

Block

1

**INTRODUCTION TO GUIDANCE AND
COUNSELLING**

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BESE-132: Guidance and Counselling

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BESE-132 GUIDANCE AND COUNSELLING

Course Introduction

Increasing complexities of modern life have placed new responsibilities on the youth. They need skills and competencies which were not required in the relatively simple society of yesteryear. The skills and competencies they need relate to understanding of the self, developing themselves socially and emotionally, enhancing academic abilities, mastering of information available and skills of seeking out adequate information needed to progress in their chosen careers. Developing these skills and competencies among students requires new capabilities among teachers. So that they may provide guidance and counselling to them. Generally, a number of schools provide a well organized guidance service in the school. Guidance and counselling services are not an optional service, they are part and parcel of the overall education process. Provision of organized guidance services in the school demands that teachers and other staff also play their role in this team venture. This course is designed with the following objectives:

- To sensitize student-teachers towards need and importance of guidance and counselling
- To develop caring attitude and concern for children
- To identify the areas/situations that need guidance and counselling
- To develop competencies to help students resolve their social, emotional, academic and career problems to achieve optimum potential
- To acquaint oneself with different techniques of guidance and counselling to deal with student problems
- To design, plan and execute guidance programmes in school
- To promote inclusive learning environment in school

The course content is divided into 4 blocks. The blocks details are given below.

Block 1 title is **Introduction to Guidance and Counselling**. It discusses the nature, philosophy and processes of guidance and counselling services. The various approaches of guidance and counselling are also discussed. Besides, the role of guidance and counselling in influencing the curriculum, learning and discipline is also described. Discussion on role of teachers and career masters in guidance is also included in it.

Block 2 title is **Techniques and Procedures of Guidance**. It presents the various techniques of guidance and counselling. The different services of guidance, their evaluation, follow-up and group guidance procedures are also discussed.

Career Development is the title of block 3. This block is devoted to discussion about concept, nature and processes of vocational development and related concepts such as career patterns, vocational success and maturity. The nature of work and vocational development of women and girls are also dealt with. Collection and compilation of occupational information is also explained here.

Block 4 is titled **Guiding Students with Special Needs**. As the title indicates this block is concerned with guidance of students with special problems. It discusses identification of students with disability, their diagnosis, remediation and roles of teachers and parents. The students with special needs, their socio-emotional problems have been discussed in detail. The role of parents and teachers in helping these children is also explained. The various services, facilities and government agencies that provide assistance to these children are also mentioned here.



BLOCK INTRODUCTION

This is the first block of the course. **Guidance and Counselling** is one of the optional courses in the B.Ed. programme. The main focus of this block is to orient you regarding the role, need and importance of guidance and counselling in students life. Generally we think, guidance and counselling are needed by students who have some psychological problems or difficulties. The purpose of the guidance and counselling service in schools is to bring all students to the ambit of a helping relationship. Thus, guidance is an indispensable part of our education system. It provides valuable input to teachers and parents in understanding their children so that their all-round development could be facilitated. It also helps an individual to understand oneself and also cope up with his/her problems. The present block consists of four units.

Unit 1 is titled **Understanding Guidance and Counselling**. It is the first or introductory unit of the course as well as the block. In this unit, emphasis is on understanding the process of guidance, and discusses nature, purpose, scope, need and principles of guidance along with a detailed description of various types of guidance. These points help you in understanding the comprehensive meaning of this term. Definition, purpose and principles of counselling are given in unit 1. We have also discussed the major approaches to counselling and the process of counselling.

Guidance in the School is the second unit of the block. This unit starts with guidance and curriculum. It explains the concept of curriculum, integration of guidance and curriculum and guidance through school curriculum. Other major points covered in this unit are guidance and learning in relation to classroom learning and guidance, discipline in classroom context and dealing with issues related to new age media.

Unit 3 is **Personnel in Guidance Programme**. It describes the need for guidance programme and guidance personnel. The various types of guidance personnel are required and available in the school. A classroom teacher, career masters and counselors are all guidance personnel, and their roles have been explained. A separate section is devoted on need based minimum guidance programme in schools and the role of personnel if school is not in a position to have a comprehensive school guidance programme.

In unit 4, **Counselling in Schools**, we introduce you to different types and areas of counselling. Counselling service in school settings may be offered at individual or group level as the situation demands. Hence, we have discussed both individual and group counselling. Peer counselling is discussed in this unit so that you can set up peer counselling programme to support the school guidance programme. Further, teachers need to develop multicultural and crisis counselling skills as such occasions may arise in schools. We have tried to provide some insights into these specialized functions of counselling in this unit.

UNIT 1 UNDERSTANDING GUIDANCE AND COUNSELLING

Structure

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- 1.2 Objectives
- 1.3 Guidance : An Introduction
 - 1.3.1 Need for Guidance
 - 1.3.2 Purpose of Guidance
 - 1.3.3 Principles of Guidance
- 1.4 Types of Guidance
- 1.5 The Meaning of Counselling
 - 1.5.1 Definition of Counselling
 - 1.5.2 Counselling and Related Fields
- 1.6 Principles of Counselling
- 1.7 The Purposes of Counselling
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- 1.9 Counselling Process
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- 1.10 Guidance and Counselling in Education
- 1.11 Let Us Sum Up
- 1.12 Unit-end Exercise

1.1 INTRODUCTION

You must have observed that there are times when students do not pay any attention in the class, do not respond at all, and are antagonistic as well. There are also instances when they lag behind in studies, academic achievement is very low and to complicate it further, there is no motivation and lack of concentration. Further, when they want to select a particular subject for higher studies they are at a loss to decide anything. Also, there are periods when they do not want to come to school at all, day dream a lot in the classroom, are least interested in socializing or show aggressive behaviour.

Above mentioned problems could be an expression of maladjustments in the areas of physical, emotional, social, moral and spiritual development and a teacher has a responsibility to understand these problems and depending on the intensity of problems either to provide necessary guidance or to refer such students to professionally trained person for guidance and counselling. Guidance and counselling serve as a supporting function in the educational process by directing and controlling activities to help each individual develop to his/her fullest potential.

In this unit, we shall discuss the nature, purpose and scope, need for guidance, principles of guidance, types of guidance and its relation with education.

Counselling is considered the central and most important part of the whole Guidance Programme in the school. All other activities and services of a School Guidance Programme leads to and help in the counselling process. And it is through counselling that the individual is ultimately helped. Therefore, it is very essential to understand the concept of Counselling clearly. The meaning of Counselling in the professional sense differs very much from the popular understanding of the term. For the layman it means a piece of advice, a suggestion, recommendation or providing some information. But professionally, counselling is the scientific process of helping the individual to understand him/herself better in relation to his/her environment so that he/she becomes self-dependent, self-directed and self-sufficient and is able to lead a better and meaningful life. Counselling is aimed at helping the individual in solving problems that are already present, preventing the occurrence of problems in future and also enhancing personal, social, emotional, educational and vocational development. Thus, Counselling has remedial, preventive and developmental aspects. In this unit, we will discuss the concept and meaning of Counselling. Later on we will discuss the Principles and Goals of Counselling, theoretical orientations, techniques and the process of Counselling in detail.

1.2 OBJECTIVES

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

- explain the nature, purpose, scope and need of guidance;
- list the various principles of guidance;
- describe the types of guidance;
- relate it's relationship with education;
- identify the need for guidance and counselling;
- differentiate between Guidance and Counselling;
- explain the aim and objectives of guidance and counselling in schools;
- explain the term counselling and its relation to various fields;
- state the goals of counselling;
- describe the principles of counselling;
- compare the various approaches to counselling; and
- discuss the process of counselling;

1.3 GUIDANCE: AN INTRODUCTION

Guidance covers the whole process of education which starts from the birth of the child. As the individuals need help throughout their lives, it is not wrong to say that guidance is needed from cradle to grave.

If we consider the literal meaning, to guide means to indicate, to point out, to show the way. It means more than to assist. If an individual slips on the road we assist him/her to get up but we do not guide him unless we help him/her to go in a certain direction.

The term guidance is related to all types of education – formal, non-formal, vocational, etc. wherein the aim is to help the individual to adjust to his/her environment in an affective way. It can also be said that guidance is given to individuals in making appropriate choices and adjustments.

1.3.1 Need for Guidance

During the earlier days, when the society was less complex, if any family member or anyone in the local community faced any kind of problems, there was always a head of the family or community leader to guide, though such a guidance was an off hand advice, without a deep and thorough understanding of the problem. Or, it used to be the domain of the teachers and the parents to guide their children without the assistance of any professional training, which many a times resulted in misleading rather than helping them out. But now it is no longer possible because of various changes in the society and the individual needs assistance of professionally trained persons.

According to Mathewson (1954), educational personnel work is a professional process which provides assistance to individuals in four areas: (1) appraisal and understanding of the self; (2) adjustment of the self to personal-social realities; (3) orientation to current and future conditions; and (4) development of individual potentialities.

It may, therefore, be said that guidance is needed for the following reasons:

- 1) There is a growing awareness towards education. Due to increase in population and limited job opportunities there is an increase in educated unemployed. By providing proper guidance the educated unemployed youth can be helped to identify work situation suited to their potentialities.
- 2) Our schools are presently facing serious problems at the primary, middle and higher levels. Guidance services can help the educational authorities by developing curriculum according to the needs and abilities of the students.
- 3) Through guidance, right persons can be identified for specified jobs.
- 4) Due to changes in society, there are increased number of conflicts within the family, and adolescents are passing through stressful situations which result in growing frustrations. Problems of discipline and delinquency also arise during this stage.
- 5) As the life pattern is changing fast and becoming complex, there are increased demands of society on parents, which has reduced the personal contact between the parents and children. Such developments have resulted in problems of maladjusted children that are becoming very common.
- 6) Earlier, there was not much consciousness as well as awareness about various job opportunities. A farmer's son would opt for a farming occupation and a lawyer's son for the law profession, irrespective of their aptitude/interest for that profession. Through guidance, students can be helped to select courses according to their abilities, interests and aptitudes.
- 7) With the values changing and religious and moral exploitations by people with vested interests on the rise, need for guidance for students has become necessary to enable them to select a right path so that they develop independent understanding of religion and morality, rather than being misled by others.

- 8) Guidance is also needed for an overall personality development of individuals.
- 9) Our country has certain problem areas where guidance is needed. These areas are, caste problems, new economic policies and problems of retired persons.
- 10) With the change in the traditional image of women, guidance is needed to create a balance in the family structure.

Thus, the role of guidance continues throughout the life-span, from the cradle to the grave.

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.

- 1) State whether the following statements are true or false by putting a '√' over the appropriate letter.
 - i) Guidance assists, 'educated unemployed'. (T/F)
 - ii) Guidance is not needed to solve the problems of discipline and delinquency. (T/F)
 - iii) Guidance increases stress and frustrations. (T/F)
 - iv) Guidance helps in improving interpersonal relations. (T/F)
 - v) Guidance shows right path to the individuals. (T/F)
 - vi) Guidance caters only to educational needs of the students. (T/F)

1.3.2 Purpose of Guidance

Guidance is to help one to adjust to abilities, interests and needs of the society. In other words it means helping a person to develop in the desired direction and to orient him/her according to the needs and demands of changing times and society.

The purpose of guidance at **elementary school level** is focussed on assisting pupils to integrate such primary groups forces as the home, the school, religion and the peer-relationships. These are the forces which form the base for the students' adolescence, then blend those forces into a harmonious whole.

At **secondary school** level it is centrally focussed upon differentiating aspects of these forces as they effect the pupils knowledge, acceptance, and direction of him/herself. Secondary school guidance services focus on the assistance given to the students to develop themselves according to their potentialities and opportunities in the areas of educational planning, career choice, interpersonal relationships and interpersonal acceptance.

Thus the purpose of guidance is to improve the capability of the individual to understand and deal with self-situational relations for greater personal satisfaction and social usefulness which includes students, teacher, parents, etc.

Contribution to students:

- a) to help them understand themselves by knowing more about their abilities, aptitudes, interests and limitations.

- b) to get along better with other people and understand the world in which they live.
- c) to get the most out of school by gaining information regarding career, subjects, etc.
- d) to explore their own interests, abilities, learn about various aspects of the world of work and learn to make most of their abilities.
- e) in recognizing gifted and slow learners and students having special needs and helping them to develop proper attitude and make maximum use of their potential ability.

Aid to the teacher

- 1) Guidance offers opportunities to increase teachers' understanding of their students through in service education programmes carried on by the guidance person. The school counsellor assists in administering tests and in familiarizing teachers with the interpretation of the tests. These test results give information which assists teachers to better understand their students' classroom behaviour and performance.
- 2) Data on students' special interests, capabilities and past experiences are provided on the cumulative record by the guidance faculty. Knowledge about students' physical condition, medical history, family background, scholastic record, scores on standardized tests, personal characteristics, etc. help the teacher to provide better instruction to the student.
- 3) Beneficial to the parents:
The teacher can provide a picture of the child's abilities, interests and potentialities to the parents so that they know, understand and accept the child as he/she is.
- 4) To assist the local community population towards better mental health.
- 5) Help the entire school in many ways. e.g. by aiding students in their choice of courses by counselling on the basis of their interests and aptitudes. Give administration information on those aspects of the school programme which relate to the educational career and personality development of the students.

Scope of Guidance

The scope of guidance covers the following areas:

- 1) **Individual and curriculum:**
 - a) Academic achievement and progress.
 - b) Personal development through curricular and co-curricular activities.
- 2) **Personal-social relations of the individual in school:**
 - a) Understanding of the self and personal characteristics.
 - b) Understanding of others and relations with them.
- 3) **Educational, vocational requirement and opportunities vis-a-vis the individual:**

- a) Preparing to meet future education and occupational requirements.
- b) Utilization of appropriate opportunities – educational and vocational areas.

We may now take up each one of the above mentioned areas of guidance to understand the scope of educational and vocational guidance.

- 1) a) **Academic achievement and progress:** Sometimes it so happen that a student’s scholastic achievement is low but shows high I.Q. In such a case guidance worker can find out with the help of certain psychological tests as to where the weakness lies and thus help the student to come up to the desired levels, or sometimes the student has certain problems relating to studies that he/she is not able to cope up with in his/her academics, guidance worker can be effective in such situations.
 - b) **Personal development:** Guidance programmes are so designed that personal development of students is nurtured optimally.
- 2) **Personal-social relations:** Getting along well with others is an indicator that a person is well adjusted in the society. Guidance helps in understanding one’s self to deal effectively with others.
- 3) **Relation of the individual to educational and vocational requirements:** Guidance helps the individual to make effective decisions at different stages of life such as choice of subjects, career selection, by providing necessary information related to different careers and their allied fields.

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.

2) Match the following.

Set A	Set B
i) Relations of the individual to the curriculum	a) Understanding of the self, others and relations with them.
ii) Personal-social relations of the students in school	b) Academic achievement and progress.
iii) Relation of the student to educational-vocational requirements and opportunities	c) Utilization of appropriate opportunities-educational and vocational.

1.3.3 Principles of Guidance

Guidance is based on certain principles. It is mandatory that we should understand the basic principles of any discipline before attempting to gain and utilize the knowledge of various operations involved in the application of knowledge to human life.

The principles of Guidance are:

- 1) **Guidance is a life long process:** Guidance is a continuous process, which starts from childhood and continues till death. It is not a service which begins and terminates at specified time or place.
- 2) **Guidance lays emphasis on individualization:** It emphasizes that each individual should be given freedom to shape his/her personality and he/she should be guided whenever the need arises.

For individualizing the education at different levels so that each individual develop his/her abilities, interests and aptitudes in unique ways, proper organization of guidance services is very essential.

- 3) **Guidance gives importance to self-direction:** The main idea of guidance is to develop the individual so that s/he no longer finds it necessary to seek guidance. Guidance makes the individual better adjusted to her/his environment and leads her/him to self-reliance and self-direction. A student who tries to seek help asks and may even implore the counsellor to tell him/her how to solve his/her difficulties. But appreciates it more when her/he is shown several alternative procedures which s/he could adopt together with probable results of each.
- 4) **Guidance is based on co-operation:** Guidance depends on mutual co-operation of two individuals, the guidance seeker and the guidance giver. No one can be forced to seek guidance without the consent of the individual her/himself.
- 5) **Guidance is for all:** Guidance looks towards the development of each individual's potentialities. Although maladjusted students receive more of the counsellor's time but the basic principle of guidance is that it should not be available only to the few but rather to many. It will be of great use to devote attention to all children in an attempt to stimulate their intellectual growth.
- 6) **Guidance is an organized activity:** Guidance is not an incidental activity. In spite of being a broad based programme, it has a definite purpose to achieve. It is therefore a systematic and well-organized activity.
- 7) **Guidance workers need special preparation:** It is generally agreed that in addition to general survey course in guidance, which should certainly be regarded as a minimum essential in the preparation of all the teachers, the specialists need considerable background study in Psychology including child and adolescent development, mental hygiene and some course work with practical experience.

The guidance worker should also know what agencies and resources are available in his/her community so that the individuals seeking help should be able to utilize these resources.

Along with this, periodic appraisals should be made of the existing school guidance programme.

- 8) **Guidance gives respect to individual differences:** No two individuals are alike. Guidance understands these individual differences among students and is concerned with the uniqueness of needs, problems, and developmental characteristics of individuals.

- 9) **Guidance takes into consideration reference to salient facts:** The most dangerous of all guidance practices is to counsel without having at hand pertinent data. Guidance in the absence of data is quackery. To administer guidance intelligently and with as thorough knowledge as possible, programmes of individual evaluation and research should be conducted and accurate cumulative records of progress and achievement should be made available to guidance workers.
- 10) **Guidance is flexible:** An organized guidance programme should be flexible according to individual and community needs.
- 11) **Guidance is an interrelated activity:** Effective guidance needs complete information about the individual because it is difficult to see any problem in isolation without co-relating it with the total programme. For example, educational, vocational and personal-social guidance are interrelated but could be distinguished as different aspects of the total guidance programme.
- 12) **Guidance emphasizes on code of ethics:** The ethical applications of guidance include respect for the personality of the individuals being counseled.

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.

- 3) State whether the following statements are true or false by putting '√' over the appropriate letter (T/F).
 - i) Guidance starts at birth and ends at adolescents. (T/F)
 - ii) In guidance, emphasis is given on individualization. (T/F)
 - iii) Guidance helps the individual only to adjust to himself/herself. (T/F)
 - iv) Guidance caters only to maladjusted individuals. (T/F)
 - v) Guidance does not respect individual differences. (T/F)
 - vi) Guidance is bound with strict rules. (T/F)
 - vii) Guidance maintains confidentiality of information. (T/F)
 - viii) Guidance workers do not require any special training. (T/F)
 - ix) Guidance is an incidental activity. (T/F)

1.4 TYPES OF GUIDANCE

Guidance is a continuous process and it deals with all aspects of life. Hence guidance is needed in various aspects of life. Generally, schools offer the following types of guidance services:

- 1) Educational
- 2) Vocational / career and
- 3) Personal-social

Educational Guidance

It is a process of helping the individual to place him/herself continually in the most favourable setting or environment for his/her education. It is concerned with helping the individual to plan wisely his/her educational programme and to put him/herself in position to carry forward successfully that programme along lines that society considers wholesome both for itself and for him/her. It is primarily concerned with the problems related to courses, curriculum and study. Students can be given training to develop study skills:

- locating and collecting academic information/data from various sources
- organizing academic data
- linking / using the data/information in the course of study
- note taking
- note making
- retrieving required data
- summarizing
- techniques for memorizing

Further school guidance programme can help students develop critical thinking, decision making and problem solving skills. At secondary stage of schooling, students need guidance for planning future higher education.

Vocational / Career Guidance

Vocational / Career guidance is the process of assisting the individual to choose an occupation career, prepare for it, enter upon and progress in it. Vocational / career guidance concerns itself with students in the academic courses in high school, college, in the trade and commercial courses categories as well as vocational courses.

Personal-Social Guidance

This includes social, emotional and leisure time guidance. It concerns with the problems of health, emotional adjustment, social adjustment, etc. Purpose of personal guidance is to help the individual to help him/herself in regard to his/her physical, emotional, social, moral and spiritual development.

The Other Types

Recreational guidance can be given to help in choosing recreations which are suited to his/her personal characteristics. Community guidance involves assistance to individual in planning a programme of activities which he/she balances with his/her personality traits and his/her other activities.

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 in the blanks.

i) Guidance is a process.

- ii) Vocational Guidance assists an individual to choose an
- iii) Purpose of personal guidance is to help the individual in, and development.
- iv) Recreational guidance assists in choosing
- v) Community guidance involves in planning a programme of

1.5 THE MEANING OF COUNSELLING

1.5.1 Definitions of Counselling

Counselling is the most important part of the Guidance Programme. The meaning of counselling in the professional sense differ from the popular understanding of the term. Now let us examine the meaning of counselling more closely. For this purpose we shall analyze the various definitions of counselling. It will help us clarify the concept.

A popular definition identifies individual counselling as a personal, face-to-face relationship between two people, in which the counsellor, by means of the relationship and his special competencies, provides a learning situation in which the counselee, a normal sort of person, is helped to know himself and his present and possible future situations so that he can make use of characteristics and potentialities in a way that is both satisfying to himself and beneficial to society, and further, can learn how to solve future problems and meet future needs (Tolbert, 1972).

Blackham (1977) suggests that “counselling is a unique helping relationship in which the client is provided the opportunity to learn, feel, think, experience, and change in ways that he or she thinks is desirable.”

Shertzer and Stone (1974) define counselling as “an interaction process which facilitates meaningful understanding of self and environment and results in the establishment and/or clarification of goals and values for future behaviour.”

Cottle and Downie (1970) define counselling as “the process by which a counsellor assists a client to face, understand, and accept information about himself and his interaction with others, so that he can make effective decisions about various life choices.”

Stefflre and Grant (1972) indicate that

counselling denotes a professional relationship between a trained counsellor and a client. This relationship is usually person-to-person, although it may sometimes involve more than two people, and it is designed to help the client understand and clarify his view of his life space so that he may make meaningful and informed choices consonant with his essential nature in those areas where choices are available to him. This definition indicates that counselling is a process, that it is a relationship, that it is designed to help people make choices, that underlying

better choice-making are such matters as learning, personality development, and self-knowledge which can be translated into better role perception and more effective role behaviour.

The American Counseling Association conference in 2010, where 29 of the 31 participating organizations agreed upon a consensus definition of counseling:

Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals (Kaplan, 2014, p.366).

Counselling is an interaction in a therapeutic setting, focusing primarily on a conversation about relationships, beliefs and behavior (including feelings), through which the child's perceived problem is elucidated and framed or reframed in a fitting or useful way, and in which new solutions are generated and the problem takes on a new meaning (Bor, 2002, p.15).

Counselling is the skilled and principled use of a relationship to facilitate self-knowledge, emotional acceptance and growth, and the optimal development of personal resources. The overall aim is to provide an opportunity to work towards living more satisfyingly and resourcefully (British Association for Counselling, 1991, p.1).

From the several definitions given above it can be seen that counselling 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.

1.5.2 Counselling and Related Fields

For better understanding of counselling it is necessary to study its relationship with some other fields.

Counselling and Psychotherapy

The terms 'counselling' and 'psychotherapy' are often used interchangeably. There is no unanimity among the professionals if these two terms mean the same or they differ. However, most literature would point out that counselling refers to short-term mental health treatment while psychotherapy involves long-term consultation and treatment. Counselling deals with emotional distress arising from the here and now situation. For example, emotional disturbance experienced by a child who has lost a parent, a child who failed in an exam or a group of children who experienced life threatening calamitous situations like a civil strife or earth quake would benefit from counselling sessions to overcome the distress and move ahead in life. Psychotherapy is useful when a person experiences emotional disturbance, distress persistently for a long period and patterns start emerging in the behaviour. In such cases psychotherapy helps in dealing with the problem within the self and help the client to look deep within for deep rooted beliefs, attitudes and thought process that have contributed to the disturbed state of mind. In short, psychotherapy helps the client in understanding the self and unraveling the root causes of the manifested problems and thereby developing a new perspective about one's life experiences.

Professional training, the preferences of other colleagues and the tasks undertaken may influence which professional title 'counsellor' or 'psychotherapist' is chosen. In school settings counselling work may involve psychotherapy or vice versa. Some are trained to only undertake information-giving and implications counselling. They should not treat children using psychotherapeutic approaches and techniques. Untrained counsellors may be ineffective or even may be damaging to the child (Bor.2002,p.23).

In spite of the distinctions mentioned above, it is very difficult to separate these two fields. There is more overlap than differences. In both the aim is to assist the person to lead a more adjusted and satisfying life. In both counselling and psychotherapy the relationship between the client and the therapist/counsellor is of vital importance. Moreover while handling emotional problem of a deep nature, counselling approaches psychotherapy very closely.

Guidance and Counselling

Guidance and counselling terms have been in use interchangeably. Laymen and sometimes even counselors use these terms as if they are synonymous. Both counselling and guidance are mutually related processes but not the same. Guidance is a more comprehensive process which includes counselling. Guidance services include many other services apart from counselling. We may say that counselling is the most specialized and most important service in the whole guidance programme.

Instruction and Counselling

Another term closely related to counselling is instruction. There are some differences between instruction and counselling. Instruction is usually obligatory to be followed by the person who receives it where as in the case of counselling the counsellee is not obliged to act according to anything said by the counsellor. Actually nothing is told to be done in counselling. Similarly although the ultimate aim of instruction is the development of the individual. The immediate aim is the learning of a subject, skill, etc. But this is not so in the case of counselling. Moreover, the instructional programme is time bound and structured but counselling on the other hand is not structured and no time limit is also fixed in the case of counselling.

Advice and Counselling

Counselling is sometimes confused with advice giving. It is necessary to dispel this confusion. Advice is sought with the conviction of being told what to do and advice is given with the expectation that what is told will be done. The person seeking advice is not really responsible for the course of action and the consequence thereof. It is not always necessary for the individual to understand all factors related to his/her action. In counselling on the other hand the very understanding of all related factors is the crucial matter. Moreover, in advice giving the advisor is making decisions for the individual where as in counselling, decision making is wholly the responsibility of the counsellee. Therefore, the counsellor is fully responsible for his/her actions too. Advice giving may be an incident and will be over in a brief meeting. But counselling is a process.

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

- i) Counselling is a continuous process.
- ii) The purpose of counselling is to improve the mental health of the client.
- iii) Counselling involves a casual relationship between the counsellor and the client.
- iv) It is essential to have a basic medical background to become a counsellor.
- v) Guidance and counselling are synonymous.
- vi) One aim of counselling is to make decisions for the client.

6) i) Mention two similarities between psychotherapy and counselling.

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ii) State one major difference between counselling and instruction.

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iii) Define counselling.

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iv) How is advising different from counselling?

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1.6 PRINCIPLES OF COUNSELLING

Counselling is based on a number of principles. These principles are:

- 1) Counselling is a process. It is necessary for the counsellor to understand that counselling is a process and a slow process. Failure to understand this will result in annoyance and disappointment.
- 2) Counselling is for all. Especially in the school situation counselling is meant for all the students and not only for those who are facing problems or other exceptional students. As we have already discussed in the school situation counselling is more developmental and preventive than remedial in nature.

- 3) Counselling is based on certain fundamental assumptions.
 - a) every individual in this world is capable of taking responsibilities for him/herself.
 - b) every individual has a right to choose his/her own path, based on the principles of democracy.
- 4) Counsellor does not deprive the right of self-choice but simply facilitates choice. The counsellor should give due respect to the individual and accept him/her as he/she is.
- 5) Counselling is not advice giving.
- 6) Counselling is not thinking for the client, but thinking with the client. Counselling is for enabling the client to do judicious thinking.
- 7) Counselling is not problem solving. The counsellor simply assist the person to find solution on his/her own.
- 8) Counselling is not interviewing but conversing with the client in order to help him/her develop self-understanding.
- 9) The counsellor should determine individual differences and provide for them.
- 10) The counsellor has to prepare the client to open to criticism including self-criticism.
- 11) The counsellor acts as a facilitator or catalyst only. He/she creates an atmosphere which is permissive and non-threatening, through his/her warm and accepting relationship with the client which helps the client to explore himself/herself and understand himself/herself better.

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.

7) Put (✓) mark on the following statements that are true.

- i) The counsellor should endeavour to establish his/her own value system on the client.
- ii) In the school, counselling is meant for only students having some problems.
- iii) In counselling situations the counsellor functions as a catalyst.
- iv) Counselling is thinking for the client and making decisions for him.

8) Mention two fundamental assumptions of counselling.

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1.7 THE PURPOSE OF COUNSELLING

Many consider counselling a panacea for all ills, which is not true. Individuals have wide ranging and many a time unrealistic expectations regarding counselling. This in turn lead to disappointment. The reason for this state of affairs is lack of proper understanding as to what exactly are the goals of counselling. Some of the major purposes of counselling generally accepted by counselors are given below:

1) Achievement of positive mental health

An individual is said to have positive mental health when he/she is able to relate meaningfully with others and lead a fulfilling life. He/she is able to love and be loved. One purpose of counselling is to help the individual to attain this state.

2) Problem resolution

Another purpose of counselling is to help the individual to come out of a difficult situation or problem. It must be remembered that the individual is only assisted and finds his/her own solution for the problems.

3) Counselling for decision-making

Ability to make right and timely decisions is crucial for success in life. One major goal of counselling is to make the individual capable of making independent decisions. Counsellor may assist the individual by providing necessary information or clarifying the counselee's goals, etc. but the decision should be taken by the counselee himself/herself.

4) Improving personal effectiveness

An effective person is one who is able to control impulses, think in creative ways and has the competence to recognize, define and solve problems. It can be seen that these different goals are not exclusive. These are all interdependent and overlapping.

5) Helping to change

For development, change is always necessary. Counselling helps individuals to make changes in their attitudes, perceptions or personality.

6) Behaviour modification

Another aim of counselling is to help in modifying the behaviour. Removal of undesirable behaviour or self-defeating behaviour and learning desirable behaviour is considered necessary for attaining effectiveness and good adjustment. The behaviourally oriented counselors are the chief proponents of this view.

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.

9) State whether the following statements are true or false.

<p>i) Attitude change is one goal of counselling.</p> <p>ii) Positive mental health means the absence of mental illness.</p> <p>10) Mention three goals of counselling.</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
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1.8 THE MAJOR APPROACHES TO COUNSELLING

The practice of any profession is based on a system of beliefs and assumptions, generally called a theory. Counselling is no exception. In the case of counselling, though many elaborate theories have been proposed, no single theory explains all aspects of counselling. Therefore, the term approach is generally preferred because it is a more comprehensive term.

An approach provides a coherent definition for the counselling process, a clear statement of counselling goals, a rationale for selection for a particular counselling technique, etc. There are three major approaches to counselling. The directive approach, the non-directive approach and the eclectic approach.

1.8.1 The Directive Approach

As the name itself implies this approach envisages a more active role for the counsellor. The counsellor employs varying degrees of direction to help the counselee to reach sound solutions. Also, through his/her own specialized knowledge and experience in scientific diagnosis and interpretation of data, counselees are helped to reach earlier solutions for their problems.

According to E.G. Williamson, the proponent of this approach, the need for direction by the counsellor is inversely proportional to the individual counselee’s potentialities for self-regulation. Though the basic responsibility for reaching the solution is primarily with the counsellor as the counselling proceeds. Counselees are encouraged more and more to take up increased responsibility for self-direction. This approach presupposes a more personalized relation with the counselee where the counsellor strives to identify psychologically with the counselee so that he/she can be understood better.

Counselling Steps

Directive counselling involves six stages. They are as follows:

a) Analysis

This involves collecting from various sources the data needed for an adequate understanding of the client. This include administration of psychological tests, etc. however, such testing and form filling should not come between the counsellor and counselee and its importance should be limited to the extend that it gives a better idea about the counselee.

b) Synthesis

This refers to summarizing and organizing the data so obtained, as to reveal the assets, liabilities, adjustments and maladjustments of the counselee. This includes the data obtained through psychological testing also.

c) Diagnosis

This stage is concerned with formulating conclusions regarding the nature and the course of the problems exhibited by the counselee/client. Drawing conclusions from the results of psychological testing, administration of questionnaires etc. are done here.

d) Prognosis

This refers to predicting the future course of development of the counselee's problem in the light of conclusions as made earlier.

e) Counselling

This is the most important and time consuming step in the whole process. This is where the expertise of the counsellor is needed the most. It is a highly personalized teaching and learning process. It may be direct teaching through explicit explanations, assistance in searching for relevant aptitudes, interests, etc. that illuminates the counselee's problems and so on. Sometimes the counsellor listens in a friendly encouraging way. It may also involve practice sessions where with the warm support of the counsellor the counselee acts out the way he/she should. Thus he/she becomes his/her own teacher to the extent his/her capabilities and circumstances permits. Success thus achieved reinforces and retrains those successful behaviors which in turn establishes an adjusted way of life.

Thus counselling involves (a) assisting the student in self-appraisal, i.e. identifying his/her interests motives and capabilities (b) helping him/her to plan a course of action which utilizes the capabilities and potentialities so identified and (c) finally is establishing an adaptive life style.

To help the counselee appraise himself/herself two types of data are needed – self perceived data and data from external appraisal. The counselee himself is the best source of certain type of information. However the counsellor should also communicate those information obtained through analysis and diagnosis. However, he/she should be cautious enough not to make the counselee think that both of them are in the same state of ignorance. Counsellor does not enumerate in detail the steps of his/her analysis/diagnosis, etc. But the counselee is given an overall idea. He/she should avoid a dogmatic position but through his/her theoretical knowledge, experience and judgment, assist the counselee. The counsellor should not at any time appear indecisive because it can cause loss of confidence in him/her. He should maintain a varied and running discussion of the case-data taking clue from the counselee's changing facial and verbal expressions. Thus the counsellor co-operate with the counselee to reach a valid interpretation of the case and an effective programme of adaptive behaviour changes.

f) Follow-up

Follow-up is very important in directive counselling. Presently, the client may be able to solve the problem with the help of the counsellor. However, follow-up is needed to ensure that if a new problem occurs or the earlier problem recurs the client is able to deal with the situation. The counsellor has to help the client understand her strength and weakness and move forward in life.

1.8.2 Non-directive Counselling

In this approach, the counsellor provides an atmosphere in which the client can fully explore his/her own thoughts and feelings freely without any fear or pressure. Thus by making the counselee understand his/her potentialities the counsellor acts as a catalytic agent. Here the source of data is the client himself/herself and the responsibility for change rests with the counselee rather than the counsellor. The counsellor should not be as passive as trying to keep out of clients way nor should be as active as to shift the focus from client to counsellor.

Central Hypothesis

Carl Rogers, the chief proponent of the client centered approach has formulated a central hypothesis as follows:

- a) The individual has within herself the capacity latent if not evident to understand those aspects of herself and of his/her life which are causing him/her dissatisfaction anxiety or pain and the capacity and the tendency to reorganize herself and his/her relationship to life in the direction of self-actualization and maturity is such a way as to bring a greater degree of internal comfort.
- b) This capacity will be realized when the therapist can create a psychological climate characterized by genuine acceptance of the client as a person of unconditional worth, a continuing sensitive attempt to understand the existing feelings and communications of the client as a person of unconditional worth, a continuing sensitive attempt to understand the existing feelings and communications of the client and a continuing attempt to convey this empathetic understanding to the client.
- c) It is further hypothesized that in such an accepting, understanding, and non-threatening atmosphere the client will reorganize herself.
- d) This adjusted way of life as achieved in the therapeutic relation with the counsellor will be generalized to real life situations as a whole.

Thus the whole idea of the theory is that the clients are capable of correcting misperceptions or incongruencies between the self and experience, in the accepting environment of a counselling situation. The accepting counselling environment is when the counsellor possesses personal qualities like congruency (counsellor being a genuine and integrated person), unconditional positive regard (non evaluation attitude of the counsellor whereby client's thoughts, feelings or behaviour are accepted without judging them as good or bad) and empathy (counsellor's ability to know the client's world as he/she does and to convey this understanding).

However, this theory underestimates the need for the counsellor to be an expert in behaviour dynamics, problem solving techniques or developmental processes, etc. Moreover, Rogers rejects the use of diagnosis testing and other such techniques saying that they hinder the client's natural growth. Instead stresses listening, paraphrasing, reflecting client's comments rather than interpreting, direct questioning, etc.

1.8.3 Eclectic Approach

Here the counsellor bases his/her counselling on concepts taken from various available viewpoints. He/she owes no specific theoretical allegiance. Instead, incorporates those procedures and techniques which he/she believes to be most effective in the case of that particular counsellee, without any prejudice or bias to any particular school of thought.

According to F.C. Thorne, eclecticism is the most practicable and apt approach to counselling. Because no two people are able and as such no single theory of personality could explain the various behavioural pattern exhibited by individuals. So also each problem is unique in its content and intensity and a technique or approach suitable in one case need not even be effective in the second case.

Thorne has coined the word 'Integrated psychology' to express his eclectic view. Its theoretical foundations are based on the following postulates:

- i) All psychological conditions are examples of disorders of integrations and the goal of psychological counselling is to strengthen this integrative process, thus fostering high levels of self-actualization. The focus is therefore, the person in the present situation.
- ii) The therapist has to assess whether the client has the necessary resources to take on the responsibilities of life.
- iii) If the therapist is satisfied, he gives the client the responsibility of taking on some routine tasks to start with.
- iv) Therapy involves the training and reduction of the client in acquiring the controls necessary for self-regulation.

Thorne uses the term psychological case handling instead of psychotherapy. Steps involved in psychological case handling are:

- a) Systematic diagnosis to obtain a complete picture of the clients problem.
- b) Understanding the various counselling methods in terms of their strengths and limitations.
- c) Concentrating on the underlying causes rather than symptoms.
- d) Choosing a specific method suited to the needs of the client.
- e) Evaluating the method on the basis of the results obtained.
- f) Scientifically analyzing the data and evaluating the result.

'Multimodal therapy' originated by Arnold Lazarus is yet another example of eclectic approach. He explains seven major areas of personality functions (1) behaviour (observable action), (2) affective (emotional), (3) sensation (feelings), (4) images (imagination), (5) cognition (thought process), (6) interpersonal relationships (social) and (7) drugs/biological (physical). He uses the acronym BASIC ID to encompass all these modalities.

An important feature of this approach is the insistence that every individual is unique with his own BASIC ID. Maladaptive behaviours are assumed to result from faulty learning and the goal of counselling is to bring about client desired changes that will be enduring and to accomplish this in an efficient and humane way.

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.

- 11) State whether the following statements are true or false.
- i) Psychological tests are used in non-directive counselling.
 - ii) Eclectic approach in counselling means trying one approach after another till one gets success.
 - iii) Diagnosis is a step in the directive counselling.
 - iv) In non-directive counselling, the counsellor has no major role to play.

- 12) Fill in the blanks.
- i) is the proponent of non-directive counselling.
 - ii) Integrated psychology is the term coined by to explain his approach to counselling.

- 13) i) Mention the steps involved in Directive Counselling.
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- ii) What is multimodal therapy?
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1.9 COUNSELLING PROCESS

Counselling starts with filling out a life history questionnaire of that particular counselee. It includes reinforcement procedures, assertiveness training, desensitization, feedback and cognitive restructuring especially in behaviours, affective and cognitive modes. In physical and imagery modes, the counsellor uses Gestalt and holistic techniques such as empty chair or role reverse dialogue, confrontation, abdominal breathing, positive usual imagery and focussing. Self-management, instruction in parenting and social skills are used in interpersonal modes.

The term counselling in the professional sense is always concerned with helping others irrespective of the context in which it is used. Here, it is all the more so, since the person as a whole is our focus of attention rather than a specific problem.

Counselling can best be described as a process. It means that counselling 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, etc. differ from individual to individual. However there are certain basic stages which form the part and parcel of each of such counselling processes. But before going into the details of it we will acquaint ourselves with some of the related concepts.

1.9.1 Concepts

Readiness

Clients broadly fall under two broad categories, the first consisting of those who seek assistance voluntarily and the second comprises those referred. Whatever the case be counselling presupposes a desire on the part of the counselee, that makes the client come for assistance. This desire is referred to as 'readiness'.

Counter Will

Often people experience difficulty in asking for help and accepting it as well. Because in some cases, they are reluctant to face the consequences of change and for some receiving help means an admission of inadequacy or failure. Some feel that they need no assistance or cannot be helped at all. This negative feeling that holds back one from seeking help is referred to as 'counter will'.

Case History

This is a term very often used in this field. A case history can be defined as a systematic collection of facts about the client's present and past life. However, the focus of attention varies with the theoretical orientations of the counsellor like a psychoanalytically oriented counsellor looking for relevant childhood experiences, etc.

Rapport

The importance of rapport in counselling cannot be overemphasized. It is a friendly and understanding atmosphere created by the counsellor which is catalytic in the formation of an effective counselling relationship. Warmth of relationship, communication of this warmth to the counselee and feeling of trust which grows out of unconditional acceptance are all important factors contributing to the establishment of rapport. Moving out to receive the client, greeting him warmly, putting him at ease and directing his attention away from the problem initially, are some of the techniques that can be used.

Transference

It refers to the client transferring to the therapist emotions originally felt toward significant others in early life. This is quite natural in counselling situation because the client trusts counsellor and is encouraged to express his/her feelings and emotions freely. As a counsellor, one should acknowledge these feelings and should be handled in a therapeutic way lest the relation should break down.

Counter Transference

This phenomenon is said to occur when therapists project their unresolved conflicts upon the client. When counsellors feel uncomfortable with the client or experience irrational feelings of anger, resentment, etc. or when they tend to

foster dependence on clients or become overemotionally involved. We can infer that counter transference has set in persistence of such feelings is not healthy and the counsellor himself should seek professional help if reasoning out by self does not improve his condition.

Resistance

It refers to clients inclination to oppose the counselors attempt to work towards set goals. Recent trend is to view this as an expected part of counselling and is found to influence counselling outcome positively. Resistance ranges from open hostility to passively resistant behaviour like being late for an appointment etc.

1.9.2 Stages

The process of counselling passes through certain stages which can be broadly classified as follows:

1) Initial stage : Client self-exploration

Here, the clients are encouraged in self-exploration and their concern are clarified. General counselling goals are set and the working alliance is established. Also by gathering information and observing the client, the counsellor arrives at some tentative hypothesis regarding the nature and complexity of the problem. To help in these decisions assessment devices like psychological tests, questionnaires, inventories, etc. are widely used.

The initial stage is sub-divided into (a) first interview and (b) initial counselling sessions.

a) First interview: Its primary objective is to set the foundation for an effective working relationship. This is the most challenging stage. Client approaches the counsellor with a feeling of uncertainty and ambivalence. Counselors through their words, facial expressions and overall behaviour conveys his understanding and acceptance of the client and his sincere interest in his problem. Simple courtesies like seating the clients comfortably, avoiding interrupting phone calls are very important in the development of rapport. During this interview the counsellor needs to make a tentative decision whether the task at hand is within his expertise. If not, it is necessary to refer the client to an appropriate professional agency. Clients should be made aware of what can be expected out of counselling and what they are hoping for. Confidentiality, rights of privacy, other ethical and legal considerations need to be clarified. Discussion about the length of sessions, payment of fees, arrangement of mutually appropriate meeting times, etc. are also done now.

b) Initial counselling sessions: Here, the counsellor mostly listen to the client's concerns and encourages the expression of feelings, without undue questioning. Thus information is gathered by active listening, attending to client's self talk, observing his body behaviour and other reactions, to be used later in deeper explorations. If clients have difficulty in expressing, non-threatening questions can help.

2) Middle stage: Deeper exploration and analysis

This stage is marked by a shift of counsellor attention from clients external problem to his internal problems from primarily cognitive level to emotional level. Thus, the client discloses his feeling increasingly. Counsellor explores more intensively with client, confronts him with contradictions, stronger interpretations of client’s comments, etc. At this point, some counselors use more tests to further explore into the clients intellectual or personality functioning. Thus as the client moves to increased disclosure and awareness, the counsellor and client begins to develop emotional interactions like transference, counter transference, resistance, etc. Though rooted in psychoanalysis, experts are of the opinion that these are universal phenomena in all counselling relationships.

3) Final stage: Implementation of goals through action

By this stage, the client would have started acting upon reality. He/she becomes more self aware, assertive and genuine and start generalizing these to everyday life. This is a working through phase in which understanding is put into constructive action. Emphasis is on making changes in behaviour, attitudes and skills, specified as goals in the initial stage. For those who delay decision-making, specific strategies like role playing behaviour, rehearsal, assertiveness training, etc. are used.

4) Termination

If the goals as set in the beginning are met, termination follows. If the counsellor believes the problem has been solved, he may raise the issue directly. Or if the client is sure to have recovered he may bring up the idea. If the counsellor agrees, termination proceeds. However, the counsellor must be alert to the possibility that effort to termination may arise due to lack of progress. Also he should be aware that clients signalling termination is a sign of resistance and should be handled carefully.

If termination is reasonable, the counsellor must use the last few sessions to wean the clients. They often feel a renewal of symptoms, grieving, sadness, separation, or anxiety. When counsellor manages termination successfully the counselee maximizes counselling outcome as well as maintains new learning in later life situations.

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.

14) State whether the following statements are true or false.

- i) Counselling is referred to as a process because it makes use of psychological tests.
- ii) It is quite okay for the counsellor to become emotionally involved or dependent on the client during counselling.
- iii) The main purpose of the first interview is establishment of rapport.

15) Fill in the blanks.

- i) The negative feeling that holds back a person from seeking help from a counsellor is called

16) i) What is resistance in the context of counselling?
ii) What is counter transference?

1.10 GUIDANCE AND COUNSELLING IN EDUCATION

Guidance services form an integral part of the total educational programme.

There was a time ‘when guidance services in the sense we are using the term would have been regarded as an extension activity in school system’. It would have been considered quite extrinsic to and inappropriate for schools. However, comprehensive and appropriate appraisals by educators and by the members of the public have led to an acceptance of guidance services, not as something to be added from the outside, but as central and essential to the educative process.

To say that guidance services are central and integral part of the total educational effort is not to say that these services are identical with or substitutes for either teaching or administration. Guidance services have an identity of their own yet the boundaries between guidance and some aspects of teaching and administration are zones of interrelationships rather than sharp lines of delineation. The good teacher of course performs a number of guidance functions. Among other things, s/he contributes valuable information and helpful insights towards understanding students motivation and difficulties not only in achievement but also in adjustment, s/he creates the kind of classroom atmosphere which makes for mental health, s/he may discuss with the student and her/his parents about educational and vocational plans; or s/he may do a number of other things.

There is also a zone of interrelationship between administration and guidance services. In general, it is the responsibility of administration to provide for guidance services – the authority for carrying out the programme may be delegated by the guidance counsellor.

Guidance services help teachers and administrators. The former by direct participation and the latter by providing for the services.

Education and guidance are closely related. In short, education involves guidance. All guidance is education, but some aspects of education are not guidance. The objectives of both may be the same viz, the development of the individual, but the methods used are different. The latest stress in the field of education is vocationalization of secondary level. Hence vocational education is essential.

Vocational education deals with the knowledge, skills and attitudes that present in an individual, for a definite occupation or vocation. It refers to the experience

that enables one to carry on successfully a socially useful occupation. Most jobs including most of the semi-skilled occupations will require preparation in terms of skills and technical knowledge for a successful entry into that occupation. The job in the communication technology age will demand basic background and education in terms of certain specific skills.

There are growing opportunities for employment in service – clerical, technical and professional job areas. All of these jobs, however require education, vocational, technical and professional. The utmost need in our educational system is for drastic changes in the curriculum and direction of our public education programme. Such changes represent the only solutions to the social and economic problems that we face today.

1.11 LET US SUM UP

We have come to understand that guidance is given to individuals in making the best possible choices and adjustments. It is also evident that guidance is a life-long process which gives importance to individual differences and is meant for all. There is an absolute need for guidance owing to increase in the number of school going children, social changes, unemployment, changes in the family structure, maladjustments and also for making career choices, etc.

The purpose of guidance is to help an individual to adjust effectively in the society keeping in mind, one's needs and abilities. Major types of guidance discussed here are educational, vocational, personal-social and others. Guidance is an integral part of education which helps the individual to develop an all-round personality.

Different authors have defined counselling with differing emphasis on various aspects. However, most of them agree that counselling is a process and involves a relationship between professionally trained counsellor and an individual in need for help. Psychotherapy, Guidance, Instruction and Advice giving are some fields closely related to counselling. Although these fields are closely related to counselling and there are some similarities in their functions, they are different from counseling.

Counselling as a scientific technique is based on a set of principles and assumptions. Counselling assumes that every individual is capable of taking his/her own decisions and also that he/she has a right to choose his/her path. The counsellor does not give him/her advice or solves problems for him/her but only facilitates judicial thinking and decision-making.

Lack of proper understanding as to what exactly are the goals of counselling will lead to unrealistic expectations and resultant disappointment. (1) achievement of positive mental health, (2) problem resolution, (3) decision-making, (4) improving personal effectiveness, (5) helping to change, and (6) behavior modification are the major goals of counselling.

There are three main approaches to counselling: (1) Directive (2) Non-directive, and (3) Eclectic. Irrespective of the approach used, counselling generally pass through four stages viz. initial stage, middle stage, final stage and termination.

1.12 UNIT-END EXERCISES

- 1) Define the term 'Guidance' and state whether or not there is any need for guidance? Give reasons?
- 2) Locate a school in your locality, which has a guidance unit and prepare a report on the following points:
 - a) Vocational awareness among students.
 - b) Adjustment problems regarding school/home/peer-group etc.
- 3) In what ways guidance is related to education? Explain.
- 4) Visit an Employment Exchange and find out about different careers related to Arts/Science/Commerce/Vocational and prepare a report on the same.
- 5) What are the four principles of guidance?
- 6) What is the purpose and scope of guidance?
- 7) Identify a student requiring help through counselling in your school. Select an appropriate counselling approach. Describe the techniques you will use to help the student. State the reasons for selecting the particular approach and the techniques.
- 8) The meaning of counselling in the professional sense differ from the popular understanding of the term. Discuss.

UNIT 2 GUIDANCE IN THE SCHOOL

Structure

- 2.1 Introduction
- 2.2 Objectives
- 2.3 Guidance and Curriculum
 - 2.3.1 Concept of Curriculum
 - 2.3.2 Criteria for a Relevant and Meaningful Curriculum
 - 2.3.3 Integration of Guidance and Curriculum
 - 2.3.4 Guidance through School Curriculum
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2.1 INTRODUCTION

Guidance in the classroom is inseparable from teaching at its best. Good teachers have always carried on many of the activities described as guidance. They have used the curriculum, methods of instructions or learning and discipline as instruments of child development.

After going through the unit Understanding Guidance and Counselling you would have understood the concepts of guidance and counselling as well as their implications in educational and vocational fields. In this unit, let us understand the use of guidance in the classroom in terms of its relevance to the subjects taught, how they are taught and how to manage the class. We would also discuss how the pupil's needs can be met by guidance through curriculum, how art, health and physical education can be used by guidance workers to deal with the emotional needs and development of children, how the discipline can be improved and how a guidance-minded teacher can help his/her students in learning in a better way. Another point for discussion in this unit is the use of new age media by school children and the importance of guidance workers and teachers in helping children to cope with the opportunities and threats posed by them to the children.

2.2 OBJECTIVES

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

- identify similarities and differences between goals of guidance and curriculum;
- appreciate the need for co-curricular and extra-curricular activities in the school;
- use some of the basic principles of learning in teaching;
- provide help to the students having difficulties in learning;
- understand the importance of guidance in classroom discipline; and
- understand the importance of guidance

2.3 GUIDANCE AND CURRICULUM

It has been emphasized again and again that guidance services are an integral part of the school (Refer to Unit 1: Understanding Guidance and Counselling). Unfortunately, very few schools have utilized the guidance programme in curriculum matters.

Traditionally, the emphasis in guidance work has been upon adjustment of the individual. In schools the aim has been to help students make the best choice of subjects from the existing curriculum. Therefore, this unit is devoted to the possibilities of using the knowledge and training of guidance personnel and the results of their efforts in another direction; towards making and improving the curriculum itself.

2.3.1 Concept of Curriculum

From an educational point of view, the curriculum is the sum total of all student experiences, formal or informal which take place inside and outside the school.

From a guidance stand point, the curriculum is viewed as the “planned” learning experiences provided by the school. Certainly, it must be recognized that students learn from all their experiences and not just from those in the classroom e.g. extra-curricular activities provide learning experiences different from those available in regular classes of the school.

Meeting individual’s Needs: The curriculum of the school must meet the needs of the students. In a sense, they set the boundaries of school activities. This is an important contribution, because in every community the services from which students could profit are of such a wide variety that it is impossible for the school to provide all of them. Thus, the school must select those for which it takes the primary responsibility to provide.

Therefore, a curriculum must provide certain opportunities for the students for (1) discovering a place in life and clarifying a philosophy of living, (2) establishing satisfying peer relations, (3) achieving independence from family, and (4) adjusting to physical growth and changes.

2.3.2 Criteria for a Relevant and Meaningful Curriculum

In order to meet the above said needs of students, the instructional programme of our school should (1) be geared to the needs of the youth, (2) meet the recurring demands of our social order and (3) be developed in harmony with the learning process.

- 1) **Needs of Youth:** This first criterion is concerned with students' common/general needs and special/individual needs.
 - a) **Common needs:** All students have certain basic needs in common; they are all citizens; nearly all of them will marry and raise families; they will earn a living; they must meet and try to get along with other people; etc.
 - b) **Special needs:** Besides these general needs, there are particular or individual needs and interests, e.g. some students will like to further their studies by going to a college; some will like to join certain vocational courses; some of them would join their parents' business still there would be some who would wish to join any professional course/college such as medical, engineering or architecture. The common needs are easily identifiable and can be met by planning different "courses of study".
- 2) **Meeting demands of our social order:** It is difficult to identify many of these demands, and yet some of these are extremely obvious. Our society demands that all citizens should have functional literacy skills. Some societal pressures are more complicated e.g. physicians are expected to continue their study independently in order to keep in touch with latest advances in medical research.
- 3) **Learning process and curriculum:** This third criterion can be understood in a better way by going through the following chart:

A Necessary Consideration Providing a Good Learning Experience	How to Accomplish	Contribution of Guidance Programme
1. Instruction must be geared to the readiness of students	Review of previous work	Group discussion and career talks
2. The mental ability of students must be taken into account	Testing	Psychological testing and interviews
3. Students must be motivated	Needs identification	Occupational information and motivational talks
4. When students make an adequate response it must be reinforced	Rewards	Career fairs and career exhibitions
5. Students must have some means of evaluating the adequacy of their responses	Questionnaires and Counselling	Self-appraisal and career courses

2.3.3 Integration of Guidance and Curriculum

In the light of learning experiences in the classroom, the guidance centres/bureaus, etc. the administrative programme, the extra-curricular activities, the home and the community, it becomes obvious that guidance should be an integral part of curriculum. Let us now consider further the rationale for an integration between guidance and curriculum.

- 1) **Similarity of goals:** The focal functioning center in both fields is the students. Curriculum has moved from a “subject-matter-centred” approach to a “student-centered” approach. Since the student is with the teacher most of the time in school, an important goal for both fields becomes “helping the teacher” to help the student to learn, to adjust and to be competent.
- 2) **Similarity of function:** Some of the important similarities in function are:
 - a) **Needs of the whole person:** This function is to see that the needs of the “whole person” – physical, emotional, social as well as mental – are met. The ongoing, active behavior of students in such action settings as the play grounds, the extra-curricular activities, and the halls/corridors between classes is important to observe. Both, the teacher and the guidance counsellor should not be content with merely knowing the student’s background data and his/her classroom performance.
 - b) **Identification of student needs and problems:** If guidance counsellor, curriculum specialists and teachers combine their work, using their own particular skills, insights and specialization, a more successful result will be accomplished in identifying the needs of the young people.

For the most part, guidance staff have chosen counseling as the way to identify student problems but too often they keep their knowledge (of what problems students have) within themselves. Outstanding common problems stated by counsellors are: failure to achieve according to ability, school course failure in general, broken homes, social adjustment, whereas teachers have mentioned delinquency, absenteeism and lack of orientation. Do not all of these problems and problem areas call for the cooperation, discussion and aid of the teachers, guidance counsellors as well as parents? All of these problems have implications for guidance, for curriculum, for work with home and community, and for general good group morale in the school.

- c) **Work with same people:** Guidance and curriculum staff have complementary function and work with same people – students, parents, teachers and the community. The help of a counsellor with curriculum staff and teachers would be invaluable e.g. she could inform them of all the records that are available for their use in the guidance office. She could help the teacher and the students find curricular and work experiences that would give them the necessary background for solving their problems and meeting their needs. Also, there would be occasions when it would prove useful for the guidance counsellor and the teacher to meet together in conference with the parents.
- 3) **Similarity in content and educational resource materials:** Practically the whole content of the guidance programme has potential as curricular experiences for students. The topics such as Vocational and Occupational Guidance, Home and Family, Health and Physical Development, getting along with others, could be made curricular experiences.

Also, the guidance unit usually has a well-established corner in the library and in the guidance office, which provides books and other reading materials that could be used advantageously for curricular purposes in the classroom.

- 4) **Similar methodology and techniques of working with students:** Guidance techniques (the case study, the interview, anecdotal records, socio-metrics, socio-drama and simple projective techniques such as autobiography, picture projection, story making etc.) are practiced in many classrooms at the present time. Teachers have always carried out interviews and have given various kinds of educational and occupational information to students. However, it has been observed that sometimes teachers use these techniques without realizing their full potentialities. The guidance staff can give them a thorough understanding of how to administer, use and interpret their methods more effectively.
- 5) **Similarity in approaches:** The remedial and diagnostic approaches have been used in both guidance and curriculum fields, e.g. via tests and examinations. The developmental and therapeutic aspects have not been realized to the fullest extent e.g. when a student fails, very few teachers would look for reasons of his/her failure, especially when the reason is not obvious. No item-by-item diagnosis is done usually. Both fields have also neglected the full potential of the preventive approach. How many teachers take steps to prevent the problems of students such as the academic failure, sudden dropping of interest in any curricular activity etc.

2.3.4 Guidance through School Curriculum

Every subject offers special opportunities for guidance. Mathematics should develop capacities for precise and logical thinking. Social studies – history, geography and civics should help students make a better adjustment to the changes that are occurring in the world and show them what they can do to resist demoralizing trends. Language should make a definite contribution to the development of the student’s communication skills and to his/her understanding of himself/herself and others. Physical education offers fine opportunities for guidance in the areas of recreation and health. Home economics or home science should include guidance in health and in present and future family living. Business education or business studies, art and the various work experience subjects have personal as well as vocational values if the teachers are guidance-minded.

- 1) **Literature:** The opportunities for developing values are most obvious in literature classes. Short stories, plays, novels essays and poems present situations in which motives are revealed, problems solved, decisions made. In literature, an important part of guidance while teaching is the study of characters - why did they behave as they did, what were the consequences of their acts, what similar conflicts may arise in our lives today? Many situations in true-to-life literature can be used to illuminate the perplexities of today’s adolescents and help them develop sound values. Guidance-minded teachers believe that this is their most important objective in teaching literature. Literature lives because, through its discipline and art, it reflects life.

The following composition by a tenth class boy on “the kind of person I think I am, the kind of person others think I am, and the kind of person I would like to be”, illustrate how revealing to the students themselves as well as to the teacher such introspective reports can be:

“The kind of person I think I am” – I like to think that I am the greatest thing on two feet, but I know, much to my sorrow, that I am not. In reality, I am just another student in school with usual problems, activities and the ever present thoughts about girls. I have a good sense of humour and when I try I get good grades. One of my problems is laziness of the highest degree, but with pressures from my parents I got almost all the work (I have to do) done. I have a lot of friends of both sexes, but most of the boys I go around with are older than myself which makes me feel that I am mature for my age.

“What kind of a person others think I am” – I hope most people think I am O.K. I show off too much and at times drag so that lowers what other people think. I am not looked upon as either a leader or a follower but more or less as in between. I must be thought of as an understanding guy for at different times people tell me their life stories and problems. I make friends easily, but I have quite a few enemies too. Some people think I am silly or a ‘nut’, the kind of guy you automatically dislike unless you know him.

“The kind of a person I want to be” – I like myself the way I am, however, I wish I were a little less selfish for that is my major drawback. The only other thing is that I don’t work hard enough. I take the easy way out or ‘just get by’. If I could change this I would be much the better person for it. All in all I feel that I owe my parents quite a bit, and I am very grateful for all they have done for me. I just hope I grow up into the kind of person they would want me to be.

- 2) **Social Studies:** The way social studies is taught in many schools seems to have aroused considerable student resistance. To deal with this problem, the teacher may first encourage the students to express their negative feelings about the course. This shows them that she understands their point of view and wants their ideas about how to make the course more worthwhile and interesting to them. She may then discuss the reasons why the subject is required and why she thinks it has value for students.

In social studies, students learn how the present grew out of the past and influences the future. It should teach young citizens how to avoid some of the mistakes of the past.

Like science, it should teach students to distinguish fact from opinion, unbiased reporting from propaganda. Both subjects should help them to face the uncertainty of the present and at the same time have a commitment to enduring values.

- 3) **Mathematics:** It is not by chance that a number of great philosophers, e.g., Aristotle, were also mathematicians. One may more easily transfer the logic and discipline involved in solving math problems to the wonders of a universe which seems to be orderly, predictable, and logical.

The teacher can emphasize the place of logic and reason in human history; how the language of mathematics transcends race and colour; mathematics as a source of fun, as in working out puzzles and problems.

In algebra, the teacher can help students see that mathematics is a “sign language” which humans have learned to use, over the centuries, to facilitate

both abstract and practical thinking. Students will also be interested in the role of mathematics today in attempts to conquer outer space.

- 4) **Personal and social values of all subjects:** Any subjects whether an academic subject art, music, business studies, education or home-science, is a means to an end. It should contribute to a better life for the individual and for mankind. Students should see each subject in relation to their social and personal development and to the long-range goals of mankind.

Check Your Progress

Note: a) Write your answers in the space given below.

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

1) Write three criteria for a relevant and meaningful curriculum.

- i)
- ii)
- iii)

2) State whether the given statements are true or false.

- a) Curriculum has moved from a “subject-matter-centered” approach to a “student-centered” approach.
- b) There is no need for integration of guidance and curriculum.
- c) The common needs of students are easily identifiable.
- d) Every school subject has an educational and vocational implication.

3) Match the given terms with that of their meaning in the following:

Terms	Their meanings
i) Curriculum	a) Rewards
ii) Reinforcement	b) Evaluation
iii) Special needs	c) Planned learning experiences
iv) Appraisal	d) Particular/general needs

4) Explain in brief.

a) Curriculum from a guidance stand-point

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b) Needs of the “whole person”

.....

c) Guidance through the study of literature

.....

- 5) Fill in the blanks:
- Children learn from all their and not just from these in the classroom.
 - Curriculum should be developed in harmony with the process.
 - Home science can provide guidance in and

2.4 GUIDANCE AND LEARNING

In a guidance-based curriculum the nature of the learning process, the learner, the learning situation, the roles of the teacher and of the guidance counsellor are vital factors. The teacher and counsellor must have knowledge of how children and young people learn.

Early in our educational and psychological history, memory was emphasized as important in the learning process. Now, it has been recognized that learning is a matter of acquiring changes in behavior patterns through “experience” rather than the acquisition of knowledge primarily through memory.

Experimental investigation of the problem of how we learn has gone on for hundred years or so. Three schools of psychologists have carried on experiments, producing the theories of learning by conditioning responses, learning by trial and error and learning by insight. More recent studies have emphasized learning by perception, by thinking, doing and by creative expression.

2.4.1 Nature of Learning Process

Learning must be goal-directed, particularly since the learner is continuously undergoing change in his/her behavior. How these changes take place and in what direction is a direct challenge to the guidance programme.

- Goals in learning:** Effective learning is an organized (or ordered) process, proceeding from simple to complex. Thus there exists direction set ‘beforehand’. Hence, the teacher decides, before starting the class, what he/she is going to teach that day: after the class, she tells the students what kinds of questions can come from that topic and discusses with them.
- Learning as a unified process:** Guidance, involved as it is with growth and development, has also to consider the problem of mind and body dualism. Research has shown that the child responds using both aspects of his/her personality, intellectual and physical e.g. throwing a ball requires logical thinking (which other player is more likely to catch it) and motor coordination (moving his hand and arm in a particular direction). In a similar manner mastering arithmetic table requires rote memory (learning it again and again and use of special ability to speak and write).
- Experience and learning:** Experience is an intensely individual matter which pervades all our beliefs and attitudes. Each student brings his/her own experience to the classroom, which in turn leads to new experiences. It is the sum total of these experiences which makes up the pattern of learning.

Thus if a teacher can accept each child for what he/she is and go on from there he/she is following in the best tradition of guidance.

- 4) **The physiological basis of learning:** Although it has not been fully explained yet how the human nervous system functions in the learning process, enough evidence has emerged to believe that the brain is the seat of learning. In fact, many learning disabilities such as dyslexia, underachievement, poor achievement, slow learning, etc. can be accounted for by some kind of developmental difference in the brain.
- 5) **Emotion in learning:** Periods of tension, pleasure/disturbance tend to inhibit/reinforce learning. The teacher creates much of the emotional climate in the classroom. Effective learning depends on the well-adjusted teacher and students.
- 6) **Learning and the self-concept:** As most behavior is directed towards the attainment of those goals which seem important to the person in the satisfaction of his needs, how the individual interprets his goals and the acceptable methods of attaining them are significant in the learning process. For example, Vipul at sixteen perceives the ownership of an automobile to be most important thing in his life. He is willing to go to extremes to get one, even to steal parts for building one. His interpretation of his needs and how to satisfy them colours most of his learning. Thus, according to Rogers, the individual's "internal frame of reference" (his self-concept) must be understood in assisting the pupil, in his learning process, whether in group instruction or in individual counselling.

2.4.2 Importance of Learning Material and Teacher

Learning is dependent not only on the learner's efforts, but also on the organized presentation of the content that is to be learned. In other words, the teacher has an important role in the learning process.

Guidance programmes in the past have tended to neglect the role of the teacher. However it has now become evident that specialists alone cannot operate the guidance programme in the school. It is the teacher who arranges the subject matter, directs the course of learning and interprets the goals which have been set up for her.

- 1) **Need for organized procedures:** An "ordered" arrangement of classroom procedure is necessary if the desired learning is to take place. Therefore, the teacher has to select those kinds of experiences which are designed to educate the student e.g. after deciding which topic to teach, the teacher can first present an overview of the entire chapter in a summarized form and then begin with the introduction part.
- 2) **Learning and effective work habits:** What happens to the student after he/she has departed from the classroom? That is outside the classroom also, the students have a real need related to learning; the establishment of effective work habits.

The well-adjusted human being is our goal but students need also to be taught that learning is not just a game. It needs concentrated effort, mastery

of subject-matter through hard work, interest and a definite schedule for studying at home. The problem is that of a proper balance of interest and discipline in learning, which is our next topic.

- 3) **Suggestions for classroom discipline:** The most effective means of evaluating the discipline which is maintained in the classroom comes through the students themselves.

Waller has suggested certain rules for maintaining good discipline in the classroom. They are:

- i) Plan the day's work in advance.
- ii) Be sure that the students know the assignment.
- iii) Place time-limit on all written work.
- iv) Be firm in your dealing with students: "I mean business" firmness.
- v) Be in your room/classroom ahead of the students.
- vi) Develop an interest in every student in your class.
- vii) Be sure to grade and return all written work submitted by students.
- viii) Be sure you do not allow favours to jeopardize class morale.
- ix) Plan to control your own classroom. Send offenders to Vice-principal, or Principal, only as a last resort.
- x) Don't make a lot of rigid statement. Be sure you can defend a statement when you make it.

2.4.3 Importance of the Learner

A fundamental problem teachers face is the guidance of students who, for one reason or another, vary from accepted norms. Thus, the teacher needs always to bear in mind that children respond in their own unique fashion.

The successful teacher will have to employ her skills and understanding in drawing up a procedure ample enough to include varying needs in individuals. A student with the special needs may appear to act differently from his classmates, but his basic attitudes are likely to be the same. On the other hand, two apparently normal children may vary extremely in their outlook on life. When the teacher has recognized that specialized help is needed she can refer such students to the professional counsellor.

Children enjoy talking about themselves, their homes, their friends and their interests. Many of them consider the teacher as a kind of second parent to whom they can entrust their confidence. Even during ordinary conversations with children, the teacher can get to know more about them and their attitudes.

Guidelines for Teachers and Counsellors

- 1) **Expect the best of each student:** Most students can do more than adults expect of them. Teachers should not do things for the students that he can do for himself. e.g. if the teacher had taught the formula for solving the sums of an exercise with examples, then she should not do the exercise on the blackboard.

- 2) **Encourage each student:** Encouragement is not the same as reward and praise. The latter can be overdone e.g. if a teacher writes 'good' on every notebook that has all the sums of homework correct, this praise will lose its value. On the other-hand, if she writes 'good' on only a few selected notebooks with a comment on what was good about it (say "very organized work" or "neatly done"), such praise would be more encouraging.
- 3) **Listen more:** Many teachers talk too much. That is why some children become "teacher-deaf". How much time teachers waste explaining things the students already know. How much time they waste scolding the class! One youngster said, "My Hindi teacher spends so much time scolding us, she doesn't have time to teach us".
- 4) **Try to understand what a child's behaviour means to him:** What is he trying to gain by his behaviour? What satisfaction is it giving him? If he wants to be accepted by the group, he may make silly remarks, defy the teacher or insist on talking; this is his way of getting attention, being recognized, feeling that he is playing a part in the group, however unhelpful or even negative it may be.
- 5) **Try to gain knowledge of the following three things:**
 - 1) The child himself-his aptitudes, values, goals, personality, previous education, general experience and physical condition.
 - 2) The task itself-its interest, difficulty and usefulness.
 - 3) The situation-the child's interaction with his classmates and his relation to the teacher; the attitudes and morale of the group; the motivation, anxiety or stress inherent in the situation; the immediate work environment – lighting, ventilation, distractions.

2.4.4 Psychological Factors in Classroom Learning and Guidance

Learning about the students and helping him to learn about himself forms the basis of guidance. There are certain principles which have proved helpful in providing the setting in actual classroom situations to facilitate classroom learning.

- 1) **Motivation:** Learning has been found to proceed more effectively and to have more chance to become permanent when the learner is made to feel part of the activity, e.g. the individual who desires to become an engineer will do all he/she can to acquire such information as relates to his/her ambition. This motivation is good and to be encouraged – provided there exists some aptitudes in this area.
- 2) **Adjustment to level of maturation:** When a student is learning anew skill, such as throwing a baseball, or new steps of a classical dance, he must be sufficiently mature for the task. The student himself needs to recognize his limitations as well as his capacity. Inherent in this principle are two concepts: (1) The teacher should be careful not to tax the student far beyond his ability (Over concentration), (2) Learning occurs most effectively when there is an intelligent distribution of work and rest in the activity (or activities) presented to the student (Too long a work period).

- Both over concentration and too long a work period tend to impair learning.
- 3) **Pattern learning:** The more clearly the pattern of an objective is understood the more permanent the learning tends to become. The student who hopes one day to become an advocate tends to look at his various subjects in terms of their meaning in this respect e.g. debating and civics are more interesting to him than they might be to others. Similarly, tenses and punctuation have little or no meaning unless their use is understood in everyday language.
 - 4) **Evaluation of progress:** Students are concerned with success (or lack of it) in their school activities. Hence, learning is made more effective when the learner is kept appraised of his progress, A learner needs to know whether he should go ahead or slow down. Evaluation can and should be a positive form of guidance.
 - 5) **Broad integrated development:** Every aspect of education enters into the development of the learner. More proficiency in school work alone will not make the citizen of the future a mature personality.

The students who acquire skills and abilities tends to develop self-confidence, social responsibilities and competence to face difficulties with firmness and without fear. It should be recognized that the development of an integrated personality during his formative years will go far towards making the student a more mature individual.

Check Your Progress

Note: a) Write your answers in the space given below.

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

6) Classify the given statements as true or false.

- a) Effective learning is an ordered process, proceeding from complex to simple.
- b) Other than the learner’s efforts, learning is dependent on the learning material and teacher.
- c) When a pupil is to learn a new skill, he must be mature enough for that task.

7) Select the most appropriate answer.

Learning involves both:

- i) Motives and emotions
- ii) Self and others
- iii) Mind and body

8) Explain the psychological factors involved in classroom learning.

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2.5 GUIDANCE AND DISCIPLINE

Granted that teachers will inevitably fail without classroom discipline, paradoxically, it seems to be something that we are more aware of when it is missing than when it is present. We know that teaching without discipline is exhausting, frustrating, demoralizing and impossible. But what is this elusive quality that some teachers (the lucky ones) almost seem to take for granted?

Let us see how some teachers have defined discipline: (1) it is training to develop self-control and orderly conduct, (2) it is acceptance of, or submission to, authority and control or (3) it is treatment that corrects or punishes.

But there is something missing in the above definitions of discipline. What is missing is the educational and guidance component of discipline. For discipline to be applicable to the classroom setting, it must be linked with the purposes of education and guidance.

Discipline is not an end in itself, it is a means to make our students to understand that what one seeks and how one behaves are related. Hence, we do not want our students to submit to authority just out of fear. We want their actions to be based on principles, ideals and a feeling for others.

2.5.1 Classroom Discipline and Guidance Methods

Effective teachers know that classroom discipline is something more fundamental than administering restraints. It can be either democratic or autocratic in method and all the teaching staff must share the responsibility for maintaining discipline.

The class teacher in particular is most concerned about what is best for the student. This means that she has to play a judgment role in deciding what is good or bad for her students. To maintain a good learning climate, she must enforce the rules of the school and limit the activities of those who cannot discipline themselves.

The best working atmosphere exists in a classroom when the teacher helps his students become acquainted with school rules and regulations, tells them why such rules are made, and helps them learn how to assume personal responsibility for enforcing them.

Guidance methods for handling discipline problems

Guidance methods can be used effectively in working with discipline problems. Perhaps the most important contribution of guidance to discipline is the use of **child study techniques**. All who work with a discipline problem should become acquainted with the child's needs and interests, his home background and the information on various aspects of his school performance, which can be obtained from the **cumulative record** and from **case conferences**. Knowing those factors which have shaped the child's attitudes towards life and those around him makes the teacher's task easier and more fruitful.

A guide for handling discipline problems

As the teacher/the counsellor answers the following questions, he becomes better acquainted with himself as well as the child and is able to identify the causes of the child's unacceptable behaviour.

- 1) What did the child do the last time that he misbehaved in my presence?
- 2) How do I feel about this child, outside of the incidents in which discipline problems arise?
- 3) What did I do when he misbehaved in my presence the last time?
- 4) Do I have any information about his general health, his diet and his living conditions?
- 5) Do I know of anything which is worrying him?
- 6) How do the members of his family feel about one another?
- 7) What is most important in the life of the family as a group?
- 8) How is the child disciplined at home? How does he feel about the restraints in the home and the methods of enforcing them?
- 9) Did the child know what I expected from him and his peers? Does he know what he should expect from his peers and me?
- 10) How does the pupil “rate” with his classmates? Who are his friends?
- 11) What are the working conditions in my classroom?
- 12) What is the quality of the child’s school work?

Very early in life, the child learns that there is some behaviour even his parents cannot tolerate. There are certain limits on his behaviour. But parents and teachers sometimes forget that it makes a difference how they enforce these limits. Teachers in particular need to remember that the child must understand the limits before he is expected to live within them.

In enforcing limits on the behaviour of individual student for the good of the whole class, the teacher should recognize that merely suppressing the child will not solve the problems which account for his unacceptable behaviour. The child whom the teacher faces as a problem has taken months or years in learning to be what he is. Somewhere in his personal history there is an explanation for his unacceptable behaviour. Take the following case as an example.

Case of Shalini

Shalini’s class teacher, Mrs. Jain was so concerned about Shalini that she sought the help of the school counsellor. Shalini was a student of class VII and was going to be reported to the Principal for shortage of attendance. A careful survey of the facts by the two of them showed that Shalini’s absenteeism began during the final term of her class VI when she began having trouble with arithmetic. Most of her leaves were on the days when she had arithmetic classes.

After a series of counselling sessions, the counsellor planned a programme of remedial work in arithmetic. After only a fortnight of remedial classes, the quality of Shalini’s work improved and she also accepted the school’s regulation on regular attendance.

2.5.2 Behaviour and Misbehaviour

Since teachers and guidance workers have different training and different responsibilities, they view the behaviour of students differently. Teachers seem to be more concerned about violations of school rules, teachers rules and moral

standards. Teachers appear to believe these violations to be more serious than the students personal problems.

Whereas, guidance workers and counselors are much more accepting of children's aggressive behaviour than teachers. But both are concerned about behaviour such as maladjustment, cruelty, stealing and fearfulness.

What makes children misbehave?

A child's misbehaviour in the class or outside the classroom is caused by something or somebody outside her/his control. Following are the possible contributors to classroom misbehaviour:

- 1) **Ignorance:** Ignorance of the rules is certainly one of the reasons for a student becoming a deviant. Even if a student is presented with a neatly organized set of rules he never really knows which rules are operational and which are just on paper. So, they have a very practical way of solving this problem. They simply proceed to "try out" the teacher to see what they can "get away with".
- 2) **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 e.g. a neighbourhood kid knocked him down and he hit back for revenge. When he came home bleeding, the parents treated his injuries and never said a negative word or reprimanded him. The child repeated the same behaviour at school and was in for a great surprise when the teacher punished him.

It is obvious that a number of students break discipline, merely because they have failed to discriminate between the rules of the home and school situations.

- 3) **Frustration:** Problems in maintaining classroom discipline have often shown that aggression in students increases significantly after they have experienced failure. There are at least three sources of frustration in a classroom that may influence any student:
 - a) The teacher
 - b) His/her classmates
 - c) The activities

Case of Ahmed

Ahmed was one of the brilliant students of his school. From the beginning he has been getting merit certificates and scholarships for his brilliant academic achievements. Now he was in class IX and had become a problem for the class teacher. His classmates complained that he doesn't let them study during the free-periods, bullies them to play with him and makes fun of weaker students.

The class teacher Mrs. Agarwal, waited for a few more days before approaching his previous class teacher in class VIII. In the meanwhile, she found that Ahmed had scored more than 80% in all subjects in the first weekly test.

After talking with Mr. Singh (the previous class teacher of Ahmed) and a few students who were with Ahmed since primary school, Mrs. Agarwal discovered that the problem had started in class VI when Mr. Singh had become his class teacher (and remained so for next two years as well i.e. for classes VII and VIII).

Mr. Singh was well-liked by students and respected by all his colleagues and students alike. However, because of being a topper, Ahmed soon became his favourite.

Once, Ahmed obtained 39.5 out of 40 in English (the subject taught by Mr. Singh), he requested Mr. Singh to make it 40/40 in his progress-report. The teacher made the requested change. This same incident was repeated in next exams as well but this time, Mr. Singh himself increased his $\frac{1}{2}$ mark to make it 40/40. Similar incidents took place for two other subjects as well which were taught by two different teachers. While signing the progress-report Mr. Singh gave him full marks wherever he was short by half or one mark.

This behaviour on part of Mr. Singh spread to other classroom activities as well. Even when some students complained of this partial behaviour, Mr. Singh took no notice. Then, Ahmed learnt to exploit this leniency and started bullying other children by flaunting his good relations with Mr. Singh. This behaviour, when continued to class IX, came into focus because Mrs. Agarwal was not giving marks where not deserved by students. This was leading to frustration in Ahmed and consequently, he was becoming more and more aggressive.

- 4) **Displacement:** Inappropriate feelings are often displaced upon the people and objects in the school e.g. Mary was quite open about the fact that she could not stand Miss Ruby or her Physics class. She never answered to any of the teacher's question. Miss Ruby had rarely heard her voice in the class. During practical periods also, she would ask fellow students to explain an experiment than ask the teacher. Miss Ruby never thought of this as unusual, but one day she happened to be passing the corridor where Mary's classroom was and was surprised to hear her loud voice reciting a poem in the class.

Next day Miss Ruby deliberately passed that corridor several times in the day and found to her surprise that Mary was actively participating in all the subject classes except physics.

After talking with Mary's parents, it came out Ruby was also the name of Mary's step-sister with whom she did not get along and so the unusual behaviour in Miss Ruby's class.

2.5.3 New Ways in Discipline

When a teacher/counsellor finds it necessary to discipline a deviant student, it affects other students as well who are witness to this altercation. This is called the "ripple" effect. The following factors influence the ripple effect:

- 1) **Clarity:** A 'clear control' technique is one that specifies the deviant, the deviancy and the preferred alternative behaviour. The teacher who hears a

disturbance in the back of the room and yells, “Hey, you boys, stop talking”, has used a control technique with no clarity at all. In addition to interrupting every other student within earshot, not even the deviants are sure that the reprimand was meant for them.

The same teacher might have walked towards the noisy group and said, “Amarjeet, Rajesh and Joan, stop talking and get those algebra problems finished!” The clarity of this command is very high and can be expected to have two beneficial effects on the audience students:

- a) They will be less likely to become deviant themselves.
- b) Their learning behaviour is less likely to become disruptive than would be true for an unclear technique like the first one.

- 2) **Firmness:** A ‘firm control’ technique has an “I mean business” quality about it. This may be accomplished by the teacher’s tone of voice, facial expression, or gestures. It may also be accomplished by “follow-through”, meaning some way of seeing to it that your disciplinary prescription is carried out, e.g. Punit was playing with a pen by hitting it on his desk again and again. His action had got the attention of most of his classmates and the teacher’s working on the blackboard was going unnoticed. She stopped abruptly and commanded in a stern voice, “Punit, put that pencil in your bag and pay attention”.

Focusing her whole attention upon Punit, the teacher followed his action of opening his bag-pocket, putting his pencil inside and closing the bag and only after he looked at the teacher again did she resume her work.

- 3) **Focus:** Two ‘focus control’ techniques are ‘approval-focused’ and ‘task focused’ control techniques. An **approval-focused** technique depends for its effect upon the relationship between the teacher and the deviant while a **task-focused** techniques “make connections” between the teacher’s demand and the work to be accomplished.

Example of teacher’s use of focus-control techniques:

- 1) **Approval-focused:** “I am very disappointed that you talked when I asked you not to. I thought you had more respect for me than that”.
- 2) **Task-focused:** “You must be quite during my class or else you will not be able to answer my questions afterwards. I won’t repeat this class”.

Evidence has shown that task-focused control techniques have a more desirable ripple effect than do approval-focused methods.

- 3) **Signal interference:** Without using any words, angry or otherwise the teacher conveys to the indisciplined students that she knows about them and their misbehaviour. For instance, using an angry stare at them standing near their seats etc.
- 4) **Physical proximity:** While managing a class, the principle of proximity is also very useful. That is by making the offenders sit nearer to the teacher’s chair, she is able to put a control over their mischiefs.

- 5) **Motivational recharging:** Sometimes, students misbehave in the class for the simple reason that they are bored with the routine. Some change in the teaching methods is preferable at this stage. For example, the teacher, in the beginning or at the end of the period, may play some short game with them to recharge their motivation. E.g. quiz, role-play, etc.
- 6) **Comic relief:** This is another method to control students when they misbehave out of boredom. Here, the teacher makes some witty remarks and encourages the students to do the same.
- 7) **Post-mortem session:** When teacher finds a student misbehaving in the class, she does not say anything at that time other than saying in general “Behave yourselves”. But after the class, she takes that student out of the classroom to have a discussion regarding his misbehaviour in the class.

Check Your Progress

Note: a) Write your answers in the space given below.

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

9) Explain the following terms.

a) Conflicting rules

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b) Displacement

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c) Firmness

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10) Which is the most appropriate definition of discipline?

- a) a training to develop self-control and orderly conduct.
- b) an acceptance of or submission to authority.
- c) a sense of inner-discipline with respect to given rules and regulations, or external authority.

11) Classify the given statement as true or false.

- a) Teaching without discipline is as good as teaching with discipline.
- b) It is important for the children to first understand the logic behind limits placed on their behaviour.
- c) A child is to be punished for his misbehaviour always.
- d) A task-focused control technique has more desirable ripple effect than an approval-focused method.
- e) It is better to take the misbehaving student out of the class to talk out his problems than to scold him in front of the entire class.

2.6 GUIDANCE AND OTHER CURRICULAR AREAS

The National Curriculum Framework (2005) emphasized the importance of art, health and physical education in the school curriculum. Mostly, schools do not consider these as curricular areas and do not pay much attention to them. These are usually considered as leisure activities and sometimes celebrated as cultural/sports day. The guidance workers and teachers should consider arts, health and physical education as curricular areas that have the potential to contribute to the overall well-being of the children.

Art Education

Why should the visual and performing arts become an integral part of the school curriculum?

“In the exploration of self in relation to others, the development of understanding of the self, and of critical empathy, not only for humans but also towards the natural, physical and social worlds, theatre is a medium par excellence” (NCF 2005, p.54).

Dramatization technique is used by teachers at times to present the teaching content. But this is a limited use of the theatre art form. Much more significant experiences are possible through role play, body/voice control and movement, and group and spontaneous enactment (NCF 2005, p.54).

“Working with hands, with materials and with techniques helps in understanding processes, becoming resourceful, taking initiative, and in problem solving. Such experiences are of irreplaceable value for all children. This area is also well suited as a meaningful site for inclusive education” (NCF 2005, p.55).

All art forms (music, dance, theatre, craft) contribute to the development of the self, both cognitive and social. However, schools do not give any importance to art education. schools focus on cognitive development of the children through the subject based curriculum. Children, who do not perform well in the school achievement tests are considered as under-achievers. Poor performances in the achievement tests slowly start eroding the confidence of the children in their abilities. School practices regarding subject based curriculum do not encourage multiple ways of expressions by children. The singularity of expression expected by the schools through achievement tests, make some children poor performers. Using the art forms, the guidance workers and teachers can demonstrate to such children that they can explore and express knowledge in multiple ways, thus instilling confidence in their cognitive abilities.

Role play is a powerful tool for exploring the self and its relation to others. Some children may need help in social and emotional adjustment with the self and others. Through role play, guidance workers and teachers can help such children to explore and express their self and the self-other relationship. Thus enabling the children to discover the blocks in their social-emotional adjustment behaviour and learning to modify them for a healthy life.

Health and Physical Education

This is another important curriculum area that influence the overall well being of the children. Under nourishment and communicable diseases put many children at health risk. “Health is a critical input for the overall development of the child, and it influences enrolment, retention and school completion rates significantly” (NCF 2005, p.56). Guidance workers and teachers, therefore, need to provide health and physical education to the children for their physical, social, emotional and mental development. Another concern is related to the reproductive and sexual health of the adolescents. Matters related to sex and sexuality are seldom discussed in the family environment. Therefore, guidance workers and teachers should be concerned about the reproductive and sexual health needs of the adolescents. The absence of proper guidance may prove risky to the physical and mental well being of the adolescents and their future life.

2.7 GUIDANCE AND THE VIRTUAL WORLD

Social media is all pervasive in our life today. Children spend a lot of time browsing the internet and are active on social media – face book, instagram or any such platforms.

Guidance and the Virtual Media

Advances in the information communication technology (ICT) have made it possible for the human beings to interact with each other in a virtual world without being physically present in the same location. We can access information from across the world at the click of a mouse. Similarly, information can be disseminated across the world at the click of a mouse.

Social media

Millions of people interact on social media platforms such as the Face book, Snap chat, Twitter, Whats App, YouTube, etc. Social media are popular as they enable the creation and sharing of user-generated content in the form of texts/ comments, photos, audios or videos. Social media are free media, not controlled directly by any agency. Many children are users of one or the other social media websites and they spend a lot of their time online connected with the virtual communities. On social media, people create, share and receive unfiltered content. Therefore, guidance workers, teachers and parents need to be alert and guide children about the content they create, share and receive. Guidance workers and teachers should help the children to test the trustworthiness and reliability of the information they receive on their social media platforms.

Cyber bullying

Bullying or harassing someone using electronic communication is called cyber bullying. This has become wide spread in the cyber space and many children are also victim to it. Often cyber bullying has serious consequences to the victim as the content used for bullying may be shared further among other people and remain accessible to many others for a long time. Victims may find it difficult to deal with prolonged cyber bullying. This may lower satisfaction, lead to emotional instability, or depression and in extreme case the victim ending life. Children should be, therefore, told about the possible online behaviour of the virtual community members and how to tackle it. Guidance workers and teachers should

develop in children the confidence to seek help and deal with cyber bullying in the first instance itself.

Cyber ethics

Developing awareness about ethical online behaviour in children is another important area the guidance workers and teachers and parents should pay attention to. Children should be monitored for their online behaviour because the social media are free and unchecked. Everyone is free to express anything in any form. Such unbridled freedom in some cases may lead to irresponsible behaviour and children may come in conflict with the legal, moral systems of the society. Therefore, children should be told that certain online behaviours are unethical and unacceptable and they should refrain from indulging in such behaviours. For example, online behaviours such as the following are unethical and unacceptable:

- Cyber bullying which means creating, posting or sharing contents in any electronic form with the intention to cause hurt and harm to other people.
- Accessing unauthorized resources of the internet.
- Snooping into other people's computer files.
- Destroying or damaging other people's computer files.
- Disregard for other people's privacy.
- Stealing other people's intellectual property using any electronic device.
- Appropriating other people's personal data and creating fake identity.

In general we can say that we should be cautious about the social, legal and moral issues involved in using cyber technology and social media. And our children should be taught to act honestly, justly and responsibly as users of cyber technology.

2.8 LET US SUM UP

The guidance programme should make a contribution to the school by (a) assisting in curriculum development; (b) providing better learning experiences in the classroom; and (c) suggesting ways to deal with classroom discipline problems.

The curriculum was viewed as being all the planned learning experiences that the school provides for its students. It should satisfy both the common and specific needs of students, as well as the recurring demands of the social order. An adequate curriculum must also take into account what is known about the learning process. Guidance through school-subject was also discussed with emphasis on value development.

Learning was recognized as changes in behaviour through experience. Learning process requires both intellectual and physical aspects of one's personality. To facilitate classroom learning, certain psychological factors, such as motivation and needs, must also be considered.

Anybody who has been given a class, the class teacher, the subject-teacher, the counsellor or a visiting personality would know how easy it becomes to teach when the class is disciplined. Indiscipline occurs because of ignorance of rules/

conflicting rules, frustration in the child or because of displaced feelings as was obvious in the case of Mary. Clarity, firmness and focus are some of the techniques by which discipline can be maintained in the classroom.

We have discussed how art, health and physical education can be used by guidance workers to deal with the emotional needs and development of children. Another important point for discussion was the use of new age media by school children and the importance of guidance workers and teachers in helping children to cope with the opportunities and threats posed by them to the children.

2.9 UNIT-END EXERCISES

- 1) Visit a school and identify the needs of students of a class-the-first criterion of a relevant and meaningful curriculum, “needs of students” (or youth). Observe the school activities and find out which needs are met by the curriculum and which are not met. Prepare a report.
- 2) Observe a class and find out how teacher’s personality is an element in the classroom discipline.
- 3) Observe a student who has been creating discipline problems and with reference to his/her case, supply answers to all the questions asked in a “guide for handling discipline problems” under the sub-unit on discipline.
- 4) Why do we need to integrate guidance and curriculum?

UNIT 3 PERSONNEL IN THE GUIDANCE PROGRAMME

Structure

- 3.1 Introduction
- 3.2 Objectives
- 3.3 Need for Guidance Programme and Guidance Personnel
 - 3.3.1 Need for Guidance Programme
 - 3.3.2 Need for Guidance Personnel
- 3.4 Counsellors, Career Masters and Teachers as Guidance Personnel
- 3.5 Roles of Guidance Personnel
 - 3.5.1 Counsellor
 - 3.5.2 Career Master
 - 3.5.3 Teacher
 - 3.5.4 Comparative Roles of Counsellor, Career Master and the Teacher
- 3.6 Need Based Minimum Guidance Programme in Schools and the Role of Personnel
- 3.7 Let us Sum Up
- 3.8 Unit-end Exercise

3.1 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 know, 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. Guidance directs and helps 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 limitations in organizing 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 organized 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 organizations do play their roles in the direction of organizing guidance activities. Hence guidance is called as a co-operative venture.

3.2 OBJECTIVES

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

- understand the need for guidance and guidance personnel in schools;
- understand the terms Counsellor, Career Master and Teacher from the point of view of guidance programme;
- explain the role of Counsellor, Career Master and Teacher in the guidance programme;
- outline the different activities to be rendered by the different guidance personnel;
- plan and organize the need based minimum guidance programmes in schools; and
- compare the role of Counsellors, Career Master and Teacher.

3.3 NEED FOR GUIDANCE PROGRAMME AND GUIDANCE PERSONNEL

3.3.1 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 visualize 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.

3.3.2 Need for Guidance Personnel

The basis for guidance lies in good human relationships. A 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 on 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 students need guidance since they are still in the formative years in all the aspects of their 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 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 holistic 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 assists the individual to develop and become more able to solve his/her 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 of maturity are guidance personnel.

Check Your Progress

Note: a) Write your answers in the space given below.

b) 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 relationship 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)

3.4 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 education 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/she 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/she should maintain the information centre in the school with up to date and reliable information. The Career Master is not the one who is fully trained but has orientation with regard to guidance that helps him/her in organizing the minimum guidance activities in schools. With regard to the organization of guidance activities, Career Master is a better personnel compared to a school teacher.

Teacher as a guidance person has very 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

Note: a) Write your answers in the space given below.

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

2) Define the following in the context of guidance services in schools.

i) Counsellor

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ii) Career Master/Teacher

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iii) Teacher

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- 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 Master 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)

3.5 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.

3.5.1 Counsellor

Basically a counsellor is a trained professional expected to carry out guidance functions in the school. In his/her capacity as a counsellor a guidance worker's responsibilities include a number of specialized areas which can be broadly classified into: (a) diagnostic, (b) therapeutic, (c) evaluation and research with a variety of specialized 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 co-operation from the administrative authorities.

The specific functions of a counsellor can be delineated on the following lines:

- 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. A counsellor is

needed in helping students plan for the future, solve their problems, develop healthy attitudes and in other words prepare the students 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 the 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. Counsellors need to keep up-to-date on a variety of career development materials and to participate in professional conferences 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 settings.
- 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.

Check Your Progress

Note: 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 specialized areas of a counsellor’s responsibility can be classified into diagnostics,, 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

3.5.2 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.

A regular teacher of the school who offers information service (educational and career) 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 responsibilities 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 on training in organizing and offering 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 session with the students as and when necessary.

Check Your Progress

Note: 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)

3.5.3 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 needs and problems of 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 sculptor. Teacher is a significant player in the guidance programme. Guidance is an integral part of teaching and learning process. With the possible exception of the child's parents no other person has greater influence on the personality development of the child than the classroom teacher.

The guidance minded teacher is the one within the school who knows the most about the child. He/she observes the child in different 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 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 give 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 inadequacy 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, achievements, 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 academic 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 the teachers have opportunities to assist students with their occupational plans.

Teachers' Cooperation: Teachers cooperate with specialists along three lines.

- 1) recognize individual students who need the help of a specialist.
- 2) supplying information about the student referred, and
- 3) helping to carry out the specialist's recommendations for an individual or a group.

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

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

Check Your Progress

Note: a) Write your answers in the space given below.

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

- 6) Clarify the given statement as true or false.
 - i) A teacher is basically a guidance worker. (T/F)
 - ii) There is no necessity of training for teachers to undertake guidance work in schools. (T/F)
 - iii) Teacher's role is only supportive in guidance programmes. (T/F)
 - iv) Teacher doesn't influence the personality development of his/her students. (T/F)
 - v) Teachers have a feeling that they are not fully qualified to take up guidance activities in schools. (T/F)
 - vi) There is no need for the teacher to collaborate with other teachers in the guidance programme. (T/F)

3.5.4 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 organizing 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 each other. 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 become more operative in organizing 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., as follows:

Secondary School Level

Counsellor	Career Master / Teacher
1. Conducts classroom session, “careers for future”	Plans activities with counsellor.
2. Conducts session on “skills for living and working”	Plans activities showing importance of discipline to living and working.
3. Administers interest inventory	Assists counsellor.
4. Conducts group sessions on, “personal needs and wants”	Develops activities that challenge students to evaluate personal needs and wants.
5. Conducts classroom session on “Entrepreneurship”	Plans classroom sessions and activities.
6. Conducts classroom session on, “Planning a high school curriculum based on a career goal”	Relates course of study to various careers. Plans activities which give students the opportunities to explore their career goals.
7. Plans group and individual sessions on “Preparation for Employment”	Discuss emotional and physical development and how they can affect employment opportunities.
8. Plans role playing sessions and other activities	Plans activities with counsellor.
9. Conducts classroom session on, “Career clusters and occupations”	Coordinates with counsellor.
10. Plans activities showing various career avenues (apprenticeship, college, preparatory school, technical, on the job, etc.)	Supports activity with assignments (written, oral). Media specialist, provide information and materials.

11. Conducts classroom sessions on how business/industry in community affects lives	Coordinates with counsellor.
12. Explore resources available for career information	Coordinates with counsellor.
13. Conducts individual counselling and classroom sessions on, “What the employer expects from employees”	Co-ordinates with counsellor.
14. Conduct classroom session on “Financial Aid”	Coordinates with counsellor.
15. Arrange for student experiential assignments at a worksite	Plan oral and written assignments based on assigned work experience.
16. Conduct group and individual sessions “The work ethic”	Coordinates with counsellor
17. Provides and assists students with career information resources	Plan activity using information.
18. Conduct classroom session; “Symptoms of stress and anxiety and how to cope”	Coordinates with counsellor
19. Coordinate and supervise group activities related to job seeking skills	Plan activities involving job seeking skills.
20. Classroom session; “Resumes, applications and interviews”	Coordinates with counsellor to develop skills in writing resumes, applications and attending interviews.
21. Conducts group session; “The economy and employment”	Plan with counsellor.
22. Classroom session “How society’s needs influence business and industry”	Coordinates with counsellor.
23. Provides individual and group sessions discussing life styles as they relate to careers	Coordinates with counsellor.
24. Conduct individual and group discussions on “Career decisions”	Plan activities for developing decision-making skills.
25. Conduct classroom session on “Your health and your career”	Coordinates with counsellor.
26. Conduct classroom sessions to organize a job fair	Coordinates with counsellor.
27. Conduct classroom individual and group sessions, “Careers and life-long learning”	Coordinates with counsellor.

Check Your Progress

- Note:** a) Write your answers in the space given below.
b) Compare your answers with those given at the end of the block.
- 7) Classify the following statements as true or false.
- i) Counsellors need the help of Career Master and Teacher in organizing guidance programme. (T/F)
 - ii) The role of Counsellor, Career Master and Teacher are one and the same. (T/F)
 - iii) The Counsellor is not fully equipped to take up counselling cases in schools. (T/F)
 - iv) Career information centre in a school is to be maintained by counsellor only. (T/F)
 - v) The teacher can relate his/her academic subject teaching to careers. (T/F)

3.6 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 organized in schools. The Career Master/Teacher could take up these programmes with in service training in guidance. Group guidance activities would really fit in well in this venture. The following steps are involved in the organization 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 fair
 - 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) Representative of the School Management Committee – Member
- vi) Representative of the Parents Teacher Association – Member
- vii) Local/secondary school Head Master – Member
- viii) Local Doctor – Member
- ix) Representative of Agriculture Department – Member
- x) Representative of Industries and Commerce Department – Member
(Extension worker)
- xi) Representative of Police Department – Member
- xii) 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 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 organizing assemblies, class talks, discussions on school regulations and programmes and also by providing individual assistance in adjustment.

Community Resources in Terms of Personnel

The members of the local community are a resource. Organizations which are concerned with human resource development 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 organized groups such as the PTA and through evening classes in family life education.

Technically and professionally trained personnel in such organizations or departments as health office, psychiatric clinics, welfare agencies, police departments, fire departments, industrial and business organizations, and almost all of the community organizations 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 career master/teacher and the other are supplementary resources.

Check Your Progress

- Note:** a) Write your answers in the space given below.
b) Compare your answers with those given at the end of the block.
- 8) State the following statements as true (T) or false (F).
- 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) Group guidance activities could be organized under minimum guidance programme. (T/F)
 - ix) Minimum guidance programme depends upon the budget available in the school. (T/F)
 - x) Minimum guidance programmes need the help of one and all in the school. (T/F)

3.7 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 counsellor and teachers in organizing these activities have also been discussed here. We have further discussed the need for constituting a guidance committee, how to constitute the guidance committee and its functions. Another point for discussion was the importance of using community resources in the school guidance programme.

3.8 UNIT-END EXERCISES

- 1) Discuss the need for guidance 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) Organize a need based minimum guidance programme in our school for X class students.

UNIT 4 COUNSELLING IN SCHOOLS

Structure

- 4.1 Introduction
- 4.2 Objectives
- 4.3 Individual Counselling
- 4.4 Group Counselling
 - 4.4.1 The Meaning of Group Counselling
 - 4.4.2 The Assumptions of Group Counselling
 - 4.4.3 Structuring of Groups
 - 4.4.4 The Process of Group Counselling
 - 4.4.5 Advantages and Limitations of Group Counselling
- 4.5 Peer Counselling
- 4.6 Multicultural Counselling
- 4.7 Crisis Counselling
- 4.8 Specialized Areas in Counselling
 - 4.8.1 Family Counselling
 - 4.8.2 Career Counselling
 - 4.8.3 Counselling for Prevention of Substance Abuse
- 4.9 Evaluation of Effectiveness of Counselling
- 4.10 Let Us Sum Up
- 4.11 Unit-end Exercises
- 4.12 References and Suggested Readings
- 4.13 Answers to Check Your Progress

4.1 INTRODUCTION

In unit 1, we have introduced the concept of guidance and counselling. After going through unit 1, you would agree that counselling is an important aspect of the guidance services in schools. The major approaches to counselling and the various stages of the counselling process discussed in unit 1 should have given you a general understanding of what counselling means. In this unit, we are going to discuss the different types of counselling services we can provide in schools. When reading the definitions of counselling given in unit 1, you may have realized that mostly counselling is defined as a helping process involving two people, the counsellor and the counselee/client. This type of counselling is called individual counselling which is discussed in this unit. However, counselling as a service has evolved over the years and practitioners have found group counselling as an important option in certain situations. Many situations in the schools call for group counselling. We have discussed peer counselling here as it is very useful in school settings. School population is constituted of students, teachers and staff coming from different sociocultural background, hence the need for understanding what multicultural counselling means. Providing counselling in crisis situations and other specialized areas of counselling are also discussed in this unit.

4.2 OBJECTIVES

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

- explain and differentiate the concept of individual and group counselling;
- provide individual and group counselling in appropriate situations;
- explain the concept of peer counselling;
- develop peer counselling programme in the school;
- explain the concept of multicultural counselling and its importance in the functioning of the schools;
- develop multicultural competencies as a counsellor;
- explain the concept of crisis counselling;
- identify crisis situations in your students' life and provide appropriate counselling;
- differentiate various areas of counselling;
- list the characteristics of an Effective Counsellor;
- identify cases requiring help through counselling; and
- select the appropriate approach(es) and technique(s) for dealing with a given case.

4.3 INDIVIDUAL COUNSELLING

Counselling is one of the most important activities in the school guidance programme. Individual counselling is a personalized process in which the client and the counsellor are in a one-to-one, face-to-face relationship working towards exploring and focusing on the various needs of the client. The counselling process is meant to help the client in exploring feelings, beliefs, understanding the self, examining possibilities and initiating change for a positive result. People may approach a counsellor for various reasons. People may need help to deal with:

- anxiety, depression,
- anger management,
- relationship issues, or
- substance and drug abuse.

People may also seek counselling for improving interpersonal skills, career prospects etc.

The counsellor uses her professional knowledge and skills to optimize the client's potential for effecting positive changes. Individual counselling focuses on the client's immediate problems and near future concerns. The relationship in individual counselling is characterized by mutual trust and respect which means the clients feel safe to disclose and explore their concerns. When the clients experience the counsellor as being understanding, genuinely concerned with their welfare and on their side, then there is a much greater likelihood that clients will benefit from the counselling process than when these experiences are absent (Truax & Carkhuff 1967).

Dryden (1984) has pointed out many benefits of individual counselling for the clients.

- Individual counselling provides complete confidentiality. People who are not comfortable with disclosure before others would prefer individual counselling.
- Individual counselling provides an opportunity to develop closer relationship between counsellor and client. Group counselling situation may be threatening to some people initially.
- Individual counselling can be conducted to match the client’s pace of learning.
- Individual counselling is therapeutic when clients’ major problems involve their relationship with themselves rather than their relationship with other people.
- Individual counselling is helpful for clients who wish to differentiate themselves from others. For example, those who have decided to leave a relationship and wish to deal with individual problems that this may involve.
- Individual counselling is helpful for clients who want to explore whether or not they should differentiate themselves from others. For example, those who are unhappy in their relationship but are not sure whether to work to improve the relationship or to leave it.
- Individual counselling offers counselors an opportunity to vary their interactive style with clients free from the concern that such variation may adversely affect other clients present.
- Individual counselling is beneficial for clients who have profound difficulties sharing therapeutic time with other clients.

Dryden (1984) has also pointed out some issues involved in individual counselling and some disadvantages too.

- In individual counselling the client may become over dependent on the counsellor and hinder the healing process. In group counselling intense dependency is less likely as the counsellor has to relate to many others.
- Close proximity / interaction may be threatening to some clients.
- Individual counselling situation may not provide enough challenge for change to clients.
- Clients who are shy, retiring and afraid to take risks may benefit more from group counselling.

Check Your Progress

Note: a) Write your answers in the space given below.

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

1) Define individual counselling.

.....

2) What are the advantages of individual counselling?
3) What are the issues involved in individual counselling?

4.4 GROUP COUNSELLING

As you have already seen from the definitions, counselling has generally been considered as a one to one process. However, due to various reasons, this concept has undergone change. Now, the concept of ‘group counselling’ has gained wide acceptance. One main reason is that it is economically affordable. There is shortage of resources in terms of money as well as trained personnel. Therefore, if a group of individuals can be helped at the same time, it is a great advantage. There are other benefits also. In a group setting, the individual tends to loose his identity and therefore responds more naturally. Moreover, group interaction helps to change some attitudes, beliefs, feelings, needs, etc. Group counselling can be of great advantage to persons who are shy or aggressive in their interpersonal interactions, who are anxious or uncomfortable in groups or who are unduly resistant of conforming to social expectations. Also, special groups like alcoholics, substance abusers and other groups can benefit from group counselling.

4.4.1 The Meaning of Group Counselling

Group counselling is an extension of individual counselling. In group counselling a number of individuals work together with a professional counsellor to learn to resolve personal and interpersonal concerns. The primary goal of group counselling is the creation of an interpersonal climate which helps everyone to develop an insight into himself. It is a process in which free communication among members is encouraged and maintained, leading to an understanding and evaluation of each other’s point of view. It is a means of helping to resolve problems by enjoying the social process of group dynamics and social facilitation. It is calculated to attain rapid amelioration in personality and behaviour of individual members through specified and controlled group interaction.

In group counselling individuals explore and analyze their problems together so that they may understand them better, learn to cope with them and learn to make valid choices and decisions. The group experience helps them to feel closer to others to find and give emotional support and to understand and accept themselves and others. Feelings of common direction and purpose develop, as group cohesiveness increases.

Group counselling has all the three dimensions of individual counselling viz. remedial, preventive and developmental. However, in the school situation, emphasis is given to the preventive and developmental aspects because schools are meant to be institutions for providing instruction and guidance to students, majority of whom are normal. Therefore, in schools the main concern of group counselling is to prevent problems from becoming disturbing or incapacitating and also to aid harmonious development.

4.4.2 The Assumptions of Group Counselling

Group counselling is based on certain assumptions. The first assumption is that individuals possess the necessary talent and capacity to trust and to be trusted by other group members. They should exhibit a basic concern for others in the group. This encourages group cohesion and provides an atmosphere of support and security for each member of the group to experience and share individual problems.

The second assumption is that each individual has the potential to take responsibility for self-change. On the other hand, if the individual feels that his life is controlled by others, he will not be left with any alternative but take recourse to disruptive behaviour.

The third assumption is that group members can learn and understand from the objectives and methodology of group process. The objective is to reform the members and not to make them conform.

4.4.3 Structuring of Groups

- 1) **Selection and induction of members:** the most frequently used procedure for selection and induction of members for group counselling is a personal interview, prior to assignments to group. The initial interview gives the counsellor an opportunity to establish identification with the members so that feelings of respect, acceptance and assurance is experienced from the beginning. To help the individual decide whether he wishes to join the counselling group the counsellor briefs him of the nature of the work, how it can benefit him, what can be expected and the rules concerning confidentiality, etc. This interview helps the counsellor to decide whether an individual will be helped by group counselling and also whether a particular group will benefit or lose by one being a member.
- 2) **Size of the group:** For group counselling the size of the group should be relatively small. Although it is difficult to recommend a specific number, as a rule of thumb, about six to ten members could be there in a group. Big groups become unmanageable. But too small groups are also not desirable because the group resources will be too limited and the tension too gets great due to the pressure to participate. Moreover, in too small a group, where one or more members are absent by chance, the functioning becomes almost impossible.
- 3) **Composition of the group:** There is controversy regarding the composition of groups for counselling. Opinions differ as to whether the group should be homogeneous or heterogeneous with respect to problems, education, intelligence, age, sex and so on. A group composition can be done in the following ways:

- heterogeneous groups made up of members with ‘various’ complaints and symptoms
- grouping clients with similar concerns and similar purposes for group counselling because, the similarity facilitates a working bond and a more cohesive group relationship in the session
- grouping in a similar age range permits the group to focus on developmental concerns appropriate for all members.

Sometimes, a balance of males and females increases opportunities for women and men to share views about each other’s behaviour and attitudes. Although opinions differ, almost all agrees that extreme differences are undesirable. Similarly, it is not desirable to include extremely hostile and aggressive individual because he makes it very difficult to create the atmosphere of acceptance and freedom from threat that is essential for group counselling. The chronic, monopolist is also usually excluded from group counselling until his problem can be worked sufficiently through individual counselling. Care should be taken to have a balanced group. The aggressive individuals may pose a psychological threat to passive members.

- 4) **Frequency and duration of meetings:** Various recommendations have been made regarding the frequency of meetings. The population and the sittings in which group counselling occurs determine the frequency and duration of meetings. Weekly and twice weekly meetings are recommended most often. In a community agency, college or in private practice two-hour weekly sessions are optional. But in the school settings shorter durations, twice a week may be more suitable because of the shorter attention span of younger students. Moreover, they will miss less class period. In schools’ groups usually run from 11 to 15 weeks. It is more convenient and at the same time it ensures a reasonable amount of time for the group to attain its goals.
- 5) **Physical setting:** Physical setting is less important in comparison with emotional atmosphere and the skill of the counsellor. A skillful counsellor and the group obviously will function more effectively on a poor physical setting than an inept one and his group in an ideal setting. However, privacy and freedom from interruptions are of course important. The room should be small rather than large. Seating should be flexible and varied. A circular seating arrangement with each member sitting where he pleases is to be preferred to a formal arrangements and permanent seat assignments.

4.4.4 The Process of Group Counselling

The process of group counselling can be divided into different stages. The stages are:

- **Initial exploratory stage:** In the beginning sessions group members are often strangers. They may be resistant to talk or only be able to bring up superficial topics for discussion. They may be shy or fearful of sounding stupid. They tend to focus on themselves and not on others. The counsellor has to explain his role and also the roles of the group members. He has to set up facilitative conditions to help develop trust. The counsellor can accomplish this by modeling genuineness, warmth, non-judgmental attitudes to group members and by listening carefully. Members are encouraged to share their ideas and

feelings frankly and freely. The counsellor sets up facilitative and communicative attitudes and skills among participants by demonstrating and modeling these themselves. When the group members notice the non-judgmental manner in which the counsellor reacts to positive as well as negative feedbacks from the members, they also readily accept the feedback in a healthy way.

- **Transition stage:** As the group moves from the initial exploratory stage to the next stage, group members are confronted with the need to explore more deeply to self-disclose (letting others know more about oneself) more intensively and to interact more actively with others if they are to progress. Although some trust has been established by this time, the feeling is still tentative and the group members are anxious, ambivalent and defensive as they realize that they are expected to explore more deeply the emotions and feelings that are painful. Some fear the group will reject them if they reveal too much. Some are even suspicious that the other members or the counsellor himself may ridicule them. This stage is also characterized by conflict or rebellion resulting from a struggle for power, control or dominance among the members and with the counsellor. The group members tend to criticize each other frequently. They may even express doubts about the leadership of the counsellor.

All these behaviors' represent the resistance to exploring painful feelings. Resistance is a sign that members are getting closer to the core of their problems. Resistance may manifest in various other forms also like missing sessions, not participating, criticizing others or simply talking with no mention of feelings. When resistance arise, counselors should encourage group members to work through conflicts and move toward more authentic self-explorations.

- **Working stage:** In this stage, the members feel more close to each other and more aware of others problems. Since trust has increased, they are more willing to take risks in sharing feelings and thoughts and to give constructive feedback to each other. They are more supportive and cooperative and hence have more confidence in each other. But at this stage, there is a danger of this group intimacy leading to a false cohesiveness in which members protect each other and suppressing negative emotions.

Counselors at this stage should confront the group members with their behaviours and insist that they challenge each other to convert insights they have gained in the group into action. For example, a group can confront a member who says he recognizes the need to assert himself but remains passive in the group and his interactions outside the group.

Slowly the group becomes productive and committed to going deeply into significant problems and to giving attention to interchanges in the group. There is less dependence on the counsellor and the group begins to focus on working towards specified individual goals and group goals. The group members feel free to confront each other and are more willing to accept confrontations as a constructive means to change. As the group interactions bring about attitudinal and behavioural changes in the group, members accept challenges among them to reform their everyday life.

Counselling uses a variety of techniques in accordance with the theoretical orientations. Role playing, psycho-drama, assertiveness training, etc. are frequently used techniques.

- **Consolidation and Termination:** Termination is not simply the ‘stopping’. In fact, it is an integral stage of the process of “group counselling”. It is usual in group counselling to fix a termination date in advance. It is always wise to start discussion about the termination, three or four sessions before the final one. It gives adequate time for handling psychological or emotional distress associated with weaning, to work toward transferring new experiences to outside world, to work through any unfinished problems, to review the experiences of individual members and work out how each can build on these changes. Once the termination is over, suggestions for future help can also be made when necessary. Specific suggestions of how to build on new learning by joining a support group or other more advanced groups, by reading or by attending workshops, etc. may also be provided.

4.4.5 Advantages and Limitations of Group Counselling

Advantages

- a) It is economical in many ways. In group counselling a large number of individuals are helped at the same time by a counsellor. This saves time and money.
- b) It helps individuals to socialize their attitudes, habits and judgements.
- c) It provides multiple stimuli for each member to work through and approximates real life situation. By frankly and honestly sharing their thoughts and feelings members develop a feeling of group cohesiveness and singleness of purpose that helps them to progress. Discussions of matters of common concern help the members to appraise the adequacy of their interpersonal relations. The group gives them a practice field in which to learn new more flexible and more satisfying ways of relating to others. Moreover, the group helps the individual appraise his values and come to an increased appreciation of the importance of good human relations in his value system.

Some individuals who cannot be reached through individual counselling can be reached through group counselling. In a group counselling situation feelings of depression, isolation are reduced and talking made easy. Apart from these, group counselling gives the counsellor an opportunity to study persons in an initial group setting.

Limitations

Group counselling is not suitable for all individuals. Some individuals find the group situation too threatening. Moreover, some individuals have a very low level of tolerance and will not be able to adopt their behaviour to the demands of the group. Similarly, very personal and private problems cannot be discussed in the group situation. Apart from these the counsellor has less control over the situation in group counselling. As a result the counsellor may sometimes find himself seriously impeded in establishing good working relationship with members.

Therefore, the counsellor has to take into consideration all these factors and decide whether group counselling is suitable for particular individuals and type of problem.

Individual versus Group Counselling

There are differences as well as similarities between individual and group counselling.

Similarities

- a) The aims of both are the same viz helping the counselee achieve self-understanding and become an integrated, self-dependent, self-directed and responsible person.
- b) The techniques used are also similar, like clarification of feelings, restatement of contents, etc.
- c) Confidentiality and privacy are maintained.
- d) The most important thing is the climate that is accepting, permissive and non-threatening.
- e) The individuals who receive help in both are normal individuals who are trying to cope with stresses, frustrations, anxieties or other developmental problems.

Differences

- a) 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 a number of individuals at the same time.
- b) In individual counselling the counselee only receives help whereas in group counselling, the counselee also gives help to others.
- c) In group counselling, the principles of group dynamics find a lot of application. But in individual counselling it is the relationship of the counselee with the counsellor that is important.

Check Your Progress

Note: a) Write your answers in the space given below.

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

- 4) State whether the following statements are true or false.
 - i) Counselling can be done only in a one-to-one situation.
 - ii) In group counselling a group of professional pool their expertise to help the client.
 - iii) Group counselling is appropriate for alcoholics.
 - iv) Big groups are not suitable for group counselling.
 - v) Extremely hostile and aggressive persons are best helped through group counselling.
 - vi) Physical setting is more important than the skill of the counsellor in group counselling.

5) Write short answers.

i) Mention two advantages of group counselling

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ii) What are the limitations of group counselling?

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iii) State two differences between individual counselling and group counselling

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iv) What are the assumptions of group counselling?

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4.5 PEER COUNSELLING

As in counselling, peer counselling is a helping relationship and process. In peer counselling, two people or a group of people are in a helping relationship. Peer counselling is employed in situations where people have a number of things in common. The basis for peer counselling is that most people seek the help of their friends when they face challenging life situations, for making important decisions etc.

In school settings, peer counselling means one student counselling another student or a group of students. Peer counselling gains importance as many schools do not have a regular full-time trained professional counsellor. Even if the school has a regular counsellor, it is difficult for a counsellor to deal with the varied needs of so many students in a school. Then, there are many students who may not find it easy to open up to the teachers or counselors if they are in distress or trouble. Naturally, you may be thinking now if the peer counselors may be able to handle complex situations / issues. Your concern is well placed. The idea is to use peer counselors in appropriate situations. For example, we do not want a peer counselling apeer about sexual abuse or suicide. Here, the role of the peer counsellor is limited to helping the peer in seeking professional help timely. Such an action by the peer counsellor is very important as the peer would get timely help to cope with the situation, thus limiting the damage. Where as a peer can provide counselling to a peer about study skills, time management, socialization skills, regular attendance in the school etc.

Peer counselling or peer mentoring is not a new concept although it is gaining momentum these days. Certain boarding schools have been practicing a type of peer mentoring for a long time. Often a senior student plays the role of a mentor / buddy to two or more new entrants in the school. This senior student provides mentoring to the new entrants by familiarizing them with the school routine, helping them to adjust socially and emotionally in the new environment away from home, guiding them in different academic tasks etc. In day scholar schools too, some teachers have always encouraged peer mentoring. Teachers often would ask a peer to 'tutor' other students who experience difficulty in any particular academic learning activity. You would agree that peer counselling existed in a nascent form in many schools. Teachers used peer counselling in the school because they found it beneficial to their students welfare. Some of the benefits of peer counselling are:

- Peer counselling benefits both the peer counsellor (mentor) and the counsee (mentee).
- It is economical as the peer counselors are drawn from the student population.
- Peer counselling is easily available.
- Peer counselling is informal, therefore, the client can approach the counsellor without any inhibition.
- Peer counselling enhances the school counselling programme.
- Peer counselling brings more students to the fold of the counselling programmes.
- Peer counselors bridge the gap between the students and the professional counsellor.

As we have mentioned earlier, some teachers and schools have often used the services of the peers to help other students. Let us now examine some of the functions the peer counselors can perform in the school settings.

- a) **Supporting in academic activities:** Peer counselors can 'tutor' other students who experience difficulty in certain areas of learning. The peer counsellor is paired with a student or group of students who may need additional help in different learning activities. For example:
 - helping a student who returned to the class after a long leave of illness.
 - providing help in understanding a difficult learning content.
 - helping a student to improve his/her reading/writing skills.
 - helping student to develop better study skills.
 - helping students to manage their time better.
- b) **Inducting new comers:** When children join school or join a new school, initially they experience difficulty in adjusting with the new settings. When children enter school the first time, senior students can act as peer counselors (also known as cross-age counsellors /mentors) to acquaint them with the school functioning and help them in adjusting socially and emotionally in the new settings. The peer counsellor can do the same for a peer who has come from another school. The new entrant can be helped by the peer counselors to get familiar with the school routine, ethos and socio-cultural

environment. Such a helping relationship makes the new entrant feel accepted in the new settings.

- c) **Helping in resolving conflict:** Students in a school come from different social, cultural and economic background. They also come with different types of abilities. During secondary school stage students go through one of the most crucial stages of their life, adolescence. All these factors cited here, can contribute to conflicting situations very often in a school. Peer counselors can mediate between students and help them in resolving their conflict.
- d) **Helping in preventing absenteeism and dropout:** Some students keep away from school without informing or taking leave. In certain cases truancy may also lead to dropping out of the school. Peer counselors can interact with such students and motivate them to attend the school.

These are some of the functions the peer counselors can carry out in the school. More functions can be added as per the needs of the school.

- **Setting up a peer counselling programme**

How will you set up a peer counselling programme in your school? Let us consider some guidelines you can follow when setting up a peer counselling programme.

- a) **Conducting need assessment survey**

Before designing the peer counselling programme, conduct a survey to identify the areas of development (academic, social and emotional adjustment, interpersonal skills etc) that need intervention. Then assess if peer counselling is a desirable option for developing these areas.

- b) **Defining the goals**

The goals of the peer counselling programme would depend on the student population you want to serve, the students who would serve as the counselors and the areas of development you have identified for the programme. The design of the programme whether same-age group (peer counselling) or cross-age group (senior-junior) may also determine the goals of the programme. Defining the expected outcome brings clarity to the specific activities to be undertaken, the resources needed for the activities, the partnership involved in the activities etc.

- c) **Selecting the peer counsellors**

The most important partners in the peer counselling programme are the peer counsellors. Therefore, you should be very careful when selecting the peer counselors. Peer counsellors should exhibit characteristics that are found in good counsellors. Therefore, you may select those students who have demonstrated:

- empathy
- self-confidence
- the ability to listen to others
- non-judgemental behaviour

- an innate need to help others
- pluralistic orientation
- good communication skills
- trustworthiness

d) Training the peer counsellors

After identifying the peer counsellors, the next task is to train and prepare them to play the role of peer counsellors. Such a training programme should be conducted by a professional counsellor.

e) Defining the roles of the partners

There are different players in a peer counselling programme. Hence it is important to define the role of each player. A coordinator is needed to coordinate the activities of the different players in the programme. For example, it is the responsibility of the coordinator to organize the training programme for the peer counsellors. Again should the coordinator do the matching of the peer counsellor and counselee. Or can this be done by the school counsellor? Who will provide supervision and support to the peer counsellors? What are the specific roles assigned to the peer counsellors? What is the role of the other teachers and staff? For the success of the programme, first you should identify the different partners and then define the role of each of them.

f) Enlisting support of the school administration

Without the support of the administration you cannot conduct any activity in the school. Support from the principal, teachers and staff is crucial for the success of the programme.

Check Your Progress

Note: a) Write your answers in the space given below.

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

6) Define peer counselling.

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7) What are the benefits of peer counselling?

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8) Mention the functions of peer counselors.

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9) Mention the guidelines/steps one can follow when setting up a peer counselling programme.

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4.6 MULTICULTURAL COUNSELLING

You have learnt that counselling is a helping relationship where a professional counsellor and client work towards effecting positive changes in the client. In a multicultural society the counsellor and clients may not always belong to the same culture group. Multicultural counselling evolved as an effort to understand what happens when a professional counsellor works with clients from a different socio-cultural background and how the differences affect the quality of the interaction and healing process. Indian population is constituted of multiple identity :- diverse culture groups, castes, tribes, socioeconomic class, religion, language, minority, gender, age, sexual orientation, geographical location etc. This reality is reflected in the school population also. Teachers and students may not come from the same background. There exist differences in the student community too. Therefore, multicultural counselling gains importance in the school counselling programme. In multicultural counselling a counsellor needs to acquire and demonstrate additional multicultural competencies. Multicultural counselling involves gaining knowledge about the culture of the clients, understanding the process of socialization in their culture and understanding the complex process through which they construct gender-role identity, values, attitudes and world views. A culturally competent counsellor should have the ability to appreciate and respect the difference in those he/she works with. It is not enough to understand the difference in the client you work with. Multicultural counselling requires that as a counsellor you reflect on the ‘self’ and identify your beliefs, values, attitudes, biases, prejudices and world views about those who are different from you. Being self aware and learning about the clients’ culture help you to develop appropriate intervention strategies and techniques for addressing the clients’ realities.

4.7 CRISIS COUNSELLING

There are times when devastating changes in life incapacitate our ability to function normally. In such situations, we need help to cope with the crisis and return to normalcy. A crisis situation may occur in an individual’s life due to the death of a loved one, debilitating injury, illness, physical violence, sexual abuse, natural disasters, war, militancy, civil strife, and such other events. Children may also experience crisis in their life when faced with such events. These events are intense and stressful and severely affect your ability to cope. Often people would find it difficult to deal with it alone and it disrupts the quality of day-go-day normal life. Professional help offered to cope with a crisis situation is a highly specialized area of counselling.

Let us discuss some crisis situations that school children may face in their life.

Child abuse: Child abuse includes physical or mental violence, emotional neglect, sexual abuse, commercial exploitation or any such activity that harms the child's well-being and risks his/her life. Child abusers can be parents or any other caretakers. If children have experienced physical / mental violence or sexual abuse, it may impair their mental health and they may exhibit low self esteem, anxiety, depression, fear, aggressive behaviour or suicidal tendencies. Children who experience abuse go through a crisis period in life and are in need of help. Teachers and school counsellors have close interaction with children and spend a lot of time together. Therefore, teachers and counsellors are better placed to know changes, if any, in the behaviour of a child. Children who face abuse are often traumatized, therefore, find it difficult to disclose it to others. Teachers and counsellors should observe children closely, identify signs of distress early and develop intervention strategies for helping the child to cope with the crisis and return to normal functioning.

Severe illness: Prolonged or severe illness may be a reason for crisis in a child's life. The child herself or a family member may be suffering from serious illness. There is stigma attached to illness such as HIV/AIDS. If a child or a family member is suffering from HIV/AIDS, he/she may be isolated by others in the school and community. The imposed isolation can be a traumatizing experience for the child and the family. Teachers and counsellors should provide counselling to the affected family, the other students and the neighbourhood community and create awareness about HIV/AIDS, how the disease is transmitted, the availability of treatment, how it can be prevented etc. Counselling the people who ostracise the HIV/AIDS affected party help them to revisit their attitude and engage with the victim. Thus the two pronged counselling helps to ease the intensity of the situation for the victim.

Suicide prevention

It is generally believed that children do not commit suicide. But statistics show that a considerable number of children commit suicide every year. Suicide is a huge waste of human life. There can be many reasons for people committing suicide. During the time of board examination or at the time of declaration of board examination results we get to hear about a few children having committed suicide. This could be due to examination preparation stress, failing in examination, low score, not getting admission in a preferred course etc. Suicide may also be due to depression, the death of a loved one, a failed relationship, child abuse, substance abuse etc. If people around the potential victim have the ability to recognize the risk signs, suicide can be prevented. Therefore, teachers and counsellors should provide counselling to children who are at risk. Someone thinking of suicide may exhibit high level of anxiety, depression, exhaustion, etc. They may talk about suicidal plan to a friend. They may express hopelessness of their existence. They may be deeply grieving about the loss of a dear one. May show lack of interest in activities they previously enjoyed, in dressing and appearance. There are warning signs of suicide that call for intervention by teachers and counsellors. If your assessment shows that a student is at risk of suicide, you should immediately provide information to the parents and prepare a plan for intervention if need be seeking help from professional agencies from outside.

Check Your Progress

Note: a) Write your answers in the space given below.

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

10) What is multicultural counselling?

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11) What is crisis counselling?

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12) Identify a few crisis situations that may occur in the life of human beings

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4.8 SPECIALISED AREAS IN COUNSELLING

So far we have been discussing counselling in general with regard to its various aspects and related concepts. But some areas in counselling are such that they call for special expertise and techniques on the part of the counsellor. These are recognized as special areas in counselling.

4.8.1 Family Counselling

Family counselling involves an interaction between professional counsellor and a family, in which family members are helped to improve their communication and relationships so as to increase the individual growth of each family member while achieving balance and healthy interactions among family members.

Family counselling passes through four specific stages. Initial stage consists of developing a relationship and assessing the problems. In the middle stage family members develop an emotional understanding of the reasons behind their problem. Ending stage is helping the family learn alternative ways of behaving thus transforming the family system. Termination stage is the weaning period where the family helped to function productively without the help of the counsellor.

In the initial sessions counselors try to establish rapport, confidence and trust. Each member is treated as important and insist that members should speak for themselves. Members are promoted to speak out what they think as their problem and also to discuss their expectations of the family. Counselors observe family dynamics, power structure in the family, communication patterns, and positive resources of the family, etc. Members are helped to perceive themselves as a social unit. Family history, interaction with extended family members are also explored if need be. Once the problem has been refocused, goals are set and commitment of each family members clarified. Whether to involve all members in one session or to hold separate sessions will also be decided.

In the middle stage, members are helped to arrive at an emotional understanding of the problem. Counsellor becomes more confrontative leading to emotionally charged disclosures. Expression of unresolved grief like death of loved one, divorce, loss of childhood, etc. is encouraged at this stage. Here members begin to realize that relationships can be changed for the better. With this, roles become less rigid and communications become direct and constructive.

In the ending stage, members are encouraged to generalize these changes to interactions at home and in the termination stage the family is weaned and helped to function productively without therapists help. Review of what happened, discussion of potential problems ahead and how they intend to handle the matter, etc. are helpful here.

4.8.2 Career Counselling

Career counselling refers to that professional relationship where the clients are helped to select, prepare to enter and function effectively in an occupation.

According to E.G. Williamson (1939) client problems could be classified into four categories viz. no choice, uncertain choice, unwise choice and discrepancy between interests and aptitudes. process of counselling in these context is very much similar to that in general counselling because the development choice and establishment of a career are closely related to social and environmental influences and personality development.

Client problems are identified and clarified through establishment of rapport and on the basis of information so gathered, the counsellor forms a tentative hypothesis. Client problem resolution is then accomplished with the help of the counsellor followed by evaluation. The major difference being that in career counselling additional information is gathered in occupational areas. Occupational history is reviewed, resort to occupational testing if need be and exploration of occupation and training possibilities are made. Finally decisions about career choice or development are taken.

Career counselling though primarily confined to education in India, it has wide scope in community agencies and business for employee counselling and assistance programmes. Also specialized counselors do placement work and vocational rehabilitation counselling to help disadvantaged or handicapped persons with respect to jobs. Considerable research gone into this field shows that career counselling is generally beneficial.

4.8.3 Counselling for Prevention of Substance Abuse

Drug addiction has reached epidemic proportions in our country. The ill effects of substance abuse are so many. These substances are psychoactive in the sense that they alter the mood, perceptions and behaviour. The so called stimulants temper appetite leading to nutritional deficiencies and serious physical ailments. Drug abuse also leads to serious interpersonal problems like domestic violence, child abuse, sexual dysfunction etc. These substances induce physical and psychological dependency which makes it nearly impossible for the victim to get rid of the habit. Street crimes involving drug addicts are on the rise and reveals attempts made by them to get money to pay drug dealers.

In substance abuse cases counsellors emphasize inpatient residential treatment programmes in highly structured and protected environment. This is because it is important to protect them initially from bad environmental influences. Moreover medication is advisable in many cases to help addicts to withdraw from dependency that they have developed.

Counsellors after ruling out the need for hospitalization inducts the client into the counselling programme. They insist that the client abstain from taking drugs, as the first step. Because without that, proper rapport or communication is impossible. Family members are also counseled and made aware of their faulty roles, dysfunctional communication, etc. which have caused or precipitated the problem. Both the client and family members receive help to develop feelings of self worth and responsibility for their behaviours. They learn to express their needs more directly. Through exploration of childhood experience they become aware of repressed negative emotions that are affecting their present behaviour. They also learn new ways of dealing with stress. Drug addicts should receive group counselling because they often lack social skills.

Auxiliary services like recreational or occupational therapy helps them to cultivate new interests. Nutritional guidance helps them to cultivate healthy eating habits. Counselling ensures their successful return to the society thus alienating the problem.

Check Your Progress

Note: a) Write your answers in the space given below.

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

13) State whether the following statements are true or false:

- i) Family counselling refers to the psychological help the counsellor provides to his own family members and relatives.
- ii) Marriage counselling and family counselling are one and the same.
- iii) It is necessary to counsel the family members of drug addicts.

4.9 EVALUATION OF EFFECTIVENESS OF COUNSELLING

The term evaluation refers to judging the effectiveness with which the objectives of a programme are achieved in relation to specified standards. It may be improved adjustment, a sensible vocational choice, realistic self-concept or a better grade in school. So, in the context of counselling, evaluation means, determining whether these goals were achieved or not and if 'yes', to what extent. It is also the business here to see the effectiveness of various counselling approaches as well as the situations in which counselling can be used at its best.

Problems in Evaluation

- 1) **Selection of criteria:** As any other evaluation programme, evaluation of counselling also presupposes a criterion, to be used as a yardstick to measure the counselling outcomes. A good criterion is one, that is relevant to the problem which is to be studied and at the same time is measurable also. It may be easy to find a criterion relevant to a particular situation, but many a

times, they are so vague and abstract that it is difficult to quantify them. If we propose to choose a subjective criterion viz. the clients own judgement about the effectiveness of the counselors judgement, chances are that at times, they become too subjective to be reliable. Objective criterion, like the judgement given by a third party or a score in a psychological test are usually found to be predictable and the best means of evaluation. But they also have their limitations like, if we take “feeling of inferiority” as the criterion they cannot be observed by an outside agency. Psychological tests can be used here as an alternative. But at present only a few psychological tests are established to be valid. In fact, no test is valid for all situations and persons.

- 2) **Complexity of the goal to be evaluated:** The goals of counselling, many a times are to secure self-direction and self-dependence. With such goals evaluation is not going to be a simple process because they are unique, complex and dynamic. This especially happens in case of personal counselling rather than academic counselling where the goals are mainly concerned with obtaining a better score in school, improving memory skills, study habits, etc.
- 3) **Lack of adequate data** regarding the pre-counselling status for comparison with best counselling status thus making meaningful evaluation impractical.
- 4) **Evaluation** in the context of counselling is a time consuming process.
- 5) **Lack of trained personnel** well versed with the techniques of evaluation.

Notwithstanding the difficulties and practical problems, we cannot do away with evaluation of counselling programmes. Reasons are many. One reason is that the appropriateness and usefulness of a particular programme cannot be judged without evaluating it. Secondly it brings to light the limitations of a programme thus ensuring remedial measures and thereby improving the quality of the services rendered. Finally for the clients themselves evaluation provides a feedback motivating them towards better results.

Now that we have seen the need for evaluation and the problems faced by researchers in this field, we will see the different ways in which evaluation is done.

1) Survey Approach

It is a very simple method. Here data are collected by surveys conducted on the sample selected for the purpose and hence the name. this approach consists of identifying the population, obtaining a representative sample from it, collecting information, employing suitable evaluative schedule and finally interpreting the results in terms of pre-determined criteria.

Here the clients are asked questions directly or made to fill up questionnaires as how they feel about the usefulness of counselling, whether they have benefitted from it etc. They are also asked to highlight any flaws observed and suggestions regarding possible solutions and means of improvement are also solicited.

This method is a very useful approach since a large number of data can be collected within a reasonable time which makes the conclusions more valid.

Some drawbacks of this approach are unreliability of the subjects answers since they tend to give socially desirable answers, lack of experimental validation and possibility of sampling errors leading to biased conclusions.

2) Case Study Approach

This approach focuses attention on individual cases handled by counsellors. Each case is analysed in depth to assess the effectiveness of the counselling programme attended by the client. Evaluation again is made using a subjective criterion like the clients judgements or clients own judgement regarding his progress. Objective criteria as described earlier may also be used, subject to their own limitations.

Advantage of this approach lies in its emphasis given to individual cases. A big drawback of this approach is that it is a time consuming process. Also, since each individual is unique it is improper to make generalizations based on such data. To counteract this if we miss data pertaining to different individuals it may miss the unique features of individual approach.

3) Experimental Approach

The basic requirements of this approach are (a) determining the objectives or setting of a goal for the study undertaken (formulation of the hypothesis), (b) choosing appropriate method or design of the experiment, (c) selecting two or more groups as the case may be, which are comparable to each other, (d) application of such counselling techniques the outcome of which can be measured objectively and (e) analyzing the data and interpreting the results.

The vital step in this approach is the selection of comparable groups. In scholastic fields as in counselling for improving study skills, comprehension, memory, reading ability, etc. progress can be assessed easily through this method. Where as in areas like vocational choice and personnel counselling client satisfaction often is a complex phenomena which is not easily amenable to objective assessment.

Usefulness of Counselling

Now, we will summarise the conclusions arrived at through evaluation studies of counselling programmes.

Follow up studies have indicated that counseled students are more successful at school than those without any exposure to counselling even after controlling the motivation difference between the two groups, significant differences in success rate has been observed.

Counselling does not work equally well in all cases. Vocational counselling is found to improve vocational adjustment.

Studies have proved that it is not the theoretical orientation of the counsellor but his/her expertise is that which matters.

Check Your Progress

Note: a) Write your answers in the space given below.

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

14) State whether the following statements are true or false:

- i) Clients own judgement about the effectiveness of counselling is an objective criterion for evaluation.
- ii) The scores on a psychological test is a subjective criterion for evaluation.
- iii) Evaluation of counselling helps the clients also.
- iv) Survey method is the easiest way to evaluate counselling programme.

4.10 LET US SUM UP

Counselling is a helping relationship. Individual counselling is a personalized process in which the client and the counsellor are in a one-to-one, face-to-face relationship working towards exploring and focusing on the various needs of the client. The relationship in individual counselling is characterized by mutual trust and respect which means the clients feel safe to disclose and explore their concerns.

Group counselling can be of great advantage to persons who are shy or aggressive in their interpersonal interactions, who are anxious or uncomfortable in groups or who are unduly resistant of conforming to social expectations. We have discussed the structuring of groups and the stages involved in the process of group counselling.

Peer counselling is employed in situations where people have a number of things in common. In school settings, peer counselling means one student counselling another student or a group of students. Some of the benefits of peer counselling are:

- Peer counselling benefits both the peer counsellor (mentor) and the counsellee (mentee).
- It is economical as the peer counselors are drawn from the student population.
- Peer counselling is easily available.
- Peer counselling is informal; therefore, the client can approach the counsellor without any inhibition.
- Peer counselling enhances the school counselling programme.
- Peer counselling brings more students to the fold of the counselling programmes.
- Peer counselors bridge the gap between the students and the professional counsellor.

Multicultural counselling evolved as an effort to understand what happens when a professional counsellor works with clients from a different socio-cultural background and how the differences affect the quality of the interaction and healing process. Multicultural counselling involves gaining knowledge about the culture of the clients, understanding the process of socialization in their culture and understanding the complex process through which they construct gender-role identity, values, attitudes and world views.

A crisis situation may occur in an individual's life due to the death of a loved one, debilitating injury, illness physical violence, sexual abuse, natural disasters, war, militancy, civil strife, and such other events. Professional help offered to cope with a crisis situation is a highly specialized area of counselling. Certain areas in counselling requires special expertise such areas are family counselling, career counselling and counselling of drug addicts and alcoholics. As in the case of any other services, evaluation is essential for counselling services also. Evaluation helps in judging the effectiveness of the programme.

4.11 UNIT-END EXERCISES

- 1) Critically evaluate the advantages and limitations of individual counselling.
- 2) Critically evaluate the advantages and limitations of group counselling.
- 3) Following the guidelines given in the Unit, set up a peer counselling programme in your school.
- 4) Interview a group of students and find out the process of socialization in their culture and their construction of gender-role identity, values, attitudes, world views etc. Write a report on how the new understanding of the **other** would help you as a counsellor.

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4.13 ANSWERS TO CHECK YOUR PROGRESS

Unit 1

- 1)
 - i) T
 - ii) F
 - iii) F
 - iv) T
 - v) T
 - vi) F
- 2)
 - i) b
 - ii) a
 - iii) c

- 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
- 5)
 - i) T
 - ii) T
 - iii) F
 - iv) F
 - v) F
 - vi) F
- 6)
 - 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) Instruction 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 matter. In advice giving the advisor is making decisions for the individual whereas in counselling, decision-making is wholly the responsibility of the counselee.

- 7) i) F
 ii) F
 iii) T
 iv) F
- 8) • 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 of democracy.
- 9) i) F ii) T
- 10) • Achievement of positive mental health
 • Problem resolution
 • Counselling for decision-making
 • Improving personal effectiveness
 • Helping to change and
 • Behavior modification
- 11) i) F ii) T iii) T iv) F
- 12) i) Carl Rogers
 ii) Thorne; eclectic
- 13) i) Analysis, Synthesis, Diagnosis, Prognosis and Counselling.
 ii) It is a type of eclectic approach. This approach insists that every individual is unique with his own BASIC ID.
- 14) i) F ii) F iii) T
- 15) Counter will\
- 16) i) It is clients inclination to oppose the counselors attempts to work towards set goals.
 ii) This phenomenon occurs when the counsellor projects his/her unresolved conflicts upon the clients.

Unit 2

- 1) i) Needs of youth; meeting demands of our social order; learning process and curriculum.
- 2) i) T ii) F iii) T iv) T
- 3) i) c; ii) a; iii) d; iv) b
- 4) a) Refer to sub-section 2.3.3.
 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 2.3.4.

- 5) a) Experience
b) Learning
c) Contribution to a better life for the individual and for mankind.
- 6) a) F ii) T iii) T
- 7) iii)
- 8) see 2.4.4
- 9) 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 teachers tone of voice, facial expressions or gestures.
- 10) c)
- 11) a) F ii) T iii) F iv) T v) T

Unit 3

- 1) i) F ii) T iii) T iv) T v) F vi) F vii) F viii) F ix) F x) F
- 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) F ii) T iii) F iv) F v) F vi) F vii) F viii) T ix) T x) T

Unit 4

- 1) Individual counselling is a personalized process in which the client and the counsellor are in a one-to-one, face-to-face relationship working towards exploring and focusing on the various needs of the client.
- 2) Read section 4.3.

- 3) Read section 4.3.
- 4) i) F ii) F iii) T iv) T v) F vi) F
- 5) 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.
- 6) Peer counselling means one student counselling another student or a group of students.
- 7) Some of the benefits of peer counselling are:
- Peer counselling benefits both the peer counsellor (mentor) and the counselee (mentee).
 - It is economical as the peer counselors are drawn from the student population.
 - Peer counselling is easily available.
 - Peer counselling is informal, therefore, the client can approach the counsellor without any inhibition.
 - Peer counselling enhances the school counselling programme.
 - Peer counselling brings more students to the fold of the counselling programmes.
 - Peer counselors bridge the gap between the students and the professional counsellor.
- 8) • Supporting in academic activities
- Inducting new comers
- Helping in resolving conflict
- Helping in preventing absenteeism and dropout
- 9) Conducting need assessment survey
- Defining the goals
- Selecting the peer counsellors
- Training the peer counsellors
- Defining the roles of the partners
- Enlisting support of the school administration

- 10) Multicultural counselling evolved as an effort to understand what happens when a professional counsellor works with clients from a different socio-cultural background and how the differences affect the quality of the interaction and healing process. Multicultural counselling involves gaining knowledge about the culture of the clients, understanding the process of socialization in their culture and understanding the complex process through which they construct gender-role identity, values, attitudes and world views.
- 11) Professional help offered to cope with a crisis situation in the client's life is called crisis counselling.
- 12) A crisis situation may occur in an individual's life due to the death of a loved one, debilitating injury, illness, physical violence, sexual abuse, natural disasters, war, militancy, civil strife, and such other events.
- 13) i) F ii) F iii) T
- 14) i) F ii) F iii) T iv) T

