4.1 INTRODUCTION

You are aware of the fact that Human Resource Development is the most important objective of all our human activities, more so is that of education. Education is the potential area which helps for the human resources development. Three R's i.e. Reading, Writing and Arithmetic is not the only aim of education but it is complete only when all-round development of the personality of the individual is achieved. As you all know that guidance plays an important role in everybody's life. Guidance plays a supporting role in the educational process. Guidance is an integral part of education. For more details please refer Unit 1: Introduction to Guidance. Guidance directs and controls, help activities to help each individual develop to his fullest potential. In the guidance programme the Counsellor, Career Master/Career Teacher and the Teacher have specific roles to play in achieving the objectives of education.

The systematic guidance programme in the schools needs a full time counsellor and other paraphernalia. But in the absence of a full time counsellor, as at present in our schools, the role of the Career Master and Teacher become all the more important. The Career Master, though trained in guidance has own limitations in organising guidance activities in schools. The teacher’s role is also very much limited in view of his/her not being trained in guidance and counselling.

In the absence of full time guidance personnel, the need based minimum guidance activities could be organised in schools. However the role of the Career Master and Teacher become supporting in nature even if there is a full time counsellor. Even parents, voluntary organisations do play their roles in the direction of organising guidance activities. Hence guidance is called as a co-operative venture.

4.2 OBJECTIVES

After going through this unit, you will be able to:
4.3 NEED FOR GUIDANCE PROGRAMME AND GUIDANCE PERSONNEL

4.3.1 Need for Guidance Programme

Guidance is something that is no longer added to the educational programme but is an indispensable part of the programme itself. Today the world has grown complex. In little more than one generation, our whole pattern of life has been radically changed. These changes make guidance services an invaluable and indispensable part of the education. Guidance should not be treated as a special psychological or social service which is peripheral to education. Some hold the view that guidance is not possible without professional training. One can’t deny the need for professional service to help the child to solve some of the more intricate personal-social problems peculiar to the child. However one can visualise the role of guidance oriented teachers can play in furthering growth and development of children in areas such as academic, vocational maturity, personal and social development of the student. For further details refer to Unit 6: Guidance Programme of ES-363.

A detailed description has already been given in Unit 6 till time for the programme.

4.3.2 Need for Guidance Personnel

The basis for guidance lies in good human relationships. One school student is constantly in a state of interaction with his/her peers, the school staff members of his/her family and community. These personalities all have an important impact upon the life of the student. Most human beings are dependent on other human beings at times throughout life for advice, consultation or support in facing difficult decisions. The school student needs guidance since he/she is still in the formative years in all the aspects of his/her personality. He/she is developing physically, intellectually and emotionally into what our culture intends, a well adjusted member of society. Thus one of the deep underlying reasons for adequate and well-trained personnel in guidance is basically the dependence of the young upon the adult. Another reason for maintaining guidance personnel in the schools arises out of the growth and development of a high degree of complexity in almost all aspects of social, professional, vocational and educational life. Now-a-days our schools are not concerned with only the three R’s. The home takes care of certain things like personal and social problems. However as the times have changed, more and more responsibility has been with the trained personnel for guiding children and youth. As society becomes more and more complex there is increasing need to give the information concerning the society. The student child must have help from trained personnel to know his/her own potentialities and limitations, to live satisfactorily. To meet the need for guidance, the school must secure an adequate number of well trained guidance workers. The concept of guidance was originally limited to vocational planning. Now it has been in use in a much broader sense.

The wholistic concept of the individual necessitates the employment of more personnel in guidance. Guidance is not the function of the school alone, but rather it is the joint function of persons within the school, the home, the community and the country. The guidance personnel assist the individual to develop and become more able to solve his/her own problems and to live with satisfaction and benefit to himself/herself and to society.
We can sum up in a broad sense by indicating that any person(s) assisting school students in developing to a great degree or maturity are guidance personnel.

Check Your Progress

Notes: 3a. Write your answers in the space given below.

3b. Compare your answers with those given at the end of the block.

1. State whether the following statements are true or false by putting a tick mark (✓) over the appropriate letter (T or F).

   i) Guidance is an added burden to education. (T/F)
   ii) Guidance is an indispensable part of education. (T/F)
   iii) Guidance helps in the growth and development of students. (T/F)
   iv) Good human relationships is the prerequisite in guidance. (T/F)
   v) Anybody can take up the guidance work in schools. (T/F)
   vi) All teachers are not guidance workers. (T/F)
   vii) There is no need of trained personnel in guidance programmes. (T/F)
   viii) Counsellor is the only person who can take up guidance work. (T/F)
   ix) Guidance workers have the final words in child's education, or career planning. (T/F)
   x) Principal/Head Master is not a guidance personnel. (T/F)

4.4 COUNSELLORS, CAREER MASTERS AND TEACHERS AS GUIDANCE PERSONNEL

You have already learnt about the need for guidance activities in schools at all levels as also the need for guidance personnel to implement these activities. Guidance personnel includes Counsellor, Career Master, Teachers, Principal/Head Master, Social Workers, Psychologist, Psychiatrist, Doctor etc. In addition to this parents and community also play a significant role in providing guidance to the children. Here one has to classify the full-time guidance personnel and part-time or casual guidance personnel. At the first instance counsellor is the one who is a full-time guidance worker. Counsellor should be a sufficiently trained and professionally qualified person who can undertake testing, counselling and providing information to the children. The counsellor will look after the information centre and guidance clinic also in the school. Though the counsellor is a full-time guidance person, s/he needs the co-operation of all the teachers, staff, department of educational etc. since guidance is a co-operative endeavour.

Career Master is basically a teacher in the school who is concerned with guidance work because of his/her training and orientation. He may also be called as a guidance oriented teacher. The Career Master is one who is trained in the art of collecting and disseminating the educational and occupational information.

Further he should maintain the information centre in the school with upto date and reliable information. The Career Master is not the one who is fully trained but has little orientation with regard to guidance that helps him in organising the minimum guidance activities in schools. With regard to the organisation of guidance activities, Career Master is a better personnel compared to a school teacher.

Teacher as a guidance person has little scope to do the guidance work. But basically a teacher is a guidance worker since he is in association with the student day in day out. Training and orientation to teachers on guidance is very less in our present context. Ultimately the success of any guidance programme lies with the co-operation of all the teachers in schools.
Check Your Progress

Notes:

a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the block.

Check Your Progress

2. Define the following in brief.

   i) Counsellor

   ii) Career Master/Teacher

   iii) Teacher

3. Classify the given statements as true or false by tick mark (✓) the T or F.

   i) There is no need for counsellor in counselling. (T/F)

   ii) Career Master can take up counselling cases. (T/F)

   iii) If there is Counsellor, there is no need for Career Masters or Teachers. (T/F)

   iv) Career Master can take up testing service also. (T/F)

   v) Career Master is a full-time guidance person in school. (T/F)

4.5 ROLE OF GUIDANCE PERSONNEL

Now as you have come to a stage to know in detail about the roles of each of the three important guidance personnel, we can start with one by one i.e., Counsellor, Career Master and Teacher in the following sub sections.

4.5.1 Counsellor

Basically a counsellor is a specialist in education and is expected to carry out guidance functions better than other staff members in the school. In his/her capacity as a counsellor, a guidance worker’s responsibilities include a number of specialised areas which can be broadly classified into: (a) diagnostic, (b) therapeutic, (c) evaluation and research with a variety of specialised services and skills going under each area. A counsellor functions systematically after carefully evolving a school guidance programme by surveying students needs, pooling the physical and other resources available and ensuring cooperation from the administrative authorities.
The specific functions of a counsellor can be delineated on the following headlines:

1. Orientation of students
2. Student appraisal
3. Educational and occupational information service
4. Holding counselling interviews
5. Placement
6. Research and evaluation

Specifically the counsellor should be knowledgeable in the following:

1. Student appraisal procedures and dynamics involved in understanding student behaviour.
2. Educational and occupational information including both college and non-college opportunities for youth.
3. Counselling methods and procedures.
4. Referral procedure and skills in recognizing the need for referral.
5. Group guidance procedures.
6. Methods and procedures in conducting local research studies in the area of student needs and opportunities.

A counsellor is a person selected by virtue of interest, training, experience and ability to carry on the delegated responsibilities of counselling. Counsellor are needed in helping students plan for the future, solve their problems, develop healthy attitudes and in other words prepare themselves for life.

The counsellor should be a teacher of teachers. He/she is responsible for the operation of school guidance programme. He/she should help the teachers plan and develop good guidance practices in the classroom.

The counsellor should possess high competency with a wide and varied background of experiences. He/she should have full understanding of children. Teaching experience is essential. Previous experience in vocational or non-school work is highly desirable. Sufficient training in the field of counselling and guidance is required. Personally the counsellor must be easy to meet, friendly, likeable, understanding and poised.

The counsellor has a responsibility in the community. He/she should talk with civic groups, and explain the aims, problems and features of guidance programme.

The counsellor acts as the facilitator of a career development programme; however effective delivery of the programme depends on teaming with groups such as other staff members, parents, administrative and the community representatives. Counsellor need to keep up-to-date on a variety of career development materials and to participate in professional experiences to improve their skills and knowledge related to career development.

The Counsellor:

- provides leadership for initiating efforts to design a comprehensive career development programme.
- involves teachers, students, parents, community, resource persons, etc.
- plans students learning experiences and competencies for use in classroom sittings.
- includes volunteers, special needs staff, school health nurses, para professional and other students.
- assists students to investigate career options and plan avenues to careers through individual and group career development activities.
Preparation of Counsellors in India

The following organisations are offering a full time course on educational and vocational guidance to prepare full time counsellors.

2. Institute of Vocational Guidance and Selection, Mumbai.
4. Department of Education, Chandigarh University, Chandigarh.
5. Department of Education, Madras University, Madras.

Check Your Progress

Notes: a) Write your answers in the space given below.
      b) Compare your answers with those given at the end of the block.
4. Fill up the blanks with suitable words.
   i) The specialised areas of a counsellor's responsibility can be classified into
diagnostics, ................................ and evaluation and research.
   ii) Counsellor is a ................................ time guidance worker in schools.
   iii) Development of ......................... programme is one of the duties of a counsellor.
   iv) Counsellor is a teacher of ............................... 

4.5.2 Career Master

Next to the Counsellor in the guidance programme, is the Career Master. Now-a-days, this term is also replaced by the word Career Teacher.

Regular teacher of the school offers information service (educational and career) who is designated as a Career Master/Teacher. This person is a trained graduate teacher who has received special training to equip him/her for this work.

The Career Master's responsibilities are restricted in scope as compared to counsellor's but they form a part of the essential service. The major responsibility of the Career Master are educational and occupational information service and the related work. He/she has to discharge these duties even in the absence of a counsellor in the school which is the case with many of our schools.

Formal training to in-service teachers comprising information services should be a prerequisite for one to work as a Career Master. This type of training is imparted to school teachers by the State Bureau of Educational and Vocational Guidance and the duration of such courses varies from 2 to 4 weeks.

One course includes orientation to the need and scope of guidance programme. The emphasis is through training in organising and offering an information service. Orientation is also given in the use of non-testing techniques of student appraisal and the maintenance and use of Cumulative Record Cards. But the Career Teacher is not trained in testing and counselling. He/she is expected to know about the resources in his/her community including agencies to which referrals can be made.

The below mentioned items of work are expected to be attended by the Career Teacher:

1. Formation of a Guidance Committee
2. Setting up of an information corner in the school
3. Orientation talks to new entrants
4. Preparation of News albums and bulletins
5. Maintenance of Cumulative Record Cards
6. Individual sessions with the students as and when necessary.
Check Your Progress

Notes:  a) Write your answers in the space given below.
       b) Compare your answers with those given at the end of the block.

5) Clarify the given statements as true or false:
   i) Career Master and Career Teacher are not one and the same. (T/F)
   ii) Any teacher in a school can be a Career Master after orientation. (T/F)
   iii) There is no need for a formal training to career master. (T/F)
   iv) Career Master can also take up testing since s/he is a guidance personnel. (T/F)
   v) Career Master’s responsibility is only to give career information to students. (T/F)

4.5.3 Teacher

Teacher’s support and participation are crucial to any programme that involves students, and the school guidance programme is of no exception. The teacher’s role in school guidance programme is as follows:

1. The first line of contact between the student and the school guidance programme.
2. Identification of problem, talented, and gifted students.
3. Setting up and maintenance of Career Information Centre in the school - for educational and career planning.
4. Creating a harmonious and sound classroom environment for the student.
5. Support and create a motivating environment for school guidance programme.
6. Creating a positive attitude among the students, parents and all others concerned towards school guidance programme.

The teacher is the master molder. Willey points out that: at the heart of guidance programme is the teacher him/herself. Guidance is an integral part of teaching and learning process. With the possible exception of the child’s parents no single person has greater influence on the personality development than the classroom teacher.

The guidance minded teacher is the one within the school who knows the most about the child. He/she sees the child in many differing situations in and out of the classroom. He/she notices the frustrating, boring and the stimulating situations. As a result of developing keen insight regarding the child’s needs, the teacher becomes the key figure among the school guidance person.

The teacher employs a number of techniques to effect pupil guidance. He/she gains a knowledge of the pupil and his/her environmental opportunities. The teacher gains deeper understanding by testing, by observing, by keeping anecdotal records and by talking with pupils, with parents and with other individuals. Many facts of the life of the student are made clear to the teacher. Knowing the pupil is an indispensable basis for guidance. As the teacher becomes aware of the more difficult problems, he/she may be able to offer guidance him/herself or refer such cases to specialists.

The Teacher as Guidance Worker

The teachers are considered as the most important guidance workers. Their everyday association with students gives them an opportunity unequalled by any other member of the staff. Most teachers feel, however, that they are not fully qualified to meet this responsibility. This feeling of need by teachers can best be met by enhancing guidance information and techniques through in-service training. If teachers are to play their full role in guidance programme, their feelings of uncertainty must be overcome.

Good guidance is not a duty in excess of teaching load but it is part of that load, and should not be made an additional burden.
The teacher as a guidance worker should be able to identify individual problem in his/her classroom and be able to treat these problems with understanding. In helping the student, the teacher may collaborate with other subject teachers. The teacher should study the test results, achievement, aptitude, interests and temperament. The teacher should know the student's plans for education and his/her vocational goals. He/she should have an understanding of the students likes and dislikes, problems and frustrations. The teacher can prevent maladjustments. The teacher who teaches subjects and teachers of Physical Education, Yoga, etc. courses have opportunity to gain close rapport with students. The teacher has two main functions in guiding their students; classroom counselling and vocational guidance.

As a classroom counsellor, the teacher should endeavour to develop the best personal, social and educational qualities in each student. As vocational guide’s the teachers have opportunities to assist students with their occupational plans.

**Teachers Co-operation:** Teachers co-operates with specialists along three lines.

1. recognise individual students who need the help of a specialist.
2. supplying information about the student referred, and
3. helping to carryout the specialist’s recommendations for an individual or a group.

The teachers opportunities for guidance while teaching may be summarised as comprising seven kinds of action.

1. Using personal relationships
2. Building self-esteem and competence
3. Individualising instruction
4. Guiding daily learning
5. Sharing educational goals with students
6. Discussing common problems
7. Following throughout as student needs

<table>
<thead>
<tr>
<th>Check Your Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Notes:</strong> a) Write your answers in the space given below.</td>
</tr>
<tr>
<td>b) Compare your answers with those given at the end of the block.</td>
</tr>
<tr>
<td>6. Clarify the given statement as true of false.</td>
</tr>
<tr>
<td>i) A teacher is basically a guidance worker. (T/F)</td>
</tr>
<tr>
<td>ii) There is no necessity of training for teachers to undertake guidance work in schools. (T/F)</td>
</tr>
<tr>
<td>iii) Teacher’s role is only supportive in guidance programmes. (T/F)</td>
</tr>
<tr>
<td>iv) Teacher doesn’t influence the personality development of his/her students. (T/F)</td>
</tr>
<tr>
<td>v) Teachers have a feeling that they are not fully qualified to take up guidance activities in schools. (T/F)</td>
</tr>
<tr>
<td>vi) There is no need for the teacher to collaborate with other teachers in the guidance programme. (T/F)</td>
</tr>
</tbody>
</table>

**4.5.4 Comparative Roles of Counsellor, Career Master and the Teacher**

Now let us recall the role of each one of the guidance personnel viz. Counsellor, Career Master and Teacher in the guidance programme. Though these three personnel are aiming at helping the students by way of organising guidance activities in schools, the role of each of these personnel are specific in nature. However the roles are not contrary but are
complementary to one another. The specific role of each of them depends upon their background, the infrastructure and facilities available in their respective schools, provision of time, budget etc. For example if there is a full time counsellor in a particular institution, it is imminent that the school will have guidance in its true spirit and sense. In such case the role of Career Master and Teacher becomes supportive in nature. But if there is no full time guidance counsellor the role of Career Masters and Teachers becomes more operative in organising the need based minimum guidance programme in schools. This is the case with many of our schools at present. However the role of each of the personnel viz., Counsellor, Career Master and Teacher could be compared in terms of their professional background, type of guidance programme, resources available, etc., could be seen as follows:

**Secondary School Level**

**Counsellor**

1. Classroom session, “careers for future”
2. “Skills for living and working”
3. Administer interest inventory
4. Conduct group sessions; “personnel needs and wants”
5. Conduct classroom session on “Entrepreneurship”
6. Classroom session; “Planning a high school curriculum based on a career goal”
7. Provide individual counselling sessions
8. Provide individual and group counselling
9. Plan group and individual sessions “Preparation for Employment”
10. Plan role playing sessions and other activities
11. Career clusters and occupations
12. Plan activities showing various career avenues (apprenticeship, college, preparatory school, technical, on the job, etc.)
13. Conduct classroom sessions; discuss how business/industry in community affects lives
14. Discuss resources available for career information.
15. Conduct individual counselling and classroom sessions
16. “What the employer expects from employees”

**Career Master / Teacher**

1. Plan activities with counsellor.
2. Plan activities showing importance of discipline to living and working.
3. Assist counsellor.
4. Develop activities that challenge students to evaluate personal needs and wants.
5. Plans classroom sessions and activities.
6. Relate course of study to various careers.
7. Plans activities which give students the opportunities to explore their career goals.
8. Co-ordinate with counsellor.
9. Discuss emotional and physical development and how they can effect employment opportunities.
10. Plan activities with counsellor.
11. Support activity with assignments (written, oral). Media specialist, provide information and materials.
12. Schedule classroom session with counsellor.
13. Plan classroom sessions.
15. Co-ordinate lessons with responsibility theme.
17. Conduct classroom session - Financial Aid
18. Arrange for student experimental assignments at a worksite
19. Conduct group and individual sessions “The work ethic”
20. Provide and assists students with career information resources
21. Conduct classroom session; “Symptoms of stress and anxiety and how to cope”
22. Co-ordinate and supervise group activities related to job seeking skills
23. Classroom session; “Resumes, applications and interviews”
24. Conduct group sessions; “The economy and employment”
25. Classroom session “How society’s needs influence business and industry”
26. Provide individual and group sessions discussing life-styles as they relate to careers
27. Conduct individual and group discussions on “Career decisions”
28. Conduct individual sessions for students
29. Conduct classroom sessions to organise a job fair
30. Conduct classroom individual and group sessions; “Careers and life-long learning”

Co-ordinate with counsellor.
Plan oral and written assignments based on assigned work experience.
Co-ordinator.
Plan activity using information.
Present health — class topic; “Stress and anxiety”.
Plan activities involving job seeking skills.
Co-ordinator.
Plan with counsellor.
Co-ordinator.
“Life-Style and your career”.
“Decision-making skills”.
Health Teacher - “Your health and your career”.
Co-ordinates with counsellor.
Co-ordinates with counsellor.

<table>
<thead>
<tr>
<th>Check Your Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notes: a) Write your answers in the space given below.</td>
</tr>
<tr>
<td>b) Compare your answers with those given at the end of the block.</td>
</tr>
<tr>
<td>7. Classify the following statements as true or false.</td>
</tr>
<tr>
<td>i) Counsellors needs the help of Career Master and Teacher in organising guidance programme. (T/F)</td>
</tr>
<tr>
<td>ii) The roles of Counsellor, Career Master and Teachers are one and the same. (T/F)</td>
</tr>
<tr>
<td>iii) The Counsellor is not fully equipped to take up counselling cases in schools. (T/F)</td>
</tr>
<tr>
<td>iv) Career information centre in a school is to be maintained by the counsellor only. (T/F)</td>
</tr>
<tr>
<td>v) The teacher can relate his/her subject teaching to careers. (T/F)</td>
</tr>
</tbody>
</table>
4.6 NEED BASED MINIMUM GUIDANCE PROGRAMME IN SCHOOLS AND THE ROLE OF PERSONNEL

The systematic guidance programme in schools calls for a full time counsellor, infrastructure, materials (testing, non-testing, information, etc.) and sufficient budget. In the absence of these, the need based minimum guidance programmes could be organised in schools. The Career Master/Teacher could take up these programmes with their little knowledge about guidance. Group guidance activities would really fit in well in this venture. The following steps are involved in the organisation of minimum guidance activities in schools:

1. Formation of guidance committee
2. Chalking out the annual programme of work
3. Meeting of the guidance committee
4. Orientation to new entrants
5. Group guidance activities of the different types like:
   i) Class talks
   ii) Career talks
   iii) Career conferences
   iv) Career exhibition
   v) Career visits
   vi) Career mela
   vii) Career corner and its maintenance

Formation of a Guidance Committee

While forming the guidance committee, the constituency of the committee should be as follows:

i) Head Master/Principal — President
ii) Counsellor/Career Master/Teacher — Secretary
iii) All the subject teachers — Member
iv) Chairman of the village panchayat / municipality — Member
v) Local/secondary school Head Master — Member
vi) Local Doctor — Member
vii) Representation of Agriculture Department — Member
viii) - do- Industries and Commerce Department (Extension worker) — Member
ix) - do- Police Department — Member
x) Representatives of Voluntary Agencies like Rotary, Lions, Jaycees, etc. — Member

This guidance committee should meet once in a month or two depending upon the nature and discussions to be carried out on the agenda. This committee will be the policy making as well as the progress reviewing body.

The Career Master or Teacher with the help of the guidance committee develop the annual programme of guidance work and get it approved in the meeting. The annual work plan should be need based one and in no way it should not dislocate the regular work of all the concerned.
Orientation to New Entrants

There is a need to carry out the orientation activities for new entrants, so that they will be well adjusted in the new environment and feel free to learn the subject matter. This could be done through group and individual activities, like organising assemblies, class talks, discussions on school regulations and programmes and also by providing individual assistance in adjustment.

Community Resources in Terms of Personnel

The personnel of the community are a resource with many civic minded groups. Organisations which are concerned with character building such as the YMCA, YWCA, Scouts and Guides, Lions, Jaycees, Rotary and others serve in various ways. Parents have the earliest and strongest influence in guiding the child. They guide individually and as organised groups such as the PTA and through evening classes in family life education.

Technically and professionally trained personnel in such organisations or departments as health office, psychiatric clinics, welfare agencies, police departments, fire departments, industrial and business organisations, and almost all of the community organisations can at times play a role as guidance personnel in schools.

All people who influence the students can be considered as optional or unofficial guidance personnel. The responsibility for directing the programme rests with the employed personnel, and the others are supplementary resources.

Check Your Progress

Notes: a) Write your answers in the space given below.
       b) Compare your answers with those given at the end of the block.

8. Circle the appropriate word (T/F) i.e. T for true and F for false in the given statements.
   i) The Counsellor should take up only the minimum guidance activities in schools. (T/F)
   ii) The Career Master or Teacher can take up only the group guidance activities in schools. (T/F)
   iii) There is no need for a Guidance Committee in schools. (T/F)
   iv) Guidance committee should consist of only the trained personnel. (T/F)
   v) The Guidance Committee will meet once in a year. (T/F)
   vi) The annual programme of guidance activities will be chalked out by the Principal/Head Master alone. (T/F)
   vii) Orientation to new entrants is not at all necessary. (T/F)
   viii) Only group guidance activities could be organised under minimum guidance programme. (T/F)
   ix) Minimum guidance programme depends upon only budget available in the school. (T/F)
   x) Minimum guidance programmes need the help of one and all in the school. (T/F)

4.7 LET US SUM UP

In this unit we have discussed the need for guidance programme in brief. We have also discussed the need and role of different personnel viz. Counsellor, Career Masters and Teachers. Further the comparative and supportive roles of each of the personnel have also been brought out. The need based minimum guidance programme in schools and the role of the personnel in organising the programme have been made known to you.
1. Discuss the need for guidance and personnel in the guidance programmes.

2. Discuss and delineate the roles of Counsellors, Career Master and Teachers in the process of guidance programme.

3. Compare the roles of Counsellor, Career Master and Teacher.

4. Visit a school where full time guidance counsellor works and find out the status of guidance programme. Write a brief report.

5. Organised a need based minimum guidance programmes in schools for X class students.

4.9 ANSWERS TO CHECK YOUR PROGRESS

Unit 1

1. i) b
   ii) c
   iii) d
   iv) a

2. i) T
   ii) F
   iii) F
   iv) F
   v) T
   vi) T
   vii) F

3. i) F
   ii) T
   iii) F
   iv) F
   v) F
   vi) F
   vii) T
   viii) F
   ix) F

4. 1. Continuous
   2. Occupation
   3. Physical, emotional, social, moral, spiritual.
   4. Recreation
   5. Activities

Unit 2

1. i) True ii) True iii) False iv) False v) False vi) False

2. i) Warmth, understanding, acceptance, trust.
   ii) Rogers
Introduction to Guidance and Counselling

iii) Psychiatrist, patient.

3. i) a) aim is to assist the person to lead a more adjusted and satisfying life.

b) relationship between the client and the therapist/counsellor is of vital importance.

ii) Instructions is usually obligatory to be followed by the person who receives it where as in the case of counselling the counselee is not obliged to act according to any thing said by the counsellor.

iii) Counselling is a process which involves a relationship. It involves a relationship between a professionally trained, competent counsellor and an individual seeking help. This relationship is not casual, matter of fact or business like. It is characterized by warmth, understanding, acceptance and trust.

iv) Advice is sought with the conviction of being told what to do. The person seeking advice is not really responsible for the course of action and the consequence there of. In counselling, the very understanding of all related factors is the crucial factor. In advice giving the advisor is making decisions for the individual whereas in counselling, decision-making is wholly the responsibility of the counselee.

4. i) False, ii) False, iii) True, iv) False

5. • Every individual in this world is capable of taking responsibilities for oneself and

• Every individual has a right to choose his/her path, based on the principles democracy.

6. i) False, ii) True

7. • Achievement of positive mental health

• Problem resolution

• Counselling for decision-making

• Improving personal effectiveness

• Help change and

• Behaviour modification.

8. i) False, ii) True, iii) True, iv) False

9. i) Carl Rogers

ii) Thorne; eclectic

iii) Directive approach

10. i) Analysis, Synthesis, Diagnosis, Prognosis and Counselling.

ii) It is a type of eclectic approach. Arnold Lazanes originated this term. This approach insists that every individual is unique with his own BASIC ID.

11. i) False, ii) False, iii) True

12. Counter will

13. i) It is clients inclination to oppose the counsellors attempts to work towards set goals.

ii) This is a phenomenon occurs when the counsellor projects his/her unresolved conflicts upon the clients.

14. i) • Interest in helping people

• Perceptual sensitivity
Personal adjustment

- Personal security and
- Genuineness

ii) Empathy refers to "feeling into". According to Dymond (1949), it is the imagination of oneself into one's thinking, feeling and acting of another and so structuring the world as he does.

iii) As per Rogers (1961) views, it is a warm regard for the client as a person of unconditional self-worth and of value, no matter what his condition, his behaviour or his feeling are.

15. i) False, ii) False, iii) True, iv) True, v) True, vi) False

16. i) economical, help individuals to socialize their attitudes, habits and judgements.

ii) not suitable for all individual, counsellor has less control over the situation.

iii) Individual counselling is a one-to-one, face to face relationship where the counsellor interacts with only one counselee but in group counselling the counsellor interacts with number of individuals at the same time.

- In individual counselling the counselee only receives help whereas in group counselling the counselee also gives help to others.

iv) Individuals possess the necessary talent capacity to trust and to be trusted by other group members. They should exhibit a basic concern for others in the group.

- Each individual has the potential to take responsibility for self change.
- Group members can learn and understand from the objectives and methodology of group process.

17. i) False, ii) False, iii) True

18. i) True, ii) False, iii) True, iv) True

Unit 3

1 i) Needs of youth; meeting demands of our social order; learning process and curriculum.

2. i) True, ii) False, iii) False, iv) True

3. i) d; ii) a; iii) c; iv) b

4. a) Refer to sub-section 3.3.3.

b) This function is to see that the needs of the 'whole person' - physical, emotional social as well as mental — are met.

c) The opportunities for developing values are most obvious in English classes short stories, plays, novels, essays and poems present situations in which motives are involved, problems solved and decision made. Also refer to sub-section 3.3.4.

5. a) Experiences

b) Guidance/foundation

c) Learning

d) Contribution to a better life for the individual and for mankind.

6. i) Co-curricular activities

ii) Students
7. a) False, b) True, c) False
8. iii)
9. i) c; ii) a; iii) d; iv) b
10. i) d; ii) c; iii) a; iv) b
11. a) Conflicting rules: when the behaviours that brought results at home (made parents happy) are deemed improper or immoral at school, a student faces a conflicting situation.
   b) Inappropriate feelings are often displaced upon the people and objects in the school.
   c) A ‘firm control’ technique has an ‘I mean business’ quality about it. This may be accomplished by the teacher’s tone of voice, facial expressions or gestures.
12 i) c; ii) d; iii) e; iv) a; v) b
13. c)
14. a) False; b) True; c) False; d) True; e) True

Unit 4
2. i) Counsellor is the one who is a full time guidance worker. He/She should be a sufficiently trained and professionally qualified person who can undertake testing, counselling and providing information to the students.
   ii) Career master/teacher is basically a teacher in the school who is concerned with guidance work because of his/her training and orientation. He is also trained in the art of collecting and disseminating the educational and occupational information.
   iii) Teacher is a guidance worker as he is in association with the students day in day out.
3. i) F; ii) F; iii) F; iv) T; v) F
4. i) therapeutic; ii) full; iii) school guidance; iv) teachers
5. i) T; ii) T; iii) F; iv) F; v) T
6. i) T; ii) F; iii) T; iv) F; v) T; vi) F
7. i) T; ii) F; iii) F; iv) F; v) T
8. i) T; ii) T; iii) F; iv) F; v) F; vi) F; vii) F; viii) T; ix) T; x) F

4.10 SUGGESTED READINGS