decisions. However, several issues, challenges, and limitations exist in the implementation of guidance programs. These encompass aspects such as professional title clarity, prevention versus remediation approaches, and the prevalence of societal issues like gangs, dropouts, substance abuse, school violence, and child abuse. Additionally, factors like lack of funding, office accommodation, collaboration, parental cooperation, professional training, and resources pose significant challenges in delivering effective guidance services. Moreover, limitations include the shortage of trained personnel, coordination problems, lack of reliable testing material, and the complexity of societal living conditions. Understanding and addressing these issues are crucial for enhancing the effectiveness and impact of guidance programs in schools and communities.

8.2 LEARNING OBJECTIVES

After studying this unit, you should be able to:

- explain various issues in guidance

- understand the problems in the implementation of guidance programmes
- discuss the limitation of guidance service

8.3 VARIOUS ISSUES IN GUIDANCE

Professional title

The title itself needs a wide understanding of its role and the tasks assigned to an individual as guidance personnel.

Prevention versus remediation

Guidance not simple decide for the student but he / she can possibly guide and sum up with a good wise decision. There are lots of student longing for someone to talk and bring out the burdens they had. Listening is an art possessed by a good guidance personnel. It requires a quality time not the quantity of time for us to save and help student redirect their lives in the right path. The school, community and families are requesting assistance in preventing students from being involve in many difficulties, such as:

Gangs

In most cases students would look for people who would accept them the way: they are and who they are. Gangs are easy to be with, fun and somehow very challenging. People involved in the gang maybe good and positive behaviour intervention support is much needed. Involve parents in a behaviour support team.

Dropouts

In the public schools, dropouts are the common problem we encountered. Identified stressors are the reason why there was an increase in number for dropout students. Family conflicts, separated parents, financially unstable and the like are stressor in the part of the students that brings about a bad decision to stop from schooling.

Substance Abuse

Some students indulge themselves in illegal drugs. The guidance personnel perhaps needs to provide a seminar and testimonies from the people who had bad experiences with respect to the abuse of illegal drugs. The government agencies and centre for rehabilitations for youths are of great help.

School Violence

As educators we have been experiencing a lot of misbehaviors from our students with problems. Some of our students are attention seekers. Bullying, fighting, disruption of class are just some of the problems in the campus which sometimes lead to school violence. There must be a positive behaviour intervention support from the school administrators, teachers and staff.

Child Abuse

There are students in our community susceptible to abuse by others especial those in authority like teachers, parents and staff. It is inevitable for them to suffer and experience pain. Emotionally they are not balance and mentally they are weak. Because of such abuse the school performance is also unacceptable

Awareness of one's own culture

Perhaps, there is a need for us to be aware our own culture for us to have a clear idea and understanding of our value system, belief system and even our collective behaviour.

Awareness of Individual Difference

Everyone was made to believe that we differ from one another yet when you belong to a certain group of people with the same system in belief and value they turn out to be the same as they are.

Awareness of other culture

One must understand that we have different culture, practices and traditions. We may come across with different languages and ideas these will also give us an understanding of who we are, what we are and we will be.

Self-Check Exercise -1

1. is an art possessed by a good guidance personnel.
2. Explain the term “dropout”.

8.4 PROBLEMS IN THE IMPLEMENTATION OF GUIDANCE PROGRAMMES

There are a number of problems in the implementation of Guidance programme in Schools. The details are discussed below:

- (i) The major problems in the implementation of Guidance programmes in Schools is the inability of school authorities to allocate funds for Guidance units to facilitate the work of coordinators. As a result, coordinators are not motivated enough to carry out their assigned duties effectively. Sometimes, coordinators are compelled under the given circumstances to use their own money for the purchase of logistics such as books, files, pens etc. There are also instances where coordinators need money to go for more information that will help in finding solutions to certain problems. Their efforts are usually failed up if the school cannot afford to fund such trips.
- (ii) Another problems confronting the implementation of guidance in Schools is lack of office accommodation for the coordinators to carry out their work. It must be noted that private and confidential matters are often compromised to the public when guidance is done in obscure places. In such places, coordinators find it difficult to elicit the much needed information from students.
- (iii) There is usually lack of collaboration by staff members to support the efforts of coordinator. Some staff members in school for one reason or the other deliberately refuse to attend Guidance sessions. This makes it very difficult for the coordinators because sometimes the technical competence of such tutors may be needed to solve or clarify certain issues
- (iv) There is also lack of cooperation on the part of some parents to honour invitations by coordinators. These parents do not honour invitations due to ignorance about the implication of guidance in the education of their children. Others get so busy with their work schedules and are unable

to show up. The absence of parents to volunteer vital information to coordinators leaves a lot of problems at crossroads. At the end, students are left to make wrong choices that will undoubtedly have a telling effect on their lives. In such a situation the coordinator takes up the challenge to solve the problem alone. Information is the life blood of any meaningful decision process as such; parents are in the best position to show the strengths and weaknesses of their children.

- (v) Lack of professional training on the part of coordinators and may have negative impact on students at the receiving end of such services since coordinators do not know the essential elements and care conditions of guidance, they cannot guide effectively.
- (vi) Coordinators encounter difficulties in dealing with exceptional students student who are visually impaired hearing impaired, mentally retarded and sometimes the exceptionally good ones. These categories of students are difficult to handle. Students with such exceptional problems may not be understood by coordinator and the vice versa. A majority of coordinator may even lack the expertise in special education and the requisite resources to handle them.

Self-Check Exercise -2

1. What is a common challenge in the implementation of guidance programs in schools?
 - a) Lack of trained guidance counsellors
 - b) Excessive funding
 - c) Overabundance of resources
 - d) High student-to-counsellor ratios
2. Which factor can hinder the successful implementation of guidance programs in schools?
 - a) Clearly defined goals and objectives
 - b) Flexibility in program delivery
 - c) Lack of administrative support
 - d) Timely communication with parents

8.5 LIMITATION OF GUIDANCE SERVICES

Even when guidance programme is considered essential to channelize the energy of modern youth in the proper direction for the welfare of the students, teachers, parents and society, it will have to be admitted that in our country guidance services, are at the initial stage and will have to be geared properly to meet the challenges of the developing society, which have certain in specific problems such as:

- (i) **Lack of trained personnel:** All types of guidance services like personnel, vocational and educational are suffering, as they do not have properly trained personnel in this profession. The facilities too are meagre. At times half-baked person handle these services and do more harm than good to the service.

- (ii) **It is not Panacea:** It is not panacea for all of educational problems. It is simply one of the means of education for personalizing its services and goals.
- (iii) **Coordination problems:** In our country guidance services are provided mainly either by the school or employment exchanges. The school is rich so far as the information about the students is concerned. The employment exchanges are rich about the world of work'. Both have their merits and handicaps. There is no coordinating agency which can use both the type of information and combine student abilities with care and occupational choices in our country.
- (iv) **Lack of testing material:** The psychological tests being used in the carrying out our guidance services are mostly neither reliable nor valid it is also to be learnt that tests used by the untrained persons become unreliable. In our country, there is a lack of reliable and valid testing material which may be used for heterogeneous groups of pupils.
- (v) **Complex living conditions:** The conditions of living in our society are too complex that it is difficult for any one person to resolve the problem of another person in any simple setting no doubt, guidance is able to furnish much for solving individual's problems, but such insight is needed to be used in terms of all efforts.

Self-Check Exercise -3

1. All types of guidance services like personnel, vocational and educational are suffering, as they do not have properlyin this profession.
2. It is notfor all of educational problems.

8.6 SUMMARY

Dear learners, in this lesson we have studied about the different steps in guidance like how to observe a pattern of mistaken behaviour, how to build the relationship and use consistence guidance intervention techniques. Beside this we have also discussed about how to conduct individual guidance plan meetings and discussed various issues in guidance like prevention versus remediation, gangs dropouts substance abuse School violence child abuse awareness of one's culture awareness of individual difference etc. You also came to know about the problems in implementation of guidance programs and also discussed the limitations of guidance services.

8.7 GLOSSARY

Planning: The act or process of making plans for something.

Individual: Connected with one person.

Prevention: the act of stopping something from happening or of stopping someone from doing something:

Panacea: a remedy for all ills or difficulties.

8.8 ANSWERS TO SELF-CHECK EXERCISE-1, 2, & 3.

Self-Check Exercise-1

1. Listening

2. To stop going to school before finishing the course of instruction.

Self-Check Exercise-2

1. a) Lack of trained guidance counsellors
2. c) Lack of administrative support

Self-Check Exercise-3

1. trained personnel
2. panacea

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8.10 TERMINAL QUESTIONS

Dear Learners, Check your progress by attempting the following questions:

1. Explain various issues in guidance and the problems associated with implementation of guidance programmes.
2. Discuss the limitations of guidance service with examples.

UNIT-9

TYPES OF GUIDANCE: EDUCATIONAL GUIDANCE

structure

- 9.1 Introduction
- 9.2 Learning Objectives
- 9.3 Types of Guidance
Self-Check Exercise-1
- 9.4 Educational Guidance: Concept, Nature, Aims and Need
Self-Check Exercise-2
- 9.5 Summary
- 9.6 Glossary
- 9.7 Answers to Self-Check Exercise
- 9.8 References/Suggested Readings
- 9.9 Terminal Questions

9.1 INTRODUCTION

Dear Learner,

Educational guidance plays a crucial role in assisting students with their academic and personal development within the school environment. It encompasses a range of activities aimed at helping individuals understand their abilities, interests, opportunities, and limitations in order to make informed decisions about their educational path and future endeavors. This form of guidance addresses various challenges and issues faced by students, ranging from academic performance to vocational preparation. The nature and concept of educational guidance involve understanding individual characteristics and providing support in navigating educational choices and adjustments. Ruth Strong highlights key aspects of educational guidance, including adjusting academic loads, adopting suitable courses, and fostering student engagement in learning activities. Moreover, educational guidance is closely intertwined with vocational guidance, as individuals' educational choices often influence their future career paths. The need for educational guidance arises due to factors such as increasing individual differences among students, the expansion of educational objectives, and the solution of various educational problems like discipline issues and optimal student achievement. Thus, the implementation of effective educational guidance programs is essential for promoting student success and enhancing the overall quality of education.

9.2 LEARNING OBJECTIVES

After studying this unit, you should be able to:

- Explain the nature and concept of Educational guidance
- Describe the aims of Educational guidance

- Understand the need for Educational guidance

9.3 TYPES OF GUIDANCE

Guidance refers to the assistance provided by one person to another in making decisions, adapting to situations, and solving problems. It plays a role in various aspects of life, including education, career choices, and personal matters. As a result, different types of guidance programs exist based on the nature of the issue. Interestingly, educationists and guidance professionals have classified guidance in various ways, often differing in their opinions regarding the number and types of guidance.

W.M. Prestor identified six types of guidance:

- (a) Educational Guidance
- (b) Vocational Guidance
- (c) Guidance in Social and Civic Activities
- (d) Guidance in Health and Physical Well-being
- (e) Guidance for Meaningful Use of Leisure Time
- (f) Guidance in Character Development

Paterson categorized guidance into five types:

- (1) Educational Guidance
- (2) Vocational Guidance
- (3) Personal Guidance
- (4) Health Guidance
- (5) Economic Guidance

Despite variations in classification, most psychologists recognize three fundamental types of guidance:

- (i) Educational Guidance
- (ii) Vocational Guidance
- (iii) Personal Guidance

9.4 EDUCATIONAL GUIDANCE: CONCEPT, NATURE, AIMS, AND NEED

Arthur J. Jones defines educational guidance as the support provided to students in making choices and adjustments regarding schools, curricula, courses, and overall school life.

Educational guidance primarily addresses the challenges faced by students as they navigate their academic journey and prepare for their careers. Brewer, in his book *Educational Guidance*, emphasized that the purpose of educational guidance is to ensure a student's success in education. One of the key concerns is to help learners progress in their academic path, which refers to the structured learning trajectory a student follows.

Educational Guidance: Concept and Nature

For guidance to take place, there must be a specific situation requiring assistance. If such a situation does not exist, the activity may be categorized as education, vocational training, or general support but not as guidance in the true sense. A guidance process involves two essential elements: diverse individuals with unique characteristics and multiple options from which they must choose.

The term "educational guidance" was first recorded in *Reader's Guidance* in 1912. In this domain, effective guidance is possible when individuals possess distinct traits, such as intelligence, attitudes, aptitudes, interests, personality patterns, and physical attributes. Each person is unique and requires tailored guidance based on their capabilities. Additionally, various educational pathways, including different subjects, courses, and learning combinations, exist. A student must select the most suitable educational direction with assistance from teachers, counselors, parents, school authorities, or guidance professionals. Without these essential factors, the process cannot be classified as guidance.

Educational guidance, therefore, refers to the process of helping a student recognize and understand their abilities, aptitudes, interests, opportunities, challenges, and limitations. It assists them in pursuing the right educational choices, adjusting to their learning environment, and ultimately contributing positively to society while leading a fulfilling life. This type of guidance is closely integrated into the school system and curriculum.

Ruth Strong highlights key aspects of educational guidance, which include:

1. Assisting students in aligning their academic workload with their capabilities.
2. Replacing an unsuitable or failed course with a more appropriate one.
3. Adapting teaching methods to meet individual student needs.
4. Incorporating counseling sessions as a fundamental part of the curriculum.
5. Encouraging students to take responsibility for their own learning.
6. Recognizing students' genuine interests and providing them with opportunities to engage in co-curricular activities, which, when balanced, positively impact academic performance.

Educational guidance is often influenced by vocational guidance. Just as there are various fields of study that prepare students for different careers, individuals also differ in their abilities and aptitudes. As a result, vocational considerations often shape the nature of educational guidance. In some cases, a student's career path is predetermined, leaving educational guidance with the role of supporting vocational decision-making. However, this is not always the case, as educational guidance has its own significance in shaping a student's academic journey.

The Kothari Commission emphasized that one of the primary purposes of guidance at the secondary level is to help students identify and develop their abilities and interests. It enables students to assess their strengths and limitations, engage in academic work at an appropriate level, explore educational and career opportunities, and address personal and social adjustment challenges both in school and at home.

Aims of Educational Guidance

Crow and Crow have given the following aims of educational guidance at the high school level:

- (i) Select the curriculum that best fits his abilities, interests and future needs.
- (ii) Develop work and study habits that enable him to achieve satisfactory success in his studies.
- (iii) Gain some experiences in learning areas outside the particular field of his special interests and talents.
- (iv) Understand the purpose and the function of the school in relation to his needs.
- (v) Discover all that his school has to offer and plan a programme of studies accordingly.
- (vi) Learn about the purpose and function of the school that he may wish to attend later.
- (vii) Select try out courses in order to gain insight into learning areas that still lie ahead.
- (viii) Participate in out-of-class activities in which he can develop potential leadership qualities.
- (ix) Appraise his fitness for continued study in a college or other school or in a particular vocation.
- (x) Develop an attitude which will stimulate him to continue his education in a school selected for its worth to him in relation to his talents and training.

Self-Check Exercise -1

1. What is the primary aim of educational guidance?
 - a) To provide financial support for students
 - b) To help students choose appropriate academic courses and make informed educational decisions
 - c) To encourage students to take up part-time jobs
 - d) To offer counselling for personal and emotional issues

2. How does educational guidance contribute to academic achievement?
 - a) By imposing strict study routines
 - b) By limiting educational resources
 - c) By providing learning strategies and support
 - d) By discouraging exploration of different subjects

Need for Educational Guidance

Educational guidance is essential for various reasons, as outlined below:

(ii) Increasing Individual Differences Among Students

Before independence, schools primarily admitted children from privileged backgrounds, and enrollment was selective. However, after independence, with the constitutional mandate for free and compulsory education up to the age of 14, schools began accommodating students from all sections of society. This shift led to overcrowded classrooms and a significant rise in the number of schools. As a result, there is now a wider variation in students' abilities, aspirations, and academic performance. To address these diverse needs and tailor the school curriculum for optimal student development, the implementation of guidance services is crucial.

(iii) Role of Guidance in Enhancing Education Quality

In recent years, educational institutions have expanded rapidly to meet the growing demand for schooling. However, this expansion has, in some cases, led to a decline in academic standards. To maintain and improve the quality of education, it is necessary to incorporate guidance services in schools, ensuring students receive the necessary support to achieve their full potential.

(iv) Growing Knowledge Base and Course Diversification

The accumulation of knowledge is continuous, and new subjects and disciplines are frequently introduced. Textbooks are expanding with new content, making it impossible for students to learn everything available in their field of study. The traditional one-size-fits-all education system is now outdated. At the secondary level, various specialized and elective subjects have been introduced. Therefore, a well-structured guidance service is needed in schools to help students choose subjects aligned with their abilities and interests, while also assisting school authorities in efficiently allocating diverse courses to students.

(v) Expanding Educational Goals

Modern education aims at the holistic development of students rather than just academic excellence. It is now widely recognized that education should contribute to emotional, social, and civic development as well. Issues related to social adaptation and personality development require the expertise of trained counselors and the availability of structured guidance programs.

(vi) Addressing Educational Challenges

Schools face numerous challenges, including universal education, increasing enrollment, high failure rates, dropouts, wastage, and stagnation in learning. Additionally, students with exceptional abilities, slow learners, children with disabilities, and those exhibiting behavioral issues require specialized support. Implementing proper guidance services in schools can help address these challenges effectively.

(vii) Managing Discipline Issues

Maintaining discipline in educational institutions is becoming increasingly challenging. Even at higher levels of education, issues such as student protests and agitation have become widespread. A well-planned guidance program can help students develop positive attitudes, understand their responsibilities, and reduce behavioral problems, ultimately leading to a more disciplined learning environment.

(viii) Maximizing Student Achievement

Many students perform poorly in exams, often securing low grades because they lack effective study habits and learning techniques. The primary reason behind their academic struggles is their failure to utilize available educational resources. Proper guidance services can help students develop better study strategies and make the most of their learning opportunities, thereby improving their academic performance.

Self-Check Exercise-2

1. What educational problem is associated with a high percentage of failures and dropouts?
 - a) Lack of discipline
 - b) Poor study habits and learning styles
 - c) Insufficient school infrastructure
 - d) Shortage of teachers
2. Why is there a need for educational guidance to solve discipline problems?
 - a) Because it provides free education
 - b) Because it helps students develop proper study habits
 - c) Because it assists in understanding students' differential needs
 - d) Because it helps to address students' social adjustment and personality orientation

9.5 SUMMARY

Educational guidance, as defined by Arthur J. Jones, focuses on assisting students in making choices and adjustments related to schools, curriculum, courses, and school life. It addresses various challenges faced by students in their educational journey, aiming to ensure their success and satisfaction in their academic pursuits. Educational guidance involves understanding individual characteristics and providing support in navigating educational choices and adjustments. Ruth Strong outlines key activities of educational guidance, including adjusting academic loads and fostering student engagement. This form of guidance is closely linked to vocational guidance due to the influence of individual abilities and career choices. The need for educational guidance arises from factors such as increasing individual differences among students, the expansion of educational objectives, and the solution of various educational problems. Educational guidance is crucial for promoting optimal student achievement and enhancing the overall quality of education.

9.6 GLOSSARY

Educational Guidance: A process that helps students make informed decisions regarding their educational paths, including choices related to schools, curricula, courses, and overall school life.

Optimum Achievement: The highest level of success and performance that a student can achieve with appropriate guidance and support.

9.7 ANSWERS TO SELF-CHECK EXERCISE 1 & 2

Self-Check Exercise-1

1. b) To help students choose appropriate academic courses and make informed educational decisions
2. c) By providing learning strategies and support

Self-Check Exercise-2

1. b) Poor study habits and learning styles
2. d) Because it helps to address students' social adjustment and personality orientation

9.8 SUGGESTED READINGS

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9.9 TERMINAL QUESTIONS

Dear learners, please check you progress by attempting the following questions:

1. Examine the role of educational guidance in addressing the challenges faced by students in their educational journey.
2. Analyse the importance of guidance programs in addressing educational problems such as high dropout rates, failure rates, and issues of wastage and stagnation.

What measures can schools take to effectively implement guidance services to mitigate these problems?

UNIT-10

TYPES OF GUIDANCE: VOCATIONAL GUIDANCE

Structure

- 10.1 Introduction
- 10.2 Learning Objectives
- 10.3 Vocational Guidance and its Aims
 - Self-Check Exercise-1
- 10.4 Need for Vocational guidance
 - Self-Check Exercise-2
- 10.5 Summary
- 10.6 Glossary
- 10.7 Answers to Self-Check Exercise
- 10.8 References/Suggested Readings
- 10.9 Terminal Questions

10.1 INTRODUCTION

Dear Learner,

Vocational guidance emerged as a key concept in helping individuals choose, prepare for, and progress in their careers. Initially defined in 1924, and later refined in 1937 by the National Vocational Guidance Association of the USA, it emphasizes aiding individuals in making their own career decisions. The process involves matching an individual's traits, such as intelligence and interests, with suitable vocations requiring specific qualifications. The aims of vocational guidance include providing knowledge about occupations, required skills, and facilitating self-discovery through experiences. It also emphasizes the importance of honest labor, developing analytical skills, supporting economically disadvantaged children, and creating awareness of vocational training opportunities. The need for vocational guidance is crucial for efficient utilization of natural resources, national development, and adapting to the complex job market. It helps in manpower planning, creating occupational awareness, and addressing changes in industry and labor conditions. Proper vocational guidance is essential for aligning education with the country's economic needs and preventing youth frustration.

10.2 LEARNING OBJECTIVES

After studying this unit, you should be able to:

- Explain the nature and concept of Vocational guidance
- Describe the aims of Vocational guidance
- Understand the need for Vocational guidance

10.3 VOCATIONAL GUIDANCE AND ITS AIMS

The term "**Guidance**" first gained recognition when associated with vocational aspects. Scholars have interpreted it in various ways—some view it as simply helping an individual secure a job, others see it as ensuring job satisfaction, while some define it as aligning an individual's skills and interests with a suitable profession.

In 1924, the **National Vocational Guidance Association of the USA** defined vocational guidance as a process that helps individuals choose a profession, prepare for it, enter it, and advance in their careers. However, this definition implied that the guidance counselor would make decisions on behalf of the individual, which contradicted the core principle of guidance—assisting individuals in making their own choices. To address this, the definition was revised in 1937 to emphasize that **vocational guidance helps individuals in making informed career decisions and adapting effectively to their chosen professions.**

Vocational guidance involves two key aspects. On one side, individuals have unique traits such as intelligence, aptitudes, interests, attitudes, personality, and academic achievements. On the other, there are numerous vocations, each with different demands, qualifications, and opportunities. The role of a **vocational guidance counselor** is to assist individuals in evaluating their strengths and limitations and selecting a career path that aligns with their abilities and interests. Furthermore, guidance extends to preparing individuals for their chosen field, helping them enter it, and supporting their professional growth.

Aims of Vocational Guidance

According to **Jones**, the primary objectives of vocational guidance are as follows:

1. **Providing Occupational Knowledge**
 - To help students gain insight into the characteristics, responsibilities, and benefits of various occupations so they can make informed career choices.
2. **Understanding Job Requirements**
 - To enable students to learn about the **skills, qualifications, and attributes** required for different professions, including criteria such as age, education, and gender considerations.
3. **Experiential Learning**
 - To offer students both **academic and real-world experiences** that provide insight into workplace conditions, helping them assess their own abilities and interests.
4. **Developing a Positive Attitude Towards Work**
 - To instill in individuals the understanding that all honest work is valuable and that career decisions should be based on:
 - a) The unique contribution one can make to society.
 - b) Personal satisfaction from the job.
 - c) Aptitude for the required work.
5. **Enhancing Decision-Making Skills**
 - To teach individuals how to analyze career-related information effectively, ensuring they make informed career choices.

6. **Self-Assessment**

- To help individuals gain a clear understanding of their own strengths, including general and specific abilities, interests, and capabilities, to make appropriate career decisions.

7. **Supporting Economically Disadvantaged Students**

- To assist students facing financial constraints in pursuing their chosen career paths.

8. **Providing Information on Vocational Training**

- To help students explore educational institutions offering **vocational training**, including admission requirements, costs, and available resources.

9. **Workplace Adjustment and Social Integration**

- To guide individuals in adapting to their work environment, understanding their relationships with colleagues, and recognizing their role within the broader professional and social context.

10. **Preventing Misleading Career Shortcuts**

- To ensure students have access to reliable information about career paths and to caution them against deceptive schemes promising quick financial success through short-term courses or unreliable job offers.

Self-Check Exercise -1

1. What is the main focus of vocational guidance?
 - a) Providing therapy for personal issues
 - b) Assisting individuals in exploring career options and making career-related decisions
 - c) Recommending specific job openings
 - d) Evaluating academic performance only
2. In educational and vocational guidance, what is "career development" concerned with?
 - a) Helping individuals find a job
 - b) Supporting individuals in advancing in their current job
 - c) Assisting individuals in exploring, planning, and managing their careers
 - d) Providing financial advice to clients

10.4 NEED FOR VOCATIONAL GUIDANCE

In our country, natural resources remain underutilized due to the absence of effective guidance services. To address this issue, it is essential to introduce a structured vocational guidance program in schools. The following points highlight the necessity of vocational guidance:

i) Vocationalization of Education and Guidance

One of the key goals of education is to enhance vocational skills. The **Secondary Education Commission** has emphasized incorporating **craft-based learning** and

diversifying secondary-level courses to encourage students to pursue **agriculture, technical, commercial, and other practical fields**. Implementing proper guidance services in schools will facilitate this transition, helping students make informed career choices.

ii) Guidance as a Tool for National Development

Vocational guidance plays a crucial role in identifying and nurturing human potential, which is a nation's most valuable resource. By minimizing the misuse of educational opportunities and ensuring that students' abilities are aligned with career choices, vocational guidance helps bridge the gap between education and workforce requirements, ultimately contributing to national progress.

iii) Increasing Complexity of the Job Market

With rapid industrialization and mechanization, the number of available jobs has expanded significantly, leading to greater complexity in career selection. It is vital to educate secondary school students about diverse job opportunities and their respective requirements. This can only be achieved through organized guidance programs integrated into the school system.

iv) Growing Importance of Manpower Planning and Utilization

For a developing nation like ours, effective manpower planning and human resource conservation are crucial. There must be a balance between workforce demands and educational training programs. As various sectors experience rapid growth, young individuals must receive proper career guidance to ensure they enroll in training courses that align with national development priorities.

v) Need for Occupational Awareness

A structured vocational guidance program is essential for creating awareness about career opportunities among students. They must be well-informed about the available job prospects so they can select suitable courses at the secondary education level. Providing career assistance will enable students to make well-informed academic and professional choices.

vi) Changing Nature of Industry and Labor Market

Industries and labor conditions are evolving rapidly, with specialization becoming increasingly important. The growing number of professions has made it challenging for individuals to make the right career choices. Hence, students require guidance services to navigate these changes effectively and select professions that match their interests and skills.

vii) Shift in the Economic Structure of the Country

India is undergoing a phase of economic transformation, demanding professionals in fields like science, technology, finance, and industrial sectors. To meet these demands, students need proper vocational guidance to explore career options

beyond traditional white-collar jobs. Without a structured guidance system at the secondary level, the country will struggle with youth unemployment, dissatisfaction, and economic stagnation.

Self-Check Exercise-2

How can vocational guidance contribute to national development?

- a) By encouraging students to choose only high-paying jobs.
- b) By reducing the wastage of educational facilities and abilities through identifying and developing human potential.
- c) By focusing solely on academic achievements.
- d) By discouraging vocational education.

2. What role does occupational awareness play in vocational guidance?

- a) It helps students understand the variety of jobs available in the employment market and make informed choices.
- b) It restricts students to choosing only a few specific career paths.
- c) It focuses on providing theoretical knowledge without practical experience.
- d) It promotes short-term training courses over comprehensive education

10.5 SUMMARY

Vocational guidance helps individuals choose, prepare for, and advance in their careers by aligning their traits with suitable occupations. It emphasizes personal decision-making. Its goals include providing knowledge about occupations, skill requirements, fostering self-discovery, and promoting the value of honest labor. Vocational guidance is crucial for efficient resource utilization, national development, and navigating the complex job market. It aids in manpower planning, increases occupational awareness, and aligns education with economic needs.

10.6 GLOSSARY

Vocational Guidance: A process to assist individuals in choosing, preparing for, entering, and progressing in occupations that suit their traits and interests.

Occupational Awareness: Creating awareness of various job opportunities to help students make informed choices.

10.7 ANSWERS TO SELF-CHECK EXERCISE 1 & 2

Self-Check Exercise - 1

- 1. b) Assisting individuals in exploring career options and making career-related decisions
- 2. c) Assisting individuals in exploring, planning, and managing their careers

Self-Check Exercise – 2

- 1. b) By reducing the wastage of educational facilities and abilities through identifying and developing human potential
- 2. a) It helps students understand the variety of jobs available in the employment \

market and make informed choices.

10.8 REFERENCES/SUGGESTED READINGS

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10.9 TERMINAL QUESTIONS

Dear learners, please check you progress by attempting the following questions:

1. State the aims of vocational guidance at various stages of education.
2. Differentiate the aims of educational and vocational guidance

UNIT-11

TYPES OF GUIDANCE: PERSONAL GUIDANCE

Structure

- 11.1 Introduction
- 11.2 Learning Objectives
- 11.3 Personal Guidance and its Aims
 - Self-Check Exercise-1
- 11.4 Need for Personal Guidance
 - Self-Check Exercise-2
- 11.5 Summary
- 11.6 Glossary
- 11.7 Answers to Self-Check Exercise
- 11.8 References/Suggested Readings
- 11.9 Terminal Questions

11.1 INTRODUCTION

Dear Learner,

Personal guidance is an indispensable facet of individual development, spanning from early childhood to adulthood, addressing a spectrum of psychological, social, and moral challenges that transcend the scope of traditional education and career counselling. In contemporary India, amidst the flux of societal dynamics and aspirations, the significance of personal guidance becomes pronounced. This comprehensive approach aims not only to foster personal growth but also to nurture harmonious societal integration. From nurturing desirable attitudes in children to aiding adolescents in navigating complex emotional terrains, and empowering young adults to navigate the complexities of modern life, personal guidance remains pivotal. As society evolves, so do the challenges individuals face, necessitating a dynamic and inclusive framework of personal guidance tailored to meet the diverse needs of a rapidly changing world.

11.2 LEARNING OBJECTIVES

After studying this unit, you will be able to:

- Explain the nature and concept of Personal guidance
- Describe the aims of Personal guidance
- Understand the need for Personal guidance

11.3 PERSONAL GUIDANCE

Personal guidance aims to support individuals in addressing issues that fall outside the scope of educational and vocational guidance. It begins in early childhood and continues throughout life, helping individuals navigate personal and social challenges. In today's world, people face emotional struggles, mental health concerns, attitudes toward societal issues, shifting social values, and lingering superstitions. These challenges highlight the increasing need for personal guidance.

The significance of personal guidance is particularly relevant in modern India, where individuals take pride in their spiritual heritage while simultaneously striving for rapid material progress. Many people aspire to match the technological and economic advancements of Western nations while ensuring that progress is more equitably distributed across society.

Personal guidance is a broad concept that applies to various aspects of an individual's life. It includes support in social and civic activities, recreational planning, moral and ethical guidance, health awareness, and community service involvement. Importantly, personal and social guidance are interconnected—an individual is part of society, and societal development depends on the well-being of individuals. Every social activity involves people with unique personalities and differing abilities, making personal guidance essential for addressing individual needs within a collective environment.

Personal guidance can be defined as the assistance provided to individuals in resolving emotional, social, ethical, moral, and health-related issues. Unlike educational and vocational guidance, which focus on academic and career matters, personal guidance deals with broader life challenges that affect overall well-being.

The primary objective of personal guidance is to support individuals in achieving physical, emotional, social, moral, and spiritual growth and adjustment. For physical well-being, children need access to well-structured play activities. To nurture emotional growth, they should have opportunities for self-expression. Similarly, for social development, they must learn how to interact and collaborate effectively with others.

Aims of Personal Guidance

The nature and objectives of personal guidance become clearer when viewed in relation to the different stages of a child's education.

Aims of Personal Guidance at the Elementary Stage

Personal guidance at the elementary level focuses on addressing the fundamental needs of children. Childhood is a crucial phase for growth and development, during which the foundation for physical, intellectual, emotional, and social aspects of personality is established. The key objectives of personal guidance at this stage include:

Developing Positive Attitudes – Assisting children in cultivating healthy attitudes toward themselves, their parents, teachers, classmates, and others. This should be achieved through affection and empathy.

Encouraging Physical Well-being – Helping students maintain good health and ensuring regular medical check-ups to support their physical development.

Supporting Emotional Adjustment – Assisting children in managing emotions and adapting to different situations effectively.

Promoting Self-Discipline – Encouraging the development of self-control and responsible behavior.

Aims of Personal Guidance at Secondary Stage

Personal guidance at the secondary level is designed to address the specific needs and interests of adolescents. This phase is considered one of the most crucial stages of development, marked by stress, emotional fluctuations, increased sensitivity, anxiety, and internal conflicts. The objectives of personal guidance at this stage include:

- Addressing Physical Health Concerns – Assisting students in understanding and resolving issues related to their physical well-being.
- Providing Emotional and Mental Health Support – Helping adolescents navigate emotional challenges, mental well-being, and concerns related to personal development.
- Facilitating Family Adjustments – Supporting students in adapting to family dynamics and resolving conflicts within the household.
- Enhancing Social Adaptability – Assisting students in adjusting to their school environment and developing positive relationships with peers and teachers.
- Encouraging Recreational Activities – Organizing engaging and meaningful extracurricular activities to promote holistic development.
- Promoting Community Engagement – Providing opportunities for students to participate in community service and contribute to social causes.

Aims of Personal Guidance at the College and University Level

At the college and university stage, personal guidance builds upon the foundation laid during secondary education. However, its scope is expanded to foster a sense of responsibility, patriotism, tolerance, and social commitment. Guidance at this level is crucial for helping students adjust to new academic and social environments. The primary aims at this stage include:

- Addressing Personal and Emotional Concerns – Assisting students in resolving emotional and personal issues, including those related to relationships, stress, and personal well-being.
- Supporting Environmental Adjustments – Helping students adapt to changing circumstances, including the college environment and broader societal expectations.
- Developing Positive Outlooks – Encouraging students to formulate healthy perspectives and cultivate a well-rounded philosophy of life.
- Promoting Social and Community Involvement – Encouraging participation in social initiatives and community welfare programs.
- Instilling Ethical and Moral Values – Assisting students in developing a strong moral compass and ethical reasoning.
- Encouraging Mutual Respect – Fostering acceptance and appreciation of individuals from diverse religious, cultural, and social backgrounds.
- Highlighting the Role of Moral and Religious Values – Emphasizing the importance of ethics and spirituality in shaping a meaningful life.

Self-Check Exercise -1

1. Which of the following is a characteristic of an effective personal guidance counselor?

- a) Imposing their personal beliefs on clients
- b) Active listening and empathy
- c) Focusing only on immediate solutions
- d) Lack of flexibility in their approach

2. What is the primary focus of personal guidance at the college and university stage?

- a) Academic achievement
- b) Social service and responsibility
- c) Physical health
- d) Vocational development

Answer: b) Social service and responsibility

11.4 NEED FOR PERSONAL GUIDANCE

Personal and social needs highlight the importance of personal guidance in several ways:

Personal/Psychological Needs

Today's youth encounter various personal challenges both at home and in school. Since every individual is unique, differences in personal characteristics arise due to:

- Variations in developmental stages.
- Individual differences in abilities, interests, and needs.
- Unequal access to opportunities.

These differences indicate that not everyone is suited for the same profession. Hence, personal guidance in schools is essential. The key psychological and personal reasons for the need for personal guidance include:

Guidance as a Fundamental Human Need

No individual is entirely independent. People require support from others to navigate challenges and lead fulfilling lives.

Educational and Social Aspirations

In today's competitive world, parents have high expectations for their children, striving to provide the best opportunities to secure successful careers. A structured guidance program is necessary to help parents understand their child's strengths, ensuring they make well-informed decisions at the right time.

Developmental Needs at Different Stages

Individuals go through various life stages—infancy, childhood, adolescence, and adulthood—each requiring different types of support and adjustment strategies. Adolescence, in particular, brings numerous developmental challenges, making proper guidance crucial for choosing the right career path and making sound life choices.

Psychological Challenges

Many students struggle with emotional issues, including stress, frustration, and conflicts. It is vital to offer guidance to help them effectively manage their personal problems.

Effective Adjustment

Guidance helps students adapt psychologically, socially, and emotionally to their surroundings. Poor adjustment can negatively affect both mental and physical health.

Holistic Personality Development

A well-structured guidance program plays a key role in ensuring the overall development of an individual, aligning with the broader goals of education.

Social Needs

The following factors emphasize the social necessity of personal guidance:

Increasing Societal Complexity

With industrialization, urbanization, and modernization, society is becoming increasingly complex. These transformations often lead to emotional and social strain. Schools must provide dedicated services to support students in coping with these challenges.

Shifting Family Structures

The joint family system is gradually disappearing, leading to fragmented family units. This shift has created new personal challenges for children, making it essential to provide structured guidance programs in schools.

Population Growth and Human Resource Development

With rapid population expansion, effective guidance programs are needed to help individuals plan for their future careers and life choices.

Political Changes and Democratic Expansion

The global shift toward democracy has placed an emphasis on equal opportunities in education and employment. People now require proper guidance to make informed educational and career choices.

Evolving Concept of Education

Education is no longer limited to traditional classroom learning. Instead, it focuses on personal interests, aptitudes, and capabilities. Students now need continuous guidance throughout their academic journey to ensure they select the most suitable paths.

Utilizing Leisure Time Effectively

With technological advancements, individuals now have more free time. Guidance programs help students make productive use of their leisure time, engaging in constructive and skill-building activities.

Lack of Guidance at Home

In the past, families played a crucial role in career guidance, with children often following their family's traditional occupations. However, with modern career diversity and specialization, this is no longer feasible. Students now require occupational guidance services in schools to explore their options and make informed career decisions.

Self-Check Exercise -2

1. What is NOT listed as a reason for the need of personal guidance?
 - a) Educational and social aspirations of parents
 - b) Rapid industrialization and urbanization
 - c) Increased opportunities for joint family living
 - d) Explosion of population and expansion in human resources

2. What is emphasized as a consequence of the lack of guidance at home?
 - a) Increased focus on family occupations
 - b) Limited choices in the job market
 - c) Universal adoption of family professions
 - d) Greater need for occupational information services in schools

11.5 SUMMARY

Personal guidance encompasses a lifelong process aimed at addressing a myriad of emotional, social, and ethical challenges that individuals face. It begins in early childhood and extends through adulthood, catering to the evolving needs of each developmental stage. From fostering desirable attitudes and emotional adjustments in children to aiding adolescents in navigating familial and social complexities, and guiding young adults towards ethical and moral development, personal guidance plays a pivotal role. In modern India, amidst shifting societal dynamics and aspirations, the importance of personal guidance becomes increasingly pronounced. It addresses a wide array of psychological, social, and

educational needs, ensuring individuals' holistic development and successful societal integration.

11.6 GLOSSARY

Personal Guidance: Assistance provided to individuals to address emotional, social, ethical, moral, and health-related problems that fall outside the scope of educational and vocational guidance.

Satisfactory Adjustment: Assistance provided to individuals, especially pupils, to achieve psychological adaptation to their environment, thereby positively influencing their physical and mental health.

11.7 ANSWERS TO SELF-CHECK EXERCISE 1 & 2

Self-Check Exercise -1

1. b) Active listening and empathy
2. b) Social service and responsibility

Self-Check Exercise -2

1. c) Increased opportunities for joint family living
2. d) Greater need for occupational information services in schools

11.8 REFERENCES/SUGGESTED READINGS

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11.9 TERMINAL QUESTIONS

Dear learners, please check your progress by attempting the following questions:

1. Define personal guidance. How does personal guidance differ from educational and vocational guidance?
2. Why is personal guidance considered essential at the college and university stage?

UNIT-12

ORGANISATION OF GUIDANCE SERVICES AT ELEMENTARY AND SECONDARY SCHOOL LEVEL

Structure

- 12.1 Introduction
- 12.2 Learning Objectives
- 12.3 Organization of Guidance Services at Elementary School Level.
Self-Check Exercise-1
- 12.4 Organization of Guidance Services at Secondary School Level
Self-Check Exercise-2
- 12.5 Summary
- 12.6 Glossary
- 12.7 Answers to Self-Check Exercise
- 12.8 References/Suggested Readings
- 12.9 Terminal Questions

12.1 INTRODUCTION

Dear Learner,

A guidance scheme cannot be launched on the same pattern in a small school as in a large school. Some fundamental principles to work as basis are 5 P's i.e. (a) Personnel, (b) Programme Planning, (c) Proper Budgeting, (d) Physical i.e. Physical Facilities, (e) Public Support. It includes the support of parents, public leaders and governing bodies. Guidance worker must be properly qualified and trained provided that his knowledge is kept fresh and up-to-date. It is better to form a committee of the Principal as President, Counselor as Secretary and all teachers as members, so as to plan it on firm footings. However, special care needs to be taken that funds

provided for guidance services must not be diverted to other channels, needs proper privacy and a place to keep the record of the students like a cumulative record, so that it is accessible to the teachers, but not to the students. An occupational information room will be the dire necessity. All local public and private organisations need to be involved in it.

There are some people whose interest and participation in guidance services in the school setting are very important. These people's participation helps determine the success or failure of the guidance programme in the school. The guidance programme will only be useful if the key persons play their roles individually and collectively for the success of the guidance programme. In this unit, you will be reading about some of the responsibilities of these key persons. The key persons include the principal or Head and teachers of the school.

12.2 LEARNING OBJECTIVES

After studying this unit, you should be able to:

- Organize the Guidance Service programmes at Elementary School Level.
- Organize the Guidance Service programmes at Secondary School Level
- Understand the Role and guidance functions of the Head/School-Principals in Guidance Programme.
- Understand the Role of the Teacher in Guidance Programme

12.3 ORGANIZATION OF GUIDANCE SERVICES AT ELEMENTARY SCHOOL LEVEL

Elementary education is a crucial phase in a child's academic journey. At this stage, students are highly impressionable, but their immaturity makes it challenging to provide structured guidance. While formal guidance may not be extensively required, it is essential to identify and nurture a child's talents and interests early on. Recognizing and encouraging these qualities helps them develop their innate abilities, which can be further refined in later stages of schooling. Teachers play a key role in maintaining records of students' strengths, helping them enhance their natural aptitudes, and providing support if they struggle to adjust to the school environment. Maintaining procedural and cumulative records of students helps in tracking their progress and allows for informed intervention when necessary. Therefore, elementary school teachers should receive basic training in guidance programs to effectively support students and collaborate with specialists when needed. Establishing a solid foundation for guidance programs at the elementary level ensures continuity in higher education.

Two Approaches: Preventive and Developmental

(i) Preventive Approach to Guidance

Elementary teachers are responsible for implementing preventive and protective measures, which include classroom guidance, group counseling, and consultation.

Teachers must foster a supportive environment by incorporating counseling activities, coordinated programs, and curriculum development into the school framework. A crucial part of this approach involves closely observing students and ensuring they adjust well to their classroom, peers, and learning materials.

Maintaining a cumulative record is an essential part of this approach. Information should be gathered from students, parents, and fellow teachers. If a teacher identifies behavioral concerns in a student, they should work with the parents to address the issue collaboratively. Both home and school play an important role in ensuring the child's proper growth and development. If necessary, specialists such as doctors or counselors may be consulted to provide additional support. Teachers at the primary level can hold sessions with students facing difficulties, assess the root causes, and devise solutions to improve their adjustment. If required, the teacher can discuss the matter with a school counselor to seek expert assistance.

(ii) Developmental Approach to Guidance

The developmental approach focuses on enhancing children's socialization skills and self-awareness. This includes conducting classroom guidance sessions and group activities that help students develop a positive self-concept. In the U.S., Myrick's developmental approach to guidance emphasizes structured teamwork and interactive classroom discussions. The program includes large group meetings as well as small group sessions, aimed at fostering critical life skills such as:

- Understanding oneself.
- Decision-making and problem-solving.
- Developing healthy relationships with peers and teachers.
- Learning how to make friends and interact positively.

To achieve these objectives, counselors, teachers, administrators, and parents must work together. Counselors should engage parents in discussions, offering new strategies to address common concerns and promoting cooperative problem-solving. By identifying students who require additional support, the guidance program can provide individualized assistance to help them overcome challenges.

Effective guidance services rely on needs assessment, which is conducted with input from teachers, the community, and students. This evaluation primarily focuses on four key areas:

1. **School environment**
2. **Family relationships**
3. **Social interactions**
4. **Self-awareness and personal development**

Young children respond best to interactive counseling techniques, which require active participation. Strategies such as play therapy and bibliotherapy help counselors build rapport with students and facilitate self-discovery. Play therapy, a specialized technique requiring professional training, is a widely recognized method for working with young children.

To enhance self-esteem, counselors should focus on helping students improve in critical areas such as:

- **Academic performance**
- **Self-perception and confidence**
- **Communication and coping skills**
- **Emotional regulation and self-control**

An effective way to build self-esteem is through creative expression. For instance, children can be encouraged to draw portraits of people they love, then imagine seeing themselves through those individuals' eyes. This exercise helps students recognize their own value, boost self-confidence, and develop a positive outlook on life.

It is essential to make Elementary Teacher Training (ETT) programs more guidance-focused by incorporating both theoretical knowledge and practical training in counseling techniques. In the short term, a trained counselor can be assigned to a cluster of schools to oversee guidance programs. Establishing structured guidance services at the elementary level will create a strong foundation for expanding these programs at the secondary level, ensuring continuous support for students throughout their educational journey.

Self-Check Exercise-1

1. Write two approaches of guidance.
2. Play therapy is away of working with children that requires skill based training.

12.4 ORGANIZATION OF GUIDANCE SERVICES AT SECONDARY SCHOOL LEVEL

To ensure that guidance services are effectively implemented at the secondary school level, it is essential for all staff members to recognize that guidance is a collaborative effort. The success of such a program depends on the active participation of the entire school faculty.

The first step in organizing guidance services is to educate school administrators about its importance. Senior officials must be provided with comprehensive knowledge regarding guidance services, their implementation in developed countries, their role in human resource development, their impact on overall progress, and the financial investments made by other nations in this field.

Organization of Faculty

(i) Faculty Guidance Committees

The first step in setting up a guidance service in a school is to form a permanent faculty committee led by the Headmaster as President and the Cumulative as Secretary. Teachers who have received special training in guidance services should be included as committee members. This committee is responsible for:

- Establishing policies and setting targets for the guidance program.
- Informing staff, parents, and students about the benefits of guidance services.
- Seeking expert advice to enhance the effectiveness of the program.
- Evaluating the program periodically and making necessary improvements.

(ii) Headmaster of the School

The Headmaster plays a key role in ensuring the success of guidance services. He must have a clear understanding of the purpose of guidance and how it aligns with the school's educational philosophy. His responsibilities include:

- Conducting guidance committee meetings and maintaining proper records.
 - Introducing cumulative records and training class teachers on how to document student information systematically.
 - Serving as a Public Relations Officer by maintaining strong connections with students, teachers, social workers, employment officers, district officials, and college principals.
- By fulfilling these duties, the Headmaster strengthens his leadership role in the guidance program and fosters a supportive school environment.

(iii) Counselor and Career Master

A trained counselor is an integral part of the guidance program. Ideally, this role should be filled by a teacher who has completed at least one year of specialized training in guidance services. The counselor is responsible for:

- Managing cumulative records and organizing student information.
- Conducting psychological assessments and analyzing the results.
- Carrying out research to improve the guidance program.

The Career Master is also involved in guidance services, but their role is limited compared to that of a fully trained counselor. When guidance services are first introduced in a school, a Career Master is typically appointed before a full-time counselor is brought in.

(iv) Teachers

In high school settings, the role of teachers in guidance services focuses on four main areas:

1. Providing students with relevant educational and career information to support their decision-making.
2. Delivering classroom lessons that promote personal development and social skills.
3. Helping students assess their strengths and personal characteristics.
4. Offering remedial support for students who need additional guidance.

Even if formal guidance services are not established in a school, teachers still contribute to student support in various ways. As the saying goes, "All guidance is education, but not all education is guidance." Teachers serve as mentors, guides,

and leaders, offering career-related insights while teaching their subjects. To be effective, teachers must be aware of various factors that influence student success, including intelligence levels, social skills, health conditions, and economic challenges.

Additionally, teachers should integrate career-related discussions into their subject lessons whenever appropriate. They should also collaborate with the Cumulative Officer to ensure that student records are accurately maintained and utilized effectively.

(v) School Psychologist

Since school counselors handle multiple responsibilities, it is beneficial to appoint a psychologist in individual schools or groups of schools. The psychologist's role includes:

- Conducting psychological assessments for students.
- Interpreting test results and providing recommendations.
- Supporting counselors in addressing student concerns.

Given the technical expertise required, only qualified psychologists should be appointed for this position. Their contributions significantly enhance the effectiveness of student guidance programs.

(vi) Health Department of the School

Every large school should ideally have a full-time medical team, including a doctor, dentist, psycholinguist, and nurse. However, until such resources become available, the government must ensure that doctors from nearby hospitals visit schools regularly to provide necessary medical assistance.

(vii) Librarian

The school librarian plays an important role in guidance services by:

- Collecting books, journals, and pamphlets related to career guidance and student counseling.
- Assisting students in accessing relevant resources.

The librarian helps students gain occupational knowledge by directing them to informative literature on various career options.

(viii) Cooperation of Parents

Parents play a crucial role in the guidance process. However, in many cases, they may need to be educated about the importance of allowing children to make their own choices. To facilitate effective collaboration, a checklist should be prepared, covering aspects such as:

- Parental expectations for their children.

- Number of siblings and family relationships.
- Availability of educational resources at home.

Parents should be encouraged to share their concerns openly and should be approached with understanding and sensitivity to ensure productive discussions.

(ix) Cooperation of Other Organizations

For guidance services to be successfully implemented, support from external organizations is essential. Schools should collaborate with:

- Guidance clinics
- Employment exchanges
- Parent-teacher associations
- Industrial organizations
- Religious and labor groups

(x) Student Welfare Services

Organizations such as Lions Club, Rotary Club, and Parent-Teacher Associations offer valuable support by providing:

- Medical assistance
- Financial aid
- Career development programs

These organizations can significantly contribute to addressing student needs and enhancing guidance services.

(xi) Accommodations

Every school should establish a Guidance Corner equipped with comprehensive career and educational resources, including:

- Information on job opportunities.
- Details on skill shortages and in-demand careers.
- Guidelines on scholarships, educational loans, and professional training programs.

Additionally, cumulative records must be well-maintained and easily accessible, as they serve as a long-term resource for tracking student progress. These records should document:

- Academic achievements
- Co-curricular accomplishments
- Important personal developments

For guidance services to be effective, a dedicated space with necessary materials (such as filing cabinets and record-keeping tools) should be provided. A separate room must be allocated for counselors to carry out their responsibilities effectively.

Self-Check Exercise-2

1. Teachers often play a crucial role in helping students explore career options by:
 - a) Promoting a single career path for all students
 - b) Sharing their own career experiences exclusively
 - c) Providing information, resources, and guidance on different career choices
 - d) Assigning students to random career choices
2. The head's involvement in the guidance program is crucial for:
 - a) Isolating students from guidance services
 - b) Focusing only on academic achievement without considering personal development
 - c) Creating a supportive and inclusive school environment
 - d) Ignoring the concerns and needs of parents

12.5 SUMMARY

The age of elementary class students is the most impressive period during the schooling of the child. However, at this period of time the child is so immature that any type of systematic guidance is difficult to be provided to him. Even when it is a fact that much of the guidance need not be provided to the students at this stage it is also a bare fact that the qualities of the students can best be located when he is studying at this level of schooling and encouraged to be further developed so that his original interest crystallises at latest stage. A guidance scheme cannot be launched on the same pattern in a small school as in a large school. When the guidance services are to be cumulative in secondary schools, it becomes essential that all the members of the staff properly understand that it is team work and it can only be organized if all of them actively participate in it.

12.6 GLOSSARY

Developmental: relating to the process of growing or changing into a more advanced, larger, or stronger form.

12.7 ANSWERS TO SELF-CHECK EXERCISE 1 & 2

Self-Check Exercise-1

1. Preventive approach and Developmental approach
2. Specialized

Self-Check Exercise-2

1. c) Providing information, resources, and guidance on different career choices
2. c)) Creating a supportive and inclusive school environment

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- Strang Rath (1960): "Educational Guidance: Its Principles and Practices", Mc Millan Company, New York.

12.9 TERMINAL QUESTIONS

Dear learners, please check you progress by attempting the following questions:

1. How we can Organize Guidance Services at Elementary School Level. Discuss.
2. How we can Organize Guidance Services at Secondary School Level. Discuss.

UNIT-13

ROLE OF THE HEAD AND TEACHER IN GUIDANCE PROGRAMME

Structure

- 13.1 Introduction
- 13.3 Role of the Head in Guidance Programme
Self-Check Exercise-1
- 13.4 Role of the Teacher in Guidance Programme
Self-Check Exercise-2
- 13.5 Summary
- 13.6 Glossary
- 13.7 Answers to Self-Check Exercise
- 13.8 References/Suggested Readings
- 13.9 Terminal Questions

13.1 INTRODUCTION

Dear Learner,

The success of a guidance program in a school largely depends on the active involvement of certain individuals. Their interest and participation play a crucial role in determining whether the program thrives or fails. For the guidance program to be effective, these key individuals must fulfil their responsibilities both individually and as a team. In this unit, you will learn about the specific roles and responsibilities of these important figures, including the Principal (or Head) and teachers, who contribute significantly to the program's success.

13.2 LEARNING OBJECTIVES

After reading this lesson you should be able to:

- Understand the Role and guidance functions of the Head/School-Principals in Guidance Programme.
- Understand the Role of the Teacher in Guidance Programme

13.3 ROLE OF THE HEAD IN GUIDANCE PROGRAMME

As these things exist in India, no programme of any type can be successfully introduced in any school, without the help of the Principal/Head of the school and guidance in no way can be an exception to the Principal. It is more so because the guidance programme is a joint venture of the school and it can be successful only if all the staff of the school actively participate in it, which will be possible only when the programme is stimulated with the active participation of the Head of the institution.

One of the reasons for the poor establishment of guidance services in India, is the lack of interest of Principals towards it. There might be many reasons for this, i.e. fixed teaching schedule, old knowledge, lack of the knowledge of guidance, lesser faith in guidance etc. It has been hypothesized that the tendency at the end of the heads of Schools is to give less importance to the guidance work and use even the staff meant for it for other school activities.

To make it a success he is to perform three types of duties:

- (a) Ethical Role:** He must recognize the positive role of guidance services and plan a time bound programme to achieve it. He should realise that the guidance movement is the future of education. In this age of globalization, liberalization and modernisation. Our students will be able to become efficient workers so as to face the competition at international level, only if things are well versed in their studies and also groomed systematically with the tools of guidance.
- (b) Administrative Role:** He is to get the approval to establish a guidance unit, to get a counselor appointed, to provide him with requisite facilities and material, to form committee on guidance and to involve all the teachers in it and to allot proper duties to all persons, to keep parents informed about the guidance services, to provide teachers the facilities to enable them to efficiency organize the guidance work and to maintain good working relation with other agencies i.e. psychiatric, therapist, doctor, employment exchange etc.
- (c) Committee Role:** Principal is the captain of the team of guidance workers which comprises the teacher, the counselor, the subject expert, the psychologist etc. It is for him to see that all the players play their role well. He is helped by the counselor to do so as he is the Chairman of the committee. With the active guidance programme, the

evaluation process is followed by adequate follow up and improvement which is a continuous process. The maximum role of the principal is to be the captain of the team and to help every individual to play its role best. This can best be recognised by the staff that lesser cooperation in the guidance programme will earn the bad values and will in no way be appreciated by him, will make everybody put in his best into it. This will improve upon the total functioning of the school guidance programme which will play a major role in making this programme a success.

Guidance Functions of School-Principals are:

The school principal serves as the chief executive within the secondary school system and is responsible for leading all school-based programs, including school guidance. Below are some of the key responsibilities of the principal in ensuring an effective guidance program:

- Recognizing and valuing the importance of a comprehensive guidance program that benefits all students.
- Making budgetary provisions and planning physical infrastructure to facilitate the smooth operation of the school guidance services.
- Ensuring the availability of essential resources, including facilities, equipment, materials, and administrative support for effective guidance services.
- Collaborating with school staff to direct and coordinate the guidance program efficiently.
- Establishing a school guidance committee in consultation with the school counselor and other staff members.
- Engaging with staff members to ensure clear communication and consensus regarding the organizational structure, roles, and responsibilities within the guidance program.
- Planning and promoting in-service training programs for school counselors to enhance their professional skills.
- Organizing and utilizing community-based resources to strengthen and improve the school guidance program.

The most important guidance role of the school principal is perhaps to ensure that the whole school climate becomes a growth-promoting environment where pupils and teachers are free to be themselves even while still in teaching-learning contexts.

Self-Check Exercise-1

1. Three types of duties of a Head in a guidance programme are..... and.....
2. In a guidance program, the head's leadership is essential for:
 - a) Personal counseling of students
 - b) Organizing extracurricular activities
 - c) Ensuring that guidance services align with the school's mission and goals
 - d) Managing the school's finances

13.4 ROLE OF THE TEACHER IN GUIDANCE PROGRAMME

The guidance functions of school teachers are:

- Understand and apply fundamental principles of human behavior in their interactions with students.
- Develop the ability to observe and assess student behavior, ensuring that incidents are interpreted accurately and within the proper context.
- Help students gain insight into themselves and their surroundings, enabling them to set realistic goals aligned with their strengths and abilities.
- Emphasize self-awareness, independent thinking, personal potential, and accountability in students' actions.
- Advocate for the implementation of a structured guidance program by communicating its necessity to the school principal.
- Work with the principal to assess the effectiveness of existing guidance services and identify the skills that staff members can contribute to the program.
- Actively participate in the design and development of the guidance program.
- Recognize the importance of specialized guidance personnel and understand the collaborative relationship between counselors and classroom teachers.
- Contribute to maintaining students' cumulative records and use this information responsibly for student support.
- Design learning materials that can be used at home and in the classroom to support student growth.
- Integrate career, educational, and personal-social guidance into their subject areas.
- Continuously review and adapt the curriculum to better address students' evolving needs.
- Take a holistic approach to student development, focusing not only on academic achievement but also on personal and social growth.
- Participate in case conferences to discuss student progress and challenges.
- Offer assistance to students within their capacity and refer those needing specialized support to the appropriate personnel.
- Seek professional development opportunities to enhance their guidance skills and acquire new competencies for better student support.

Ultimately, teachers must recognize that teaching and learning are inherently therapeutic processes. To be truly effective, classroom instruction should be engaging, interactive, and student-centered, with a personalized approach that promotes both academic and personal development. This underscores the importance of guidance-oriented teaching, where teachers integrate mentorship and support into their instructional strategies.

Self-Check Exercise-2

1. Teachers often play a crucial role in helping students explore career options by:
 - a) Promoting a single career path for all students
 - b) Sharing their own career experiences exclusively

- c) Providing information, resources, and guidance on different career choices
 - d) Assigning students to random career choices
2. Every teacher needs to have ato his/her teaching-learning activities.

13.5 SUMMARY

There are some people whose interest and participation in guidance services in the school setting are very important. These people's participation helps determine the success or failure of the guidance programme in the school. The guidance programme will only be useful if the key persons play their roles individually and collectively for the success of the guidance programme. In this unit, we have discussed some of the responsibilities of these key persons. The key persons include the principal or Head and teachers of the school.

13.6 GLOSSARY

Ethical: describes a person or behavior as right in the moral sense - truthful, fair, and honest.

Hypothesised: an idea or explanation for something that is based on known facts but has not yet been proved.

13.7 ANSWERS TO SELF-CHECK EXERCISE 1 & 2.

Self-Check Exercise-1

1. Ethical, Administrative and Committee
2. c) Ensuring that guidance services align with the school's mission and goals

Self-Check Exercise-2

1. c) Providing information, resources, and guidance on different career choices
2. guidance orientation

13.8 REFERENCES/SUGGESTED READINGS

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13.9 TERMINAL QUESTIONS

Dear learners, please check you progress by attempting the following questions:

- Q.1 Role of the Head and the teachers is very important in the Guidance Programme. Explain.
- Q.2 Discuss the role of a teacher in a guidance programme.

UNIT-14

PROBLEMS AND NEEDS OF CHILDREN WITH SPECIAL NEEDS (CWSN)-I

Structure

- 14.1 Introduction
- 14.2 Learning Objectives
- 14.3 Definition of CWSN
- 14.4 Problems and Needs of Children with Visual Impairment
Self-Check Exercise-1
- 14.5 Problems and Needs of Children with Hearing Impairment
Self-Check Exercise-2
- 14.6 Problems and Needs of Children with Mental Retardation
Self-Check Exercise-3
- 14.10 Summary
- 14.11 Glossary
- 14.12 Answers to self-check Exercise
- 14.13 References/Suggested Readings
- 14.14 Terminal Questions

14.1 INTRODUCTION

Dear Learner,

Children with special needs require tailored support and accommodations to thrive in educational and social settings. These diverse needs encompass various conditions such as visual impairment, hearing impairment, mental retardation, and more. Each condition presents unique challenges that impact the child's learning, communication, and overall development. Understanding the specific problems and needs of children with different special needs categories is essential for designing effective interventions and providing appropriate support systems. From addressing challenges related to mobility, communication, and academic achievement to ensuring access to assistive devices and specialized instruction, meeting the needs of these children requires a comprehensive and individualized approach. In this overview, we delve into the distinct problems and needs of children with visual impairment, hearing impairment, and mental retardation, shedding light on the multifaceted aspects of supporting their holistic development.

14.2 LEARNING OBJECTIVES

After studying this unit you will be able to:

- Understand the problems and needs of children with special needs.
- Understand the problems and needs of children with visual impairment.
- Understand the problems and needs of children with hearing impairment.
- Understand the problems and needs of children with mental retardation.

14.3 DEFINITION OF CWSN

Children who require special care, unique teaching methods, and assistive tools due to physical, intellectual, or sensory challenges are known as Children with Special Needs (CWSN). These children may experience visual or hearing impairments, intellectual disabilities, learning difficulties, autism, or mobility-related disabilities.

1. Visual Impairment

Vision loss can be caused by genetic conditions, injuries, eye diseases, brain trauma, or illnesses like diabetes and multiple sclerosis. A person is classified as legally blind if their corrected vision is 20/200 or worse, meaning they can only see at 20 feet what others see at 200 feet, or if their side vision is restricted to 20 degrees or less. A person is considered visually impaired if their corrected vision is 20/70 or worse. Despite being legally blind, 80-90% of individuals retain some level of vision or light perception.

2. Hearing Impairment

The human ear detects sounds ranging from 20 to 20,000 Hz, including speech and music. A hearing impairment occurs when a person is unable to fully perceive sounds. If the loss is mild, the person may struggle to hear faint or distant speech. Those with moderate hearing loss often rely on hearing aids to enhance sound perception.

3. Mental Retardation

Mental retardation is a developmental condition that becomes evident before the age of 18. It is characterized by significantly below-average intellectual abilities, as measured by IQ tests, and limitations in daily living skills. This condition is identified when an individual's IQ falls below 70-75.

4. Locomotor Disability

Locomotor disability refers to restricted movement of body parts, often caused by injuries, diseases, deformities in bones or muscles, or damage to the brain, spinal cord, or nerves. It includes conditions affecting the bones, joints, or muscles, significantly limiting movement. Cerebral palsy is also categorized under locomotor disabilities.

5. Learning Disability

A learning disability is a neurological condition that affects how the brain processes information. Children with learning disabilities have normal or above-average

intelligence, but they may struggle with reading, writing, spelling, reasoning, remembering, or organizing information if taught using conventional methods.

6. Autism Spectrum Disorder (ASD) or Autism

Autism is a neurodevelopmental disorder that affects communication, social interaction, and behavior. Individuals with autism may struggle with understanding social cues, adapting to changes, and processing information. Common characteristics of autism include:

- Avoiding social interactions
- Appearing unresponsive to sounds (acting as if deaf)
- Resisting learning and routine changes
- Preferring gestures over speech
- Displaying unusual physical movements
- Avoiding eye contact
- Developing strong attachments to objects
- Being overly fascinated by spinning objects
- Exhibiting inappropriate laughter or giggling

People with autism may exhibit some or all of these traits, and symptoms can vary in severity.

Self-Check Exercise-1

1. Hearing impairment that prevents a person from totally receiving sounds through the ear is assessed using simple tones in the range of _____.
2. Mental retardation is defined as an IQ score below _____.
3. One characteristic of autism is showing inappropriate attachment to _____.

14.4 PROBLEMS AND NEEDS OF CHILDREN WITH VISUAL IMPAIRMENT

Vision impairments can arise from multiple factors, including genetic conditions, injuries, eye diseases, brain trauma, or other health conditions like diabetes and multiple sclerosis. A person is classified as legally blind if their corrected vision does not exceed 20/200, meaning they can only see at twenty feet what others can see from two hundred feet. Additionally, if their peripheral vision is restricted to a field of no more than 20 degrees in diameter or 10 degrees in radius, they also fall under the category of legal blindness. Individuals are considered visually impaired when their corrected vision is limited to 20/70.

A significant percentage—between 80 to 90 percent—of legally blind individuals still have some level of vision or light perception. Some legally blind students retain a

substantial amount of sight, allowing them to read with specialized glasses, and in certain cases, even drive. Interestingly, some legally blind individuals may have perfect central vision at 20/20 but suffer from severely restricted peripheral vision, making their sight comparable to looking through a narrow tube or straw. These individuals often rely on guide dogs or canes for mobility. However, those with central vision loss but functional peripheral vision may not require such aids, as they can recognize large objects but struggle with tasks like reading fine print or threading a needle. The term "blindness" should be specifically used for individuals with complete loss of sight, while "visually impaired" is a more appropriate term for those experiencing varying degrees of vision challenges.

Problems of Children with Visual Impairment

Some of the major problems of children with visual impairment are given below:

- **Orientation and Mobility:** Due to loss of vision these children have problems in movement from one place to other.
- **Daily Living Activities:** These children face many problems in their daily living activities e.g problem in identification of toothpaste and shaving cream.
- **Reading:** Unable to read print material and regular books which are available for students without special needs.
- **Writing:** These children cannot write as sighted children write.
- **Note Taking:** These children cannot note from the blackboard
- **Concept Development:** Since these children understand the things from parts to whole through touch hence they delay in concept development
- **Abstract Concept:** These children face problems understanding abstract things like colour, very long, very small etc.
- **Verbalism:** These children without understanding the exact meaning of word use in their daily life, this is called verbalism. For example color, they do not understand what is blue but use the sentence that sky is blue.
- **Mannerism:** Behaviour which is not acceptable in society called Mannerism. These children do the mannerism e.g move finger in front of eye.

Needs of Children with Visual Impairment

Some of the major needs of children with visual impairment are given below:

- **Proper Light in Classroom:** These children need proper light in the classroom so that they can see things clearly.
- **Seating Arrangement:** Children with low vision need seating arrangement near the blackboard so that they can write down the notes from the blackboard.
- **Writing and Reading Devices:** These children need writing and reading devices e.g. Braille slate and styles, talking books, tape recorders/MP3 player etc.

- **Mobility Devices:** To move independently in the environment these children need mobility devices like Long cane, Smart cane etc.
- **Large Print Book:** Children with low vision need Large Print Book so that they can study as per sighted children.
- **Tactile Materials:** These children need Teaching Learning Materials in tactile format so that they can understand the concept clearly.
- **Sensory Training:** Since these children have lost one sense i.e. eye hence they need training to remaining senses so that they are able to understand things with less limitation.

Self-Check Exercise-2

1. A person is considered legally blind if his or her corrected vision is no better than:
 - a) 20/200
 - b) 20/20
 - c) 20/300
 - d) 20/100
2. Children with visual impairmentto read print material and regular books.

14.5 PROBLEMS AND NEEDS OF CHILDREN WITH HEARING IMPAIRMENT

Hearing plays a vital role in providing a sense of security and engagement in daily life. It is essential for the development of speech and language, as well as for monitoring one's own speech. The human ear is a delicate and complex organ designed to perform various functions, such as detecting soft sounds across a wide frequency range, tolerating loud noises, distinguishing between different pitches and volumes, determining the direction of sound, and filtering specific sounds from background noise. The ear is capable of perceiving simple tones ranging from 20 to 20,000 Hz, along with complex auditory signals like speech and music, both of which are used to assess hearing loss.

Hearing impairment refers to a condition where an individual is unable to fully perceive sounds. If the impairment is mild, the person may struggle to hear faint or distant speech. In such cases, the use of a hearing aid can help amplify sounds.

Problems of Children with Hearing Impairment

Children with hearing impairments face several challenges, including difficulties in vocabulary, sentence formation, speech, academics, and social interactions.

Problems Related to Vocabulary:

- Children with hearing impairments develop vocabulary at a slower rate.

- They find it easier to learn concrete words such as "cat," "jump," or "red" than abstract concepts like "before," "equal to," or "jealous." Functional words such as "the," "an," and "are" also pose challenges.
- Without intervention, the gap in vocabulary between children with hearing impairments and their peers with normal hearing continues to widen with age.
- They struggle to understand words with multiple meanings. For instance, the word "bank" may refer to a financial institution or the edge of a river.

Problems Related to Sentence Structure:

- Children with hearing impairments tend to use shorter and simpler sentences compared to their peers with normal hearing.
- They face difficulties in understanding and constructing complex sentences, such as those with relative clauses (e.g., "The teacher whom I have for math was sick today") or passive voice (e.g., "The ball was thrown by Ria").
- They often miss out on word endings like "-s" or "-ed," leading to errors in verb tense, plurals, subject-verb agreement, and possessives.

Problems Related to Speaking:

- Since they cannot hear certain soft speech sounds like "s," "sh," "t," "l," and "k," they may omit these sounds in their speech, making their pronunciation unclear.
- They may not hear their own voice while speaking, causing them to speak too loudly or too softly. Their speech may also be characterized by an unusually high pitch, mumbling, or irregular stress and intonation.

Problems Related to Academic Achievement:

- Children with hearing impairments struggle with various academic subjects, particularly reading and mathematical concepts.
- Those with mild to moderate hearing loss often perform one to four grade levels below their peers unless they receive appropriate support.
- Students with severe to profound hearing loss typically do not progress beyond the third- or fourth-grade level unless they receive early and effective educational intervention.
- As students advance in school, the academic gap between those with normal hearing and those with hearing impairments tends to widen.
- Academic success is influenced by factors such as parental involvement and the availability of timely, high-quality support services.

Problems Related to Social Functioning:

- Children with severe to profound hearing impairments often experience isolation, struggle to make friends, and feel unhappy at school, especially if they have limited interaction with peers who share similar hearing challenges.
- Interestingly, social difficulties are reported more frequently among children with mild or moderate hearing impairments than among those with severe or profound hearing loss.

Needs of Children with Hearing Impairment

To support children with hearing impairments effectively, several key needs must be met:

- **Early Hearing Detection and Intervention:** Early diagnosis and intervention are essential to address hearing impairments as soon as possible.
- **Hearing Aids:** Once diagnosed, children require hearing aids to maximize their residual hearing ability.
- **Curriculum, Instruction, and Assessment:** Adjustments in school curricula and teaching methods are necessary for children with hearing impairments. These may include specialized educational approaches and support services such as interpreters, sign language instruction, speech therapy, and note-taking assistance.
- **Language and Communication:** Ensuring access to appropriate language and communication methods is critical for students who are deaf or hard of hearing.
- **Instruction and Assessment:** Teaching strategies and evaluation methods should be tailored to meet the needs of students with hearing impairments, incorporating various educational philosophies and specialized support services.
- **Family Involvement and Support:** Parents and caregivers play a crucial role in supporting children with hearing impairments at home, in school, and within the community. Active family participation enhances learning and overall development.

By addressing these needs, children with hearing impairments can have better opportunities for academic success, effective communication, and social integration.

Self-Check Exercise-3

1. Problems related to vocabulary are a significant challenge for children with hearing impairment. What are some difficulties they face in this area?

- a) They struggle with understanding abstract words and function words.
- b) They find it easier to learn concrete words but have trouble with multiple meanings.
- c) The vocabulary gap widens with age without intervention.
- d) All of the above.

2. What is emphasized as a crucial need concerning language and communication for children with hearing impairment?

- a) Exposure to diverse languages
- b) Access to braille materials
- c) Utilization of communication modalities
- d) Mastery of written language

14.6 PROBLEMS AND NEEDS OF CHILDREN WITH MENTAL RETARDATION

Mental retardation is a developmental disability that first appears in children under the age of 18. It is defined as an intellectual functioning level (as measured by standard tests for intelligence quotient) that is well below average and significant limitations in daily living skills (adaptive functioning).

Mental retardation occurs in 2.5-3% of the general population. Mental retardation begins in childhood or adolescence before the age of 18. In most cases, it persists throughout adulthood. Diagnosis of mental retardation is made if an individual has an intellectual functioning level well below average and significant limitations in two or more adaptive skill areas. Intellectual functioning level is defined by standardized tests that measure the ability to reason in terms of mental age (intelligence quotient or IQ). Mental retardation is defined as an IQ score below 70-75. Adaptive skills are the skills needed for daily life. Such skills include the ability to produce and understand language (communication); home living skills; use of community resources; health, safety, leisure, self-care, and social skills; self-direction, functional academic skills (reading, writing, and arithmetic), and work skills.

In general, mentally retarded children reach developmental milestones such as walking and talking much later than the general population. Symptoms of mental retardation may appear at birth or later in childhood. Time of onset depends on the suspected cause of the disability. Some cases of mild mental retardation are not diagnosed before the child enters preschool. These children typically have difficulties with social, communication, and functional academic skills

Problems of Children with Mental Retardation

Developmental aspects affected by Mental Retardation are:

- **Attention:** These children lack attention.
- **Memory:** Since 10 of these children are below average hence memory of these children are very short.
- **Language ability:** Due to short memory these children also delay in language and in some cases their pronunciation is not normal.
- **Gross and fine motor coordination:** Gross and fine motor coordination also delay these children.
- **Learning and problem-solving abilities:** Since the IQ of these children are very less hence they do not acquire the problem solving abilities.
- **Social and self-care skills:** Social and self-care skills of these children are mostly affected.
- **Ability to control emotion and behavior:** The children lack ability to control emotion and behavior, and show some unusual behavior.

As the child's ability in the above aspects are significantly lower than children of comparable age, his/her adaptability in daily life would be affected, these are:

- Ability to communicate
- Self-care
- Housework
- Social skills

- Working and teaming
- Community life

Needs of Children with Mental Retardation

- **Modified Curriculum:** Educable mentally retarded children need modified curriculum so that they can understand basic things.
- **Removal of Distraction:** Since these children have problems with attention so those things should remove the classroom or house which distract him.
- **Individualized Educational Plan:** These children need Individualized Educational Plan (IEP) so that their behaviour can be improved.
- **Reinforcement:** These children need reinforcement for every task they do so that they can be motivated to learn other things.

Self-Check Exercise-4

1. What is a consequence of Mental Retardation regarding memory?
 - a) Enhanced memory capacity
 - b) Short memory span
 - c) Superior memory retention
 - d) Rapid memory recall
2. Why is the removal of distractions important for children with mental retardation?
 - a) To enhance their creativity
 - b) To improve their attention
 - c) To stimulate their senses
 - d) To encourage social interaction

14.7 SUMMARY

Children with special needs encompass a spectrum of conditions, including visual impairment, hearing impairment, mental retardation, and more. Each condition presents unique challenges and necessitates specific interventions to support the child's development. Visual impairment, for example, affects orientation, mobility, and daily activities, requiring specialized tools like Braille materials and sensory training. Similarly, children with hearing impairment face difficulties in vocabulary, sentence structure, and social functioning, necessitating early intervention, hearing aids, and tailored educational support. Mental retardation impacts various developmental aspects such as attention, memory, and social skills, calling for modified curricula, individualized educational plans, and reinforcement strategies. Understanding and addressing the problems and needs of children with special needs are crucial for promoting their holistic development and ensuring their inclusion in educational and social environments.

14.8 GLOSSARY

Autism Spectrum Disorder (ASD): A developmental disorder characterized by difficulties with social interaction, communication, and repetitive behaviors.

Early Intervention: Programs or therapies provided to very young children with developmental delays or disabilities to enhance their development.

Gross Motor Coordination: The ability to use large muscle groups to perform movements like walking or jumping.

Sensory Training: Activities designed to enhance the remaining senses of individuals who have lost one sense, such as vision or hearing.

14.9 ANSWERS TO SELF-CHECK EXERCISE 1, 2 & 3

Self-check exercise-1

1. 20 to 20,000 Hz
2. 70-75
3. objects

Self-check exercise-2

1. a) 20/200
2. Unable

Self-check exercise-3

1. d) All of the above.
2. c) utilization of communication modalities

Self-check exercise-4

1. b) Short memory span
2. b) To improve their attention

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14.11 TERMINAL QUESTIONS

Dear Learners, check your progress by attempting the following questions:

1. Discuss the various challenges faced by children with visual impairments and suggest some key needs that must be addressed to support their development.
2. What are some of the specific needs of children with hearing impairments in terms of curriculum, communication, and family involvement? Why are these aspects crucial for their overall development?
3. Describe the key problems experienced by children with mental retardation in terms of learning, problem-solving, and daily living skills. What educational and environmental modifications can help improve their adaptability and quality of life?

UNIT-15

PROBLEMS AND NEEDS OF CHILDREN WITH SPECIAL NEEDS (CWSN)-II

Structure

- 15.1 Introduction
- 15.2 Learning Objectives
- 15.3 Problems and Needs of Children with Locomotor Disability
Self-Check Exercise-1
- 15.4 Problems and Needs of Children with Learning Disability
Self-Check Exercise-2
- 15.5 Problems and Needs of Children with Autism
Self-Check Exercise-3
- 15.6 Summary
- 15.7 Glossary
- 15.8 Answers to self-check Exercise
- 15.9 References/Suggested Readings
- 15.10 Terminal Questions

15.1 INTRODUCTION

Dear Learner,

Children with locomotor disabilities face challenges in mobility due to limitations in the movement of their body parts, which may arise from various conditions such as cerebral palsy, polio, or amputation. These challenges impact their ability to navigate school and public spaces independently. To address their needs, essential architectural features like ramps and railings are necessary in

educational institutions and public areas. Additionally, providing mobility aids such as wheelchairs and tricycles, along with modified facilities like toilets and classrooms, is crucial for enhancing their accessibility and inclusion. Understanding the problems and needs of children with locomotor disabilities is vital for creating supportive environments that facilitate their participation and development.

15.2 LEARNING OBJECTIVES

After studying this unit, you should be able to:

- understand the Problems and Needs of Children with Locomotor Disability.
- understand the problems and Needs of Children with Learning Disability.
- understand the Problems and Needs of Children with Autism.

15.3 PROBLEMS AND NEEDS OF CHILDREN WITH LOCOMOTOR DISABILITY

A person with locomotor disability will have limited movement of body parts. The main causes could be injuries, diseases or disfigurements in the bones or muscles or any injuries of the brain, spinal cord or the nerves.

Locomotor disability may arise from the following conditions:

- Cerebral Palsy
- Polio
- Amputation
- Paralysis
- Congenital Deformities

Locomotor Disability means disability of the bones, joints or muscles leading to substantial restriction of the movement of the limbs or any form of cerebral palsy.

Problems of Children with Locomotor Disability

The main problem of children with locomotor disability is mobility. Due to their disability these children cannot move from one place to another without any support.

Needs of Children with Locomotor Disability

- **Ramp & Railing:** These children need ramp & railing in school and public places so that they can move freely.
- **Wheelchair/Tricycle:** For mobility these children essentially need a wheelchair or tricycle.
- **Modified Toilet:** Since these children use tricycle or wheelchair hence modified toilets in school and public places are very essential.
- **Modified Classroom:** Classroom should be modified to accommodate children with locomotor disability.

Self-Check Exercise-1

1. What architectural features are essential for children with locomotor disability in school and public places?

- a) Elevators and escalators
 - b) Stairs and ladders
 - c) Ramp and railing
 - d) Slide and swing
2. Why is a modified toilet necessary for children with locomotor disability in school and public places?
- a) To encourage independence
 - b) To promote cleanliness
 - c) To accommodate their mobility devices
 - d) to prevent overcrowding

15.4 PROBLEMS AND NEEDS OF CHILDREN WITH LEARNING DISABILITY

A learning disability is a neurological disorder. In simple terms, a learning disability results from a difference in the way a person's brain is "wired." Children with learning disabilities are as smart as or smarter than their peers, but they may have difficulty in reading, writing, spelling, reasoning, recalling and/or organizing information if left to figure things out by themselves or if taught in conventional ways.

A learning disability can't be cured or fixed, it is a lifelong issue. With the right support and intervention, however, children with learning disabilities can succeed in school and go on to successful, often distinguished careers later in life. Mainly three types of Learning disability are found in the children, these are

- **Dyslexia:** It is a language based disability and the person has difficulty in understanding words, sentences, grammar etc. Dyslexia is an impairment of the brain's ability to process and translate written images received from the eyes into meaningful language. Also specific reading disability, dyslexia is the most common specific learning disability among children.
- **Dysgraphia:** This is a writing based disability in which the person finds it difficult to form letters correctly as expected or to write in a straight line etc. This is a specific learning disability resulting from difficulty in expressing thoughts in writing mode and in any other graphic form. It is generally indicated in the form of extremely poor handwriting.
- **Dyscalculia:** This is a mathematical disability in which the person has difficulty in comprehending relationships between quantitative values, manipulating numeral values or solving arithmetic problems, and specifically means mathematical difficulty.

15.4.1 Problems of Children with Learning Disability

- **Problems related to reading:** Children with learning disabilities have problems in reading, like they add some words, substitute some words or omit some words.

- **Problems related to writing:** Children with learning disabilities find problems in writing, their handwriting is very poor.
- **Problems related to calculation:** These children have problems in calculation and do not understand the simple mathematical concept.
- **Poor memory:** Memory of these children is low as compared to other children.
- **Lack of attention:** These children lack attention.
- **Developmental delay:** Lag behind their normal development skills.
- **Thinking pattern:** Thinking patterns of these children are unusual.
- **Self-confidence:** Self-confidence of these children is generally low.

Needs of Children with Learning Disability

- **Early Intervention:** Early Intervention is very essential for these types of children so that programmes can be developed.
- **Assistive Devices:** Assistive devices are useful for these children so that they can improve their ability.
- **Motivation:** Since self-confidence of these children are generally low hence they need motivation for success in life.
- **Reinforcement:** These children need reinforcement for every task they do so that they can be motivated to learn other things.

Self-Check Exercise-2

1. What is a common problem related to reading for children with learning disabilities?
 - a) Difficulty in understanding spoken instructions
 - b) Poor handwriting
 - c) Memory loss
 - d) Word substitution and omission
2. What is essential for children with learning disabilities to receive at an early stage?
 - a) Advanced education
 - b) Early intervention
 - c) Specialized equipment
 - d) Psychological counselling

15.5 PROBLEMS AND NEEDS OF CHILDREN WITH AUTISM

Autism is a mental condition, present from early childhood, characterized by great difficulty in communicating and forming relationships with other people and in using language and abstract concepts. It is characterized by:

- Persistent deficits in social communication and social interaction across multiple contexts;

- Restricted, repetitive patterns of behavior, interests, or activities:
- Symptoms must be present in the early developmental period (typically recognized in the first two years of life), and,
- Symptoms cause clinically significant impairment in social occupational, or other important areas of current functioning.

Problems of Children with Autism

Problems of children with autism vary from one child to the next, but in general, they fall into two areas:

- Social impairment, including difficulties with social communication
- Repetitive and stereotyped behaviors

Social impairment

Most children with autism have trouble engaging in everyday social interactions. For example some children with autism may:

- Make little eye contact
- Tend to look and listen less to people in their environment or fail to respond to other people
- Rarely seek to share their enjoyment of toys or activities by pointing or showing things to others
- Respond unusually when others show anger, distress, or affection

Communication issues

Some children with autism may:

- Fail or be slow to respond to their name or other verbal attempts to gain their attention
- Fail or be slow to develop gestures, such as pointing and showing things to others
- Coo and babble in the first year of life, but then stop doing so
- Develop language at a delayed pace
- Learn to communicate using pictures or their own sign language
- Speak only in single words or repeat certain phrases over and over, seeming unable to combine words into meaningful sentences
- Repeat words or phrases that they hear, a condition called echolalia
- Use words that seem odd, out of place, or have a special meaning known only to those familiar with the child's way of communicating.

Repetitive and stereotyped behaviours

Children with autism often have repetitive motions or unusual behaviors. These behaviors may be extreme and very noticeable, or they can be mild and discreet. For example, some children may repeatedly flap their arms or walk in specific patterns, while others may subtly move their fingers by their eyes in what looks to be a gesture. These repetitive actions are sometimes called "stereotypy" or "stereotyped behaviors."

A slight change in a specific routine can be extremely upsetting. Some children may even have emotional outbursts, especially when feeling angry or frustrated or when placed in a new or stimulating environment.

No two children express exactly the same types and severity of symptoms. In fact, many typically developing children occasionally display some of the behaviors common to children with autism. However, if you notice your child has several autism-related symptoms, have your child screened and evaluated by a health professional experienced with autism.

Needs of Children with Autism

Early intervention: These include:

- Starting as soon as a child has been diagnosed with autism
- Providing focused and challenging learning activities at the proper developmental level for the child for at least 25 hours per week and 12 months per year
- Having small classes to allow each child to have one-on-one time with the therapist or teacher and small group learning activities
- Having special training for parents and family
- Encouraging activities that include typically developing children, as long as such activities help meet a specific learning goal
- Measuring and recording each child's progress and adjusting the intervention program as needed
- Providing a high degree of structure routine and visual cues, such as posted activity schedules and clearly defined boundaries, to reduce distractions
- Guiding the child in adapting learned skills to new situations and settings and maintaining learned skills
- Using a curriculum that focuses on
 - Language and communication
 - Social skills, such as joint attention (looking at other people to draw attention to something interesting and share in experiencing it)
 - Self- help and daily living skills, such as dressing and grooming
 - Research-based methods to reduce challenging behaviors, such as aggression and tantrums
 - Cognitive skills such as pretend play or seeing someone else's point of view
 - Typical school-readiness skills, such as letter recognition and counting.
- **Verbal Behavior-** focuses on teaching language using a sequenced curriculum that guides children from simple verbal behaviors (echoing)

to more functional communication skills through techniques such as errorless teaching and prompting

- **Pivotal Response Training-** aims at identifying pivotal skills, such as initiation and self-management that affect a broad range of behavioral responses. This intervention incorporates parent and family education aimed at providing skills that enable the child to function in inclusive settings.

Self-Check Exercise-3

1. What are the two main areas of problems experienced by children with autism?
 - a) Emotional instability and cognitive impairment
 - b) Social impairment and communication issues
 - c) Physical disabilities and sensory sensitivities
 - d) Learning difficulties and behavioral problems
2. Why are small classes preferred for children with autism?
 - a) To reduce the need for specialized instruction
 - b) To increase distractions
 - c) To allow each child to have one-on-one time with the therapist or teacher
 - d) To minimize social interaction

15.6 SUMMARY

Children with locomotor disabilities face challenges in mobility due to limitations in the movement of their body parts, stemming from various conditions such as cerebral palsy, polio, or amputation. Their primary problem lies in mobility, necessitating architectural modifications like ramps and railings in schools and public places, along with access to wheelchairs and modified facilities. In contrast, children with learning disabilities encounter issues related to reading, writing, calculation, memory, attention, and self-confidence. Early intervention, assistive devices, motivation, and reinforcement are essential for their development. Children with autism experience social impairments and repetitive behaviors, requiring early intervention programs tailored to their needs, including structured learning activities, specialized training for parents, and research-based methods to address challenging behaviors and promote skill development.

15.7 GLOSSARY

Amputation: The surgical removal of a limb or part of a limb.

Congenital Deformities: Physical abnormalities present at birth, often affecting the structure or function of limbs.

Repetitive Behaviors: Patterns of behavior characterized by repetition and stereotypy often seen in children with autism.

Visual Cues: Visual aids or prompts used to support understanding and communication for children with autism.

15.8 ANSWERS TO SELF-CHECK EXERCISE 1,2 & 3

Self-check exercise-1

1. c) Ramp and railing
2. c) To accommodate their mobility devices

Self-check exercise-2

1. d) Word substitution and omission
2. b) Early intervention

Self-check exercise-3

1. b) Social impairment and communication issues
2. c) To allow each child to have one-on-one time with the therapist or teacher

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15.10 TERMINAL QUESTIONS

Dear Learners, check your progress by attempting the following questions:

1. Explain the types of locomotor disabilities and the common mobility issues faced by children.
2. Define learning disabilities and the different types such as dyslexia, dysgraphia, and dyscalculia.
3. Examine the role of specialized curricula and structured environments in supporting the educational needs of children with autism.

UNIT-16

GUIDANCE OF THE GIFTED AND CREATIVE STUDENTS

Structure

- 16.1 Introduction
- 16.2 Learning Objectives
- 16.3 Gifted, Talented and Creative Children, Suggestions for Finding and Nurturing Potential Giftedness
Self-Check Exercise-1
- 16.4 Issues in Identification and Assessment of Gifted, Creative and Talented
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16.1 INTRODUCTION

Dear Learner,

Children and youth with exceptional talents, whether intellectually gifted, creatively talented, or possessing unique leadership abilities, often require specialized attention and support beyond what traditional schooling offers. Recognizing their potential for remarkable achievements in intellectual, creative, and academic realms is essential for nurturing their growth and development. However, identifying and nurturing giftedness can present challenges, particularly in ensuring inclusivity and overcoming biases in assessment. This overview delves into the characteristics of intellectually gifted, creatively talented, and hidden gifted individuals, along with strategies for identification, assessment, and classroom accommodations. Additionally, it provides practical tips for educators and parents in fostering the holistic development of gifted children, emphasizing the importance of appreciating their individuality and nurturing their thirst for knowledge and exploration.

16.2 LEARNING OBJECTIVES

After studying this unit, you will be able to:

- explain the concept of gifted, talented and creative children.
- enumerate suggestions for finding and nurturing potential giftedness
- understand issues in identification and assessment of gifted, creative, and talented

16.3 GIFTED, TALENTED AND CREATIVE CHILDREN, SUGGESTIONS FOR FINDING AND NURTURING POTENTIAL GIFTEDNESS

Children and youth with outstanding talent perform or show the potential for performing at remarkably high levels of accomplishment when compared with others their age, experience, or environment. These children and youth exhibit high performance capability in intellectual, creative, and/or artistic areas, possess an unusual leadership capacity, or excel in specific academic fields. They require services or activities not ordinarily provided in the schools. Outstanding talents are present in children and youth from all cultural groups, across all economic strata, and in all areas of human endeavour.

Intellectually Gifted

Intellectually gifted students are those who have scored very high on standardized tests and usually excel in school. They are frequently very highly skilled verbally and have outstanding memories and literacy abilities-especially in reading and writing- compared with their typical age peers. They also tend to have outstanding critical thinking and problem-solving abilities and insatiable curiosities. Intellectually gifted youth acquire, retain, and manipulate large amounts of information and appear to learn in intuitive leaps.

Creative and Talented

The definitions of creative and talented are widely varied, but consensus usually converges on the identification of individuals with exceptional talents in particular areas. Creatively gifted and talented youth often excel in the visual or performing arts. These students typically show outstanding abilities at young ages in particular areas. Davis (1995) listed the following 12 categories as representative of creative individuals: original, independent, risk taking, aware of creativeness, energetic, curious, has a sense of humour, attracted to complexity, artistic, open-minded, needs time alone, and intuitive.

Hidden Gifted, Creative, and Talented

Many students who are gifted and talented remain unidentified or hidden. This may be due to a number of factors. First, they might be underachievers and consequently their scores fall below the cutoff scores for classifying gifted students. Second, intelligence tests and standardised tests may be biased against some students due to cultural or linguistic diversity. Third, girls who may be gifted and talented are often under-identified (Hollinger, 1995). It is speculated this may be because of underachievement in science and math, as well as declining achievement in adolescent years, although precise reasons are unknown. Finally, some students

may not be identified due to existing disabilities in other areas (learning or physical disabilities). Special attention during classification and screening efforts at identifying gifted and talented youth can help eliminate under identification of these individuals.

SUGGESTIONS FOR FINDING AND NURTURING POTENTIAL GIFTEDNESS

Some specific suggestions for finding and nurturing potential giftedness are.

- Develop a "belief system" in school that culturally and linguistically diverse students can be and are gifted and talented.
- Develop an identification process that reflects appreciation of the culture, language, values, and world views of culturally and linguistically diverse students and their families.
- Employ a multidimensional assessment process that includes qualitative as well as quantitative measures.
- Develop programs to educate the public in ways giftedness may be manifested (and sometimes concealed) in different cultures. Collaborate with people knowledgeable in the particular culture for assistance and support.
- Ensure that insights gained in the identification and assessment process are incorporated into the instructional program.

Self-Check Exercise-1

1. What defines intellectually gifted students?
 - a) Exceptional talents in the visual or performing arts
 - b) High performance capability in intellectual, creative, and/or artistic areas
 - c) Acquiring, retaining, and manipulating large amounts of information
 - d) Excelling in specific academic fields
2. What might lead to some gifted and talented students remaining unidentified?
 - a) Excelling in school
 - b) Scoring high on standardized tests
 - c) Underachievement and falling below cut-off scores
 - d) Having exceptional talents in particular areas

16.4 ISSUES IN IDENTIFICATION AND ASSESSMENT OF GIFTED, CREATIVE, AND TALENTED

Several approaches exist for identifying gifted and talented children and youth. Common approaches include nomination methods, standardized test scores, talent pool searches, and a multiple measures-multiple criteria approach. Nomination approaches consist of distributing nomination forms to teachers and parents. Schools often implement an approach by which parents, teachers, peers, and students are provided nomination forms in which they detail reasons for nominating a student (or self) for the gifted and talented program.

Standardized test score approaches include the use of intelligence and achievement test scores. These tests may be individually or group-administered. Cutoff scores to qualify students as gifted and talented are often designated to identify which students score in the top 8% (Renzulli & Reiss, 1991). This approach is usually combined with some other approach, in that standardized test scores are seldom the only criteria considered.

A multiple measures-multiple criteria approach is implemented in many schools (Davis & Rimm, 2004). This approach combines many of the pieces of evidence collected in the approaches discussed previously, but may also include detailed family histories, student work samples and inventories of interests, and discussion of all by a gifted-and-talented screening committee.

Self-Check Exercise-2

1. What is one suggestion for finding and nurturing potential giftedness?
 - a) Developing programs for standardized test preparation
 - b) Creating a belief system that culturally diverse students cannot be gifted
 - c) Ensuring insights gained in the identification process are disregarded
 - d) Developing a belief system that culturally diverse students can be and are gifted and talented
2. Which approach is suggested for identification and assessment of gifted, creative, and talented individuals?
 - a) Relying solely on standardized test scores
 - b) Using a single nomination method
 - c) Implementing a multiple measures-multiple criteria approach
 - d) Ignoring cultural differences during assessment

16.5 GENERAL CLASSROOM ACCOMMODATIONS FOR GIFTED, CREATIVE, AND TALENTED

Several educational approaches exist for programming curriculum and classes for gifted and talented youth. These include acceleration and enrichment, and are provided in regular classes, resource classes, self-contained classes, university classes, and through mentoring programs. Careful pre testing identifies skills and information that gifted students have and can be used to place them in a more appropriate curriculum.

Acceleration

Acceleration refers to moving students through the curriculum at a faster pace than general education students (Davis & Rimm, 2004). Acceleration can mean admitting a child to school early, skipping grades, providing level-appropriate curriculum, or testing out of classes. Advancing students places them in grades that match their achievement levels. For example, a fourth-grader who is working at a sixth-grade level academically might be advanced to the sixth-grade class. Another example is maintaining students in the age-appropriate class, but providing them with the appropriate-level curriculum (sixth-grade level, in this example). It might also

mean advancing students several grade levels only in specific academic classes. For example, if seventh-grade students were gifted mathematically, they might be placed with juniors in the Algebra II class, but remain with their peers for other subjects. Universities also may allow students who are gifted or talented to enroll in college-level courses when prerequisite criteria are met. Students who are gifted or talented frequently take advanced placement tests for college, which enables them to skip college-level courses. Finally, many students are admitted early to colleges and universities.

Acceleration is controversial, with proponents arguing strenuously for and opponents arguing strenuously against acceleration programs. Proponents claim students need acceleration to maintain interest in school and to be challenged adequately. Opponents claim that acceleration harms the social-emotional development of gifted students.

Enrichment

Numerous models of enrichment exist. The common element across enrichment programs is expansion upon the existing curriculum. Students are allowed and encouraged to study topics in depth that extend beyond the scope of the general education curriculum. The goals behind enrichment activities are to allow opportunities for critical thinking and problem solving through in-depth analyses of specific content areas. This is often accomplished by having students work independently on projects within general education classes. However, enrichment may also take place in off-campus settings. For example, students may be assigned to work with mentors in business and industry, or in university settings. In either case, general education teachers can facilitate coordination of programming for students who are gifted or talented.

Adapt Instructional Materials

In the case of either acceleration or enrichment, it may be necessary for general educators to adapt curriculum materials to better meet the needs of students who are gifted or talented. When students have demonstrated mastery of content, be prepared to move them ahead in the curriculum or design suitable enrichment activities that enable them to study more in depth in that area. Seek assistance from teachers who work with students who are gifted or talented and from guidance counselors, as well as from the families of the students.

Adapt Instructional and Evaluation Procedures

Be prepared to adapt your instructional procedures for students who are gifted or talented. They may not require intensive or explicit instruction on new content. You may be able to meet with them independently and briefly explain new concepts and content, thus allowing more time for either acceleration or enrichment activities. Students who are gifted or talented may also be able to provide tutorial assistance to age peers. Be aware that some gifted and talented youth may also require explicit instruction in study and organizational skills when work demands increase for them. Finally, evaluation methods can be modified to allow for assessment of enrichment and acceleration activities. More performance-based measures may need to be devised to obtain true indicators of students' abilities on such tasks.

Self-Check Exercise-3

1. Enrichment programs aim to allow opportunities for critical thinking and problem solving through _____ of specific content areas.
2. When adapting instructional procedures for students who are gifted or talented, educators may need to provide _____ in study and organizational skills.

16.6 TIPS FOR NURTURING GIFTED CHILDREN

- Appreciate gifted learners as children.
- Interact with families with gifted children.
- Recognize how the personal and instructional needs of a gifted child differ from others.
- Appreciate the differences among high achievers, gifted learners, and creative thinkers.
- Understand the developmental crises for gifted students.
- Assure your child that being different is okay.
- Be an encourager.
- Emphasize that what is learned is more important than any grade.
- Be an active listener and elicit children's perceptions.
- Follow their interests and leads in learning situations rather than pressure them with your agenda.
- Talk up to them.
- Enjoy music, plays, museums, art, sports, and historical places together and discuss the experience.
- Model life-long learning habits
- Facilitate real-life reading, writing, science, and math experiences.
- Give books and learning games as presents, and then spend time together reading and playing those games.
- Recognize that gifted children need to question and respond critically
- Maintain a sense of humor

Self-Check Exercise-4

1. Educators should recognize how the personal and instructional needs of a gifted child differ from _____.
2. One way to engage with gifted children is to enjoy music, plays, museums, art, sports, and historical places together and _____.

16.7 SUMMARY

Children and youth with exceptional talents, whether intellectually gifted or creatively talented, often require specialized attention and support to nurture their potential. This summary highlights the characteristics of giftedness and talent, the challenges in identifying and assessing them, and the strategies for classroom accommodations and nurturing. Suggestions include developing inclusive identification processes, employing multidimensional assessments, and offering acceleration and enrichment programs. Additionally, tips for nurturing gifted children emphasize appreciating their uniqueness, understanding their developmental needs, and fostering a supportive learning environment that encourages exploration and critical thinking.

16.8 GLOSSARY

Intellectually Gifted: Exceptional cognitive abilities, including high standardized test scores, verbal skills, memory, literacy, critical thinking, and problem-solving.

Creative and Talented: Individuals with exceptional abilities in specific areas, such as the visual or performing arts, characterized by traits like originality, independence, curiosity, humor, and intuition.

16.9 ANSWERS TO SELF-CHECK EXERCISE 1, 2, 3 & 4.

Self-Check Exercise-1

1. b)) High performance capability in intellectual, creative, and/or artistic areas
2. c) Underachievement and falling below cut-off scores

Self-Check Exercise-2

1. d) Developing a belief system that culturally diverse students can be and are gifted and talented
2. c) Implementing a multiple measures-multiple criteria approach

Self-Check Exercise-3

1. in-depth analyses
2. explicit instruction

Self-Check Exercise-4

1. others
2. discuss the experience

16.10 REFERENCES/SUGGESTED READINGS

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16.11 TERMINAL QUESTIONS

Dear Learners, check your progress by attempting the following questions:

1. Who are gifted, talented and creative children? Give suggestions for finding and nurturing potential giftedness.
2. Enumerate general classroom accommodations for gifted, creative, and talented.

Unit-17

GUIDANCE OF UNDER-ACHIEVERS AND FIRST GENERATION LEARNERS

Structure

- 17.1 Introduction
- 17.2 Learning Objectives
- 17.3 Concept of Underachievers
Self-Check Exercise-1
- 17.4 Guidance of Underachievers and Strategies for improving academic performance
Self-Check Exercise-2
- 17.5 First-Generation Students and their Guidance
Self-Check Exercise-3
- 17.6 Summary
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- 17.8 Answers to Self-Check Exercise
- 17.9 References/Suggested Readings
- 17.10 Terminal Questions

17.1 INTRODUCTION

Dear Learner,

Underachievers encompass a diverse group of students who possess significant potential but struggle to fulfill it academically. They can be found across all social, economic, and ability levels, with many having high IQs. Often misunderstood as lazy or disinterested, underachievers face internal challenges rooted in low self-esteem. Their struggles may manifest in various ways, from blaming others for mistakes to exhibiting disorganization and social withdrawal. Understanding the complexities of underachievement is crucial for educators and parents alike to provide appropriate support and guidance. Additionally, strategies for nurturing underachievers and improving their academic performance can pave the way for their success and fulfillment.

17.2 LEARNING OBJECTIVES

After studying this unit, you will be able to:

- Explain the concept of underachievers and first generation learners.
- Enhance the achievement of under achievers.

- Guide first generation learners
- State the Suggestions for helping these learners.

17.3 CONCEPT OF UNDERACHIEVERS

Underachievers are kids who have a lot of potential but don't live up to that potential in school. Underachievers span all social, economic, and ability levels. Many underachievers have very high IQ's. Teachers and parents often accuse underachievers of being lazy, of having attitude problems, or of not caring about themselves. Sometimes these kids get into trouble at school and at home. Nobody realizes that underachievement is the issue.

An underachiever child tends to have little interest in school work and related activities, invariably blames others for mistakes, is generally disorganized and either socializes too much or too little. The fact is that though they seem to be opposite syndromes, overachieving and underachieving are really related conditions that stem from low self-esteem.

Children who focus on achieving too much actually consider their academic grades as barometers of their personal worth. Underachievers are scared to perform well and may even be averse to trying simply because they lack sufficient self-esteem. For reasons that may well lie in problematic parenting styles, such kids assume that they are not good enough to succeed at anything. Two types of underachievement have been identified. The first is where children only achieve on occasions, apparently when the mood takes them. More likely, their refusal to work or put themselves forward for selection in a team can be linked with some emotional crisis that suddenly erupts: a relationship may break up; a family problem may arise; a personality clash may develop with a specific teacher. Generally, these children have few long-term problems if they can get immediate help to overcome their difficulty and their progress at school is closely monitored. These children are known as situational underachievers.

The second type of underachiever is a much more serious problem for the school, the home and particularly for themselves. The chronic underachiever has many characteristics that give him a label hard to remove. Over 80 percent of Identified underachievers are boys! They may become aggressive, giving vent to their frustration by causing trouble or they may become sulky and withdrawn and refuse to develop their talent

Underachievers: Meaning

Under achieving' implies that children should be achieving a certain norm at the certain age or time, and they currently are not. The Underachievers are often termed as the mistaken identity of low-ability students. They are endowed with high Intellectual potential but suffer from the crisis of low scholastic performance. Certain traits such as rebellious attitude, frequently lying, fear phobia with regard to success, day dreaming, inattentiveness, etc. may be either one reason in isolation or multiple reasons in combination with another. It may also occur due to physical deformities.

Underachieving is the state in which a person performs significantly below his or her obvious potential. Parents can more readily relate to the problems faced by an underachieving child, because they tend to focus heavily on reversing this trend for most of the child's life.

Signs and Symptoms of Underachievers

Commonly encountered characteristics of underachievers may include the following:

- often impulsive with poor personal judgment and adjustment abilities;
- poor test results at school and no hobbies or interests at home;
- a low self-image, often displaying distrust, indifference, lack of concern and/or hostility;
- feel victimized or helpless and may not accept any responsibility for themselves or their actions;
- feel rejected by their family and resist attempts to help by parents or teachers
- choose friends with similar negative attitudes to school, show no leadership qualities and may be less mature than their peers;
- have little motivation with poor study habits, may refuse to do homework or leave much work incomplete,
- either cannot plan for the future or set goals well below their true ability or potential

Self-Check Exercise-1

1. What characterizes underachievers?
 - a) Low intelligence quotient (IQ)
 - b) Lack of interest in school work
 - c) Excessive socialization
 - d) High self-esteem
2. Underachievers may feel _____ by their family and resist attempts to help by parents or teachers.

17.4 GUIDANCE OF UNDER ACHIEVERS AND STRATEGIES FOR IMPROVING ACADEMIC PERFORMANCE

- It is essential to build the child's self-confidence and independence.
- Encourage the child to see him or herself as a unique individual with a valuable contribution to make to family and society. Never take away the thing or things that a child loves and succeeds in.
- Don't lecture or nag a child. Reason is always preferable. Don't pressure the child into doing something because you think it's a good idea.
- Don't set artificial times for work to be done at all costs and make the child feel that you are being a martyr. This reinforces the idea of failure, not only at school but at home as well. Be more natural in your interest and enthusiasm.

- Don't keep checking up on the child's progress. This seems to the child that she is irresponsible and not in control of life. It also implies a damaging lack of trust.
- Get used to saying things which make it clear that the child's feelings are important and that you value his or her opinions. Explain that it's all right to feel angry but that it must be expressed in acceptable ways. Your relationship with your child must be based on mutual respect. It often helps an underachieving child to point out achievable goals for them. Put the goals in some priority order, but be flexible. Guide, don't push.
- Give underachievers the opportunity to work at their area of ability and make sure someone the child respects is available when help is needed. Isolation is a fine fertilizer for under achievement.

STRATEGIES

Single-sided interests

- Identify-acceptable minimums for tasks
- Pick up pace of instruction
- Identify-have to have skills and focus on these
- Help child focus on their single-sided interests

Claims of boredom

- Develop diagnostic-prescriptive instruction
- Compact the regular curriculum
- Use continuous progress for learning
- Fast paced content presentations
- Subject acceleration
- Find-cause of boredom

Perfectionism

Teach strategies for when to quit, how to match effort to tasks, setting goals. focusing on successes not failures, and separating self-concept from products

Role model mistake making

Peer Pressure to Underachieve

- Selectively encourage certain friendships
- Take interest in child's friends
- Encourage extra-curriculars
- Teach strategies for resisting peer pressure

Lack of Organizational Skills

- Study habits training
- Strategies for developing work plans, priorities, balance, flexibility
- Provide consistent space and schedule for study at home

Stress

- Teach time management techniques
- Relaxation exercises
- Exercise routines
- Socialization opportunities

STRATEGIES FOR IMPROVING ACADEMIC PERFORMANCE**Supportive Strategies**

Behaviors that affirm the worth of the child in the classroom and convey the promise of greater potential and success yet to be discovered and enjoy

- Daily class meetings to discuss student's concerns
- Directive atmosphere to show who is in charge
- Daily written contracts of work to be done
- Free time scheduled each day to show import of relaxation, free choice
- Use of concrete, predictable teaching methods
- Eliminate work already mastered
- Allow independent study on topics of personal interest
- Non authoritarian atmosphere
- Permit students to prove competence via multiple methods
- Teach through problem solving rather than rote drill

Intrinsic Strategies

Behaviors that are designed to develop intrinsic achievement motivation through the child's discovery of the rewards available as a result of efforts to learn, achieve, and contribute to the group.

- Daily review of/reward for small successes
- Allow students to evaluate work prior to teacher marking
- Frequent, positive contact with family about child's progress
- Verbal praise for any self-initiating behaviors
- Assign specific responsibilities for classroom maintenance, management
- Practice reflective listening, comment to clarify student statements
- Student sets daily/weekly/monthly goals with teacher approval

Remedial Strategies:

Behaviors that are used to improve the student's academic performance in an area of learning difficulty which led to experience of failure and loss of motivation to engage in learning tasks

- Programmed instruction materials, students grade own papers upon completion
- Peer tutoring of younger students in areas of strength

- Small group instruction in common areas of weakness
- Encourage students to work on projects not involving marks or external evaluation
- Self-selected weekly goals for improvement
- Private instruction in areas of weakness
- Use of humor and personal example to approach academic weakness areas
- Familiarize students with learning styles and personal implications for performance

Self-Check Exercise-2

1. What strategy is recommended for addressing the underachiever's claims of boredom?
 - a) Increasing academic pressure on the child
 - b) Identifying acceptable minimums for tasks
 - c) Encouraging the child to engage in solitary activities
 - d) Allowing the child to skip assignments they find boring
2. Which of the following is NOT a strategy suggested for improving academic performance?
 - a) Daily class meetings to discuss student's concerns
 - b) Directive atmosphere to show who is in charge
 - c) Punishing students for mistakes
 - d) Non-authoritarian atmosphere

17.5 FIRST-GENERATION STUDENTS AND THEIR GUIDANCE

First-generation students are defined as those whose parents' highest level of education is a high school or less. In cases where parents have different levels of education, the maximum education level of either parent determines how the student is categorized.

A first-generation college student is defined as a student whose parents have not completed a bachelor's degree at a three-year college or university. This means that you are the first in your family to attend a three-year college/university to attain a bachelor's degree.

First-generation college students are those whose parents and grandparents did not attend or graduate from college.

Common Feelings of First Generation Students

First-generation students often experience a range of feelings about being the first in their family to attend and complete college. What are some common feelings?

- **Excitement and Anxiety** - Many students are thrilled but also somewhat frightened about being away from home at college, living on their own, and being the first in the family to attend college. These

students may ask themselves, "Am I cut out to be a college student?" despite their stellar academic performance in high school.

- **Responsibility** - Many first-generation students have to help pay for their education, perhaps more so than students of higher socioeconomic backgrounds. In addition to financial responsibility, these students may be pressured by family and friends to return home often, and may receive mixed messages about their changing identities (e.g., wanting to succeed, but not wanting to be different from the rest of the family or their peers).
- **Pride** - These students often feel an overwhelming sense of pride about being the first in their families to attend and complete college. A college degree can provide many opportunities. This is an important accomplishment!
- **Guilt** - In addition to pride, many first-generation students may feel guilt about having the opportunity to attend college while others in the family did not have that opportunity. These students may wonder if it is fair for them to be at school while their parents struggle financially at home. They may feel the need to go home to support their families. First-generation students may also feel guilty about their academic performance if it is not as good as they or their families would like.
- **Embarrassment and Shame** - These students may feel embarrassment over their socioeconomic status or the level of education in their family. First-generation students may try to act like their family is more highly educated or financially advantaged than they really are. There may be embarrassment around being different from their peers at college, particularly if their peers have a long lineage of family members attending college or if they seem to know the 'lingo' when a first-generation student may not.
- **Confusion** - First-generation students may feel 'out of the loop' when it comes to college processes and procedures such as application, graduation, job or graduate school searches, etc. They may not be aware of the resources available to them or of options available to them after graduation.

GUIDANCE FOR FIRST-GENERATION STUDENTS

- **Get support** - First-generation students are more likely to live off-campus, work while taking classes, and be enrolled part-time than their non-first-generation counterparts. By becoming involved on campus, you may receive the support you need and begin to feel more integrated with other college students. Join groups, organizations, or support groups that are of interest to you. Also, talk with people you trust, perhaps your families and friends, about what you are experiencing as you adjust to college and a new environment.
- **Communicate about what you are experiencing** - In times of transition, it can be helpful for individuals to communicate what they are experiencing and what they need from one another. As you grow and develop, you may begin to feel different from your family and peers.

This is a natural process for all college students, and it can be helpful to share your experiences with each other.

- **Utilize resources** - Take advantage of mentoring programs as well as the variety of offices and programs designed to assist you. Many universities have offices for ethnic minority students, advising programs, tutoring programs, financial aid programs and counseling centers. Their services can help you navigate the college terrain as well as feel understood and connected. You can also benefit from getting to know an upper-level student who can show you the ropes. Finding a first-generation college student who has already been there a few years can be especially helpful as he or she can share tips on how to deal with the first year of college.
- **Maintain a balance** - You do have a lot to juggle! With the demands of academics, work, family, and a social life, it is important that you find a way to balance competing needs. Time management
- **Early and Frequent College Exposure** - Until your students have had a sustained college-bound experience, it can seem like an expensive pipe dream. Expose them to colleges early and often. Starting college exposure early really helps to demystify the experience for first generation students.
- **Money and Status** - The biggest barriers many of my students have faced during the college guidance process have been money and understanding of how financial aid works, and surprises around immigration status and how this can impact financial aid for college. Encourage families to explore scholarships, to begin an early review of financial aid guidelines for the schools in which they're interested, and to disclose their immigration status so that you can help them develop a plan of action as soon on as possible. It is possible to go to college regardless of your financial and immigration status but planning ahead definitely makes the difference.
- **Sharing stories:** Another great way to prepare first generation college-bound students and their families for the college experience is to have them speak with other families who've had similar experiences.

Self-Check Exercise-3

1. What is a common feeling experienced by many first-generation college students according to the text?
 - a) Entitlement
 - b) Complacency
 - c) Guilt
 - d) Apathy
2. Which of the following is NOT suggested as guidance for first-generation students?
 - a) Maintaining a balance between academic, work, family, and social life

- b) Avoiding campus involvement and support groups
- c) Communicating with trusted individuals about their college experiences
- d) Utilizing resources such as mentoring programs and counseling centers

17.6 SUMMARY

Underachievers, regardless of their social, economic, or ability level, often struggle to fulfill their academic potential due to underlying issues such as low self-esteem. They may exhibit traits like disorganization, lack of interest in school work, and blaming others for mistakes. Strategies for guiding underachievers include building self-confidence, avoiding pressure tactics, and providing opportunities for success. Additionally, addressing issues like boredom and perfectionism can aid in improving academic performance.

First-generation students, defined as those whose parents lack a bachelor's degree, face unique challenges and emotions as they navigate college life. These students often experience excitement, anxiety, and pride, along with guilt, embarrassment, and confusion. Guidance for first-generation students involves seeking support, communicating experiences, utilizing resources, and maintaining a balance between academic, work, and personal life. Early exposure to college, understanding financial aid, and sharing stories with other first-generation families can help prepare these students for success.

17.7 GLOSSARY

Underachievers: Students who possess high potential but do not perform up to that potential in school, often due to low self-esteem or lack of interest.

First-Generation Students: Individuals whose parents have not attained a bachelor's degree from a three-year college or university. These students are the first in their families to pursue higher education.

17.8 ANSWERS TO SELF-CHECK EXERCISE 1,2 & 3

Self-Check Exercise-1

1. b) Lack of interest in school work
2. rejected

Self-Check Exercise-2

1. b) Identifying acceptable minimums for tasks
2. c) Punishing students for mistakes

Self-Check Exercise-3

1. c) Guilt
2. b) Avoiding campus involvement and support groups

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17.10 TERMINAL QUESTIONS

Dear Learners, check your progress by attempting the following questions:

1. what are the factors contributing to underachievement in education, and what are the common characteristics of underachieving students?
2. How effective are the strategies outlined for guiding underachievers towards improved academic performance? Evaluate their ability to address underlying issues contributing to underachievement in students.
3. What challenges do first-generation college students face, and what common feelings and experiences are associated with being the first in their families to pursue higher education?
4. Describe the recommendations for supporting first-generation college students.

UNIT-18

ROLE OF THE TEACHERS IN HELPING CHILDREN WITH SPECIAL NEEDS

Structure

- 18.1 Introduction
- 18.2 Learning Objectives
- 18.3 Role of teacher in children with visual impairment
Self-Check Exercise-1
- 18.4 Role of teacher in children with hearing impairment
Self-Check Exercise-2
- 18.5 Role of teacher in children with mental retardation
Self-Check Exercise-3
- 18.6 Role of teacher in children with autism
Self-Check Exercise-4
- 18.7 Role of teacher in Children with Learning Disability
Self-Check Exercise-5
- 18.8 Summary
- 18.9 Glossary
- 18.10 Answers to self-check Exercise
- 18.11 References/Suggested Readings
- 18.12 Terminal Questions

18.1 INTRODUCTION

Dear Learner,

Teachers play an important role in helping children with special needs. They can provide alternative methods of assessment, create an inclusive learning environment, and participate in creating individual educational plans (IEP). Teachers can use various techniques to help students with special needs, such as breaking down tasks into smaller chunks, using visual aids, and providing frequent check-ins. They can also collaborate with other educators, support staff, and parents to build a team of support for the student. They can create an inclusive learning environment by accepting children with disabilities, developing a positive attitude between normal and disabled children, and placing children in the classroom in proper places.

Teachers can collaborate with other educators, support staff, and parents to build a team of support for the student. This collaboration can help to ensure that the student is receiving the support that they need to succeed.

18.2 Learning Objectives

After studying this unit, you will be able to:

- Understand the role of teacher in children with visual impairment
- Understand the role of teacher in children with hearing impairment
- Understand the role of teacher in children with mental retardation
- Understand the role of teacher in children with autism
- Understand the role of teacher in Children with Learning Disability

18.3 ROLE OF TEACHER IN CHILDREN WITH VISUAL IMPAIRMENT

The Teacher of Students with Visual Impairments as the following roles and responsibilities:

- Has primary responsibility for specialized instruction and services required to meet the unique educational needs of her visually impaired students.
- Possesses the skills and abilities necessary to provide and coordinate this specialized instruction.
- Assists the student, parents, special and regular education personnel, and the student's sighted peers in
 - understanding the unique educational needs and learning characteristics of visually impaired students,
 - becoming aware of services and support available from local programs for visually impaired students,
 - acquiring information regarding local, state, and national resources for the education of visually impaired students, and
 - Interpreting the visually impaired student's specific eye condition, the educational implications of the visual impairment, and the results of functional vision and learning media assessments.
- Consults regularly with the classroom teacher, other regular and special education personnel, parents, and others to coordinate programs and services for the visually impaired student.
- Assists the site administrator and teachers in making environmental adjustments for the student in the school.
- Shares responsibility with classroom teachers in the identification of instructional areas in which the student requires assistance.
- Assures that large-type or braille texts, supplementary materials, educational, aids, and equipment needed by the visually impaired student, and the classroom teacher, are provided in a timely manner to ensure the student's maximum participation in all classroom activities (appropriate educational materials may be prepared or adapted by the

VI teacher, or they may be obtained from educational, clerical, or transcriber services.)

- Provides instruction in the development and maintenance of skills to meet the student's unique educational needs in the following areas:
 - low vision & visual efficiency skills
 - concept development & academic skills,
 - daily living skills
 - career & vocational education skills,
 - communication skills (these skills include braille reading and writing as appropriate)
 - social/emotional skills and abilities, & sensory motor skills
- Prepares sequential and meaningful instruction geared to the student's assessed needs, IEP goals and objectives, functioning, and motivational levels. This instruction should be reflected in weekly or monthly lesson plans as appropriate
- Provides assistance to the classroom teacher in academic subjects and activities of the classroom that, as a direct result of the student's visual impairment require adaptation for the student
- Provides in-service training programs for school personnel and students and education for parents regarding the needs of visually impaired students and adaptations, programs, and services for these students

Self-Check Exercise-1

1. What is the primary responsibility of a Teacher of Students with Visual Impairments?
 - a) Providing general education instruction
 - b) Coordinating extracurricular activities
 - c) Offering specialized instruction to meet the unique educational needs of visually impaired students
 - d) Conducting physical education classes
2. What is one responsibility of a Teacher of Students with Visual Impairments regarding classroom activities?
 - a) Solely conducting all classroom activities
 - b) Modifying classroom activities that require adaptation due to the student's visual impairment
 - c) Ignoring the need for adaptations in classroom activities
 - d) Excluding visually impaired students from classroom activities

18.4 ROLE OF TEACHERS IN CHILDREN WITH HEARING IMPAIRMENT

There is a range of inclusive teaching strategies that can assist all students to learn but there are some specific strategies that are useful in teaching a group which includes students with hearing impairments. In considering alternative forms of assessment, equal opportunity, not a guaranteed outcome, the objective You are not expected to lower standards to accommodate students with a disability, but rather are required to give them a reasonable opportunity to demonstrate what they have learned.

- Break information into small steps while instructing on new tasks.
- Providing review or study sheets for exams is helpful.
- Allow time for clarification of directions and essential information.
- When in doubt about how to assist the student ask him or her as privately as possible without drawing attention to the student of the disability.
- Face the class while speaking. Be sure that the student and the interpreter (if present) can see you while you lecture.
- Avoiding lecturing or giving out procedural information while handing out papers. Losing eye contact with the student may also mean the loss of information for the student.
- Repeat the comments and questions made by other students during class discussion. Acknowledge those who are speaking also so the student who is deaf or hard of hearing can focus their attention on them.
- Using visual aids and materials during your instruction is beneficial for those with hearing loss, as vision is their primary means of receiving information.
- While the student maintains eye contact with the interpreter, it is important to remember to maintain eye contact with the student also,
- Establish a classroom or other learning environment to meet the physical, cognitive, cultural, linguistic, and communicative needs of the child;
- Plan and utilize strategies, appropriate materials, and resources for implementing educational experiences that support the development of communicative competence;
- Provide consistent comprehensible language(s) appropriate to the needs of the child regardless of the modality or form:
- Apply first and second language teaching strategies to teaching English;
- Facilitate and support communication among deaf and hard of hearing children and adults, hearing children and adults, including family/caregivers;
- Monitor and evaluate the child's communicative competence on a regular basis in academic and nonacademic contexts including the child's use of signs, cues, speech, and/or assistive technologies;

- Provide instruction and/or support for effective use of communication supports such as interpreting, transliteration, note-taking, real-time captioning, telecommunications, and computing.

Self-Check Exercise-2

1. What is one recommended strategy for instructing students with hearing impairment on new tasks?
 - a) Presenting information in long, complex sentences
 - b) Breaking information into small steps
 - c) Providing only verbal instructions
 - d) Avoiding clarification of directions
2. Why is it important for teachers to face the class while speaking?
 - a) To avoid eye contact with students
 - b) To maintain confidentiality of information
 - c) To ensure students can see the teacher and any interpreters
 - d) To demonstrate authority in the classroom

18.5 ROLE OF TEACHERS IN CHILDREN WITH MENTAL RETARDATION

The teacher is, of course, the key to any good educational program. This is no less true in the case of special education for the educable mentally retarded child. It must be emphasized that the characteristics of a good teacher in the special class are essentially the same as those common to good teachers in the regular classroom. Following are some additional characteristics of the special class teacher and some specific responsibilities which he must assume:

- **More Background is needed:** The special class teacher needs, even more than regular class teachers, a broader understanding of child development, knowledge of a variety of methods for teaching skills and a familiarity with sequential development in the skills areas. In addition, he must have an understanding of the total problem of mental retardation.
- **Must Adapt Methods and Curriculum:** It is often the responsibility of the teacher to use his knowledge in the above areas in developing the curriculum for his special class. While the essentials of the program can be outlined, it still remains for the teacher to adapt these essentials in terms of his special class and the community in which his pupils live.
- **Must Seek Extension of Services:** It will not be unusual for the teacher of the retarded to find that he is the only special teacher in the school district. In such cases he usually will be working with youngsters at the intermediate level. While this often serves to meet the immediate needs of the district, it will become apparent, after some time, that other programs need to be developed.

- **Self-Potential:** Recognize that you can make an enormous difference in this student's life. Find out what the student's strengths and interests are, and emphasize them. Create opportunities for success.
- **Individualized Educational Plan:** Prepare student's Individualized Education Program (IEP). The student's educational goals will be listed there, as well as the services and classroom accommodations he or she is to receive. Identify the effective methods of teaching these students, ways to adapt the curriculum and how to address the student's IEP goals in your classroom.
- **Be as concrete as possible:** Demonstrate what you mean rather than just giving verbal directions. Rather than just relating new information verbally. Show a picture. And rather than just showing a picture, provide the student with hands-on materials and experiences and the opportunity to try things out.
- **Break longer, new tasks into small steps:** Demonstrate the steps. Have the student do the steps, one at a time. Provide assistance, as necessary.
- **Feedback:** Give the student immediate feedback.
- **Life Skills:** Teach the student life skills such as daily living, social skills, and occupational awareness and exploration, as appropriate. Involve the student in group activities or clubs.
- **Collaboration:** Work together with the student's parents and other school personnel to create and implement an educational plan tailored to meet the student's needs. Regularly share information about how the student is doing at school and at home.

Self-Check Exercise-3

1. What is the responsibility of the teacher regarding curriculum development for a special class of children with mental retardation?
 - a) Strictly follow the outlined curriculum without any modifications
 - b) Adapt the curriculum to meet the needs of the special class and community
 - c) Focus solely on academic subjects, neglecting other areas
 - d) Implement standardized curriculum without any adjustments
2. What is a recommended approach for teaching students with mental retardation?
 - a) Providing only verbal directions
 - b) Demonstrating tasks with hands-on materials and experiences
 - c) Ignoring feedback from students
 - d) Avoiding collaboration with parents and school personnel

18.6 ROLE OF TEACHERS IN CHILDREN WITH AUTISM

- **Learn more about Autism:** Check out the research on effective instructional interventions and behavior.
- **Step by Step Direction:** Make sure directions are given step-by-step, verbally, visually, and by providing physical supports or prompts, as needed by the student. Students with autism spectrum disorders often have trouble interpreting facial expressions, body language, and tone of voice. Be as concrete and explicit as possible in your instructions and feedback to the student.
- **Student's Strength:** Find out what the student's strengths and interests are and emphasize them. Tap into those avenues and create opportunities for success. Give positive feedback and lots of opportunities for practice.
- **Opportunities for Students:** Build opportunities for the student to have social/collaborative interactions throughout the regular school day. Provide support, structure, and lots of feedback.
- **Behaviour Modification:** If behavior is a significant issue for the student, seek help from expert professional resources (including parents) to understand the meanings of the behaviors and to develop a unified, positive approach to resolving them.
- **Have consistent routines and schedules:** When you know a change in routine will occur (e.g., a field trip or assembly) prepare the student by telling him or her what is going to be different and what to expect or do. Reward students for each small success.
- **Collaborative Work:** Work together with the student's parents and other school personnel to create and implement an educational plan tailored to meet the student's needs. Regularly share information about how the student is doing at school and at home.

Self-Check Exercise-4

1. What is one recommended approach for providing directions to students with autism?
 - a) Provide directions verbally only
 - b) Use vague instructions to encourage problem-solving skills
 - c) Give step-by-step directions verbally, visually, and with physical supports or prompts
 - d) Avoid giving directions altogether
2. What is the importance of consistent routines and schedules for students with autism?
 - a) They inhibit flexibility and adaptability
 - b) They create confusion and anxiety
 - c) They provide structure and predictability, reducing anxiety and promoting success
 - d) They are unnecessary for students with autism

18.7 ROLE OF TEACHERS IN CHILDREN WITH LEARNING DISABILITY

Students experiencing difficulties learning benefit most from explicit teaching of new concepts and skills. Effective teaching practices are those which provide all students with maximum opportunities to learn. Effective lessons contain the following elements:

- Daily review of previous work and how the lesson will build on previous lessons
- Clear presentation of new skills and concepts with much modeling by the teacher
- Guided student practice, with high success rates and with specific feedback to individual students
- Independent student practice, applying new knowledge and skills appropriately
- Systematic cumulative revision of work previously covered.

Effective Teaching for Learning disability

- demonstrate a clear understanding of the structure and substance of the core content being taught
- are specific about lesson outcomes
- successfully break lessons into manageable and logical sequences
- judge accurately the time needed to accomplish these outcomes
- use instruction and vocabulary appropriate for different abilities
- adjust the level of questions for different abilities
- provide meaningful, purposeful opportunities for the students to communicate the language, both in and out of the classroom
- devote time to the four macro skills appropriate to the course objectives
- use a variety of groupings, including pairwork and larger group work
- use mainly student-centered activities
- use explicit error correction in activities focusing on accuracy and uses implicit or no error correction in activities focusing on communication
- use a variety of activities and approaches to address student learning styles and needs.
- encourage students to assess their own progress
- provide many opportunities for student success
- establish a climate in which students feel comfortable taking risks
- use the textbook as a tool, not as the curriculum
- use a variety of print and non-print tools, including authentic material
- facilitate teaching and learning through technology

Self-Check Exercise-5

1. What is an essential element of effective lessons for students with learning disabilities?
 - a) Avoiding daily review of previous work
 - b) Providing vague instructions
 - c) Guided student practice with specific feedback to individual students
 - d) Allowing students to practice independently without guidance
2. Which of the following is a characteristic of effective teaching for students with learning disabilities?
 - a) Using only student-centered activities
 - b) Providing minimal opportunities for student success
 - c) Adjusting the level of questions for different abilities
 - d) Using the textbook as the sole curriculum

18.8 SUMMARY

Overall, the role of teachers in helping children with special needs is multifaceted and requires a combination of knowledge, empathy, flexibility, and dedication to meet the diverse needs of every student. By providing personalized support, creating inclusive environments, and collaborating with families and professionals, teachers can make a significant difference in the lives of children with special needs.

18.9 GLOSSARY

Individualized Educational Plan: it is a legal document that provides a student with specialized education, support, and services to help them succeed in school.

Collaborative: means involving two or more people working together for a special purpose. For example, collaboration can involve brainstorming ideas, assigning responsibility, or working on a project.

18.10 ANSWERS TO SELF-CHECK EXERCISE 1 TO 5

Self-Check Exercise-1

1. c) Offering specialized instruction to meet the unique educational needs of visually impaired students
2. b) Modifying classroom activities that require adaptation due to the student's visual impairment

Self-Check Exercise-2

1. b) Breaking information into small steps
2. c) to ensure students can see the teacher and any interpreters

Self-Check Exercise-3

1. b) Adapt the curriculum to meet the needs of the special class and community
2. b) Demonstrating tasks with hands-on materials and experiences

Self-Check Exercise-4

1. c) Give step-by-step directions verbally, visually, and with physical supports or prompts
2. c) They provide structure and predictability, reducing anxiety and promoting success

Self-Check Exercise-5

1. c) Guided student practice with specific feedback to individual students
2. c) Adjusting the level of questions for different abilities

18.11 REFERENCES/SUGGESTED READINGS

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18.12 TERMINAL QUESTIONS

Dear Learners, check your progress by attempting the following questions:

1. What are some specific roles and responsibilities of teachers in supporting students with visual impairments?
2. Why is it important for teachers to face the class while speaking when there are students with hearing impairments present in the class?
3. Why is it important for teachers to provide consistent routines and schedules for students with autism?
4. How can teachers adjust their teaching approach to accommodate different abilities in students with learning disabilities?

UNIT-19

CONCEPT, CHARACTERISTICS AND PRINCIPLES OF COUNSELING

Structure

- 19.1 Introduction
- 19.2 Learning Objectives
- 19.3 Meaning of Counseling
Self-Check Exercise-1
- 19.4 Characteristics of Counseling
Self-Check Exercise-2
- 19.5 Functions of Counseling and Principles of Counseling
Self-Check Exercise-3
- 19.6 Summary
- 19.7 Glossary
- 19.8 Answers to self-check Exercise
- 19.9 References/Suggested Readings
- 19.10 Terminal Questions

19.1 INTRODUCTION

Dear Learner,

In the first lesson, you have read about guidance. Sometimes you may be confused about the two terms guidance & counselling. Counselling is the central aspect of the whole guidance programme. All the activities and services of the guidance programme lead to and help in the counselling process. Counselling is aimed at helping the individual in solving problems in future and also enhancing personal, social, emotional, educational and vocational development. Counselling has Remedial, Preventive and Developmental value. In this lesson, we will discuss the concept of counselling, its characteristics, functions and principles.

19.2 LEARNING OBJECTIVES

After studying this unit, you will be able to:

- Explain the concept of counseling
- State the types of counseling
- Differentiate between directive and non-directive counseling.
- Explain the process of counseling.
- Describes the stages of the counseling process.

19.3 MEANING OF COUNSELING

Counseling is the intimate and vital part of entire guidance. Though the term guidance and counseling is used interchangeably, both the terms have different meanings. We have studied about guidance, now we will know about counseling. In everyday life, we find counseling goes on at many levels. In a family, parents counsel their children, doctors counsel patients, lawyers to clients and teachers to students. There is no limitation to the problems or counselors in providing counseling, so, let us know what counseling is

- Webster dictionary counseling is defined as: Consultation, mutual interchange of opinions, deliberating together.
- The scholars have exhibited variations in their viewpoints regarding defining the term 'counseling'. One major cause of these variations is the occurrence of historical changes in the perceptions of the persons. In spite of this, there was a lot of variation in the philosophy of experts
- According to Shostorm and Brammer. "Counseling is a purposeful reciprocal relationship between two people in which one, a trained person, helps the other to change himself or his environment."
- According to Wrenn. "Counseling is a dynamic and purposeful relationship between the people whose procedures vary with the nature of the students' need, but in which there is always mutual participation by the counselor and the student with the focus upon self-classification and self-determination by the students."
- Ruth Strang, emphasizing mutual relationships of persons, has said, "Counseling is a face-to-face relationship in which growth takes place in the counselor as well as the counselee."
- Myers has written as, "Counseling means a relationship between two persons in which one person provides special assistance to the other."
- Rogers says about counseling that, "Counseling does not mean providing a service by means of which specific problems of an individual may be solved. The process should help the counselee in gaining clear insight into the problem and in achieving self-confidence."
- Considering counseling as a problem-solving effort, Hamrin and Erickson have said that, "Counseling is an attempt made by the counselee to think through and solve the problem that confronts him. It is an experiment in cooperative thinking in which two individuals (the counselor and the counselee) strive to solve a problem."
- Considering counseling as a mutual learning process, Willy and Andrew have said, "Counseling is a mutual learning process involving two individuals one seeking help and the other a professionally trained person helping the first to orient and direct him towards a goal which leads to his maximum development and growth in his environment."

If all the definitions are analysed we can come to the following conclusions.

- Counselling is a two way process.

- It involves two individuals.
- There is mutual relationship between the two individuals
- It helps an individual to gain self-understanding, self-acceptance and self-realisation.
- It helps an individual to become happier, more creative and better adjusted.

Self-Check Exercise-1

1. What is the primary characteristic of counselling according to the provided passage?
 - a) Unilateral relationship
 - b) One-way process
 - c) Mutual relationship
 - d) Singular involvement
2. What term describes counseling according to Rogers?
 - A) Problem-solving service
 - B) Insight-gaining process
 - C) Unilateral effort
 - D) Self-confidence booster

19.4 CHARACTERISTICS OF COUNSELING

The following facts become distinct about counseling after studying and analysing the above mentioned definitions:

- Counseling is a conversation with someone regarding some problem.
- Normally, not always, one of the two persons possesses facts or experiences or abilities which the other lacks.
- In the process of counseling, the problem is made clear through discussion. The counselor explores the problem and its importance through his skillful questioning.
- Counselor draw out the facts from the pupils through the counseling process. He also informs the pupils of certain facts.
- Counseling helps the pupil in making selections and following those selections.
- Counseling is assistance to the persons in their behaviour related problems in which their emotions and motivations are main.
- Counseling involves interactions in which the counselor accepts the responsibility of positive contribution in the development of another person's personality.
- Counselor guide the pupils to establish contacts with various factors in the counseling process. He explains the importance of those facts which the pupils consider unimportant.

- Counseling is a vital part of the entire guidance programme.
- Counseling is only one aspect of guidance.
- Counseling is a learning oriented process.
- Counseling is a face to face relationship with a person. This relationship is between a counselor and a client
- Counseling is democratic. It lays down the democratic system. The client can behave as he wishes.
- Counseling is a professional service.
- Counseling is problem-oriented.
- Counseling is based on the appropriateness of counselor's prediction
- Best counseling is in the form of the decision made by the counselee
- Counseling is possible in a humorous and cooperative environment only.
- Counseling is completely based on self-guidance.

Self-Check Exercise-2

1. What is a key role of the counselor in the counseling process?
 - a) Dictating solutions to the client
 - b) Drawing out facts from the client
 - c) Ignoring the importance of certain facts
 - d) Maintaining a non-democratic environment
2. What characterizes the relationship between the counselor and the client in counseling?
 - a) Dictatorial
 - b) Non-cooperative
 - c) One-way
 - d) Face-to-face and democratic

19.5 FUNCTIONS OF COUNSELING AND PRINCIPLES OF COUNSELING

Like guidance, counseling also has three fold functions: adjustmental, orientational and developmental.

Adjustment Functions:

Rapid social change brought about by industrialization and urbanization has led to several perplexing problems. The pace of this change is ever increasing, thus making adjustment a continuous process of grappling with new situations. Counseling helps the student in making the best possible adjustment to the current situations be in educational institutions, occupational world, in the home & In the community. Professional and individualized aid is given in making immediate & suitable adjustment at problem points.

Oriental function:

Oriental function means to orient the person about his environmental constraints & resources and her personal constraints & resources by giving information and awareness in problems of career planning, educational programming etc.

Awareness of the need to plan in the context of the complexity of the world of work is an essential prerequisite of going through education and preparation for after education. So, oriental function is the important function in the counseling process. It is a link between adjustment and development function. If the person is properly oriented, he can develop his plan properly & adjust it to suit himself and society.

Developmental function

Developmental function means not only to help the students having problems but also to help the students before the problems arise. For example, we are giving vaccination to the child as a preventive measure. Even then when the child suffers from a particular disease we take the help of a special doctor to cure it. So both the processes are coming under health development. Likewise in the counseling process the function of counseling is to prevent emergence & maladjustment and cure the person having maladjustment to adjust with the problem situation. Therefore the development function helps in.

- Self-development
- Self-realization
- Development of society and
- National development

So we can say that counseling has not only its functions towards the individual but to the society & nation also.

Principles of Counseling

We have already discussed the meaning characteristics and functions of guidance. Now we will discuss the principles of counseling.

The principles on which the process of counseling is based are-

- (a) **Principle of Acceptance:** According to this principle, each client must be accepted as an individual and dealt with as such. The counselor should give due regard to the rights of the client.
- (b) **Principle of Permissiveness:** Counseling is such a relationship which develops optimism and the environment shapes according to the person. All the thoughts accept the relative relationship of counseling.
- (c) **Principle of Respect for the Individual:** All the schools of thought of counseling advocate for the respect of the individual i.e., respecting an individual's feelings must be an integral part of the counseling process.
- (d) **Principle of Thinking with the Individual:** Counseling emphasizes thinking with the individual. It is essential to differentiate what to think for whom? And 'why to think'? It is the role of the counselor to think about all the forces around the client to join the client's thought process and to work collectively with the client regarding his problem.

- (e) **Principle of Learning:** All the assumptions of counseling accept the presence of learning-elements in the counseling process.
- (f) **Principle of Consistency with Ideals of Democracy:** All the principles are associated with ideals of democracy. The ideals of democracy desire to accept a person and want to respect the rights of others.

The process of counseling is based upon the ideals of a person's respect. It is a process which accepts individual differences.

Self-Check Exercise-3

1. What is the purpose of the oriental function in counselling?
 - a) Developing personal constraints
 - b) Preventing awareness of career planning
 - c) Providing information and awareness
 - d) Limiting the complexity of the world of work
2. What does the principle of respect for the individual emphasise?
 - a) Ignoring individual feelings
 - b) Disregarding client's rights
 - c) Respecting individual's feelings
 - d) Implying a collective approach

19.6 SUMMARY

Counseling is an integral part of the guidance process, aimed at helping individuals solve problems and enhance personal, social, emotional, educational, and vocational development. While guidance and counseling are often used interchangeably, counseling involves a purposeful reciprocal relationship between two individuals, typically with one being a trained counselor assisting the other in self-change or environmental change. Counseling functions include adjustmental, oriental, and developmental aspects, aiding individuals in making suitable adjustments, orienting them about environmental constraints and resources, and fostering self-development and societal development. Principles of counseling emphasize acceptance of the individual, permissiveness, respect for individual feelings, thinking with the individual, learning, and consistency with ideals of democracy. These principles guide the counseling process, ensuring that each client is treated as an individual with rights, and fostering an environment conducive to personal growth and problem-solving.

19.7 GLOSSARY

Counselling: A process of consultation and mutual interchange of opinions aimed at assisting individuals in gaining self-understanding, self-acceptance, and self-realization. It involves a purposeful reciprocal relationship between two individuals, typically a trained counsellor and a client, with the goal of facilitating positive changes in the client's life or environment.

Developmental Function: Counseling aims to prevent maladjustment and promote self-development, self-realization, and societal and national development.

19.8 ANSWERS TO SELF-CHECK EXERCISE

Self-Check Exercise-1

1. c) Mutual relationship
2. b) Insight-gaining process

Self-Check Exercise-2

1. b) Drawing out facts from the client
2. d) Face-to-face and democratic

Self-Check Exercise-3

1. c) Providing information and awareness
2. c) Respecting individual's feelings

19.10 REFERENCES/SUGGESTED FURTHER READINGS

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19.11 TERMINAL QUESTIONS

Dear Learners, check your progress by attempting the following questions

1. Explain the distinction between guidance and counseling, and provide examples of counseling relationships in everyday life.
2. Describe the role of the counselor in the counseling process, emphasizing the characteristics that make counseling a vital part of guidance.
3. Analyze the three-fold functions of counseling—adjustmental, oriental, and developmental—and how they contribute to individual and societal well-being.
4. Evaluate the principles of counseling and discuss how they shape the counselor-client relationship.

UNIT-20

COUNSELING APPROACHES – DIRECTIVE, NON-DIRECTIVE AND ECLECTIC

Structure

- 20.1 Introduction
- 20.2 Learning Objectives
- 20.3 Counselling Approaches: Directive, Non-Directive and Eclectic
Self-Check Exercise-1
- 20.4 The Process and Stages of Counselling Process
Self-Check Exercise-2
- 20.5 Summary
- 20.6 Glossary
- 20.7 Answers to self-check Exercise
- 20.8 References/Suggested Readings
- 20.9 Terminal Questions

20.1 INTRODUCTION

Dear Learner,

Counseling encompasses various approaches tailored to meet the needs of individuals seeking assistance. This section explores three fundamental counseling approaches: directive, non-directive, and eclectic counseling. Each approach is characterized by distinct methodologies and roles for both counselor and client. Directive counseling, led by B. G. Williamson, involves the counselor taking charge of problem-solving, while non-directive counseling, pioneered by Carl Rogers, prioritizes the client's autonomy and self-discovery. Eclectic counseling, advocated by Bordin, offers a flexible combination of directive and non-directive techniques to address diverse client needs. Additionally, the counseling process unfolds through identifiable stages, including readiness, counter will, case history, rapport building, transference, countertransference, resistance, and various stages of client disclosure and exploration, ultimately culminating in commitment to action. Understanding these approaches and stages is essential for effective counseling practice and fostering positive client outcomes.

20.2 LEARNING OBJECTIVES

After studying this unit, you will be able to:

- Explain the concept of counseling
- State the types of counseling
- Differentiate between directive and non-directive counseling.
- Explain the process of counseling.
- Describes the stages of the counseling process.

20.3 COUNSELLING APPROACHES: DIRECTIVE, NON-DIRECTIVE AND ECLECTIC

Based on the nature of the counselling process and the role of the counsellor, the following are the three approaches of counselling.

Counselling Approaches

Directive	Non-Directive	Eclectic
Counselling	Counselling	Counselling
WILLIAMSON	CARL ROGERS	BORDIN

Directive Counseling:

- B. G. Williamson is the chief exponent.
- The counsellor assumes the major responsibility of solving the problem.
- Counsellor identifies, defines, diagnoses and provides a solution to the problem.
- Counsellor directs thinking by informing, explaining, interpreting and advising.
- Counsellor-oriented.
- Emphasis is on the problem

Steps: Role of the Counsellor

- Analysis-collecting data from various sources to understand the client's problem.
- Synthesis-interpreting and organizing data to reveal students assets, liabilities, adjustments etc.
- Diagnosis-identifying the nature and cause of the problem.
- Prognosis-predicting the future development of the problem.
- Counselling-taking steps to bring about adjustment
- Follow up-helping with recurrence or new patterns.

Merits

- Time saving and economical

- Gives happiness to the counselee as he gets a solution to this problem.
- Emphasis is on the intellectual rather than the emotional aspect

Demerits

- Kills the initiative
- Makes him helpless
- Does not guide counselee to be efficient and confident
- Undemocratic
- Made dependent

Non Directive Counseling (Client-oriented/Centered Counseling):

- Chief exponent-Carl Rogers
- Counselee is allowed free expression
- Counsellor only directs and guides
- Counsellor asks a few questions, so as to think about the solution of the problem.
- Counselee takes active part, gains insight into the problem with the help of counsellor and arrives at the decision and action to be taken
- Counsellor's role is passive
- Goal is independent and integration of the client rather than the solution
- Role of the counselor is to create an atmosphere in which the counselee can work out his own understanding
- Emotional aspect rather than the intellectual aspect is stressed
- Counseling relationship is the establishment of a warm, permissive and accepting climate which helps the client to express his self-structure.

Merits

- Freedom of the individual
- Relieves tensions due to catharsis
- Moves toward acceptance of himself
- Confronts weaknesses without feeling threatened

Demerits

- Time consuming
- Wisdom and judgment of the client cannot be relied upon All the problems cannot be sorted out through talking

Eclectic Counseling:

- Chief exponent-Bordin (Thome)
- Counselling may be evaluated along a continuum from directive to non-directive to directive.
- Eclectic is a continuation and synthesis of directive and non-directive counselling.

- Both counselor and counselee are active and cooperative Both do the talking in turn
- The problem is solved jointly

The counselor studies the needs and personality of the client and then selects the technique (appropriate). Begins with directive but switches over to non-directive or vice versa as demanded by the situation.

Steps

- Initial interview
- Develops rapport and does structuring so that client understands what to expect from the counseling
- Tentative diagnosis and plan of counseling is formulated
- Gathers information about the client and the client needs to be helped to assimilate this information
- Client achieves emotional release and gains insights, modifies perceptions/attitudes about himself and situations

Self-Check Exercise-1

1. Who is the chief exponent of Directive Counseling?
 - a) Carl Rogers
 - b) B. G. Williamson
 - c) Bordin (thome)
 - d) None of the above
2. What is emphasised as the primary role of the counsellor in Non-Directive Counseling?
 - a) Solving the client's problem
 - b) Providing solutions to the client
 - c) Guiding the client through questions
 - d) Taking an active role in decision-making for the client
3. According to the description, what is a characteristic of Eclectic Counseling?
 - a) Exclusive reliance on directive techniques
 - b) Exclusive reliance on non-directive techniques
 - c) Flexibility in using both directive and non-directive techniques
 - d) Lack of cooperation between counsellor and client

20.4 THE PROCESS AND STAGES OF COUNSELLING PROCESS

Counselling is a process. It means that Counseling involves a sequence of identifiable events spread over a period of time. The time taken, the sequence of events, and dynamics involved, the nature and extent of exploration, differ from individual to individual. However there are certain basic stages, which form the

essentials of counseling processes. The process of counseling comprises of certain concepts, they are as follows:

Readiness:

The counselee are of two types i.e. one who seeks assistance voluntarily and the other who are referred. The Counseling presupposes a desire on the part of the counselee that makes him come for the assistance. This desire is referred to as readiness.

Counter Will:

People experience difficulty in asking for help and accepting it, because they are reluctant to face the consequences of change or an admission of inadequacy of failure. The negative feeling that holds back one from seeking help is referred to, as counter will.

Case History:

Case History is a systematic collection of facts about the counselee's past and present life. However, the focus of attention varies from case to case.

Rapport:

It is a warm friendly and understanding atmosphere created by the counselor, which is catalytically in the formation of an effective counseling relationship. Warmth of relationship and feeling of trust, which grows out of unconditional acceptance are important in contributing to the establishment of rapport.

Transference:

It is the counselor transferring emotions originally felt toward someone early in life. The counselee is encouraged to express his/her feelings and emotions freely. The counselor acknowledges these feelings and handles them in a therapeutic way.

Counter Transference:

This occurs when counselor project their unresolved conflicts upon the counselee. When a counselor feels uncomfortable and experiences feelings of anger, resentment or becomes overemotional. This is unhealthy.

Resistance:

It refers to counselee's move to oppose the counselor's attempt to work towards set goals. This influences counseling outcomes positively. Resistance ranges from open hostility to passively resistant behavior like being late for an appointment.

Stages of the Counseling Process

A process is an identifiable sequence of events taking place over time e.g. Process of human development from birth to death.

The First Stage: Initial Disclosure:

Initially the client expresses two sets of feelings i.e.

- i) I know I need help

- ii) I wish I weren't here.
- Therefore the central task of the counselor in this stage is to allay the client's fears and encourage self-disclosure.
- Attending paying careful attention to the client's words and actions.

Counselor observes clients behavior for indications of content and feeling not expressed in verbal messages. It is the first contact between the client and the counselor, but it remains important throughout the counseling process.

In this stage, clients are helped to articulate their personal concerns and to place those concerns in a context so that the counselor can understand the personal meanings and significance the client attaches to them.

The main aim of this stage is to promote trust in the client.

Following characteristics describe the helping relationship.

- Empathy-Understanding others' experience as if it were yours.
- Genuineness - Being natural, in behavior and dependable in the relationship
- Unconditional positive regard - Caring without condition
- Concreteness-Using clear language to describe the client's situation.

The Second Stage: In-depth Exploration

- Client begins to formulate a new sense of hope and direction.
- Counselor at first discusses the diagnostic impressions of the client's dynamic and coping behavior.
- As the relationship becomes more secure, the counselor begins to confront the client with observations about his/her goals or behavior. This will help the client arrive at newly challenged and refined views of self.
- Immediacy-is referred to in 3 ways.
 - i) General discussions about the progress of counseling relationships.
 - ii) Immediate response to the client's statement disclosing current thoughts about counseling.
 - iii) Counselor's personal response to a client in the present

This stage becomes emotionally stressful, because the client faces the inadequacy of habitual behaviors. In this stage the client and counselor come to a mutually acceptable diagnosis of the problem.

The Third Stage: Commitment to Action:

How to accomplish goals that have emerged in the previous two stages, Client relates his behaviour to accomplish goals.

This stage includes identifying possible alternative courses of actions (decisions) the client might choose.

Once an action decision is made the client tries some new behaviors. The counselor supports and reinforces the trying of new behaviors.

Self-Check Exercise-2

1. Which characteristic describes the counselor's behavior in the helping relationship during the initial disclosure stage?
 - a) Empathy
 - b) Genuineness
 - c) Unconditional positive regard
 - d) Concreteness
2. What characterizes the commitment to the action stage of counseling?
 - a) Identifying possible alternative courses of actions
 - b) Trying new behaviors to accomplish goals
 - c) Establishing rapport with the counselor
 - d) Reflecting on past experiences

20.5 SUMMARY

In this section, we explore three primary counselling approaches: directive, non-directive, and eclectic counselling. Directive counselling, led by B. G. Williamson, places the responsibility on the counsellor to identify and solve the client's problems through guidance and advice. Non-directive counselling, pioneered by Carl Rogers, emphasizes the client's autonomy and self-discovery, with the counsellor serving as a passive guide. Eclectic counselling, advocated by Bordin, blends elements of both approaches to address the diverse needs of clients.

Additionally, we delve into the process of counselling, which involves various stages and concepts. These include readiness, counter will, case history, rapport building, transference, countertransference, and resistance. The counselling process unfolds through identifiable stages: initial disclosure, in-depth exploration, and commitment to action. Each stage contributes to fostering trust, understanding, and goal attainment between the counsellor and the client.

20.6 GLOSSARY

Directive Counselling:

An approach where the counsellor takes the primary role in diagnosing and solving the client's problems.

Non-Directive Counselling:

An approach where the client takes the primary role in solving their own problems with the counsellor providing guidance and support.

Eclectic Counselling: An approach that combines both directive and non-directive techniques, allowing flexibility based on the client's needs.

20.7 ANSWERS TO SELF-CHECK EXERCISE 1& 2

Self-Check Exercise-1

1. b) B. G. Williamson
2. c) Guiding the client through questions

3. c) Flexibility in using both directive and non-directive techniques

Self-Check Exercise-2

1. a) Empathy
2. b) Trying new behaviors to accomplish goals

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20.9 TERMINAL QUESTIONS

Dear Learners, check your progress by attempting the following questions:

3. Discuss the key characteristics and steps involved in directive counseling as proposed by B. G. Williamson. What are the primary merits and demerits of this approach?
4. Explain non-directive counseling approach. How does this method differ from directive counseling in terms of counselor involvement and client autonomy?

4. Analyse the eclectic counselling approach. How does this approach integrate both directive and non-directive techniques, and what are the key steps involved in eclectic counseling?

UNIT-21

INDIVIDUAL & GROUP COUNSELLING AND ETHICAL ISSUES IN COUNSELING

Structure

- 21.1 Introduction
- 21.2 Learning Objectives
- 21.3 Types of counselling
Self-Check Exercise-1
- 21.4 Ethical Issues in Counseling
Self-Check Exercise-2
- 21.5 Summary
- 21.6 Glossary
- 21.7 Answers to Self-Check Exercise
- 21.8 References/Suggested Readings
- 21.9 Terminal Questions

21.1 INTRODUCTION

Dear Learner,

Counseling is a concept that has existed for a long time. We have sought through the ages to understand ourselves, offer counsel and develop our potential, become aware of opportunities and, in general, help ourselves in ways associated with formal guidance practice. In most communities, there has been, and there still is, a deeply embedded conviction that, under proper conditions, people can help others with their problems. Some people help others find ways of dealing with, solving, or transcending problems. In schools, if the collaboration between teachers and students is good, students learn in a practical way. Young people develop degrees of freedom in their lives as they become aware of options and take advantage of them. At its best, helping should enable people to throw off chains and manage life situations effectively. The need for counseling has become paramount in order to promote the well-being of the child. Effective counseling should help to improve the self-image of young people and facilitate achievement in life tasks. Counseling should empower girls and boys to participate fully in, and benefit from, the economic and social development of the nation.

Many children do not respond to talking in counseling sessions for a variety of reasons. In India, children are expected to be submissive to authority. Girls and boys may not have been encouraged to express their feelings, or lack the experience of having an adult who listens to them. They may, therefore, react with suspicion or

resistance to a teacher who is a counselor. Consequently, children require structured or action-oriented approaches to facilitate counseling.

Effective counseling practice is highly dependent on the skills and techniques of the teacher. Though people can learn by reading, writing and talking about counseling, if they are to become competent counselors, they have to learn by doing it. Trainees also need to develop their skills in practical groups, prior to being given responsibility for their own study. It is in the light of this lesson has been written.

21.2 LEARNING OBJECTIVES

After studying this unit, you will be able to:

- Know about different counseling skills
- Know about the role & functions of the counselor
- Understand different types of counseling.
- Understand ethical Issues in counseling.

21.3 TYPES OF COUNSELING

Counseling can be group counseling or individual counseling.

Group Counseling

Group counseling is counseling with multiple individuals facing a similar concern. The strength in group counseling is that if you have 3, 5 or 10 people together all facing the same issue or similar issues, then they can work together. For example, group counseling is common for those in the midst of a divorce. The individuals in the group act as a source of insight and support while reinforcing the idea that each individual is not the only one experiencing these problems.

It is a technique where a group of persons is counseled by applying a group interaction method with the purpose of arriving at a solution to the problem common to the group. All the group members were provided with an opportunity to discuss their problem together, in a free atmosphere. Knowledge of reality, self-knowledge and self-realization can be achieved through group interaction processes. These help to modify certain faulty social learning and to reteam certain attitudes and dispositions which are essential for healthy adjustment. The counselor initiates the session with the students chosen on the basis of common problems. Everyone in the group gives his opinion and shows respect for others' viewpoints and the group finally makes a decision which is acceptable to all. The limitation here is the size of the group. It should be small otherwise the interaction among the members will result in confusion instead of solution.

Techniques of Group Counseling

There are various techniques used for group counseling

1. Informal discussions

Discussions done under a skillful leader with desirable objectives result in conclusions helpful to the whole group.

2. Group reports

Students with similar specific problems are divided into groups the solution arrived at is discussed in the larger group.

3. Lectures

Lectures delivered by experts on specific problems are used to impart group guidance. Dramatics Guidance is given in an interesting way by dramatisation.

4. Question box

Shy students get a solution for their problems when a similar problem is discussed in a group.

5. Case conference

It is an experience in social thinking where the problem faced by the majority of the group is stated concretely by way of a case.

Pros to Group Counseling:

- Increase practitioners revenue by assisting the masses in one setting therefore optimizing counseling time, efficiency, and resources
- Clients get additional support, feedback, and advice from one another
- Clients save money since group sessions are generally cheaper than individual sessions
- Hearing other people's challenges/struggles can sometimes reduce one's personal stress on his/her own struggles and provide an alternate perception
- Improved social skills by having people interact with others in a safe setting

Cons to Group Counseling:

- Clients who are shy may not speak up during group sessions to express their challenges/struggles so these can go unattended
- Clients who may need more attention for additional needs, which are not discussed in the group session, can get lost in the crowd and overlooked
- Some people do not work well in group settings and prefer one-on-one counseling only
- Not all topics/subjects discussed will be pertinent to everyone in the group
- Group sessions have a non-flexible set time and date

Individual Counseling

Counseling comes in multiple ways depending on the nature of the problem it is concerned with. Individual counseling is counseling focused on the individual's immediate or near future concerns. Individual counseling may encompass career counseling and planning and dealing with problems at a job before they become big. Individual counseling is a one-on-one discussion between the counselor and the

client, who is the person seeking treatment. The two form an alliance, relationship or bond that enables trust and personal growth.

TECHNIQUES OF INDIVIDUAL COUNSELING

Interview is one of the main techniques employed in assisting the individual to understand himself. It is the fundamental operation in the counseling process. According to Bingham and Moore Interview is 'Conversation with purpose'. Irrespective of the nature of the interview, facts about the involved individual are gathered, inferred and sometimes judged and verified during the counseling process. In addition to the obvious picture of the students' traits as obtained through structured tools in the form of data blanks, questionnaires, rating scales, a proficient counselor can enrich the data collected by having casual conversations with teachers concerned and parents.

Types of Interviews

1. **Introductory Interview** The first interview with the counselee for getting mutually acquainted and building rapport is an introductory interview. It makes the follow up procedure easy. The counselor introduces himself and states the purpose of the interview to the counselee. It also develops confidence in the counselee about the counselor's competence, interest, knowledge, skill and feeling of freedom. This type of introductory interview does not provide all the data needed to understand the counselee. To get details about the counselee, the introductory interview is to be followed by a fact finding interview.

2. **Fact-finding Interview**

This helps the counselor to identify the intensity of counselee's attitudes towards family, friends, school, subjects and situations which are not revealed by the counselee in writing. Counselor knows about the strengths and weaknesses of the counselee by this follow-up interview.

3. **Informative Interview**

A counselee may be interviewed by the counselor with the purpose of informing him about the data collected from various sources. The students who seek educational and vocational choices require this type of interviews by expert counsellors.

4. **Counseling Interview or Therapeutic Interview**

It is a conversation with a purpose between two individuals in the specific context of counseling. It requires a cooperative attitude and readiness for sharing on part of both the participants. An expert counselor can arouse a confidence in the counselee that they are close enough for his free expression of any of his feelings which he cannot talk openly with others. Thus with the development of counseling interviews, the counselor is increasingly able to understand the counselee's special needs without getting emotionally involved with the counselee. A proficient counselor can observe significant facts in the counseling situation. The gestures, looks, tone, pitch and movements of the counselee during the interview also give information about the counselee's emotional state, his attitude towards the problem and his ego strength.) Termination of a counseling interview should be an achievement experience for the counselee and fulfilling experience for the counselor.

Pros to Individual Counseling:

- Full attention is provided to the client which optimizes one-on-one care and tackles specific needs and circumstances by delving deeper into one's challenges
- Scheduling is more flexible in regards to when each session meets, how long, and how often (i.e. once a week, every 2 weeks, once a month, etc)
- With individual counseling, clients do not have to worry about clashing personalities with other clients in a group setting. The only two people involved are the client and the practitioner.
- More time is available for clients who need additional sessions to accommodate their needs versus in a group setting, a set number of sessions/classes are held. If the client needs more sessions at the end of the scheduled group sessions, the client and practitioner need to figure something else out
- Non-threatening environment and can feel "safe" for people who are shy about their situation

Cons to Individual Counseling:

- Cost is higher for individual sessions and may not be an option due to finances, even if the individual sessions are preferred
- Additional advice or ideas may not be expressed from just the practitioner which could lead the individual to have less options available
- Some topics can be missed if the client is not willing to share a specific area of need for improvement
- The practitioner has a limited amount of clients he/she can attend to due to the fact that only one client can be seen at a time
- Not as time efficient or cost effective for the practitioner if clients reschedule or skip appointments.

Self-Check Exercise-1

1. What is the primary strength of group counseling?
 - a) Individualised attention
 - b) Direct focus on specific issues
 - c) Shared insight and support among multiple individuals
 - d) Confidentiality in a one-on-one setting
2. What is one disadvantage of individual counseling mentioned in the text?
 - a) Limited availability of scheduling options
 - b) Higher cost compared to group sessions
 - c) Increased likelihood of missing important topics
 - d) Inability to accommodate additional sessions if needed

21.4 ETHICAL ISSUES IN COUNSELING

Counselors like all professionals have ethical responsibilities and obligations. The principal rule supporting ethical obligations is that the counselor must act with full recognition of the importance of the client's rights, the ethics of the profession. Counseling is not a value free or neutral activity. It is a profession based on values, which are orienting beliefs about what is good and how that good should be achieved. Professional bodies of counseling have developed ethical standards for which they have made available to the practitioners.

Ethical codes help professionalize and protect an association by the government and promote stability within the profession. The need for ethical codes are:

- To control internal disagreement.
- To protect practitioners from the public.
- To protect client from incompetent counselors

Especially in malpractice issues Clients can also use codes to evaluate questionable treatment from the counselors.

Ethical Issues:

Guidance and Counseling is an interactive relationship that takes place between the Counselor and that client (in this case between you the counselor and the student). It's important that some issues related to codes of conduct in counseling relationships are highlighted here in the module for your benefit.

- Ethical codes are not set in stone. They serve as principles upon which to guide practice.
- There are two dimensions to ethical decision making:
 - Principle ethics: Overt ethical obligations that must be addressed.
 - Virtue ethics: Above and beyond the obligatory ethics and are idealistic
- Ethical codes and standards of practice for counselors have been formulated by the Counseling Associations at national and World level such as Indian Psychological Association, American Counseling Association (ACA) and American Psychological Associations (APA).
- Ethical codes are guidelines for what counselors can and cannot do
- Each counseling situation is unique and sometimes the counselor must interpret the code.

The following ethical codes of behavior are necessary for you to know them, because they are going to help you to conduct counseling professionally. Adherence to these codes of conduct is of paramount importance and a foundation of successful practice:

Confidentiality

You are mandated to maintain all matters arising during any counseling of a client confidential. All advice given should not in any way be disclosed nor discussed with another person.

Tolerance

It is important that you practise tolerance with your client, and unnecessary distress on the client is totally unacceptable. Request for counseling is voluntary and therefore is improper to force the services on a client.

Objectivity

The need to be objective in counseling relationship is important. You need to be impersonal in your dealing with the client, and be objective with your view, offer options that are clear and understood by the client, merits and demerits spelt out very clearly, so that the client is very clear of the kinds of decisions he/she is going to make. Counselor's views should to be imposed on the client.

Ethical Issues that influence Clinical Practice

- Client Welfare: Client needs come before counselor needs and the counselor needs to act in the client's best interest.
- Consent Counselors need to inform clients as to the nature of counseling and answer questions so that the client can make an informed decision.
- Confidentiality Clients must be able to feel safe within the therapeutic relationship for counseling to be most effective. What the client says stays in the session unless the client is threatening harm to self or others.

Ethical Issues that influence Clinical Practice

- Dual Relationships: When a counselor has more than one relationship with a client (e.g. The counselor is a friend and the counselor).
- Sexual Relationships: Professional organizations strongly prohibit sexual relationships with clients and in some states it is a criminal offense.

Privileged Communication

- It is legal protection of the client which prevents a counselor from disclosing what was said within the counseling sessions.
- This right belongs to the client and not the counselor.
- Laws concerning privileged communication vary from country to country.

Self-Check Exercise-2

1. What is the primary purpose of ethical codes in counseling?
 - a) To restrict counselors' actions based on rigid guidelines
 - b) To promote disagreement and conflict within the profession
 - c) To protect clients' rights and ensure competent counseling practices
 - d) To discourage stability and professionalisation within the profession

2. What is the significance of informed consent in counseling?
 - a) It allows counselors to make decisions without client input
 - b) It ensures clients have a clear understanding of the counseling process
 - c) It eliminates the need for confidentiality in counseling sessions
 - d) It promotes dual relationships between counselors and clients

21.5 SUMMARY

Young people develop degrees of freedom in their lives as they become aware of options and take advantage of them. At its best, helping should enable people to throw off chains and manage life situations effectively. The need for counseling has become paramount in order to promote the well-being of the child. Counseling should empower girls and boys to participate fully in, and benefit from, the economic and social development of the nation. Several skills need to be brought into a one-to-one counseling session. These include attitudinal skills, listening skills, verbal communication skills, and giving leads. A counselor is selected by virtue of interest, training, experience and competence. Counseling can be group counseling or Individual counseling. Group counseling is counseling with multiple individuals facing a similar concern. The strength in group counseling is that if you have 3, 5 or 10 people together all facing the same issue or similar issues, then they can work together. Individual counseling is counseling focused on the individual's immediate or near future concerns. Individual counseling may encompass career counseling and planning and dealing with problems at a job before they become big. Individual counseling is a one-on-one discussion between the counselor and the client, who is the person seeking treatment. Counselors like all professionals have ethical responsibilities and obligations. Guidance and Counseling is an interactive relationship that takes place between the Counselor and that (in this case between you the counselor and the student). It becomes important that some issues related to codes of conduct in counseling relationships are highlighted here in this lesson for your benefit.

21.6 GLOSSARY

Group Counselling: A counselling group is usually composed of six to eight students who meet face to face with one or two trained group therapists and talk about what most concerns them.

Individual counselling: it is counselling focused on the individual's immediate or near future concerns.

Ethical issues: Ethical issues are defined as situations that occur as a result of a moral conflict that must be addressed.

21.7 ANSWERS TO SELF-CHECK EXERCISE 1 & 2

Self-Check Exercise-1

1. c) Shared insight and support among multiple individuals
2. b) Higher cost compared to group sessions

Self-Check Exercise-2

1. c) To protect clients' rights and ensure competent counseling practices
2. b) It ensures clients have a clear understanding of the counseling process

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- see more at: <http://www.publishyourarticles.net/knowledge-hub/education/what-are-the-basic-principles-and-characteristics-of-counselling/5379/>

21.9 TERMINAL QUESTIONS

Dear Learners, check your progress by attempting the following questions:

- 1) Teachers can be called as counsellors. Explain.
- 2) Why is a counsellor called a facilitator?
- 3) What are the characteristics and skills of a counsellor? Discuss the role and functions of a counsellor.
- 4) Explain the different ethical issues to be taken into consideration in counseling.

UNIT-22

COUNSELING SKILLS

Structure

- 22.1 Introduction
- 22.2 Learning Objectives
- 22.3 Counseling Skills
 - Self-Check Exercise-1
- 22.4 Characteristics & Skills of a Counsellor
 - Self-Check Exercise-2
- 22.5 Role & Functions of Counsellor
 - Self-Check Exercise-3
- 22.6 Summary
- 22.7 Glossary
- 22.8 Answers to Self-Check Exercise
- 22.9 References/Suggested Readings
- 22.10 Terminal Questions

22.1 INTRODUCTION

Dear Learner,

Effective counseling requires a diverse set of skills and attitudes to foster understanding, trust, and growth in the client. Among these skills are attitudinal skills, listening skills, verbal communication skills, and the ability to give leads. Attitudes such as respect, genuineness, unconditional positive regard, empathy, self-disclosure, and confrontation play a crucial role in shaping the counseling process. Furthermore, effective listening involves not just hearing what the client says but also understanding the unspoken cues. Verbal communication skills are essential for conveying messages accurately and appropriately, considering both the literal and emotional aspects of communication. Additionally, giving leads through techniques like restatement, questioning, reflection of feeling, reassurance, and interpretation helps guide the counseling process. Understanding these skills and characteristics is vital for counselors to create a supportive and empowering environment for their clients.

22.2 LEARNING OBJECTIVES

After studying this unit, you will be able to:

- identify and describe the key attitudes necessary for effective counselling.
- learn the essential characteristics of an effective counsellor.
- learn how to design and initiate career development programs.
- understand the importance of staying informed about new career trends and participating in professional experiences to enhance counselling skills.

22.3 COUNSELING SKILLS

Several skills need to be brought into a one-to-one counseling session.

These include:

- Attitudinal skills;
- Listening skills;
- Verbal communication skills; and
- Giving leads.

Attitudes

There is probably nothing which has a greater impact on the outcome of a counseling session than the helper's attitude. Attitudes can be positive or reactive. Attitudes are included in this unit on skills because good attitudes can be learned and practised. They include the following:

- Respect
- Guidance/Congruence
- Unconditional Positive Regard
- Empathy
- Self-disclosure
- Confrontation

a) Respect

It is one of the most important human attitudes required. It normally begins with respecting one's self, so that others respect you in turn. It is having good intentions and warm regard for students. Respect the students and avoid imposing your values on them. Avoid judgment.

Many times, respect demands praising the individuality of each student, supporting each one's search for him/herself, and structuring the counseling to the needs, capacities and resources of the individual student. The teacher needs to ensure that the student accepts the problem and the solution as his/her own.

b) Genuineness/Congruence

Genuineness is at times referred to as congruence. It is the consistency or harmony between what you say, and what you are, as a teacher. This condition reflects honesty, transparency, and trust. This element is basic to a counseling relationship. Once it is established, open communication, warmth and respect for the client gradually develop.

c) Unconditional Positive Regard (Warmth)

You may have experienced situations where a student approached you with a concern, and you blamed the student, or acted as if the student bothered you. These are negative attitudes which are ineffective in counseling.

Unconditional, positive regard makes students feel welcomed and valued as individuals.

d) Empathy

Empathy is your ability, as a teacher, to understand what your students' experience, and communicate this kind of feeling. Carl Rogers (1980), defined it as perceiving the internal frame of reference of another person. Empathy implies entering the private perceptual world of the client, and being sensitive to his/her feelings, whether good or bad.

As a teacher, you need to be empathetic. You need to be responsive to both the content and the feelings expressed by students. This attitude helps you to assess students' concerns and understand them better.

e) Self-Disclosure

Self-disclosure helps your student to communicate easily. It is one of the attitudes that helps your student to reveal something about him/herself. It helps to create mutual trust, and disarm the student, so that he/she feels free and talks openly.

This is equally important for both parties in the counseling session. It promotes a relationship through increased communication and better understanding of the student. It also helps the student to understand him/herself better, and helps him/her get rid of the burden of quitting.

This is a first step in behavioural change. Opening with self-disclosure helps the student to talk about his/her problems more concretely and realistically, and allows him/her to act accordingly. Disclose only what is necessary.

f) Confrontation

This is when you use your student's behaviour, or words, to point out inconsistencies between what is said and what is done. When handling a response, confrontation, or challenging attitudes, is a healthy development in counseling. For example, a student may say he/she hates a particular teacher and, in another instance, may say that he/she likes her. This is inconsistent.

You could draw the attention of such a student to such inconsistency by saying. You said that you did not like the teacher. Now you are saying that you like her. What exactly do you mean? Remember to bring this out in a feeling and not in a threatening way. You will, in this way, initiate action in your student.

2. Listening

Effective listening is more complicated than it seems, since it involves a teacher's own level of self-awareness, as well as his/her awareness of the spoken and unspoken cues of the other person. Furthermore, a teacher needs to be able to respond to the student in such a way that he/she feels understood. Being a good listener entails receiving and sending appropriate messages. In counseling this is important, because it means meeting the needs of the students.

Listening to students is not just a matter of receiving what they say, but also receiving how they say it. Sometimes how they communicate is much more revealing than what they actually say, which may be more concealing than revealing.

Listening skills are basic to all human interaction, whether the purpose is for getting information, conducting in-depth interviews, or offering informal help. Listening is considered to be the most important counseling skill.

3. Verbal Communication

The use of words in counseling is a skill which, like any other skill, requires practice to master. Verbal communication takes place first in the literal or content phase. If inappropriate vocabulary is used, rapport and understanding will be hindered. When this happens, miscommunication occurs. Even common words can be misunderstood due to the multiple meanings they carry. Look up any common English word in an unabridged dictionary, and you will find several different definitions of this word. So the potential for miscommunication is great.

In addition to the literal phase of verbal communication, there is also the emotional phase. This refers to other attributes involved in vocal interactions, such as volume, the emotional edge, and other non-verbal cues such as gestures. Picture a student saying, I don't care while angry, or while indifferently walking away from you, or while weeping with his head in his hands. Although the words are the same, the message conveyed is vastly different. As helpers, we must be sensitive to both the literal and emotional phases of verbal communication.

In addition to the two general phases of communication that we have just discussed, there are five more levels of communication. Each of these levels is valuable in different contexts. The five levels of communication are:

- a) Clichés,
- b) Facts
- c) Beliefs:
- d) Emotions; and
- e) Intimacy.

a) Cliches

This is a French word which has been adopted by English speakers to mean a trite, well-worn phrase. A universal example is the greeting, 'How are you?' 'I'm fine. How are you?'

b) Facts

Facts are pieces of information that we pass on to others. They include comments on current events like, 'The morning news mentioned that the President is coming to town tomorrow, or making conversation on the weather e.g., "Those clouds look as if they could bring rain this afternoon."

The communication of facts may transmit valuable information from one to another, but little interaction takes place.

c) Beliefs

Beliefs include any part of an individual's value system. They may communicate insights and choices, or facts which are value-laden. The sharing of

one's person begins at this level, and the risk of rejection increases. The sharing of beliefs may include subjects which are considered 'forbidden' in some cultures, such as sex, politics, or religion.

d) Emotions

Emotions include communicating personal feelings. 'I am thrilled that I was invited to the party', or 'That teacher is rude, he annoys me' Communication at this level is difficult for most men and women. It requires a great deal of vulnerability to share feelings with someone else, and more so when feelings about another are shared.

This is the optimum level for counseling to take place. If the student talks to the teacher at an emotional level, and the teacher responds at the level of facts or beliefs, counseling may be derailed. A miscommunication may occur.

Guidance may take place at the facts or beliefs level, but effective counseling rarely does.

e) Intimacy

Although sometimes used as a euphemism for sexual intercourse, intimacy is more accurately defined as the intercourse of the soul. At this level, the self becomes united to another person. This is a level of communication that many individuals never experience. Indeed there is some debate as to whether such a level is even desirable, since the self may be compromised.

In counseling, this is an inappropriate level, since it may encourage the dependency of the student on the helping teacher and thereby inhibit the student's personal growth.

Each of these levels of verbal communication is valuable in an appropriate context. When riding in a taxi, it is inappropriate to share emotions with the stranger beside you, while a cliché would be appropriate. Likewise, for a husband and wife to communicate only clichés or facts would be inappropriate, since by nature the marriage relationship is emotional and intimate.

As helpers, we need to be willing to communicate appropriately at the emotional level for the good of the students, even though that proves uncomfortable. This helps the students to divulge their own feelings and get the help that they really need.

4. Leads

Leads may be defined as statements that counselors use in communication with the clients. Leads have been classified into categories of techniques, namely:

- a) Restatement of Content:** Attempts to convey understanding by repeating or rephrasing the communication.
- b) Questioning:** Seeks further information and asks the person counseled to elaborate a point.
- c) Reflection of Feeling:** Understanding from the client's point of view and communicating that understanding.
- d) Reassurance:** Serves as a reward or reinforcing agent. It is often used to support the client's exploration of ideas and feelings or test different behaviour.

- e) **Interpretation:** Explains meaning behind the client's statements.

Self-Check Exercise-1

1. What is the primary function of self-disclosure in counseling?
 - a) To impose counselor's views on the client
 - b) To encourage dependency of the client on the counselor
 - c) To create mutual trust and disarm the client
 - d) To maintain confidentiality in the counseling relationship
2. What is the purpose of using leads in communication with clients?
 - a) To assert authority over the client
 - b) To avoid further exploration of ideas and feelings
 - c) To discourage the client from sharing their thoughts
 - d) To facilitate understanding and encourage elaboration from the client

22.4 CHARACTERISTICS & SKILLS OF A COUNSELOR

Following are the characteristics of a good counselor:

Warmth: The Counselor should communicate personal warmth and make the client feel welcome valued as individuals.

Acceptance: The Counselor should accept the person & his feelings for what he is without criticizing him. He should also accept the person irrespective of age, race, sex, etc.

Genuineness: The counselor should be very honest with himself and with the client he should be very open, friendly and undefensive.

Empathy: Instead of sympathy to the person having a problem, the counselor should show empathy, which means to sense the feelings and experience of another person.

In order to make a good relationship the above qualities should be acquired by a counselor. He should imbibe these qualities to follow the principles of counseling properly.

A good counselor should be:

- A good listener & good communicator
- Respectful to other people's feelings & point of view.
- Kind, caring and understanding
- Non-pre judgmental
- Trustworthy & respectful of people's confidentiality
- Relaxed and calm
- Warm & approachable
- The ability to motivate & inspire clients.

Self-Check Exercise-2

1. Which characteristic of a good counselor involves communicating personal warmth and making the client feel welcome and valued?
 - a) Acceptance
 - b) Genuineness
 - c) Warmth
 - d) Empathy
2. What is the importance of being a good listener and communicator for a counselor?
 - a) It helps the counselor to build rapport and understanding with the client
 - b) It enables the counselor to impose their own views on the client
 - c) It allows the counselor to criticize the client's feelings
 - d) It discourages clients from sharing their thoughts and feelings

22.5 ROLE & FUNCTIONS OF COUNSELOR

Counselor is a specialist in education. Counselor's responsibilities can be classified into a) Diagnostic, b) therapeutic c) Evaluation and Research with specialized services and skills. A counselor is selected by virtue of interest, training, experience and competence.

The specific functions of a counselor are:

- Orientation of Students
- Student appraisal
- Educational and Occupational information service
- Holding counseling interviews
- Placement
- Research and Evaluation

The Counselor:

- Designs and initiates a comprehensive career development programme
- Involves teachers, students, parents, community resources. Plans students competencies for use in the classroom Include Para professionals
- Assists students in career selection, prepare them and progress in it.
- The counselor acts as a facilitator
- The Counselor need to keep up-to-date information regarding new career trends and to participate in professional experiences to improve their skills

Self-Check Exercise-3

1. What are the three main categories of responsibilities of a counselor?
 - a) Instruction, administration, and evaluation

- b) Diagnostic, therapeutic, and evaluation
 - c) Teaching, research, and counseling
 - d) Assessment, intervention, and advocacy
2. How should counselors stay informed about new career trends and improve their skills?
- a) By avoiding professional experiences
 - b) By ignoring new information
 - c) By participating in professional experiences and staying up-to-date
 - d) By relying solely on outdated knowledge

22.6 SUMMARY

Counseling skills encompass various attitudes and techniques essential for effective one-to-one sessions. Attitudes such as respect, genuineness, unconditional positive regard, empathy, self-disclosure, and confrontation form the foundation of successful counseling relationships. Listening skills involve understanding both spoken and unspoken cues, while verbal communication skills require mastery of both literal and emotional phases of communication. Moreover, providing leads through restatement, questioning, reflection of feeling, reassurance, and interpretation guides the counseling process. Additionally, a good counselor exhibits characteristics such as warmth, acceptance, genuineness, empathy, and effective communication. The counselor's role involves diagnostic, therapeutic, evaluative, and research functions aimed at supporting students' educational and career development. Through comprehensive career development programs and collaboration with various stakeholders, counselors facilitate students' growth and success.

22.7 GLOSSARY

Attitudinal Skills: Attitudes adopted by counselors that significantly impact counseling outcomes. Includes respect, genuineness, unconditional positive regard, empathy, self-disclosure, and confrontation.

Empathy: Understanding and sensing the feelings and experiences of clients, demonstrating sensitivity to their emotions and concerns.

22.8 ANSWERS TO SELF-CHECK EXERCISE 1, 2 & 3.

Self-Check Exercise-1

- 1. c) To create mutual trust and disarm the client
- 2. d) To facilitate understanding and encourage elaboration from the client

Self-Check Exercise-2

- 1. c) Warmth
- 2. a) It helps the counselor to build rapport and understanding with the client

Self-Check Exercise-3

1. b) Diagnostic, therapeutic, and evaluation
2. c) By participating in professional experiences and staying up-to-date

22.9 REFERENCES/SUGGESTED READINGS

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22.10 TERMINAL QUESTIONS

Dear Learners, check your progress by attempting the following questions:

1. What are the primary responsibilities of a counselor?
2. How do attitudes such as respect, empathy, and genuineness contribute to effective counseling?
3. Explain the importance of listening skills in counseling and how they differ from simple reception of information.
4. Describe the different levels of verbal communication in counseling and their significance in establishing rapport.
5. What are the various functions of a counselor, and how do they contribute to students' academic and personal development?

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