UNIT 7 GROUP GUIDANCE

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7.1 INTRODUCTION

Guidance can be imparted individually as well as in groups. This unit discusses the concept of group guidance. It includes those activities of guidance which are carried out in a group situation to assist its members to have experiences desirable or even necessary for making intelligent educational, vocational and social decisions. Such group activities save time and money. Further certain common problems can be advantageously discussed among groups of students. It also prepares the way for individual counselling.

Some of the activities of group guidance are group discussion, orientation programmes, career conferences, class talks, and group career planning. It also includes many informal types of play groups.

7.2 OBJECTIVES

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

- Define group guidance;
- Appreciate the need and importance of group guidance;
- Plan and organize group guidance activities such as career conferences, orientation programme, class talks, career talks, visit to career fairs, etc;
7.3 GROUP GUIDANCE: CONCEPT, NEED AND SIGNIFICANCE

Group guidance is guiding the individual in a group situation. For example, orientation programmes for new entrants in a school and career talks by a career counsellor in classroom situations are some of the common examples. You may be organizing and producing many group guidance situations to your students with respect to academic, career or other guidance.

In schools, where group guidance is promoted, students are able to avail the following benefits through participation in them.

1) Information regarding:
   a) Higher education prospects
   b) Occupational opportunities and vocational preparation
   c) Leisure time activities
   d) Social and civic conditions.

2) Experience in cooperative living leading to the development of:
   a) Interpersonal skills
   b) Good sportsmanship
   c) Understanding of the self and others
   c) Social skills

3) Development of individual’s abilities and interests through:
   a) Participation in group projects
   b) Organization of student initiated activities
   c) Special services and programmes in schools and other institutions.

Advantages of Group Guidance

i) It is suitable for certain kinds of guidance activities like information about careers or orienting new entrants about the school. Here individual guidance will be a mere waste of time and other resources involved in undertaking the activity.

ii) It establishes a relationship between students and guidance worker which creates avenues for other guidance services. For example, new entrants to 11th standard want help in selection of subject from the school counsellor after a talk was delivered on “How to plan your career effectively?”

iii) It provides orientation to unfamiliar situation on new experiences. For example, the new batch of 10+2 level felt at ease when a counsellor told them about the school, the various facilities available in the school, the rules and regulations and the expectation from them.
iv) It paves the way for individual counselling. Group guidance saves time and effort on part of the counsellors as well as the students. Further it reduces monotony. Imagine how boring it is to repeat the classtalk on time management separately for each student in a class of 40.

v) It focuses collective attention on common problems. A group situation helps individual more readily to find a solution for a problem than he could if he works on it alone. Further he develops an awareness that the problems are not peculiar to him but are shared by others too. Therefore, he discusses the problem in permissive atmosphere and the emotional tension gets a release. The suggestions made during group discussion are thus more acceptable to him.

vi) It provides the individual with a chance for real group life and opportunity to deal with people. In group situation students are more exposed to a variety of group experiences which help them to modify their behavior in a socially acceptable way. They also learn to respect others point of view.

vii) It also helps a counsellor to multiply contacts with the students.

viii) The informal and free atmosphere of the group discussion provides a good opportunity to the counsellor to observe the behavior of each student in a group situation and learn about them more. In individual counselling sessions, artificiality in behavior may occur. Further the counsellor may not be able to note the interaction pattern of the student. Thus, group guidance is very much required in certain situations.

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### Check Your Progress

**Notes:**
- Write your answers in the space given below.
- Compare your answers with those given at the end of the block.

1) State whether the following statements are true or false by encircling (O) the appropriate letter.
   
i) Guidance can be imparted only individually.  (T/F)
   
ii) Group guidance saves time and effort.  (T/F)
   
iii) Group guidance helps in building rapport with the students.  (T/F)
   
iv) Group guidance and individual guidance are complementary to each other.  (T/F)

2) Fill up the blanks.
   
i) .........................is guiding the individual in a group.
   
ii) Group guidance is suitable for those guidance activities which are basically ................in nature.

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### 7.4 PRINCIPLES OF GROUP GUIDANCE

There are certain considerations to be kept in mind if one is to organize group guidance effectively.

1) It is a team work. It requires the co-operation of the students, teachers, and administrative staff in the school setting.
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2) The identified/selected groups should have the common need, and problem. For example, if class talk is delivered on “Effective Career Planning” for the students of class VI, it is going to be a futile exercise because they are too young to realize its importance.

3) Group guidance must be a continuous activity of the school so that its impact is realized by the students.

4) It requires active participation of all the team members. So, such methods should be employed so that the students feel curious to ask questions/issues etc. e.g. while organizing class talks, individuals should be encouraged to express their personal experiences.

5) The size of the group should not be very large.

6) It is not a substitute for individual guidance, but both types are complementary to each other.

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 given statements are true or false by encircling (O) the appropriate letter.

i) Group guidance must be a continuous activity of the school. (T/F)

ii) The group for which it is planned need not have common need/problem. (T/F)

iii) It requires active participation of the group members. (T/F)

iv) Group guidance is not a co-operative venture. (T/F)

7.5 GROUP GUIDANCE ACTIVITIES

Group guidance includes a variety of activities like orientation, career talks, class talks, career conferences, educational tours to an institution, industry, museum, laboratory, etc. and many types of informal play groups. Each one of these has been discussed from the point of view of their organization in school setting.

7.5.1 Orientation to the Students

The purpose of the orientation programme is to help each person feel at home in a new surrounding. It is assumed that every new situation makes the individual feel uncomfortable and possesses difficulty in accepting and adjusting to it very easily. Transition from home to school for every school child at the nursery class level and later from one school to another is a very difficult process. Remember your first day in college. Did you feel, “If someone could tell where the library is or where the canteen is”? Orientation helps in such situations.

Information about the institution, its physical layout, personnel and administrative arrangement, help students become acquainted with the new settings. The newly admitted students can be given information about the school, the various facilities available, the rules and regulation, the course curriculum, what is expected of
Orientation programme will not be the same for elementary, secondary and senior secondary students. It has to be different at different levels depending on the need.

### 7.5.2 Career Conferences

In this, a carefully planned series of meetings are arranged for students to provide information on various themes which will be helpful to them to plan their future education and career. It provides the students with occupational information and makes the teachers, parents and the community in general aware of the significance of the guidance programme.

The planning of career conference calls for a collective efforts on part of the counsellor, school faculty and the students. Further a planning committee consisting of representation of all these groups should be formed to give the entire school a sense of involvement. The parents can be taken as the resource persons.

Certain guidelines can be drawn while planning a conference. These are:

- The students should be informed beforehand about the purpose of the conference.
- Through the checklist, the occupational interest of the students may be determined so that speakers can be chosen from those areas.
- The names of the guest speakers should be suggested in the meeting and the person who is going to take the charge be appointed.
- The conference dates should not conflict with examination dates.
- The schedule of talks, discussion groups, film shows etc. should be announced in advance.
- Duties should be assigned to the staff members and volunteer students.
- Prepare pamphlets for due publicity. A note should be sent to the parents informing about the conference.
- Charts could be prepared for displaying the topic/theme of the career conference.

#### Steps in Planning the Conference

The career conference requires months of planning in advance. The following steps are important:

- The idea of organizing the conference should be presented at least 45 days in advance. Once approval has been obtained the students can be informed about it. Informing the students beforehand is very much required because then they can offer themselves as volunteers.

- A list of the volunteer teachers and students to be made and duties to be assigned to them like arranging for the mike, lectures, refreshment, distribution of pamphlets etc.
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- Information should be sent to the principals of other schools and parents. The aim of the career conference and a brief outline of the plan should be sent to them.

- Draft invitation letter for guest speakers.

- A detailed programme schedule of talks, discussion, films, charts to be made.

- The session-wise programme schedule should be decided well in time and intimated to the students and other participants.

- Prepare a list of speakers for each session. It is generally good to have 2 or 3 speakers for each session so that in case of unavailability of one, the other can be invited. The resource persons could be the parents, alumni, staff members.

- Brief the speaker about the theme and the objectives of the conference.

After the conference conduct a discussion to evaluate the strengths and shortcomings of the conference. The feedback can be used for making the next conference better.

7.5.3 Class Talks

This is one of the effective ways of imparting group guidance. Class talks can be arranged for the students of a class having common interest. E.g. a class talk can be given on “Time Management” to standard XI students.

Certain points are to be kept in mind while organizing a class talk.

- The topic selected should be according to the need and level of students.
- It should be presented in simple terms with lots of examples and illustrations from daily life. Use of difficult words should be avoided.
- Ensure the participation of students.

This can be done by asking questions, or by encouraging students to give examples from their life. This will make the students feel interested and involved in the talk.

- Charts, posters pamphlets, etc. can be used to highlight the major points more effectively.
- Tables/figures, etc. can be prepared.
- The talk should not be very long.
- The number of students should not be more than 40.
- The students should be informed in advance about the schedule, theme, venue and other details of the talk.
- Supplementary material like charts, posters, films are to be kept handy.

Class talks can be on topics such as time management, study habits, how to prepare for examinations, life skills, healthy eating habits, healthy living, social skills etc.
7.5.4 Career Talks

Career talks are different from class talks. The topics for the class talks are general and varied while career talks concentrate on information about the various careers. For example, the topic for class talks could be ‘Effective Study Habits’ or ‘Time Management’ whereas the topic for career talk will be ‘Careers in Chartered Accountancy’.

While preparing the career talk, the general points are the same as for the class talks. Certain additional guidelines while preparing the career talk are:

The future prospect of the career, educational qualifications required, the institution offering the course, duration of the course, mode of selection, hostel facilities, positive and negative points associated with the career, etc. should be clearly stated while delivering a career talk.

Career talk should include topics on a variety of careers to accommodate the interests of all students present.

7.5.5 Plant Tours

Plant tours provide an excellent opportunity to the students to be aware of the various occupations available. These tours to industrial and business establishment for class groups can be arranged as part of group guidance programme.

The main purpose of the plant tours is to increase the career awareness of the students by their interaction with people at work in occupation.

Organization of a plant tour: The idea of the plant tour should be first discussed with the principal.

Selection of venue: The place to visit should be the one where most students are likely to work. It should be planned keeping in consideration the socio-economic status and other variables of the group e.g., few places could be hotels, telephone company, banks, etc.

Selection of transport mode: How to plan for such tours is another important question. How do you get permission from companies for the visit? Parents can act as a resource person. The parent who is involved in specific type of job can be of potent help. Or else a direct call to the director of the company can be a help. State to him/her clearly the purpose of your visit and size of the group.

Preliminary arrangements: In making the arrangements, whether through visit, letter or telephone, following points should be kept in mind.

- Explain clearly the purpose of the tour.
- Number, size, level and interest of the group(s), number of facilitating teachers with the group.
- Fix the starting- returning time.
- Arrange for a question/discussion period before and after the tour.
- Arrange transportation.
- Secure the parents consent if necessary.
Orientation of the Students

Some dos and don’ts one has to keep in mind:

- Be appreciative. It costs time and money to entertain you.
- Don’t act like a labour inspector.
- Don’t criticize
- Don’t be too loud
- Don’t disrupt the company work.
- Don’t ask irrelevant questions.
- Avoid comparisons.
- Don’t try to educate or socialize with the employees or the management.
- Move with the group.

What to Observe

Inform students beforehand what they are expected to make a note of. They should be asked to pay attention to the nature of work rather than on the talks that are exchanged among the workers.

7.5.6 Group Discussion

Group discussion is a useful group guidance activity. In permissive situations comprising of members having a common need, the students learn to talk freely about those things that worry them. It helps students define their working relationships and be associated with an accepting group of people of their own age who face problems similar to their own.

Certain norms must be formed while inviting participation from students in group discussion.

- The topic should be of interest to them.
- Each one should present their own views.
- Criticizing, leg pulling should not be encouraged. In such a situation councilor should intervene.
- The points for discussion should be limited to the topic only. The discussion should not deviate from the original topic.

In the group discussion, the topic to be selected and presented should follow certain principles.

- The topic should be based on problems of real importance to students. The topic should represent matters of concern to the majority of students. This will lead to more participation from the students.
- Topic should match with the maturity level of students in the group.

Sometimes a few students dominate a discussion. So, the group may be divided into 3-4 smaller groups of 5 students each. To introduce a topic or to “warm up” the group, a buzz session is a useful method. The teacher writes a thought provoking question/issue on the blackboard. Then divides the class into sub-groups of 3-4 students and prompt them to discuss. This is known as the buzz session.
During the group discussion, many personality traits of the individual can be observed like the leadership qualities, co-operation, submissiveness, dominating behaviour, etc.

7.5.7 Socio - Psycho Drama and Role Play

Socio drama and psycho drama provide spontaneous situations wherein people could gain insights by dramatizing their conflicts. In psycho drama, emphasis is on to promote personalized work of individual whereas in socio drama a problem common to several members or a group is taken. For example, how to convince one’s parents about one’s desire to select humanities over science stream is a case of psycho drama while convincing the society against untouchability, dowry, etc, are some of the issues for socio drama.

Socio drama is useful in school situation. The plan is to create a situation, assign roles to players and act out a planned sequence of events. For e.g. a skit may be prepared showing a party situation. The aim is to make the participants learn various social graces and manners. Such socio drama could take place in front of a group of receptive audience.

Procedure: Some prerequisites for conducting a socio drama are:

- Describing clearly and specifically through discussions, situation common to the group members. The situation should be appropriate to group characteristics.
- Breaking down the situation into sequences.
- Obtaining volunteers to play the various roles. Creating a feeling of reality about the situation by making the players familiar with the persons whose role(s) they are planning.
- Carrying out the socio dramatic situational sequences.

The audience can give their reactions after the drama is over. Later on, all can be asked to report on the learning that has taken place and also how they feel.

Problems that may come into the way of carrying out the socio drams are the lack of time to plan and organize it and sometimes it is difficult to keep it at a serious level.

Role play activities: it provides students with an opportunity to act as well as talk about their problems. It may be utilized to help adolescents deal with conflicts in school or family situations. For example, if the student is having difficulty with his/her father, he/she may be placed in the role of the father while a fellow student plays the role of the son. In human relations valuable insights can develop through role playing. Role play can also be utilized to demonstrate how to attend a job interview, how to accept disappointments etc.

Some suggestions, for counsellor who plan to use this technique:

- A counsellor must encourage students to act the scenes whenever a student wants to know how others perceive one’s conflict and how they react to one’s proposed actions.
- Whenever the counsellor senses that a student is having trouble describing his/her problems and telling how he/she feels about them, the counsellor
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should respond to the student’s feelings of inadequacy in the situation. He/she may suggest role play as a technique. But he/she should also stress it is not effective unless the student volunteers to play the role.

- The scene to be acted out should be described by the member who had the problem.

- When the group has finished discussing on the first role playing of the situation, some members of the group may suggest replaying the scene with reassignment of roles. Such repeating the scene with the players in new roles usually results in new insights.

Sometimes a reversal of role is helpful. For example, a boy has problem with father. He feels that the father is always treating him as a kid. He won’t let him take his cycle on the road. So, this boy doesn’t like the behavior of his father towards him. In this case, the role play can be initiated. The boy can first act his role and other student as his father. Once the role play has taken place, the boy can change into the role of the father and another student plays his role. This type of role reversal helps the person to see the other person’s point of view also.

7.5.8 Visit to career Fair/Exhibition

Career fair offers tremendous opportunities to help the students explore various avenues opened to them. Many of us are not familiar with the concept of a career fair. In a career fair, various stalls are put up by different institutes offering different courses. For example, Institute of Fashion Technology, Institute of Hotel Management or various Universities. They give information about the courses offered by them. Students get a chance to get information about various courses at one place itself.

These institutions sometimes use video cassettes, slide show, films, etc. to show the nature of work related to that career. They distribute information booklets or pamphlets free to the visitor.

Find out if such career exhibition/fair is organized in your city. The advertisement appears in the newspapers from time to time.

These fairs save time and effort. The students need not go from one institute to another to get information about the courses. But precaution must be taken and find out if these courses are recognized by the concerned regulatory body. If the courses are not recognized they may not lead to any job later.

7.5.9 Career Quiz Session

Career quiz sessions are also a useful way of giving information pertaining to career. This activity motivates the students to get information so that they can participate in the quiz. Such quizzes of short duration can be made a regular feature of the extracurricular schedule. One-word answers, true or false statements can be given:

- State the educational qualification for entering into N.D.A.
- Which stream is required for joining the navy wing of defence force?
Such short questions can be asked. For reference they can be told to see the newspapers and the information displayed on the bulletin board from time to time.

7.5.10 Student Council Meeting

Participating in Student Council will help students develop decision making and problem solving skills. Student Council also provides experience to students about the functioning of participatory democracy. Student Council can be formed with 2-3 students representing each class, 2-3 teachers, counsellor and the principal. The counsellor and the teachers should orient the student members about the functioning of the SC and their responsibilities. The student representatives can discuss the problems faced by the student community, provide ideas about improving academic achievement, request for additional service to facilitate student welfare etc. in the SC and find solutions. Meetings can be held periodically, say twice a month as per convenience.

Such council meet helps in knowing the students’ problems and building a rapport with the students and the management. Further students feel responsible and important. They play an active role in the decision-making.

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) i) Name any four group guidance activities.

ii) Mention two topics for class talk.

iii) Mention three topics for career talk.

iv) Write two norms which have to be formed while inviting participation from students in group discussion.

v) How is socio drama different from psycho drama, discuss in brief.

vi) State two points to be considered while conducting class talk.
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5) Fill in the blanks.
   i) The group guidance activity which aims at making the new comers feel comfortable with the school surrounding is called ............

6) State whether the following statements are true or false by ticking the appropriate letter.
   i) Orientation programmes are merely wastage of time. (T/F)
   ii) Orientation programme should be the same for elementary, secondary and senior secondary level students. (T/F)
   iii) Career conference does not require the help of teachers and students. (T/F)
   iv) There is no need to plan a career conference. (T/F)
   v) Class talk should be of one hour duration (T/F)
   vi) Plant tours do not require deciding upon the time for visit to the plant. (T/F)

7.6 AIDS TO GUIDANCE IN GROUP SITUATIONS

Various types of supplementary materials are now available to aid counsellors in motivating group interest in pertinent topics of discussion. These materials need to be used with discretion however. The basic theory behind using the aids is that more the number of sense organs involved in perceiving, better will be the learning.

Supplementary group guidance materials include appropriate books, newspapers, films, film strips, radio and TV programmes, charts posters, pamphlets, brochures, etc.

A) Books: Various books have been written dealing with career related topics or improving one’s personality.

B) Newspaper: Various newspapers are coming out with topics related to careers. They publish articles related to career regularly on a weekly basis. They provide latest information about different careers. Newspapers also providetopics pertaining to human resource development.

C) Magazines: There are magazines that provide information about careers and topics related to human resource development. Schools can subscribe to these career magazines for the library. School magazine can also be made use for providing information about scholarships and various colleges giving information pertaining to career. It can provide helpful supplementary service.

D) Prospectus of different institutes offering courses, pamphlets, brochures are also invaluable sources of getting information.

E) Audio Visual aids: Film, TV programmes, video cassettes, etc. depicting life situations used as aids for guidance in group situation for students and parents. E.g., the nature of work of a person in defence service can be comprehensively grasped if the students are shown a documentary film depicting the adventurous life they lead.
While making use of a movie or video film in group guidance the following points are to be kept in mind.

– Select an appropriate movie relevant to the topic.
– The time duration is noted beforehand.
– Check the print.
– Inform the group beforehand about the film and the purpose of showing it.
– Encourage discussion after the film show is over.

More and more states and cities are sponsoring local radio and TV programmes for educational and vocational purposes.

One such radio programme which started is “Phone in Programme”. They advertise about it in the newspapers. E.g., if a programme is organized on “Chartered Accountancy as a Career”, 2-3 experts will be called from that area to the radio station to respond to the queries. Questions can be asked by anyone on the telephone and the experts would immediately respond to them.

Some television channels also telecast career related programmes. Counsellors can ask students to listen to these programmes and later it can be discussed in the class.

**Bulletin board displays:** Information which should reach a large number of students can more efficiently be imparted through bulletin boards. Advertisement about careers, articles of general interest, charts and posters providing information can be put on the display board. Such bulletin boards should be put at place which is common for the students.

**Activity:** Bulletin board display competition can be organized in schools. For example, the students of class IX are divided into 5-6 smaller groups. Each group is given a different topic for the display. Let us say the topics are Hotel Management, Designing, Defence Services, Business Administration, Law, etc. Each group is supposed to collect material related to the topic (pictures, pamphlets etc.). A general guideline can be given to them:

– Job profile
– Present scope and prospects
– Qualifications
  i) Educational
  ii) Professional
  iii) Age limit
– Mode of selection
– Various departments specifying the type of work carried out in each department.
– Few clips of advertisement related to this field.
– Pictures showing work of people in different departments.

The students are required to put the above information along with the pictures on the display board.
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Each group will put up the display material for one week. They can be evaluated and by the end of one round, the group with the best presentation can be given certificates.

Career query boxes: As there is generally one full time counsellor in the school and the work load is much on him, so it is not possible for him to devote time to the career related questions individually. Moreover, many questions are common therefore the counsellor doesn’t need to address them separately.

‘Career Query Box’ can be used in such cases. A wooden box of approximately 12×12 inches can be taken. There is a small cut on the top of the box from where papers can be slipped in (like the ballet boxes). It can be locked. Students can put their questions related to career with name and class. A day in a week can be decided to open it. The answer can be written on slips of papers with the question and put up on the display board. The help of the students can be taken for writing the answers.

7.7 LIMITATIONS OF GROUP ACTIVITIES

Group activities though serve a useful purpose, cannot be taken as a substitute for individual counselling. Group activities serve many of the objectives of the school guidance programme, but not all of them. It helps the students with their common problems but individuals differ in the amount of assistance they need to work through their difficulties. Further students may feel hesitant to come out with their personal problems in the group. So, in such cases group guidance cannot be of help.

Group activities are not taken seriously by some of the students.

Despite the limitations, group activities save time and efforts. It helps in making the individual counselling easy. It is complementary to individual counselling.

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) State any two limitations of group guidance activities.

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7.8 PROBLEMS IN ORGANIZING GROUP GUIDANCE ACTIVITIES

Group guidance activities serve useful purpose specially saving in time and effort. While organizing these activities, some problems that a counsellor may face are mentioned below:
- A rigid type of administration is often a major cause of trouble. Generally, when the counsellor asks for slot in the timetable for conducting these guidance activities, he/she may get a discouraging reply, the timetable is already full. Then the counsellor is left with no other choice than to take the substitute/arrangement period.

- Lack of cooperation on part of the administration as well as the staff members may also create problems in organizing such activities. Teachers may feel that guidance activity is an additional burden.

- Lack of adequate funds is another problem.

These problems can be overcome if tackled with a bit of planning, patience and boldness. E.g. the problem of time table, which does not have a period for guidance activities, one may take work experience/S.U.P.W. classes. Further, co-curricular activity classes can be taken in rotation every week. Career quizzes can be arranged with no difficulty if the entire plan has been discussed with management.

Further, the use of guidance in teaching and reducing the problem of truancy and indiscipline, underachievement can be conveyed to the teachers. Once they find a positive correlation between the two, they will be most willing to help.

As far as the inadequacy of funds is concerned, the management needs to be convinced about the minimum requirement.

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<td>b) Compare your answers with those given at the end of the block.</td>
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<td>8) Write any two problems in organizing group guidance activities.</td>
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7.9 LET US SUM UP

Guidance can be imparted individually as well as in groups. Group guidance includes those activities of guidance which are carried out in a group situation.

Some of the activities of group guidance are group discussions, orientation, career conferences, career talks, class talks, plant tours, career fair etc.. It also includes many informal types of play groups like socio drama, psycho drama and role play.

There are various supplementary things which act as aid to guidance in group situations. These include reading material like books, magazines, newspapers, pamphlets, prospectus, brochures, etc. Various audio visual aids are also used to
Techniques and Procedures

provide assistance in group guidance activities. Bulletin board display and career query boxes provide immense help in carrying out the group guidance activities. Charts and posters could be used for similar purpose.

Group guidance activities cannot be taken as a substitute for individual counselling. Rather both work as complementary to each other.

Certain problems are faced by counsellors while organizing group guidance activities like lack of co-operation on the part of teachers and the administration. These can be overcome if the activities are carefully planned and made to see the utility of these activities in improving the school situation.

7.10 UNIT-END EXERCISES

1) Explain the term group guidance.

2) Mention any five group guidance activities which are carried out in school.

3) Develop an outline for orientation of students at secondary and senior secondary level for your school.

4) Mention the points you would like to keep in mind while writing a class talk for secondary students, i.e. IX and X.

5) Visit a school in the nearby area and collect the information about the choice of career talk. Discuss how you would organize such talk.

6) Find out if career fairs are held in your city. Which are the organizations participating in them?

7) State the various audio visual aids in guidance services explaining in few lines about each one of them.