

Module 1

Introduction to Guidance



DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND
FOUNDATIONS OF EDUCATION
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

Children are given to us — on loan — for a very short period of time. They come to us like packets of flower seeds, with no pictures on the cover and no guarantees. We do not know what they will look like, act like, or have the potential to become. Our job, like the gardener's, is to meet their needs as best we can; to give proper nourishment, love, attention, and caring, and to hope for the best.

—KATHARINE KERESSEY



Introduction to Guidance

Module 1



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NCERT

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
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About the Module

This is the first module of the course in Guidance and Counselling to be undertaken by you. The various units of the module aims at providing you an understanding and insight into the various aspects of guidance, its meaning, need and importance in the present day context, and its significance for educational, personal-social and career development of students at different stages of school education. The first unit aims especially at equipping you with the knowledge and understanding that guidance is an integral part of education, and is needed by all students in school. It is essential to learn that guidance has to be interwoven with the entire school programme as an approach, a philosophy as well as a specialised service in the school.

Second unit of the module acquaints you with the role of teacher as a guidance worker and the third unit with the services and activities that you can organise as a teacher counsellor/ counsellor in a school setting. Fourth and Fifth units are devoted to explaining how guidance enriches the school curriculum, makes learning more effective and suited to the needs of the learner. The unit six on group guidance provides an understanding of the advantages of using group methods as it would help you address needs of larger numbers. It also highlights the shifting focus from individual problem oriented approach to group oriented, preventive and developmental approach to guidance.

As the effective organisation of guidance depends upon the efforts made by the teacher to seek the co-operation and collaboration of the school administration, staff, the parents and the outside community agencies, unit seven is specifically devoted to explaining the importance of team work in guidance and the need to establish liason with community.

As you progress through the contents of the various units of this module, you may be asked to reflect on your personal or professional life experiences as a teacher or a professional which would help you to shape your thinking about your role as a guidance worker. The examples and exercises taken from classroom/school situations during this course are also aimed at making learning more meaningful for you.



There are self-check exercises and activities in every unit which will help you evaluate your progress through the module. At the end of each unit you will find a summary which gives an overview of the unit, and references and additional readings providing additional sources of information.



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Understanding Guidance

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Understanding Guidance 1

1.0 INTRODUCTION

As a teacher, you may have come across youngsters who are confused and indecisive when called upon to take decisions regarding choice of subjects, other activities in school, or interpersonal difficulties with friends or siblings at home. Such problems, if not resolved adequately, often create difficulties in studies or otherwise. You may have often wondered what you can do to help these children. Generally, in such situations, parents, an elder or a more experienced person is approached but help taken from them sometimes results in making the individual dependent on others. Need for professional guidance is increasing due to increasing complexities of daily living. Guidance provided by a trained professional involves use of scientific procedures to create, in the individual seeking help, a deep understanding of his/her own self and the situation so that a wise decision is possible.



This unit will provide you a basic understanding of the true nature of guidance, its basic assumptions, principles, and goals and how the help provided by a professionally trained person is aimed at making the individual self-directing and capable of taking his/her own decisions.

Guidance is based upon a philosophy of human uniqueness, goodness, worth and dignity, all of which can be nurtured. The guidance processes are based on the belief that given certain conditions, an individual's potential to make a choice and make a decision can be utilised for maximum benefit to the individual and society. It is therefore a collective responsibility of home, school and society to provide conditions, which are stimulating and facilitative to help the individual acquire ability to take decisions.

Teachers have traditionally been in a guiding role for their students. In keeping up with this tradition, teachers could be trained to organise guidance activities leading to developing self-direction in students.

1.1 OBJECTIVES

After going through this unit, you will be able to

- *differentiate* between informal and formal or professional guidance.
- *describe* the need for formal guidance.
- *explain* the nature and meaning of formal or professional guidance.
- *prepare* the principles and assumptions of guidance.
- *describe* how guidance contributes to individual development and societal development.
- *discuss* the relationship between guidance and education.

1.2 FORMAL AND INFORMAL GUIDANCE

Helping underlies most everyday interactions and human relationships, it is especially true of interactions of teachers, social workers, legal experts, doctors, etc. However, the type of help given is mainly prescriptive or directive. For example,

Rani who had a constant headache consulted a doctor who prescribed a schedule of eating and exercise as a preventative measure.

Vinay approached his teacher for solving some mathematical problems.

The teacher showed him step-by-step procedures for solving the problems.

These examples illustrate the helper in a directive role and the recipient to be more passive. Such interactions between the helper and the recipient are not likely to result in making the recipient feel motivated to think or learn to resolve the difficulty on his/her own.

Look at a different situation:

Sushil was very much depressed due to the constant fights he had with his brother which affected his performance in studies. He talked about it with Mrs. Bhatia, his class teacher, who is interested in children's problems. She expressed her concern to him and made him feel at ease and encouraged him to share his difficulties with her. Together they discussed the ways in which he could avoid fighting with his brother.

In this example the teacher is supportive and facilitative, which could make Sushil more involved and active in the problem solving process. We could differentiate between informal (or advice giving) and formal (or professional) helping in terms of skills, conditions, and goals that occur during the interaction.

As an informal helper or advice giver, you may just impart information, or persuade or direct. This may lead to creating at times a threatening or fearful situation or condition as against the formal or professional guidance wherein the helper uses *skills*



to extend caring and understanding through smile and other gestures. It has been found that a tension free atmosphere or *condition*, which makes the helpee express ideas, thoughts and feelings, could lead to self-understanding and insight which is the *goal* of guidance. A summary of this premise is being presented in Table 1.1.

Table 1.1 : Understanding Formal and Informal Helping

Nature of Helping	Skills	Conditions	Goals
Informal/advice giving etc.	Information giving, questioning, persuading, admonishing, allocating, directing	Authoritarian, punitive, cold, forced, threatening	Providing solutions, dependence on others
Formal/professional	Listening, empathising, encouraging, goal setting, probing, initiating, acting	Permissive, tension free, warm, friendly	Self-understanding, self-acceptance, self-direction



Self-check Exercise 1

Recall some occasions when your help or advice was sought by students or friends. List the kind of ‘skills’ used by you from those given above. What kind of ‘conditions’ or psychological atmosphere was experienced during those interactions? Relate the skills used and the conditions experienced with the type of help given.

An emphasis on facilitating personal growth and development of people led to professionalisation of guidance. The guidance process involves creating an awareness of strengths and potentials for overcoming problems and resolving difficulties. Guidance aims at making the individual:

- **Self-understanding** - of one’s strengths, limitations, and other resources.
- **Self-accepting** - acceptance of things one cannot change.
- **Self-directing** - ability to solve problems, make choices and decisions on one’s own.

Although human beings are endowed with characteristics which make them perform certain roles in helping their fellow human beings, these characteristics can further be nurtured through professional training. Helping as a profession may be described as one in which the members are especially trained and certified to perform a unique and needed service of helping others.

Professional training therefore is essential to perform the helping role, and act as a facilitator to provide sufficient understanding of self and the situation to the persons seeking help to enable him/her to solve the problems and conflicts faced in everyday living. To be trained as a professional helper, you also need to have certain predispositions or qualities. For example, your pleasant and friendly temperament may help you in creating a relationship characterised by friendliness, warmth and trust with the individual coming to you for help. The client has to be assured of confidentiality which encourages the helpee to look at his/her own self and the situation in an unthreatened manner to acquire a clearer perspective and insight to solve the problem.

Now that you understand the nature, meaning and aims of formal guidance as against informal guidance, we will discuss the principles and assumptions on which guidance practices are based.



Self-check Exercise 2

Rate yourself and get yourself rated by a fellow colleague on a three point scale on the following characteristics and compare the two ratings objectively to assess your characteristics for formal helping:

	Never	Often	Always
I make a decision easily.			
I can converse easily with strangers.			
I mix easily with people.			
I can plan and follow the day's schedule.			
I respect the confidence bestowed in me by others.			

1.3 PRINCIPLES AND ASSUMPTIONS OF GUIDANCE

Need for guidance, and the nature and aims of guidance are based on certain principles and assumptions. You can better understand and critically examine your perceptions of human nature based upon the principles of guidance. Philosophers and thinkers have looked at human nature to determine what leads to a purposeful and meaningful life. Historically there are three major philosophical doctrines, which have guided this thinking. The first is the doctrine of '*Original Sin*', which assumes that the child is a bundle of primitive needs and desires, and must be taught the right values. Another is the doctrine of '*Innate Purity*', which holds that it is adults that make it corrupt and their influence should be minimised in the early years. The third is the doctrine of '*Tabula Rasa*' that assumes that the infant is neither corrupt nor pure but infinitely malleable and hence open to all influences. Each of these doctrines has found adherents



of approaches to child development and provided philosophical assumptions and principles which guide our understanding of human nature.

These approaches will also help you understand why and how human beings need to be guided to attain their maximum potential. Some of these principles and assumptions are being explained in this section.

1.3.1 Guidance: A Universal Need

Need for guidance is based on the premise that all human beings need experienced/expert attention, care, affection and direction to grow in the right manner. During the early years especially, the degree of love and care provided becomes the basis for lifelong adjustment or lack of it for the individual. Guidance coupled with opportunity provided to exercise autonomy and initiative by parents and you as a teacher lays the foundation for developing the ability in the children to take decisions. Assistance is required more at some critical stages (e.g. adolescence) hence professional help could greatly facilitate the process of healthy development and adjustment.

- *Guidance as the holistic approach*

Guidance aims at the recognition and realisation of the potentials inherent in humans and to nurture these potentials to bring about a better personal–social adjustment. As the individual functions and also draws from his/her environment, guidance involves the incorporation and understanding of the socio-cultural foundations. Thus we see that guidance not only involves understanding the individual but also the social, cultural surroundings of the individual. Hence it is evident that guidance focuses on a holistic approach which takes into account the individual potentials as well as outside socio-cultural factors or resources affecting the individual.



- *Emphasis on the holistic development*

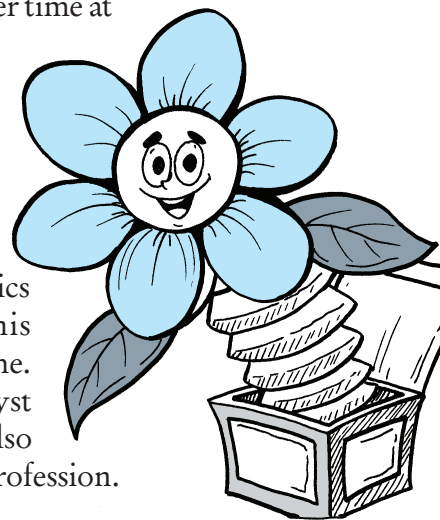
Guidance has to be imparted in the context of total development of personality. The child grows as a whole and even if one aspect of personality is in focus, the other areas of development which are indirectly influencing the personality have also to be kept in mind.

- *Realisation of human potential*

Human beings have an immense potential for growth and energy to realise their potentials. Recognition of the need to bring out the inherent potentials and organised efforts to nurture them are the major goals of guidance. The realisation of the potentials depends on environmental assistance and support provided by the teacher and other significant adults. It involves removal of blocks which prevent healthy growth thus paving way for wholesome unfolding of the personality. However, assistance provided for identifying and nurturing at proper time at each stage (life stages: e.g. childhood, youth) may help individuals to realise their potentials.

- *Recognition of human uniqueness*

Human beings have a wide range of individual differences that can be utilised to help societies and civilisations to grow. You also need to understand that each individual has a unique combination of characteristics which provide uniqueness to each person. And this understanding is at the heart of the guidance programme. Guidance provided by a professional serves as the catalyst for the expression of these individual differences. It also provides the rationale for client analysis in the helping profession.



- *Acceptance of individual needs*

The individual and his/her needs are of utmost significance. Recognition of individual freedom, worth, respect and dignity is the hallmark of guidance. Freedom to make a choice and take a decision needs to be respected and encouraged. Acceptance of the needs of the individual, communication of positive regard and respect, enhances the ability to take a decision.


- *Fostering communication skills*

Human beings have the highest level of communication skills through words and gestures, which can be utilised, to relate with others. Use of appropriate and socially correct words, body posture, gestures, voice tone and expressions help in communicating various positive feelings and emotions. Guidance involves using skills to communicate love, regard, respect, etc. for others. These are prerequisites for increasing individual competence and self-esteem to experience satisfaction and happiness in life.

- *Nurturance of creativity*

Human beings have the creative potential to utilise the past to learn and improve upon their mistakes, use the present to make efforts and plan ahead for future.





Guidance involves helping the individual analyse the past and learn from previous experiences to prevent wasting energies to brood over previous disappointments and frustrations. Guidance helps in channelising the strengths of an individual to initiate new changes in behaviour to live more effectively in the present and plan ahead of time for future in the light of past and present experiences.

Activity 1



A group of five Grade Eight students who had developed a noticeable habit of truancy are referred to you for help in reforming their delinquency.

- What assumption or reasons would you ascribe to the behaviour of the above students?
- Which principles from those listed above would you think are applicable to this situation?
- After reviewing these principles, would you change any of your first assumptions? Describe in one or two sentences how you would change them.

1.4 GUIDANCE AND EDUCATION

The principles and assumptions just discussed would have given you some insight into what guidance is all about. Now let us look at the place guidance holds in school educational programmes.

The goal of education is to bring out and develop the inherent potentialities of an individual. Education helps in fostering all aspects of an individual's personality. Guidance has an important contribution in achieving these goals. School educational programmes consist of a variety of curricular activities. All activities which are a part of the formal curriculum such as teaching-learning of subject related sessions in the classroom, laboratory work, project work, etc. can become a vehicle for self-development.

The activities outside the subject areas such as sports, dramatics, field visits etc. are especially suited for the personal-social development of the child. As guidance aims at meeting the needs of the individual in educational, personal and social areas, all activities thus can be instrumental in realising educational goals. This has been discussed further in detail in Unit-4 of this module titled 'Guidance and School Curriculum'. Thus, we see that guidance and education share a common goal of meeting the educational, social, personal and career needs of individuals. Because of this commonality, guidance is understood as facilitating the realisation of educational goals.

Guidance emphasises upon the individual. For example, you may have found many children lacking interest and motivation in studies which adds to the problem of classroom management. We all know that transmission of knowledge is not enough and may not result in learning and acquiring the motivation, interests, and right attitudes and habits. A teacher trained in guidance could identify the difficulties of children, reasons for their lack of interest in attending school. S/he could plan ways of increasing the motivation and interest of children towards school and studies, and organise learning suited to the needs of the child so that the learner becomes a seeker of knowledge and a lifelong learner. This would help you understand that education is a

guided enterprise in the sense that for teaching–learning to be effective, we must cater to the needs of the child. Thus, guidance is an integral part of education.

The guidance perspective in education coincides with the reforms in education which were introduced about a century back. We shall now see how guidance point of view became an important part of education.

1.5 EMERGENCE OF PROFESSIONAL GUIDANCE SERVICES

Guidance as a profession has evolved over a period of time. There is ample evidence that individuals have always sought advice and counsel from those possessing knowledge, insights or experience. It may have been the tribal leaders, chieftains, *gurus* (spiritual teachers), or parents who traditionally imparted guidance. But guidance thus imparted was more of informal nature. Moreover, increasing complexities of life and family, or traditional support systems not being readily available for help led to recognising the need for professional guidance.


But guidance as a profession emerged out of the need to provide assistance to young people to choose and plan for a suitable career. This led to efforts to train teachers to serve as vocational counsellors. The process of vocational guidance practised in the beginning involved matching men, i.e. their personal characteristics and knowledge with the requirements of specific jobs.

Other developments, which influenced the early guidance movement were:

- The introduction and development of standardised procedures and techniques (group and individual) for identification of individual characteristics: In 1905, the first intelligence test which was referred to as the Army Alpha Test was constructed by Binet and Simon in America, during World War I. Testing procedures and guidance procedures became more scientific. The tests were used extensively to recruit officers. This resulted in the construction and widespread use of such techniques for assessment.
- The mental health movement: The mental health movement began in the early 1900s with the work of Clifford Beers who himself got treatment in very demeaning conditions and shared his experiences with the general public which resulted in an initiation of efforts to help the mentally disturbed with a humanitarian approach to counselling.
- Educational reforms focusing on developing the whole child: This period brought in many reforms in education, stressing the dignity and worth of every individual child. The need to provide a wholesome classroom atmosphere to optimize learning was emphasised by eminent theorists such as Rousseau and John Dewey who emphasised the holistic development of the child, meaning development of all aspects of the child's personality, i.e. physical, emotional, social and cognitive. There was gradually a greater appreciation of the role of education in meeting developmental needs, and facilitating the total development and adjustment of the child.

After World War II, guidance and counselling programmes took on a new direction. There was a significant shift from the traditional directive approach in guidance to the empowerment of the individual. This point of view was strengthened by an eminent counselling psychologist Carl Rogers (1942) who influenced the way in which





counselling as a process was viewed. He brought a paradigm shift in the field from 'counsellor centred' approach wherein counsellor plays a more active role to the 'client centred' approach. According to this approach, an individual could be made to assume responsibility to solve his or her own problems, provided the potential of the individual to grow and develop was utilised to overcome difficulties and to bring in changes. According to Rogers, the individual was constantly involved in the process of growth which he called 'being' and 'becoming' which provided an impetus for change. Thus the concept of guidance which started as preparation for work was replaced by guidance to be provided to a growing and changing person, its underlying principle being that it is the adjusting individual who needs help rather than merely an occupational, material or personal problem which needs solutions.

The influence of Carl Rogers' theory of self-actualisation subsumed the goals of guidance with education under a common goal. During the 1950s the emphasis came on the developmental nature of human beings. This implies that individuals have different needs and aspirations at different times and these developmental needs at different stages need to be addressed by teachers and counsellors, which was explained by a significant theorist called Super. Super's (1955, 1957, 1980) pioneering work provided a developmental framework to guidance, which was initially aimed at attending to an individual's vocational needs, now came to be understood as 'help for the developmental needs and decision points in the lives of total range of students' (Wrenn, 1962; Aubrey, 1977).

Guidance services are now being directed to help all students for their allround development, i.e. their educational, social, career and personal strengths to make them responsible and productive citizens. The programme aims at needs, interests and concerns of various stages of student growth.



Activity 2

Interview one/two guidance and counselling personnel in your area and, based on the interview, write a 300 words summary of the status of guidance services in your state/country. You may share it with others in a seminar being organised at any time during the course.

1.6 GUIDANCE FOR INDIVIDUAL AND SOCIAL DEVELOPMENT

So far you have focused on the aims of guidance for individual development. The larger social goals and interests are also the concerns of guidance. A happy and well adjusted individual contributes to family happiness, which would in turn lead to harmony in the neighbourhood, community, and society. Moreover, guidance is rendered not only in a one-to-one individual interaction, but it is also organised for students having common needs and concerns in small or large groups.

Guidance helps an individual/student achieve well in various areas of personal and social life, as well as in educational and career pursuits, which would ultimately help in proper utilisation of manpower. A society consisting of well-achieving and adjusted individuals would contribute more to achieving the national and social goals.

Such a society would also have individuals who are aware of social problems and can deal with them more humanely.

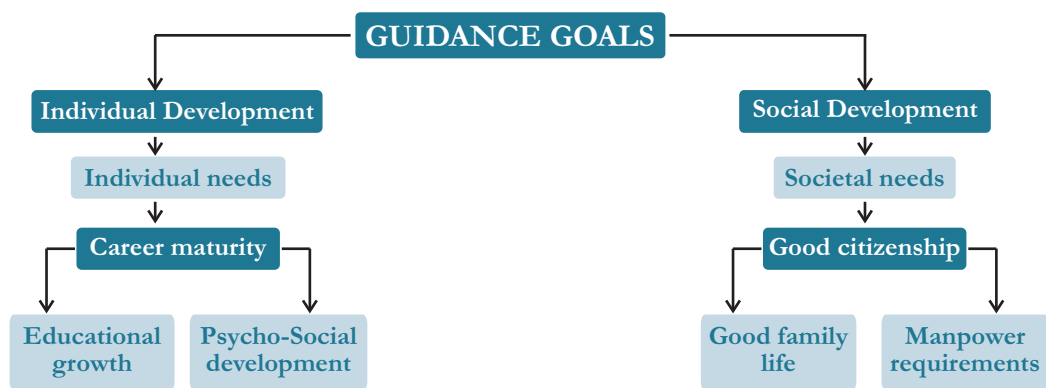
It is no exaggeration to say that problems and difficulties faced at the personal level can lead to interpersonal difficulties and gradually assume alarming proportions. We are all witness to the increasing problems of millions of children addicted to drugs and alcohol, alarming number of abused children, teen suicides, gender bias, disgraceful number of homeless, resurfacing of various forms of prejudices, crime, violence, the school dropout and unemployment problems, bankruptcy of values pervading all over the world and more so in the third world countries. These are examples of interpersonal and intrapersonal difficulties and conflicts which can slowly put any nation psychologically and socially at risk. Many of these problems not only require remedial treatment but more importantly, preventive efforts of the guidance profession, if they are to be ameliorated to any degree. Large scale general awareness programmes for students and community groups are also organised by counsellors and other levels of guidance workers which are aimed at early prevention and at fostering development, e.g. sex education and AIDS awareness programmes. Guidance thus can become an instrument for social change, and the maintenance and upgradation of human resources.

Activity 3



- Prepare a set of ten questions to survey the student problems in your area or school/institution.
- Conduct the survey and find out what kind of problems are most prevalent among the students.
- Analyse the results obtained to identify the areas for which the students will require professional guidance.

The next section acquaints you with the areas of work at individual and social levels, and the services that can be organised to meet the challenges faced by the students. Guidance goals can be defined under two major heads: (1) individual needs, and (2) social needs. Guidance programmes are aimed at meeting these needs in order to contribute to the individual and social development.





1.6.1 Individual Needs

- Educational growth – Development of abilities and skills facilitating learning and achievement, and habits and skills for lifelong learning, would involve identification and remediation of subject matter difficulties and deficits in learning skills.
- Career maturity – Development of healthy and positive attitudes, habits, values, etc. towards work through broadening awareness of the world of work, planning and preparing for one’s career.
- Psycho-social development – Assistance for understanding and developing a positive self-image and development of social skills for leading an effective and satisfying personal-social life.

1.6.2 Societal Needs

- *Guidance for good family life* – It includes working with parents and children for understanding of family relationships, attitudes towards home and role of family for healthy growth.
- *Guidance for good citizenship* – Creating an understanding of socio-cultural values and awareness of social issues, concerns and problems, overcoming prejudices, developing right attitudes and values of co-operation, tolerance, righteousness and social justice for peace and equality. Promoting ideas and values of a democratic and secular constitution and promoting unity and national integration.
- *Guidance for channelisation of manpower requirements* – Efforts at development and



Self-check Exercise 3

Categorise the problems given below under the areas of individual or social needs.

Problem	Need area
1. Difficulty in spoken and written English.	Individual - Educational
2. Not having friends in the neighbourhood.	
3. Inability to participate in class.	
4. Students not sharing responsibilities with parents at home.	
5. Inability to work in a team.	
6. Nervousness and anxiety in examination.	
7. Poor communication among people belonging to other communities or religions in the neighbourhood.	
8. Poor concentration in studies.	
9. Inability to decide on a career.	

channelisation of individual potential with a view to meeting manpower and social requirements for national growth and betterment of society.

A need assessment or a problem survey would help you to identify predominant areas on which guidance could be imparted to an individual or a group of students. We shall now describe the service or the activities to meet these needs.

1.7 MAJOR GUIDANCE FUNCTIONS

Guidance and counselling roles and functions can be explained in terms of a philosophy as well as a programme of services. Guidance experts have categorised the different services and functions of guidance in various ways, some on the basis of target groups served, some in terms of aims and goals to be achieved. Most references on the subject in the middle of the twentieth century have identified guidance services in terms of functions desirable for a school counselling programme such as: Orientation Service, Pupil Inventory Service, Information Service, Counselling Service and Placement Service. These services have been described in detail in the Unit on ‘Essential Guidance Services’.

In terms of need areas, the functions can be categorised as –

- Appraisal and self-understanding
- Orientation
- Adjustment
- Development

Many authors (Shertzer & Stone, 1981; Blocher & Biggs, 1983) have categorised the guidance functions in terms of those meant for the individual and small groups, centred around concerns involving educational and vocational planning, personal problem solving and decision making, family problems and other activities related to assessment, counselling, prevention, consultation, co-ordination and psychological education.

The counsellor/guidance teacher must be equipped with many skills such as skills to assess and understand individuals as they interact in natural environments, processes of individual counselling, group counselling and guidance, career development, co-ordination, consultation and research. Each of these services and functions have been described in greater detail in Unit–3 titled ‘Essential Guidance Services’ of this module. The major guidance activities are therefore only briefly described below.

1.7.1 Individual Assessment

Through the activities of individual assessment, the teacher seeks to identify the characteristics and potential of every student. An attempt is made to have a realistic understanding of the student with the help of standardised and non-standardised procedures. The data available helps to plan various guidance activities like group guidance, career and human potential development programmes, conducting individual counselling, etc. This activity fulfills the goal of promoting individual self-understanding.

1.7.2 Counselling

Known as the ‘heart’ of the guidance programme, counselling gives meaning to all activities of guidance. The guidance activities such as, individual inventory, group guidance, career information, referral and co-ordination, all contribute to the



counselling service in the school. Counselling traditionally is understood as a one-to-one relationship that focuses on the person's growth and adjustment, promotes problem solving and decision making. Since this involves a one-to-one relationship between the counsellor and counsellee, a precondition to effective counselling is establishment of psychological rapport or relationship.

1.7.3 Group Counselling and Group Guidance

Counselling could be done in individual or group situations. Counselling began as a one-to-one relationship, but it could also be organised as a group activity to meet the needs of students facing common concerns. Useful for school set-ups, the group activities are used for small or large groups of students to provide information or experience, to promote educational or career development or for personal-social growth and adjustment.



1.7.4 Career Assistance

Counsellors/career teachers in school/non-school settings (agency/employment set-ups) provide assistance to students/youth for choosing subject, career planning and adjustment. Guidance workers in most developing countries are primarily engaged in providing career guidance to youngsters. Dissemination of educational and occupational information is an important component in this process.

1.7.5 Placement and Follow-up

In school set-ups, placement is more concerned with educational placement in school courses and programmes. Follow-up of school leavers is done to obtain information

and feedback on the guidance programme and activities and is used for improving the guidance programme.

1.7.6 Referral/Coordination

Guidance workers need to establish a network of qualified professionals for referral purposes by identifying individuals and agencies in the community which can be utilised to meet the special needs of students. This is especially useful for bringing specialised assistance to those who need it.

1.7.7 Consultation

Consultation is a service provided to adults such as parents, teachers, administrators, etc., who directly affect the lives of pupils. Many difficulties faced by pupils stem from their interactions in the system surrounding them. Consultation is aimed at assisting significant adults in the systems such as parents, teachers, community leaders who become aware of their role in the development and adjustment of children and how effectively they could perform this role.

1.7.8 Research and Evaluation

Research is necessary for the advancement of the profession of counselling, especially to judge the effectiveness of various techniques and methods being used with particular groups. Evaluation is a means of assessing the programme effectiveness and to introduce improvements in the programme. The evaluation could be done by obtaining feedback or follow-up of recipients of guidance activities. The findings of evaluation programmes can be used to establish the validity of the guidance programme.



Self-check Exercise 4

Identify which of the eight guidance functions you would need to undertake for students facing the following problems:

1. Inability to decide activities in a work experience class
2. Conflict in choosing educational stream
3. Bullying behaviour of a particular child
4. Poor attendance of a transfer student
5. Planning guidance activities for the next academic calendar
6. Identifying abilities and interests of students
7. Contacting an appropriate agency to help a disabled child





1.8 Summary

Individuals need help throughout their lives to obtain information, suggestions and directions. Such help has traditionally been provided by senior community members, family members or teachers. However, with increasing complexity of social situations and adjustment demands, the need for professional guidance has increased. Guidance is meant to create understanding in an individual regarding his/her potentials and capabilities so that s/he can cope effectively with personal, social and occupational problems. The guidance provider or the helper is a trained professional who possesses skills through which s/he can have an adequate appreciation of adjustment and behavioural problems of an individual in need. Initially guidance was practised as a more directive process wherein the counsellor played a more active role. However, with the coming of client centred approach of psychologists like Carl Rogers the client and his/her innate abilities gained more importance by focusing on making the individual more self-sufficient and self-directing.


In a guidance setting, the guidance worker/teacher trained in guidance attempts to develop a warm and comfortable relationship with the helpee which facilitates the aims of guidance.

Guidance is based on the assumption that human beings have inherent potential for growth. It asserts that they have capabilities which can be utilised and developed by providing the helpee the right experience and insight into his/her own problems. The approach taken is a holistic one, which means that any behavioural problem of an individual has to be seen in the context of his/her characteristics and socio-cultural influences. Guidance is important because it helps not only the individual to develop and adjust but also leads to harmonious relationship between groups and in turn, the wider society.




Self-Evaluation Exercises

1. Write a small essay of not more than 500 words on the factors and events throughout your life span that influenced your decision to enter the counselling profession.
2. Go to the library and examine the journals in the field of guidance and counselling. Select three articles which are focused on the role of counselling in responding to human needs and problems in today's society.
3. Review some current articles in newspapers and popular publications, and websites, dealing with problems of students/youth and the role teachers/counsellors/parents can play in helping them.

- 
4. Why is counselling considered the core activity among all the guidance functions in a school setting?

Answer Key to Self-evaluation Exercises

- 
1. The contents of your answer should cover the following points:
- Childhood — significant experiences and influences.
 - Early school years — significant events, influence of teachers or any other adult who guided you.
— occasions when you needed help and did not receive.
 - Adolescence/Adulthood — entry into post-school studies and career.
2. Some popular journals in guidance and counselling that you can refer to are:
- The Professional School Counselling
 - Journal of Counselling and Development
 - International Journal for the Advancement in Counselling
3. Articles related to problems of students such as aggression, violence, crime, rape, suicide, drug abuse, HIV/AIDS, conflict within families or neglect due to single or divorced parents etc. could be identified. The proactive role of parents and teachers, and counselling by counsellors can be highlighted.
4. The answer should focus on the following points:
- Aim of guidance and counselling is to enhance the understanding of the self and the situation so that the student is able to make choices and decisions.
 - Counselling is a face to face interaction between the counsellor and the counsellee (i.e. student) leading to developing self-insight and self-understanding.
 - All the activities of guidance such as individual assessment, group guidance, career information, co-ordination, referral, research and evaluation, contribute to this goal.

Answer Key to Self-check Exercises

Self-check Exercise 2

Although no conclusion can be arrived at on such a short exercise, you could get some indication of your potential to be a good helper based on your responses on categories as shown below:

Count your answer under each of three points (Never, Often, Always) on the scale:
Always : Possess characteristics suited for helping profession



Often : Moderately suited for helping profession

Never : Low suitability for helping profession

Self-check Exercise 3

2. Individual-Social, 3. Individual-Educational, 4. Societal-Family Life,
5. Individual-Psycho-Social, 6. Societal-Community Life, 7. Individual-Educational,
8. Individual-Educational, 9. Individual-Career Maturity

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2

Teacher as a Guidance Functionary

- 2.0 Introduction
- 2.1 Objectives
- 2.2 Guidance Role for Teachers
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 - 2.2.2 Referral Work
 - 2.2.3 Discovering Student Potential
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- 2.3 Organising Guidance Activities
 - 2.3.1 Student Appraisals
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 - Self-Evaluation Exercises
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Teacher as a Guidance Functionary 2



2.0 INTRODUCTION

An effective implementation of a curriculum is dependent on the teachers who deliver that curriculum. “*Guru*” was the word used to traditionally describe the person who dispels darkness, brings enlightenment and helps the pupil to choose the correct path. Thus, the teacher’s role in guiding a student’s life is like the *guru*.

Along with imparting the subject matter, the teacher’s guiding and supporting role brings him/her closer to students. In this unit, you will look at the teacher’s guidance roles and the ways in which they are performed in a school.

Success of any guidance programme depends on contribution of all the people in the school. The role of teacher in this regard is pivotal. This unit explains in detail the roles and functions of a teacher as a guidance worker. In this unit, we shall discuss how the teacher can provide the necessary nurturing required for the holistic development and blossoming of the students’ personality.

2.1 OBJECTIVES

After going through this unit, you will be able to

- *elaborate* the different roles of a teacher as a guidance functionary.
- *organise* guidance activities in the school to enhance the educational, career and personal development of students.
- *use* the principles of guidance and counselling in teaching various subjects in school and in interactions with students and parents.

2.2 GUIDANCE ROLE FOR TEACHERS

The teacher’s role is primarily understood as a disseminator of knowledge. In addition to the knowledge that a teacher has of his/her subjects, knowledge of his/her students,

i.e. their abilities, interests and personality equips a teacher to perform the guidance role better.

A teacher observes students in the classroom, in the library, on the sports field and during short intervals between classes. In such daily contacts, the teacher is in a unique position to understand the students' needs and problems and any deviations in their behaviour. Teachers also have frequent interactions with the parents. Thus, they have access to information about a student's home conditions, financial problems and any other difficulties.

Changing roles of teachers also calls for new directions. Teacher's orientation in guidance and counselling and their involvement in the guidance programme can make a positive contribution to the total programme of the school. Research has shown that teachers themselves feel that they can be given some responsibilities in the school counselling programme beyond those performed in the classroom. Teachers can be trained to perform guidance functions along with their teaching work. Now we will discuss how a teacher can work as a guidance functionary and in what manner s/he can perform various functions related to guidance and counselling.

2.2.1 Role as a Teacher-Counsellor

A teacher's close contact with students provides an opportunity to have a deep insight of student needs, behaviours and aspirations as they develop. Teachers observe their students in the classroom everyday on an average of 180–200 school days per year for several years. No other adult, except for the parents, has such a close contact with the students. More than any other professional in a school setting, teachers occupy a key position in knowing their students. This enables the teacher to establish a relationship with each student based on mutual trust and respect.

Because of this relationship, students are more likely to approach their teachers to discuss their personal problems. Moreover, teachers who have a background in



counselling and guidance will be able to deal with students' problems in a more professional manner. Thus, to act as a teacher-counsellor, you should have skills in listening attentively, showing empathy and warmth towards students and establishing a relationship of friendliness, mutual respect and regard. You should also be able to provide the requisite help to the students in dealing with their problems and concerns in a professional manner. In fact, a teacher who has undergone this training in guidance and counselling will be able to provide counselling to students, individually or in groups, to deal with their problems, help which s/he would otherwise not be able to provide.

2.2.2 Referral Work

A teacher may act as a source of student referrals. Students facing difficulties of a serious nature may require assistance from a professionally trained specialists (such as a psychologist, doctor, physiotherapist, etc.). The teacher's role requires that s/he is alert enough to notice any symptoms of emotional problems, social maladjustment, poor or underachievement, or delinquent behaviour, etc. and ensure that students with counselling needs are not left unattended.

When a student is in difficulty, his/her work usually suffers. A teacher's initial assistance through listening, appraising him/her, and suggesting ways for improvement can help the student. In extreme cases of emotional disturbance you may be required to refer the child to a full-time counsellor or a counselling agency. Your responsibility does not end after the student has been referred for counselling as you still continue to be involved in the role of supporting the student in a continuation of the counselling process. You have to play the role of the referral agent not only for those students you have referred but also for others in your class. The teacher would "receive" the counselled student back into the classroom environment; continue to provide support to help the child in adjusting and achieving success.



2.2.3 Discovering Student Potential

As a teacher, you can contribute to the guidance programme by identifying the special abilities of particular students with whom you interact in your classes. Think of the opportunities that you have to discover strengths within each of your students and to promote those abilities. For example, there are children in your class with good writing and speaking skills. Some children have other aptitudes and special abilities such as good singing talent or extraordinary acting skills. You can encourage the students and work with the parents to find suitable avenues for nurturing these special abilities. This in turn helps in the proper utilisation and channeling of the human resources.



Activity 1

Try to identify and locate institutions in your community that help children nurture their special abilities and talents. You can pass on the list of such institutions to your neighbourhood schools parents for use by their children.

2.2.4 Career Planning

You may be aware that by using achievement and diagnostic tests in their subject areas, teachers have a better understanding about the strengths and weaknesses of the students in a particular subject. This may act as a basis for an orientation of the students about the career options in a particular subject area. As a subject teacher, you can also introduce your students to careers related to your subject area so that they can relate their courses of study to life needs. It is often difficult for students at school stage to understand the relationship of a particular subject they are studying to its usefulness in their life. If, however, the teacher explains this to them, they will be able to visualise the usefulness of studying a subject in their present and future life.

At secondary and senior secondary classes you can also organise career talks by individuals who are successful in their fields of work. The educational accomplishments of others in the field will give students a deeper understanding of the opportunities open to them and help them in planning their careers. Such a vocational orientation also increases the students' interest in the subject. The success of the guidance programme is therefore tied to success of the career education programme.

The teacher can also develop in students a positive attitude and respect for all kinds of work, leading ultimately to inculcating dignity of labour. This is a challenging responsibility in view of the many adult imposed biases with which the students are constantly confronted. The teachers directly or indirectly influence the attitudes of the students, which consequently can influence their choice of subjects, hobbies, career related decisions and later their work values.



Activity 2

Prepare a list of emerging career options available and relate each to the subject(s) taught by you.

Subject(s)	Careers available after Class XII
1. _____	_____
2. _____	_____
3. _____	_____

Disseminate this information to students of Classes XI and XII.



2.2.5 Supporting Counselling Programme

Teachers can significantly contribute to the school's counselling programme by giving their full support and encouragement, and creating a motivating environment. Teachers' support for counselling can also get extended to parents and others in the community; they facilitate relationship building between school and home. All parents want to see their children succeed in school. As a teacher, you can also open the doors to better communication between parents and students to foster better understanding between them. For this purpose, you can think and plan some activities for students that need parental cooperation. For example, an assignment to write about the vocation of their parents, or their parents' viewpoints about some important social or educational issues.

The teacher can also plan and initiate a counselling programme with the students and involve the parents when it is thought to be necessary. As a class teacher or a subject teacher you are aware of the performance of your class in general and an individual student in particular. As a teacher, you are also aware when there is a lack of interest, motivation, and inattentiveness in some of your students. You are also aware of the group dynamics, which hampers or accentuates a student's performance. Teachers can communicate with parents by sending a letter at the beginning of the year about the goals of the guidance programme and the ways in which parents can contribute to it for overall development and adjustment of their children. Your communications with parents can explain what kind of help is needed from parents for the successful operation of the school's guidance programme. You have already learnt how the parents of your students can be involved in the guidance programme of the school and how can they contribute to it effectively.



Self-check Exercise 1

1. State the various functions a teacher can perform as a guidance functionary.



Activity 3

Interview one teacher involved in school guidance activities regarding what s/he understand about counselling and what they think about their role in each of the following functions:

- (i) Teacher as a counsellor
- (ii) Teacher as a referral agent
- (iii) Teacher as a student potential discoverer
- (iv) Teacher as a career educator
- (v) Teacher as an initiator and supporter of counselling programme

2.3 ORGANISING GUIDANCE ACTIVITIES

In the Unit on “Guidance and School Curriculum” the teacher’s role in planning and initiating guidance activities has already been described. In the earlier section, we have described how teachers can integrate guidance philosophy and practices in their day-to-day work and interactions with children in school. Now let us discuss what role a teacher can play in a formal guidance programme, which exists in some schools. This programme is a separate entity in the school with a fully trained professional counsellor or a trained teacher-counsellor to staff the programme. However, a teacher can also contribute in a number of ways in various guidance activities as discussed in the following sub-sections.

2.3.1 Student Appraisals

As you already know, for understanding and guiding students, information or data regarding their growth, development and achievements needs to be collected. The cumulative record card (CRC) maintained in the school is an example of such a record. It comprises a record of the total development of the child, i.e. physical, mental, social and emotional. Also, a teacher can play an important role in the process of exploring the individual pupil, i.e. what the child does in the school, in the classroom and outside, which provides a sound basis for observing and recording his/her behaviour. Teachers are thus placed in a favourable position in maintaining a record of pupils, which helps them in identifying students’ strengths, developmental delays and deficits, etc. All this information about the students is of great use to the school counsellor.

2.3.2 Counselling

Counselling can only be done by persons trained to do it, as it requires specific skills and competencies to help the students to relate effectively with the environment, make choices and decisions, and to resolve conflicts. Counselling is the sole prerogative of a counsellor as teaching is that of teacher. But when you, as a teacher-counsellor after completing this course, attempt to listen to the student, try to give support, show understanding, use your resources to help, you are in a way doing counselling. There are also situations when both counsellor and teachers are present, they can both interact, work out and discuss the problems of the student so that s/he can be properly guided. Problems at the initial stages can easily be resolved, sometimes through careful listening which gives opportunity to the child to air out feelings, sharing and obtaining suggestions.

2.3.3 Career Information

Students often need assistance for coping with subject matter difficulties, examination stress, choosing courses and planning a career. Teachers can disseminate information about occupations related to their subject area; organise training programmes and community services. The teacher can set up an information service by collecting and displaying information to create awareness and motivate students





for planning a future and building a career. Some specific ways in which a teacher-counsellor can contribute are:

- helping students to acquire knowledge of the specific functions, duties, responsibilities and rewards of various occupations related to their subject area.
- helping students discover their own abilities and skills, and help them in understanding general requirements of the occupations under consideration.
- help them develop a positive attitude towards all kinds of work. This can be done through pointing out the positive aspects of various occupations as well as negative points in all of them. In fact, this will help inculcate dignity of work and positive work values in students.
- help them explore opportunities through activities for orientation to the world of work, through subject teaching and other school programmes such as fancy dress shows or dramatisation wherein children dress themselves in different work uniforms and role play as army, police, fireman, nurse, doctor, etc. It can also be done through inviting various professionals to give talks about their work and hold discussions for clarifying students' doubts.

This could help them think critically and appraise various types of occupations in the light of their own abilities, interests, values, aptitudes and other personality characteristics that are required for these occupations.

2.3.4 Orientation Activities

Orientation activities are generally organised for generating awareness and developing skills for adjusting to a new situation. A teacher may organise orientation activities for students who have come from another school. The students need to be acquainted with the school programme, its rules and regulations, and the facilities available. The teacher may conduct small group discussions where the newcomers can interact with senior students and learn about the school, its programmes and activities, etc. Such orientation activities can also be organised to facilitate interaction between parents and teachers/administrative staff of the school.

2.3.5 Placement and Follow-up

In a broader sense, placement may refer to where we place the student in the learning experience for the effective transaction of the curriculum. For the curriculum to realise its objectives, it is essential that the student be placed in a position where s/he can benefit maximally from the learning experiences. As already mentioned, the teacher is in a unique position to help students choose school and out of school activities, subject stream and combinations, and to remain in contact with them to see that they are receiving the maximum benefit out of these.

In a narrower sense, teachers should have contacts built up with the employment exchange offices in their area and help students to get placement information on jobs of their choice. Some important information about placement agencies could even be written and kept on the notice board for all to see. This is rather difficult in view of the limited time available with the teacher after all his/her duties but it would be ideal if it were possible.

2.3.6 Evaluation and Research

Teachers can do follow-up of the students after they have left school to see how they have benefited and invite them to school to share their experiences with students. Some former students, who do not leave the city, are always available for this purpose. Some may not be available after leaving the school. The teacher may take up active research to evaluate the effectiveness of each component of the guidance services. This will give him/her feedback about the lacunas in the programme. Such useful information might be that the programme was not very effective with a certain class



Self-check Exercise 2

1. State six ways that a teacher can contribute in organising various guidance activities.

_____	_____
_____	_____
_____	_____




Activity 4

For each of the following services a teacher provides, list three activities you would perform and why.

Services	Activity
Student Appraisal	(i) _____
	(ii) _____
	(iii) _____
Counselling	(i) _____
	(ii) _____
	(iii) _____
Career Guidance	(i) _____
	(ii) _____
	(iii) _____
Orientation	(i) _____
	(ii) _____
	(iii) _____
Placement and Follow-up	(i) _____
	(ii) _____
	(iii) _____
Evaluation and Research	(i) _____
	(ii) _____
	(iii) _____





or for some specific purpose and also what are the ways in which it could be improved. S/he can also conduct a follow-up with the school passouts to check the usefulness of the programme or find out the dropout rate, which would speak about the failure of the programme. The results of the follow-up studies may not only be utilised to improve guidance activities, they can also help improve the teaching methods and abilities of the teachers.

2.4 Summary

In modern times, counselling and guidance have assumed significance and found application in all areas of life. The nature of helping varies with the level of the complexity of the problem and the level of competence of teacher-counsellor or counsellor. The essential ingredient in any interaction is that it should be geared towards a common goal to advance the educational and personal-social growth of the student. In this unit, it was explicitly explained how you, as a teacher-counsellor, can contribute towards these goals. You can provide some counselling to students with problems; can refer some students to specialists such as doctors, physiotherapists or full-time counsellors, etc. You can also identify talented students in your class. The unit has also highlighted that you, as a teacher trained in guidance, can help students in their career planning and can support the counselling programme in the school. It was also discussed in the unit how you can play an important supportive role in the formal guidance programme, should it exist in your school and staffed with a full-time trained counsellor.




Self-Evaluation Exercises

1. Describe the different roles and functions of a teacher in the development of non-cognitive aspects of a child's personality.
2. What can a teacher do to help students get placed in the right field of work?
3. Give two examples of how to integrate guidance activities with the subjects you teach.

Answer Key to Self-evaluation Exercises

1. While the teacher's major role of teaching the students looks after the cognitive aspects of their personality, the non-cognitive aspects are developed through guidance and counselling functions. All such activities which are related to counselling the students, their referral to specialists, identifying students' talent, helping them in their career planning and enabling them to find suitable jobs, etc. facilitate the development of non-cognitive aspects of students' personality.

- 
2. In order to help students to get placed in the right field of work, the teacher can first of all help them in their career planning. S/he can tell them the importance of the subjects s/he is teaching, their vocational implications and the details about various vocations vis-à-vis the characteristics required in the individual aspiring to enter these vocations. The teacher should also keep contacts with various employment agencies and employers and should help students in their placement in the appropriate field of work.
 3. Career talks on the vocations relating to the subjects you teach can be delivered for the students' benefit. You may also invite professionals/workers engaged in those vocations for relevant talks in your class. You may use other guidance activities as an orientation to the type of work, functions and other details about the related work fields. These can be two examples of integrating guidance activities with the subjects you teach.

Answer Key to Self-check Exercises

Self-check Exercise 1

The functions a teacher can perform as a guidance functionary are:

- Teacher as a counsellor
- Teacher as a source of student referral
- Teacher's role in identifying student potential
- Teacher's role in student career planning
- Teacher's role in supporting the school's counselling programme

Self-check Exercise 2

The six ways a teacher can contribute in organising various guidance activities are:

- Teacher's role in student appraisals
- Teacher's role in counselling
- Teacher's role in disseminating career information to students
- Teacher's role in organising orientation activities for students
- Teacher's role in providing placement to students and follow-up
- Teacher's role in evaluation of guidance programme



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3

Essential Guidance Services

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- 3.1 Objectives
- 3.2 School Support Programmes
- 3.3 Student Support Services
 - 3.3.1 Child Regulatory and Accounting Services
 - 3.3.2 Clinical Services
 - 3.3.3 Guidance Services
- 3.4 The School Guidance Services
 - 3.4.1 The Orientation Services
 - 3.4.2 The Student Inventory Services/
Assessment
 - 3.4.3 Career Information Services
 - 3.4.4 The Counselling Services
 - 3.4.5 The Placement Services
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 - Self-Evaluation Exercises
 - Answer Key to Self-evaluation Exercises
 - Answer Key to Self-check Exercises
 - Suggested Readings





Essential Guidance Services 3

3.0 INTRODUCTION

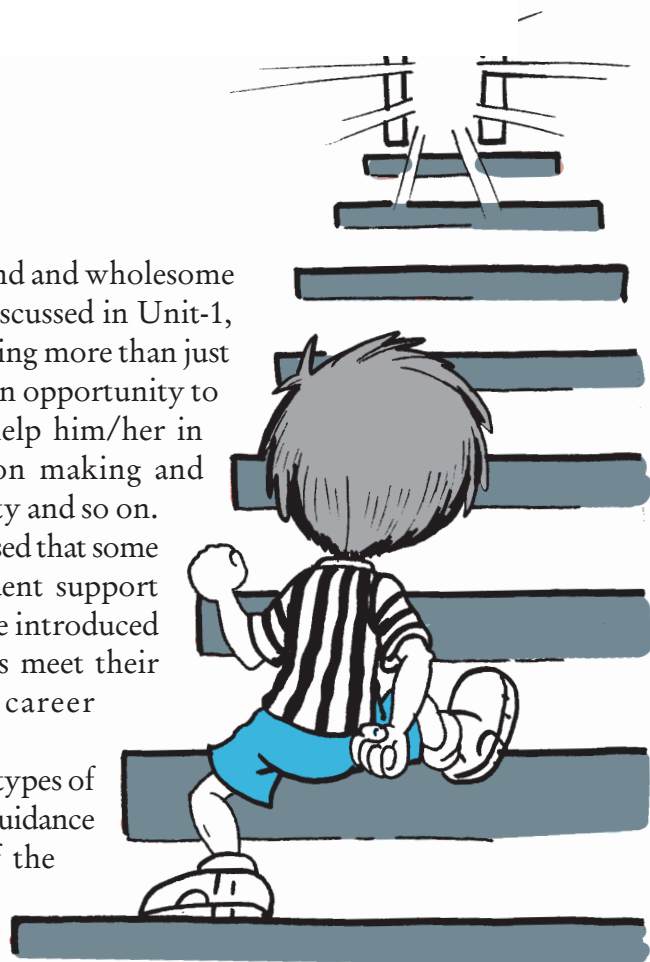
Education is concerned with the all-round and wholesome development of the child. As already discussed in Unit-1, the school is expected to provide something more than just teaching or instruction such as provide an opportunity to develop the personality of the child, help him/her in making right choices, develop decision making and problem solving abilities, foster creativity and so on. However, as a teacher you may have realised that some additional services in the form of student support services, which are need-based, should be introduced in the school system to help the pupils meet their personal, social, educational and career development needs and concerns.

In this unit, you will learn about various types of student support services and specifically guidance services which provide an overview of the guidance programme. As a school guidance counsellor, you may be required to plan and organise various guidance activities. Therefore, understanding the nature of guidance activities would help plan and implement guidance programme in your school.

3.1 OBJECTIVES

After going through this unit, you will be able to

- *identify* how the guidance and counselling service fits into the overall support services in a school.
- *describe* various services under the school guidance programme.



- *explain* the importance of each of these services in a school guidance programme.
- *describe* how you would organise each of these guidance services.
- *plan* at least one activity for each of the guidance services presented in this unit.

3.2 SCHOOL SUPPORT PROGRAMMES

Education provides an environment that helps to shape the minds and attitudes of young people. Besides providing a way to transfer knowledge to individuals, the educational process also provides ways to shape a young person’s skills and abilities so that they facilitate the satisfaction of his/her economic and social needs. This requires more support services than just the academic service associated with the school structure. In the rest of this unit you will take a brief look at the services most schools are expected to provide, who has responsibility for the service, what the actual service provided is, where that service is provided, and when the service is provided to the student.

You will also look in more detail at the services that fall under Guidance and Counselling, using the same four components of who, what, where, and when for each service.

Let us start by looking at the overall student support services.

3.3 STUDENT SUPPORT SERVICES

Student support services are the non-instructional activities in education, which are concerned with helping the child in his/her all-round development. In most developing countries, student support services are only available in the form of administrative, accounting and medical services. The focus on personal-social and career development is not so much a part of instruction or administration in education. The support services are, geared towards the individual student and help to provide for the student’s individual needs in all areas. Wherever these are available, they are, in most cases, provided outside the classroom and are non-instructional in nature. Besides, specially trained and professionally qualified personnel are responsible for organising these services. Student support services can broadly be classified into three categories. They are (i) child regulatory and accounting services, (ii) clinical services, and (iii) guidance services.

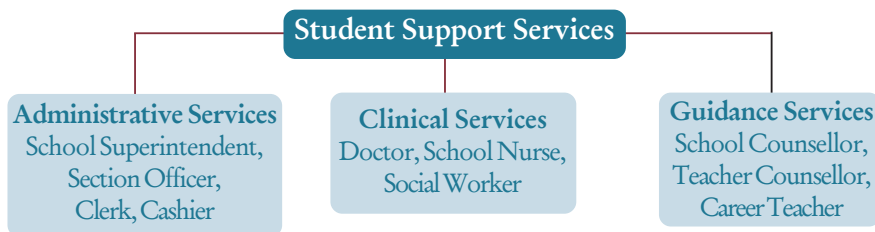


Fig. 3.1: *The student support services and associated professionals*



3.3.1 Administrative and Accounting Services

The school superintendent, section officer, clerk, cashier, etc. generally manage these services. They keep the records of admission, fees, leave, attendance, discipline and conduct of each student. Each student record is filed in a centralised office in the school. Records are maintained throughout the student's attendance at a particular school. Teachers have access to the student records and in most cases part of the academic achievement record provided by a teacher make up a significant proportion of the student record. The school principal/superintendent can utilise the information in the student records for preparing the student profile, which is required when the student shifts to another school or enters an occupation. The information can also be utilised for providing consultation to parents in case of truancy, long absence or behavioural problem of a student. It can be used by the counsellor for providing counselling to the student.

3.3.2 Clinical Services

The non-instructional professionals such as school doctor, dentist, speech therapist, school nurse, social worker and health worker provide these services. These professionals take care of a student's general health and may provide clinical and diagnostic services. They may refer the cases to specialists in hospitals and to special clinics, if need be. The social workers and psychologists visit homes and gather information about family, neighbourhood, locality, etc. to collect additional data for the case history and case study of individual students. You, as a teacher, must have made use of these services in your school some time or the other.

3.3.3 Guidance Services

As already stated in the beginning of this unit, guidance services help the students in their all-round development through meeting their personal, social, educational and



Self-check Exercise 1

Suppose you are a counsellor in a school. Grade IX students ask you the questions given below. Where would you direct them to go to get the answer? Write T if you would ask them to go to the teacher, write AS for administrative staff and SSS for student support staff.

1. Who can explain Newton's laws of motion?
2. I am finding studies very difficult. Do I need to join coaching classes?
3. Why can't the marking system be replaced by grading system at the Board Examination?
4. I can't sit for the examination, I feel very nervous and anxious.
5. How can I improve my spellings?
6. What stream of subjects should I join after I pass X grade?
7. I cannot read from the blackboard clearly.
8. I am being scolded at home all the time. What should I do?

career related needs. This will enable them realise their full potential to take them towards the road to become fully functioning individuals, i.e. individuals who are able to use their potential to the fullest. Thus, guidance services help individuals to be able to help themselves, and also contribute to the development of the society by making them useful and productive members. Guidance as a professional service helps to achieve this goal through a number of activities and programmes which are being discussed in the form of guidance services. You will read about the essentials in a guidance programme in the next section.

3.4 THE SCHOOL GUIDANCE SERVICES

In the previous section of this unit you have studied various types of student support services, guidance being one of them. Let us take a look at the pie diagram showing various services of the school guidance programme. The size of the pie pieces in the diagram depict the relative significance of each of the guidance services in a school guidance programme.

As shown, the counselling service is the ‘heart’ or ‘pivot’ of all other services. As stated in Unit-1, it is the ‘core’ service around which all other services revolve; they contribute to this core service and strengthen it. We will now discuss these guidance services in detail. Various authors describe services using different categorisations—some on the basis of functions performed, some on the basis of individuals or groups served.

The sequence in which these services have been described below is more or less in the order when the need for each of them emerges, e.g. orientation services is generally provided in the beginning of the school session, it is therefore discussed first though it can also be provided in the middle of the session to newcomers to the school. Other services can also be provided in different order according to the need. As the title of the unit suggests, all the services described below are essential to meet the goals of guidance, i.e. meeting the educational, personal, social and career related needs of students. How each of these services contributes to the goals of guidance is also discussed.



Fig. 3.2: The seven different components of the school guidance services with counselling as its core

3.4.1 The Orientation Services

Think back on the last time you felt uncomfortable in a situation. Was it because you were uncertain about





what was expected of you, or perhaps because the surroundings were foreign to your experience? We all feel much more at ease when we know something about our surroundings, where we are to go, what we are to do. This comfort level also allows us to learn quicker. So too some kind of familiarity is helpful for students facing new situations. The orientation service is basically meant to familiarise students to new situations and enable them to adjust to it. Guidance is a service helping the pupil adjust to the school and the school adjust to the pupil. School orientation as a guidance service helps in fulfilling this goal by pre-empting problems faced by the student in the school system. Orientation may involve familiarisation with a new school situation, i.e. school building, curricula offered, school rules, regulations, examination system, teaching facilities, etc. This service helps smooth transitions that occur throughout the school life of a student. Transitions include from home to first school, from one school to another, from elementary to secondary and from secondary to higher secondary school, changes from one programme to another, and eventually a transition from the school system into the world of work.

The activities organised under this service help new entrants adjust to the school, feel completely at ease and make the necessary progress while in the school. Thus, it helps the student to avoid unnecessary fear and anxiety related to any new school-related experience. Orientation services may also be used to teach and model skills that students need to learn to adjust to any new situations. Orientation is generally organised as an activity with a large group of students, thus providing guidance to many students at a time. Orientation can be provided to a single student also but it is generally provided to groups of students.

Sometimes the orientation services may be extended to the community, especially parents. They have an interest in changes to the school systems such as rules and regulations, new school developments, new services or programmes that become available or even of parent involvement in the school programme.

For making this service effective and useful to students and the school system, the following points may be kept in view:

- *Orientation for all students*
Orientation should be for all and to the entire school, planned not only in the beginning of the school session, but also intermittently during the year for the students who may join the school later during the year.
- *Orientation to be in different areas*
Besides the physical surroundings, rules and regulations, etc. orientation needs to be done for the non-instructional activities, hobbies and other cultural activities available in the school.
- *Orientation to be need-based*
The needs of students at different school stages (primary, secondary, senior secondary) differ due to the age-related differences like the difference in the level of maturity or understanding of students, difference in the ability to carry out

school or other tasks satisfactorily, etc. Therefore, the orientation should be according to the requirements at the primary, secondary and higher secondary stages.

Orientation devices and activities

Orientation activities may vary at each school stage: some may be appropriate at the elementary, others at the secondary, still others may be meaningful and useful at the higher secondary stage and some useful at all the stages. Out of the activities given below, the teacher/counsellor will decide which activity is to be organised at a particular stage of education.

- Address the new entrants in small groups to clarify any doubts and questions regarding the new school and new class. The students may want to know about the curricular activities, out of class activities, methods of teaching, assessment etc.
- Meetings with parents to orient them about the school's policies, philosophy and programmes to help the child in adjusting to the school.
- Visits by personnel from the future school. These personnel give talks and clarify doubts; they sometimes distribute relevant material also to help students choose subjects and other activities.
- Sometimes schools prepare pupil handbooks written in an interactive manner, providing all information about school programmes and activities.
- Small group interaction is useful for developing positive and favourable attitudes towards school and education. This technique helps pupils in getting acquainted with each other in the beginning of the school.
- A 'get acquainted quiz' is effective in motivating students to know more about their school. A questionnaire on different aspects of the school may be used for the quiz.



Self-check Exercise 2

If you were to plan an orientation programme for new entrants of Grade VI students, list some activities you would plan and explain why.

3.4.2 The Individual Inventory Services/Assessment

You already know that the aim of guidance is to enable the students to help themselves. This calls for complete self-understanding of the children. As the teacher counsellor/counsellor you should know about the students in order to guide them properly. The 'individual inventory service', also referred to as 'assessment', helps in achieving this important goal of guidance as it enables the guidance worker understand the students through information and data collected about them with the help of various methods and techniques. The data collected are to be recorded and maintained. Proper planning of this service will enable you to collect authentic data about the students. We will now see the steps for planning the assessment of students.





Planning

The school, which adequately serves the educational and personal needs of pupils, must have sufficient detailed information concerning each pupil in order to understand him/her as an individual. This service, also known as student assessment, includes activities for collecting, synthesising, recording and interpreting pertinent information about students. Some basic principles to be borne in mind while doing assessment of students have been discussed in Module VI in the Unit on ‘Understanding Assessment and Appraisal’. Some principles are briefly discussed below:

Principles of Assessment

- Information should be obtained from reliable sources with the help of already tested techniques.
- All concerned school teachers should be involved in collecting and properly recording the data.
- Information should be recorded in clear, concise and readily understandable manner and should present some pattern or trend.
- The data collected may be compiled and maintained cumulatively over a period of time in the form of a cumulative record card (CRC) or kept in the form of either a booklet or stored in the computer to be maintained by the teacher counsellor.
- The data may be shared with the parent or made available to the next school at the time of his/her admission to it or to the teacher in the present school for educational/career or personal guidance.
- It may be made available to the employer or placement agency.

Data to be Collected

You may now ask as to what types of data should be collected about the pupil. It would include personal and family data, psychological test data, achievement data, anecdotal reports, autobiographies, teachers’ ratings etc. All this information needs to be properly collected, organised, synthesised and recorded. The information thus collected and recorded over a period of time in a systematic manner is called the ‘Cumulative Record’ of the individual student. You may be familiar with this practice of recording the information. We will now explain what is a Cumulative Record Card.

Cumulative Record Card

A Cumulative Record Card (CRC) is a document or a record of the relevant information collected over a period of time through various sources about a particular pupil. The CRC presents a complete and growing picture of the individual pupil concerned. The CRC is useful to various personnel like counsellors, teachers, employers, etc. in understanding the individual and assisting him/her in solving his/her personal, educational and career choice related problems in the school, and at the time of leaving it and joining the world of work.

There may be some variations in CRC but in general, the CRC contains information about the following aspects of an individual’s life:

- Identification data: Information like the name, date of birth, parents' name, school, class, section, address, etc.
- Background data: Information about family background, i.e. the parents' education and occupation, their income, number of siblings, educational background including schools attended, work experience, etc.
- Physical health: Height, weight, illness, physical disability, if any, etc.
- Psychological test data: Information obtained through various psychological tests about intelligence, interests, aptitudes, personality characteristics, values, attitudes, emotional and social adjustment, etc.
- Special talents/achievements: Information about outstanding achievements in the field of education, games and sports or performing arts, etc.
- Scholastic data: School achievement, notable accomplishments, strengths and weaknesses in school subjects and other activities in the past and present.
- Educational-vocational plans: Students' preferences for educational and vocational careers, parents' plans for the child, etc.

You can add some more information such as details of meetings with parents, details of correspondence with parents, anecdotal records etc. if it is relevant and available.

A specimen copy of the CRC is given below:

Outline of a Cumulative Record Card

Cumulative Record for Students

Name of the School Kendriya Vidyalaya
 Address Sector - 2, R.K. Puram, New Delhi


1. Personal Data

Name	Rakesh Kumar	Father's Name	Pradeep Sharma
Date of Birth	13.01.1991	Admission No.	000495
Present Address	BD-1052, Sarojini Nagar, New Delhi	Religion	Hindu
Language spoken at home	Hindi		
Other languages known	_____		

2. Family Background

Size of the family **05** Position in the family **03 (youngest of the three siblings)**
 Accommodation: Rented _____
 Owned a house _____ No. of rooms **02**
 Facility for study at home _____
 Pupil lives with
 Both Parents _____
 Father _____
 Mother _____ Type of family **Joint/Nuclear**
 Places the pupil has lived
 City Year Reasons for stay Reasons for shifting
 Delhi 1999 till date Father's job





Relationship with the child	Name and Address	Education/Age Training	Occupation	Income (Rs.)
Father	Pradeep Sharma	57 yrs. B.A.	Inspector	16,000/-
Mother	Shanti Sharma	50 yrs. 10 th	Housewife	—
Guardian	—	—	—	—
Sister Married	Gita Sharma	30 yrs. B.A.	Housewife	—
Brother Married	Prateek Sharma	22 yrs. (Bachelor of Engineering)	Student	—

3. Schools Last Attended

Name of the School	Class		Year		Reasons for change over
	From	To	From	To	
1. Kendriya Vidyalaya INA Colony New Delhi	1 st	4 th	1996	1999	Change of residence
2. Kendriya Vidyalaya R.K. Puram New Delhi	5 th	11 th	1999	till date	Continuing
3. —					

Earning members in the family

Name	Relationship	Income (Rs.)
1. Pradeep Sharma	Father	16,000/-
2.		
3.		
4.		

4. Scholastic Achievement

S. No.	Year	Class	Subjects (Optional only)	Failed/Passed/Promoted (marks obtained)	Position
1.	2005-06		English, Mathematics, Science, Social Studies, Hindi, Sanskrit	Passed 79.5%	2 nd in Class
2.	2004-05		— do —	Passed 75%	5 th in Class
3.	2003-04		— do —	Passed 80%	1 st in Class
4.	2002-03		— do —	Passed 76%	4 th in Class
5.	2001-02		— do —	Passed 79.2%	2 nd in Class

List the subjects in which you have achieved the highest marks in the last five years

1.	2001-2002		Mathematics	75	
2.	2002-2003		Science	75	
3.	2003-2004		Science	80	
4.	2004-2005		Mathematics	75	
5.	2005-2006		Mathematics	80	

5. Health and Physique

S. No.		2005-06	2004-05	2003-04	2002-03	2001-02
1.	Height	5'7"	5'5"	5'4"	5'3"	5'0"
2.	Weight	57 kg.	51 kg.	51 kg.	48 kg.	45 kg.
3.	Chest	Normal 36"	33"	33"	30"	30"
		Expanded 39"	36"	36"	33"	33"
4.	Eyes 6/6	Normal	Normal	Normal	Normal	Normal
5.	E.N.T.	Normal	Normal	Normal	Normal	Normal
6.	Lungs	Normal	Normal	Normal	Normal	Normal
7.	Any major illness in the past: No					
8.	Any disease: No					
9.	Any disability – temporary or permanent: No					
10.	Any other problem: No					



6. Psychological Test Data

S.No.	Year	Class	Name of Tests	Scores and Grades	Stanine Score
1.		10 th	R.P.M.*	54	IX
2.		10 th	D.B.D.A.*	NA*-15	X
3.		10 th	OASIS-3*	VA*-13 SC*-20	IX VI
4.		10 th	P.S.A.*	MEC*-15 Empathic Outgoing Divergent	VI
5.					
6.					

* R.P.M. – Raven Progressive Matrices
 D.B.D.A. – David’s Battery of Differential Abilities
 OASIS-3 – Occupational Aptitude Survey and Interest Schedule-3
 P.S.A. – Personal Style Analysis

NA – Numerical Ability
 VA – Verbal Ability
 SC – Scientific
 MEC – Mechanical

7. Personality Assessment

1. Introvert/Ambivert/Extrovert
2. Behaviour with parents : Aggressive/Submissive/
Likeable
3. Behaviour with peer group : Leadership/
Cooperative/ Follows
Leadership : Always/Somewhat/None
Sociability : Highly Sociable/Somewhat/Never
Initiative : Always/Somewhat/Never
4. Behaviour with teachers : Takes suggestions/
Argumentative/Discusses/Passive
5. Personality : Well behaved/Slightly balanced/
Emotional
6. Attendance : Very regular/Often regular/Irregular
7. Obedience : Always obedient/Sometimes obedient/
Rash
8. Responsibility : Highly responsible/Slightly
responsible/Irresponsible
9. Industry : Hard-working/Average/Careless
10. Homework : Regular/Irregular/Does no homework
11. Self-confidence : Always/Often/Never
Overconfident
12. Cooperative : Always/Often/Seldom cooperative
13. Personal appearance: Neatly dressed—Seldom/
Never

8. Other Activities in School

S.No.	Year and Class	Remarks*
1. Sports and Games 2005	10 th	Above average participation
2. Dramatics	—do—	Average participation
3. Literary	—do—	Above average participation
4. Social Service	—do—	Average participation
5. Athletics	—do—	Above average participation
6. N.C.C./A.C.C.	—do—	Average participation
7. Distinction (75% or above) obtained in any subject		
8. Any other		

* Mention any special achievement, awards, merit certificates or scholarship, etc.

9. Activities Outside School

1. Work Experience in _____
part-time or full-time job **N.A**
2. Hobbies **Watching cricket on TV**

10. Future Planning

1. Educational - Parents **Engineering** Pupil's **Engineering**
2. Vocational - Parents **Engineering** Pupil's **Engineering**

The CRC may contain additional information of the following types:

- Correspondence with parents
- Anecdotal records
- Details of interviews with parents
- Conduct or discipline

We will now study the various sources of the data that is collected to create the CRC and how this data is collected.


Sources of Data for CRC

Information about the individual student can be obtained from the student himself/herself and all those who are close to him/her such as parents, teachers, friends, neighbours, etc. This information should be authentic and true. Also it should be revised from time to time throughout the student's life.

Techniques of Collecting Information for the CRC

A number of non-testing and testing techniques can be used for collecting data about the individual student. Non-testing techniques such as interviews, observations, rating scales, questionnaires, inventories, checklists, self-description essays and autobiographies provide useful information on temperamental traits and interests. Testing techniques such as standardised psychological tests for measuring intelligence, aptitudes, interests and personality characteristics can be used for collecting





information for the CRC. You will study in more detail about these techniques in Module VI of this course in Units on ‘Using Psychological Tests’ and ‘Qualitative Assessment in Guidance and Counselling’.

Who Uses the Student Record?

The school counsellor, the teacher, the employer and the employment office often request information about a student. However, there is some confidential information recorded in the CRC, it should not be made available to those who might misuse it. Also if it is to be made available to some people or institution, it should be done with prior permission of the pupil and his/her parents.

How to Use the Information

It is also important to interpret the information properly keeping in mind the socio-economic background of a student, his/her parent’s aspirations, the student’s abilities, interests, etc. Those who have access to use the information should be properly trained or oriented in interpreting the information. The first step in successful interpretation of the CRC involves that a report be made based on the pattern of information in the CRC. The report should focus on those data in the CRC that throws light on the growth and development of the student as that only would prove helpful in providing guidance and intervention. The data could be clubbed under the headings – educational data, family/personal data, medical/psychological data etc. This report should be further summarised to bring out the individual’s profile of the client as given below:

Individual Profile (Drawn from the CRC Provided)

- Our client Rakesh Kumar comes from a middle class nuclear family.
- He has an elder brother already in the Engineering profession and an elder sister already married (housewife).
- He is the youngest in the family.
- He has been consistently performing well academically, as he is amongst the first five students in the last five years.
- His strong subjects are Mathematics and Science.
- He and his parents want him to do Engineering.
- He needs to be made aware of some more career options in the field of science.

Case for Counselling/Guidance

Though the client’s CRC and individual profile does not reveal any major areas where guidance or counselling is required, but one striking fact is that the client wants to be an engineer and so do his parents. His brother already is doing B.E. One might think it to be fine for two brothers to take up the same profession, but given the family background and schooling one might also think that the choice is more a convenient one made due to the lack of information available on career choices. Thus, the client needs career guidance in making a more informed choice about his career.

What needs to be kept in mind is that the conclusions drawn from the CRC need to be substantiated by information obtained from individual counselling sessions.

Only when the CRC findings are supplemented by the counselling sessions can we determine an appropriate intervention or help plan.

3.4.3 Career Information Services

You are aware that the society in which we live and work is becoming more and more complex day by day. While on the one hand, many youngsters are not able to get a job of their liking, on the other hand a large number of positions in every organisation are lying vacant for want of suitable workers. Not only this, a variety of new job opportunities which were unheard of a few years ago are coming up in the employment market about which the young job aspirants need to know. This situation calls for providing guidance or assistance to students at the school stage to expose them to the requirements and trends pertaining to the world of work and help them take wise career related decisions. The Career Information Service caters to this need. Career information refers to the helpful data about jobs, industries, work processes, employment trends, and opportunities. This service may entail the information about the nature of work, details of the work conditions, method of entry into the job, essential requirements for entry into it, methods of promotion, promotional avenues, salary or earnings, future trends of the job, occupational hazards and good features, etc.

The Career Information Service has three aspects:

- Collection of information
- Classification and filing of information
- Dissemination of information for guidance in career planning and preparation

Collection of Information

The career information is collected from sources, which may be classified as primary and secondary sources. Some points are presented below; details are given in the Unit on 'Collecting Career Information' in Module V.

Primary Sources are workers, professionals, colleges/training institutions, etc. The career information can be collected through personal interviews, visits and through questionnaires.

Secondary sources are the career literature or information and material brought out and published by the Government and Non-Governmental agencies. These publications can be of different types.


Types of Information Material

The career information material can be in the form of handbooks of training facilities, career pamphlets, job monographs, booklets, brochures, newspapers, magazines, audio-visual materials such as audio and video cassettes, film and filmstrips, CDs, field reviews and survey reports etc.

Appraisal of Information

Would you like to use information, which is outdated, incomplete, inadequate and unreliable? You would certainly say 'No'. In order to have up-to-date and accurate information, it needs to be evaluated. You would like to find out who published the





information, which agency or organisation conducted the survey or collected the information before it was published, when was it published, what methods were used to collect the information, whether the information is authentic and up-to-date.

Classification and Filing of Information

In order to be readily available, information collected for the purposes of guidance and counselling needs to be properly classified and filed. There are many methods of classification of information. You will find these methods discussed in the Unit on 'Classifying Career Information' in Module XII.

The guidance worker should use a simple and usable method of classification of information. A few of the simple methods are: classification according to alphabetical order of occupations, occupations based on the interests or ability level or according to school subjects.

Dissemination of Information

The information, both occupational and educational, duly collected, classified and filed must be disseminated among the students and other interested groups. As a teacher, you may have given information to people, individually and/or in groups. The methods of dissemination of information have also been discussed in detail under Module XII in the Unit on 'Dissemination of Career Information'.

Who would Organise the Career Information Service?

A trained teacher/counsellor is the overall in charge of this guidance service, but if a career teacher with short-term training to organise career information service is available in the school, s/he will be responsible for organising this service.



Activity 1

After going through various sources like newspapers, advertisements, websites, career literature etc. prepare a list of new and emerging careers in your country.

3.4.4 The Counselling Services

Counselling is the 'heart' of all guidance services. What does that mean? It means that all other guidance services serve as supporting services to this most essential service; it is the 'pivot' of all guidance activities. Counselling is a one-to-one helping relationship, which focuses on the individual's growth, adjustment, problem solving and decision making needs. However, counselling is nowadays also being practised with groups of children having common problems.

Effective counselling not only requires counsellors with the highest level of training and professional skills but a certain type of personality also. The counsellor, from time to time to understand the student's problems and his/her strengths and weaknesses, to provide the student with information about himself/herself and about

the world of work, to help him/her gain insight into his/her problems and arrive at a solution, uses counselling interviews. Thus, you will see that the data collected through Student Inventory Service would be useful to the counsellor in understanding the student's assets and liabilities and the Information Service will help the counsellor provide relevant information (educational, personal-social or career related) to the student during counselling. This will enable the student to take conscious decisions about educational/occupational opportunities and other personal-social issues. Communicating and discussing student information on any other issue to clarify student perceptions or beliefs about themselves or others would require the use of counselling skills and approaches. Some of the approaches to counselling and skills required are presented in Module II in Units 1, 2 and 3.

Who Should be Doing Counselling?

Since counselling is a function that requires a high level of skill as well as special professional training, it should only be done by persons who have the necessary educational background and professional training. Neither the ordinary school teachers nor career teachers (teachers trained to impart career information) have the training or competence of this kind. It is binding upon them, therefore, that they should not be indulging in counselling with students, though they may carry out other guidance functions such as disseminating occupational information, maintaining cumulative records, collecting pupil data through non-testing techniques, etc. The actual work of counselling with students should only be done by a qualified counsellor/teacher counsellor. After undergoing this whole programme, you will be capable of providing counselling to students.

Prerequisites for Counselling

The important prerequisites of counselling are confidentiality and privacy. The counsellor therefore needs a separate quiet room where s/he can meet and interview the student in privacy for counselling. A quiet place/corner should be made available where students can discuss with the counsellor without any fear. The counselling room should be furnished with furniture, i.e. an almirah, chairs, tables, etc. where the client feels relaxed and comfortable. At least one almirah, two or three shelves, display racks, etc. may also be required for display of career literature, charts and posters and other guidance material. Adequate publicity of this service may be given in the school so that the students, teachers and parents needing counselling may utilise it.





Self-check Exercise 3

Tick mark the following statements as True or False:

1. A teacher with a number of years of teaching experience is sufficiently equipped to do counselling with students. True/False
2. Counselling will not be successful if students are asked to come to discuss their problems in school staff room. True/False
3. All services in the guidance programme are equally important and need equal time and effort by the counsellor. True/False
4. Understanding the students' problems is not necessary before planning guidance programme. True/False

3.4.5 The Placement Services

This service helps students to get into the right courses of study, technical or professional training, or a job. Campus selections and interviews are organised in colleges and higher institutions of learning to help individuals get into placement institutions. At the school level, the counsellor is supposed to carry out this function with the help of the community, especially employment agencies.

The counsellor may also help students in being placed in the training institutions, extra-curricular programmes, hobby clubs, etc. The counsellor needs to establish good liaison with all such institutions. The counsellor would give the necessary information about entering these places, would guide the students in preparing their bio-data, writing applications, and preparing for the interview. The counsellor may use his/her personal contacts for placement of students in part-time or full-time jobs and training. On such occasions, s/he may have to provide personal information about the students to the employer. Since providing the confidential personal information in some cases may involve legal issues in some countries, it is advisable to take the consent of the student or parent in writing before providing any information to an outside person/agency so as not to violate the privacy of the student.

Time may also need to be devoted in preparing briefs about student information and for letters of recommendation for the employing agencies.

In fact, all such information can be culled out from student's cumulative record card (CRC) available in the school.

3.4.6 Coordination and Consultation

Consultation is a form of outreach in which the counsellor provides services to administrators, teachers, parents, etc. It is a process of helping the client through a third party. It is receiving increased attention in communities because of the increase in the number of students needing counselling and the specialisation of personnel involved in various types of counselling services such as personal, career, marital, family counselling, etc.

You can be a consultant and an expert in the field to offer personal expertise to others, both within and outside the school. Some of the skills that as a consultant you should possess are communication and interpersonal skills and other skills to establish contact and liaison with various community agencies and coordination among them.

3.4.7 Prevention Services

This involves organising large scale programmes for awareness generation regarding personal, social problems and issues to prevent occurrence of mental and physical problems. Research suggests that it is better to work towards prevention rather than wait for problems to show up and then take remedial action. The school counsellor ensures provision of activities and facilities in school which meet all student needs and make the school a satisfying place for every child. The teachers, counsellor and the administrators have to work for reducing factors which may cause stress, boredom or fatigue among students, identify stress-prone groups such as the disadvantaged, first generation learners, children of divorced or single parent families, provide special assistance and attention to help them for promoting their health and well-being. Counsellors will also establish linkages with health care professionals. The goal of school mental health programmes is to create a healthy environment for students so that issues that would result in early leaving, dropout, truancy, drug abuse, violence, etc. might be reduced.

3.4.8 Research and Evaluation Services

Research

Research and evaluation are services that are useful in creating new programmes and monitoring the effectiveness of programmes being delivered in a school.

School guidance research may come from the large amount of data that is collected on school behaviours, situations and changes in school age populations. At the school level, a counsellor is not often involved in directly analysing collected data but certainly plays a role in collecting raw data. Part of this data collection may be initiating programmes that consist of follow-up activities. Follow-up programmes involve keeping in touch with passing out students or dropouts for a period of time. Such information tracking may lead to:

- finding out further ways for serving the current student needs, and
- determining the influence and value of the school activities for the improvement of the student.

Follow-up

Follow-up activities can provide feedback to the counsellor on the effectiveness of his/her work. Follow-up activities might consist of a variety of techniques such as the use of questionnaires, personal contacts and telephone interviews. The choice of a technique for the follow-up will depend upon whether the former students are available for interview on the telephone, can be mailed the questionnaire or can be personally interviewed by the counsellor for their feedback in a face to face situation. After



collecting data or opinions on a programme, a counsellor may evaluate a number of components of that programme such as her/his own effectiveness, the administration of the programme, student reactions, with eye to improving the overall programme.

Now let us look at how evaluation plays a role in strengthening guidance and counselling services in a school.

Evaluation

Evaluation of guidance services is essential for improvement and tailoring of programmes to be most effective for students. Programme evaluation can identify strengths and weaknesses of various methods, strategies and techniques used in a programme. Proper record management is essential to carrying out an effective programme evaluation.

Evaluations may also be applied to individuals, whether it is the student or the counsellor. Student's academic evaluation is certainly part of every child's school experience. However, mental health, behavioural and skill evaluations are carried out periodically. You saw earlier how assessments plays a role in the overall student counselling services. Counsellors may also participate in self-evaluations to see where they can improve and expand their own professional capabilities. Others in the school system such as the principal or programme administrative staff might agree to participate in this evaluation. Generally, as research expands and new ideas for guidance and counselling in schools are implemented, counsellors will want to continually improve their own capabilities at delivering the appropriate services.

Therefore, research and evaluation often become one method for self-improvement. This leads to delivery of more effective and potentially more successful school programmes.

To sum up, we can say that 'counselling service' could be considered as an important service amongst all the services. As counselling works on the information collected through student inventory and assessment techniques, it serves as a bridge between the information gained through the assessment procedures and information gained about the world of work through career information service provided to the client in the counselling interview. Moreover, the counselling process also gets facilitated by the research and evaluation as they provide new techniques and methodologies to monitor effectiveness of counselling. Orientation as a guidance service provides information about the



needs of new entrants to plan the various guidance and counselling activities according to the needs of the individuals in a new set-up. Coordination and consultation which are forms of indirect interventions along with placement are at the periphery of guidance activities but also contribute to counselling through their necessary support functions. This discussion shows how counselling draws from all other services and is central to the achievement of guidance goals.

Activity 2



Identify a school in your city/town that has a guidance programme. Study the various services that this school offers. List all these guidance services and describe at least one activity being organised under each service in the school.

3.5 Summary

In this unit, you have studied the educational school structure. You have learned that for the all-round development of pupils, the school needs to offer something more than just information. Student support services help education achieve this goal. You have just seen that there are three major types of student support services, guidance being one of them. You were made aware of the essential school guidance services which should ideally operate in a school. You now know that each service is an important aspect of guidance programme and helps in serving the counselling needs of students.

The other guidance service, the individual inventory service or assessment helps the guidance worker develop understanding of his/her students which facilitates the guidance and counselling process. The major tasks under this service are to collect, synthesise, record and interpret data about each individual student. The cumulative record card (CRC) is the main tool for recording and maintaining information about students. Different testing and non-testing techniques are used for collecting data of an individual on a CRC.

Career information is another important service to help in educational and career guidance and counselling of students. The educational and occupational information is collected, classified, filed and disseminated among the interested students to develop career awareness and exploration through various individual and group methods which would facilitate career decision making. You are aware that the information needs to be evaluated to see whether it is authentic, reliable and up-to-date.

Counselling is a highly professional activity to be carried out only by a trained professional. There are various prerequisites for counselling which may be taken care of by the counsellor and the school.





Confidentiality and privacy are important in counselling which should be practised by the counsellor and all other guidance activities and services provide support to counselling and in a way strengthen it. That is why we call this service as the 'heart' of the guidance programme.

The other services that we discussed in this unit are consultation and coordination which enable the teacher counsellor establish linkages with other services in school and make use of out of school resources (community resources) for the benefit of students. Through the placement service, students are helped in selection and adjustment in different subject streams, or vocational training courses or in careers. Liaison with various community agencies and other employers facilitates the right placement of students.

A counsellor works not only for the remediation but for prevention to pre-empt occurrence of problems. The importance of research and evaluation cannot also be undermined as they not only improve upon the efficacy of the guidance programme but improve the effectiveness and professionalism of the counsellor too. It is important that all these services should be planned properly with detailed activities to be carried out grade-wise keeping in view the developmental needs of students. It has also been highlighted that this task needs to be done by the trained guidance worker/counsellor in consultation with the school principal, other teachers, students and parents.

Self-Evaluation Exercises

1. Describe the three student support services in the educational system.
2. Which one of the school guidance services is considered to be the most important of all guidance activities? Explain why this service is known as the 'heart' of the guidance programme.
3. Examine the specimen CRC and write a short report in approximately 250 words, that would form a summary of the student record appropriate for seeking a career in the field of 'Engineering'.
4. Survey the sources of career information in your city and list two direct sources. Give your reasons for the selection of these two sources.

Answer Key to Self-evaluation Exercises

1. Define Student Support Services.
The services are provided in schools for the welfare of students. These are:
 - a. Non-instructional in nature.
 - b. Provided by people from the school who are especially trained for the purpose or simple employees like superintendents and caretakers.Student support services are of three types – Child Regulatory and Accounting Services, Clinical Services and Guidance Services.



2. Counselling Service is known as the ‘heart’ of the Guidance Programme because

- All other guidance services provide a supporting role and counselling is the pivot of all guidance activity which contribute to achieving guidance goals.
- Counselling seeks to help the student understand his/her problems, strengths and weaknesses and the world around them.



3. CRC–The report should highlight information about the physical, familial and scholastic background of the student that reflect his aptitude for engineering. The report should highlight significant variables helpful/unhelpful in his educational and career development.

Example:

- Educational: Performance in any subject/area that may facilitate his entrance into the engineering field.
- Family/person: Individuals/resources of the family or any other information that may prove helpful in the choice of career.



4. People working in an industry or organisation are the first point of direct contact for collecting career information. Therefore, the answer should include the following:

- Identify an industry or a training institution where you can interview employees for collecting career information. Interview the employees with the help of a questionnaire.
- Collect information related to job profile and prepare a list of salary and emotional aspects.

Answer Key to Self-check Exercises

Self-check Exercise 1

- | | | | |
|------|--------|--------|--------|
| 1. T | 2. SSS | 3. AS | 4. SSS |
| 5. T | 6. SSS | 7. SSS | 8. SSS |

Self-check Exercise 2

Your answer may cover some of the following points:

- Meetings with parents to acquaint them with the school policies, rules and regulations, out of class activities, etc.
- A write-up about the school to be distributed among parents and students.
- Small group interactive sessions with students to promote social interaction among them.
- Question and answer session with new entrants in small groups to clarify their doubts and questions about the school, class activities, subjects, teachers, teaching methods, etc.

Self-check Exercise 3

- | | | | |
|----------|---------|---------|----------|
| 1. False | 2. True | 3. True | 4. False |
|----------|---------|---------|----------|



Suggested Readings

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4

Guidance and School Curriculum

- 4.0 Introduction
- 4.1 Objectives
- 4.2 Meaning and Types of Curriculum
- 4.3 Guidance and Curriculum
- 4.4 Goals of Guidance
- 4.5 Guidance: An Integral Part of School Curriculum
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 - 4.6.1 An Explicit Guidance Curriculum
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Guidance and School Curriculum 4

4.0 INTRODUCTION

Guidance has been recognised as an integral part of school education for the holistic development of the personality of the student. In view of this need for guidance to make a well-adjusted person, several commissions and committees have recommended the inclusion of guidance and counselling in the school curriculum. This unit explores the ways and means of integrating guidance and counselling with the entire school curriculum.

This unit presents a brief understanding of why guidance has to be an integral aspect of curriculum for which you need to know about the nature and types of curricular activities in a school and the possibilities of integrating guidance and counselling with the curriculum. With a view to helping you see the relationship, the goals of guidance and counselling are revisited. The unit also provides the rationale and the various practical ways of integrating guidance and counselling into curriculum.



4.1 OBJECTIVES

After going through this unit, you will be able to

- *explain* the concept of curriculum.
- *differentiate* between the types of curricula.
- *review* the goals of guidance.
- *justify* the need for integrating guidance and counselling with school curriculum.
- *explain* the features of guidance-based curriculum.
- *describe* the ways in which guidance could find a place in a school curriculum.
- *identify* guidance activities which may be integrated with school programmes and activities.

4.2 MEANING AND TYPES OF CURRICULUM

You are aware that children learn things in different ways as they grow up. Some of them are based on their life experiences outside school, others are planned and presented by the school. In a way, school is the agency created by civil society to transfer socially desirable goals. However, learning in a school happens through all kinds of experiences.

The structured experiences provided by a school are broadly referred to as the “curriculum.” In other words, curriculum is the sum total of the experiences provided by a school to its students. But curriculum could be viewed from different perspectives and hence we do find that curricula are of different types.

- *Overt or explicit curriculum* — It is the curriculum that is planned and prepared by the curriculum makers and made available in the form of a document to those who have to implement it. For example, the National Council of Educational Research and Training (NCERT), New Delhi is an agency that prepares the curriculum for school education in India, which is subsequently adapted by the states according to their contexts. Since, curriculum refers to the sum total of experiences, it would include not only the curriculum document but also the syllabus, textbooks, films, and supporting teaching-learning materials that are necessary for providing the intended learning experiences by a school.
- *Societal curriculum* — Learning does not happen only in the school or only through education provided by the school, but children learn a whole lot of things in the family, neighbourhood, community and society. Society has its own curriculum for a growing individual, which may be called the societal curriculum. Societal curriculum is defined as: “...[the] massive, ongoing, informal curriculum of family, peer group, neighbourhood, church organisations, occupations, mass media and other socialising forces that ‘educate’ all of us throughout our lives” (Cortes, 1981).
- *The hidden or covert curriculum* — All learning by children cannot be attributed to school, all schools do not produce the same learning. Schools do differ from one another in their organisational structure, policies and practices, routines, as well as the attitudes and beliefs of the functionaries. Hence, every school has an explicit curriculum as well as a hidden curriculum. According to Longstreet and Shane (1993), the “hidden curriculum, refers to the kinds of learning(s) children derive from the very nature and organisational design of the public school, as well as from the behaviours and attitudes of teachers and administrators ...” Children sitting in a certain manner in the classroom or walking in a queue while moving from one class to the other are due to learning caused by the hidden curriculum.
- *The null curriculum* — All schools do not teach everything present in the explicit curriculum. As Eisner (1994) puts it, “There is something of a paradox involved in writing about a curriculum that does not exist. Yet, if we are concerned with the consequences of school programs and the role of curriculum in shaping those consequences, then it seems to me that we are well advised to consider not only the explicit and implicit curricula of schools but also what schools do not teach.” From this perspective, the null curriculum is that which is present in the curriculum



but not taught in schools. For example, in the context of Indian education, schools are expected to include work education and yoga curriculum but it is not treated at par with language or mathematics and hence would make up the contents of the null curriculum.

Apart from the above four types, curriculum could also be viewed from the angle of its implementation and outcomes.

- *Curriculum-in-use* — The formal curriculum of a school, which as said earlier refers to the explicit or written curriculum, comprises those things present in textbooks, and other documents. However, all “formal” elements are not taught in every school. The curriculum-in-use is the actual curriculum that is implemented in a school and delivered by each teacher. Looking at curriculum from this perspective, a set of schools in a district may have the same explicit curriculum but may have different curricula-in-use. For example, some schools may not offer the commerce stream because of non availability of staff or sufficient number of students opting for this stream.
- *Received curriculum* — Not all students learn all things presented through a curriculum. In other words, there is always a difference between what is intended to be learnt through a curriculum and what is actually learnt by the students in a school. Those things that students actually learn in a classroom, those concepts and content that are truly learnt and remembered by students are called the received curriculum.



Self-check Exercise 1

A. Match the items in column A with the appropriate one in column B.

Column A

1. Explicit Curriculum
2. Societal Curriculum
3. Hidden Curriculum
4. The Curriculum-in-use
5. The Null Curriculum

Column B

- (a) Informal by nature
- (b) Implemented curriculum
- (c) The written curriculum
- (d) Not taught in school
- (e) Governed by teacher attitudes

B. Fill-in the blanks.

- (i) Textbook is a part of the _____ curriculum.
- (ii) Achievement tests measure the resultant learning from the _____ curriculum.
- (iii) Parents are the implementers of the _____ curriculum.
- (iv) What is not taught in a school may belong to the _____ curriculum.

4.3 GUIDANCE AND CURRICULUM

It is clear from the previous units that guidance is required not only for the adequate educational or intellectual development of students but also, for the various other domains of a student’s life, such as the interpersonal relationships, personal-social adjustments and career planning, etc. Therefore the role of guidance spills over into

the societal curriculum as well as the hidden and null curricula. Guidance is also an approach which has to be incorporated into the overall management practices and the pedagogy and not just in the explicit curriculum of the school. So far as the explicit curriculum of the school is concerned, it does not have Guidance and Counselling in it because it is not a separate subject like English or Mathematics. The explicit curriculum, for example, consists of subjects in scholastic areas such as languages, mathematics, science, social studies and subjects in co-scholastic areas such as health and physical education, art education and work experience. One of the reasons behind guidance and counselling not being in the school curriculum is the view that personal, social, and career development of the pupil is to be taken care of by the family and the parents and hence it may be a part of the societal curriculum for a growing individual.

However, the family and the parents alone cannot fulfill this role. They are also not in a position to provide specialised guidance to children because in some cases it is too technical to be managed by the parents. For us to examine the features of a guidance based curriculum, we need to explain whether guidance and counselling could be a part of the explicit curriculum or the hidden curriculum or if it is to be taught directly or learned incidentally through the curriculum-in-use. In order to answer these questions, you need to revisit the purpose for which guidance and counselling was recommended to be a part of the school curriculum. Also, you need to think of the type of curriculum and the possible nature of integration.

4.4 GOALS OF GUIDANCE

Guidance at the school level is needed for various purposes. The need for guidance relates to not only academic preparation and planning but also extends to mental health, interpersonal relations, career development, and work adjustment. Broadly speaking, it is directed at promoting the fullest development of each individual.

You studied in Unit-1 that school guidance and counselling programmes are organised under three areas namely: educational, vocational and socio-personal. Let us revisit the aims and objectives of the school guidance and counselling programme under these three areas.

Educational Guidance

- Help students with their academic difficulties and adjustment to school.
- Assist in developing appropriate educational plans by providing information about the educational alternatives available to them at each stage of their schooling.
- Understand how education relates to occupational choices.
- Help both parents and children by giving information related to various courses and different colleges/schools located in the region.

Vocational Guidance

- Promote the culture of work ethics and dignity of labour.
- Help to explore career alternatives.
- Organise in-school and out-of-school experiences, activities and interests to learn more about self and the world of work to make choices and plans.



Socio-personal Guidance

- Help students understand the various physical and social-emotional developments that take place in the concerned stage of life.
- Help students to know and appreciate themselves.
- Guide how to relate effectively with others.
- Help to overcome the fear, anxiety, tension, etc. which hinder their well-being and personal adjustment.

4.5 GUIDANCE: AN INTEGRAL PART OF SCHOOL CURRICULUM

Guidance and Counselling Services have been recognised as necessary in India and the third world countries as well as the other parts of the world in view of its impact on shaping human lives in the formative years. It is also believed that a school curriculum is the ideal place where it needs to be included since families may not be able to meet the challenge of providing guidance to growing individuals. Despite its importance, there has not been much development in guidance and counselling as a professional practice. A number of factors operating together are responsible for the apathy and indifference on the part of the administration and the community and complacency on the part of teachers, who believe that counselling is irrelevant in the existing educational context with so much competition from other sources. One of the most important reasons for counselling not having a very impressive status in developing countries, including India, is the limited facilities available for training professionals. It is also due to the “social stigma” or misconceptions attached to receiving counselling. A lot of inhibition and resistance exists even today. One of the ways in which this stigma and resistance could be addressed by emphasising how essential guidance and counselling are and by integrating them with the school curriculum.



4.6 WAYS OF INCLUDING GUIDANCE IN CURRICULUM

In this unit you have explored the various types of curricula and revisited the goals of a school guidance programme. You will try to relate these two in this section. In other words, you have to understand the ways in which guidance could find a place in the school curriculum.

4.6.1 An Explicit Guidance Curriculum

When guidance has its own existence as a subject area with a set syllabus, instructional material, guidelines and objectives for each grade level with specified time in the school schedule, it will be considered having an explicit curriculum.

As stated earlier, the reason for non-inclusion of guidance in the formal school curriculum was that it was viewed as the responsibility of the family because of the kind of needs it catered to. With increasing complexity in the world of education and occupation and the decreasing availability of time for parents to provide the kind of service and support needed, the view that guidance should become an integral part of school curriculum has gained ground. In other words, if guidance was a part of societal curriculum earlier, the view held now is that it should be in the explicit curriculum of school education. An explicit guidance curriculum, like in all other areas of curriculum, would have organised content and activities that are developmentally appropriate for students in the different grades and would aim at teaching the knowledge and skills they needed to be self-sufficient and lead socially responsible lives. Such a curriculum, for implementation, would require not only a specially appointed guidance counselor in every school, but also a grade-wise syllabus, guidance curriculum guides, teaching-learning materials, and an annual calendar for the guidance program. Apart from all these, such an inclusion would also necessitate that the outcomes of guidance is evaluated and included in the grading of students, as done in all other subject areas of school education. The school would have to provide adequate resources and staff support for the implementation of the programme. The programme may suffer if such provisions were not made available.

4.6.2 Guidance as an Approach or Philosophy

Such a curriculum may not have a separate curricular area, teacher or textbook for guidance but may form an integral part of the total experience, i.e. it will permeate the entire explicit as well as the hidden curricula. Such a curriculum attempts at integrating guidance philosophy/messages to cater to the guidance needs of students besides its regular instructional programme. Teachers integrate the entire guidance philosophy into their behaviours and interactions with students in classroom and into entire school practices. Even though assessment of outcomes is undertaken, it may not form a part of the grading of students. Such an approach needs the entire school staff including the administrators to be oriented to guidance.

4.6.3 The Subject-based Guidance Curriculum

This type of guidance curriculum overlaps in its meaning with the “guidance integrated curriculum.” In such a curriculum, the regular subject teachers, in the course of teaching





a school subject, would identify and implement those inputs and experiences that lead to the attainment of objectives of guidance along with those of the subjects concerned. In a way, it would mean providing a guidance perspective to specific school subjects or adding “units on guidance” related to the subject syllabus, such as a unit on “communication skills” with the language curriculum, “getting along with others” in the social studies curriculum, etc. Similarly, a science or mathematics teacher, while teaching a topic from the concerned subject could also explain the occupational contexts where knowledge of the topic is essential or may help in obtaining a career in that area. Teaching of mathematics can include units on value of money, financial budgeting and saving, understanding gain and loss, time management, etc. Or, any teacher may provide context specific corrective inputs to improve the study habits of students as part of integrating guidance.

4.6.4 Guidance as an Ancillary Student Service

You are aware that the health status and promoting a healthy living is a concern of schools. However, schools may not have medical practitioners on its rolls because it is viewed as a service to be provided to the students on an event basis. But monitoring of health status of students is provided for the welfare of students and is done periodically. Similarly, guidance may be viewed as an area in which intervention is provided by staff especially trained and appointed for this purpose. It is organised as a specialised service with its own curriculum and it is limited to the extent that only those who need it are provided with the service. Here, guidance is a part of school but not its regular curriculum. It may be an incidental activity provided to the students on need and demand basis. Here the especially appointed staff is only working on a part time basis. In such an approach the counsellor may not be available when the students need them and is not available to all the children but only to those having problems. It is something like a school providing the school bus to only those students who need transportation facility and that too on payment. In other words, guidance and counselling is viewed here as ancillary service provided by the school to its students.



Activity 1

List any two reasons for integrating guidance with curriculum. Also discuss any two ways in which guidance can be integrated or included into your curriculum.

4.7 DESIGNING A GUIDANCE BASED CURRICULUM

A specialised guidance programme would need to be prepared for an explicit curriculum. A curriculum for guidance for example, would take into account the individual needs and social demands as a source from which to draw curriculum content. Such a curriculum deals with the experiences of the learner both inside and outside the school, as long as the activities are planned. Curriculum at the school stage, which implies the sum total of experiences provided in a school, are now based on functional areas

of living such as family living and other personal relationships, civic responsibility, vocational participation, leisure-time activities and also a philosophy of life pertinent to all of these.

Designing a guidance curriculum is the first step in offering a guidance programme. According to Myrick (2003) there are seven basic principles of a developmental school-counselling programme:

- It is for all students.
- It has an organised and planned curriculum.
- It is sequential and flexible.
- It is an integrated part of the total educational process.
- It involves all school personnel.
- It helps students learn more effectively and efficiently.
- It includes counsellors who provide specialised counselling services and interventions.

Myrick offers eight broad areas that might be typical of a school's guidance curriculum:

- Understanding the school environment;
- Understanding self and others;
- Understanding attitudes and behaviours;
- Decision-making and problem-solving;
- Interpersonal and communication skills;
- School success skills;
- Career awareness and educational planning; and
- Community pride and involvement.

As far as the school guidance programme is concerned, Gysbers and Henderson (1994) argue for a comprehensive guidance programme. According to them, the programme of educational and vocational guidance comprises four components:

- *Design of the Guidance Curriculum* – The guidance curriculum is at the centre of the developmental part of the comprehensive guidance programme. It describes statements as to the goals for guidance instruction and the competencies to be developed by the students. The curriculum is organised by grade level. It is designed to serve all students and is often called a programme for classrooms or large groups of students.
- *Individual Planning* – A guidance-based curriculum has a characteristic feature where it trains the individual/student into handling his/her life situations better. The activities related to the planning component are delivered or organised either on a group or an individual basis. This is brought about by training the individual in planning his/her personal, educational, and career development. They are helped in understanding and monitoring the growth and development of their plans and to take action on each consecutive step, educationally or vocationally.
- *Responsive Services* – The purpose of this component is to provide special help to students who are facing problems that interfere with their healthy personal, social, educational, or career development. It refers to the provision of preventive action for the students who may have chosen an unhealthy or inappropriate solution to





their problems or have been unable to cope with a situation. Remedial interventions also are provided for students who have already made unwise choices or have not coped well with problem situations. This component includes such activities as individual and small group counselling (refer to the Unit-1 on 'Group Counselling' in Module IX), consulting with staff and parents and referring students and families to other specialists or programmes, special educator, social worker, or medical specialists, etc.

- *System Support* – This component has two parts. It includes activities necessary to support the above mentioned three components, and activities implemented by guidance staff that support other educational programmes. Support that the guidance programme needs include such activities as orientation of school staff, identification and utilisation of community resources, budget, facilities and policy support. Support that the guidance staff provides to the school programme includes the assistance through individual planning activities e.g., choice of courses and activities by students, linkage with special education programmes, and preparation of student records involving the school personnel.

So far you have seen how to design a guidance curriculum. Now we shall try to understand how integration of a guidance programme can be achieved.

You are aware that guidance and counselling includes activities which could also be explained in terms of a cluster of services such as orientation service, information service, testing service and counselling service, etc. You are also aware that if some services like orientation service or information service can be provided by a suitably trained teacher, some others like counselling service would require a professionally trained counsellor. Hence, for you to decide how a guidance programme should be provided, you have to know whether there would be a professionally trained person available at the school or should subject teachers in the school provide these.

Accordingly, a guidance programme offered through the school may either encompass all services under guidance and counselling and hence be called a “comprehensive guidance programme” or may follow an integrated approach through teachers where guidance is provided by integrating it with various subject contents or may be limited to only a few services and hence called a “partial guidance programme” as it is limited in scope and partial in nature.

4.8 THE COMPREHENSIVE GUIDANCE PROGRAMME

As you have just read a “comprehensive guidance programme” is one that encompasses all services under guidance and counselling. This programme when implemented by a school requires that the school have a professionally trained guidance counsellor or a teacher counsellor. For such a programme, the school must have a “School Guidance Committee” to plan, implement, monitor and evaluate the school guidance programme. It also envisages that the school has requisite facilities such as physical space in the form of a counsellor’s room or guidance and counselling cell, infrastructure such as furniture and technical resources such as psychological tests/tools, etc.

The guidance counsellor/teacher counsellor, under the advice of the school guidance committee, chalks out a calendar of activities for the year. The academic calendar lists all activities to be organised during the course of a year and the date/month in which they are to be organised.

You are aware from Unit-3 on 'Essential Guidance Services' that a comprehensive guidance programme on guidance and counselling includes a cluster of activities/services from each of the orientation, information, assessment, counselling services, etc. to achieve the guidance objectives. In an integrative programme these services are infused in the regular academic calendar of the school. For example, in the beginning of the session an orientation programme for the new entrants may be organised by the teacher/counsellor wherein they may be told about the school, its syllabi, and rules, etc. so as to develop in them a sense of familiarity and belonging. Other student orientations may include such topics as awareness about the book bank facilities in the library, where and how to pay fees, scholarships given and how to avail of them, along with a welcome address by the Principal or by a faculty member or even a senior student through an open discussion.

You already know that preparation of an individual database is another activity that may be carried out. This database would be useful in helping the pupil to know about self, monitor the educational development of the pupil and in conducting meetings with the parents about their future. Teachers should be encouraged to maintain a cumulative record card for each student. As part of the information service the teacher may organise group guidance activities in the class depending on the needs of the class. Other activities may include students presenting a skit/drama depicting




Self-check Exercise 2

Select a match to Column A from Column B for the following :

Column A	Column B
1. Essential Guidance Services	(a) Plans, implements monitors and evaluates the school guidance programme.
2. School Guidance Committee	(b) Limited in scope as only few of the guidance services are provided.
3. Comprehensive Guidance Programme	(c) Include inputs from guidance services essential to achieve the guidance objectives.
4. Integrated Approach to Guidance	(d) Has inputs from all essential guidance services rendered by professionally trained personnel.
5. Partial Guidance Programme	(e) Integrating the guidance principles into the entire school programme and practices.





the problems faced by them and how they have been able to overcome these. The teacher might organise a career talk by a person who is working in that particular area. He/she may be asked to deliver a talk covering his/her area of work, requirements for entry into the job, pay and perks, advantages and disadvantages of the profession, how to apply, or when to apply, etc. Similarly counselling, placement services have their specific functions that have already been discussed in Unit-3.

Evaluation of Guidance Programme in School

Integration of guidance with the school curriculum would be incomplete if it did not include the evaluation of its impact. Not only the teacher and parents, but also the students need to know to what extent the school guidance programme has achieved its objectives. They also need to know how school teachers and students benefited from this programme. Hence, certain areas of individual development, which are the common outcomes of the school guidance and counselling programme, need to be identified and included for assessment.

4.9 INTEGRATING GUIDANCE THROUGH THE SUBJECT MATTER AREAS

Language

Language helps an individual to communicate. It helps a person to express his/her thoughts and feelings. Providing children with the competency to make the best use of language is in fact providing them with tools to share their ideas, joys and sorrows with others. A discussion on the stories, biographies of eminent people and relating them to self-concerns would help to integrate affective components into language education. The potential for therapeutic and educational benefits from stories and literature is increasingly being recognised. Bibliotherapy is now being used to reduce the incidence of delinquent behaviour.

Social Science

As is understood by the name, social science is that aspect of school curriculum that scientifically represents social reality, e.g. geography explains the science of phenomenon like day, night, sea, desert and how they influence human life. Thus by integrating a chapter on environment and human well-being the student can be counselled into the need for healthy climatic conditions and the need to maintain the environment around them.

Science and Mathematics

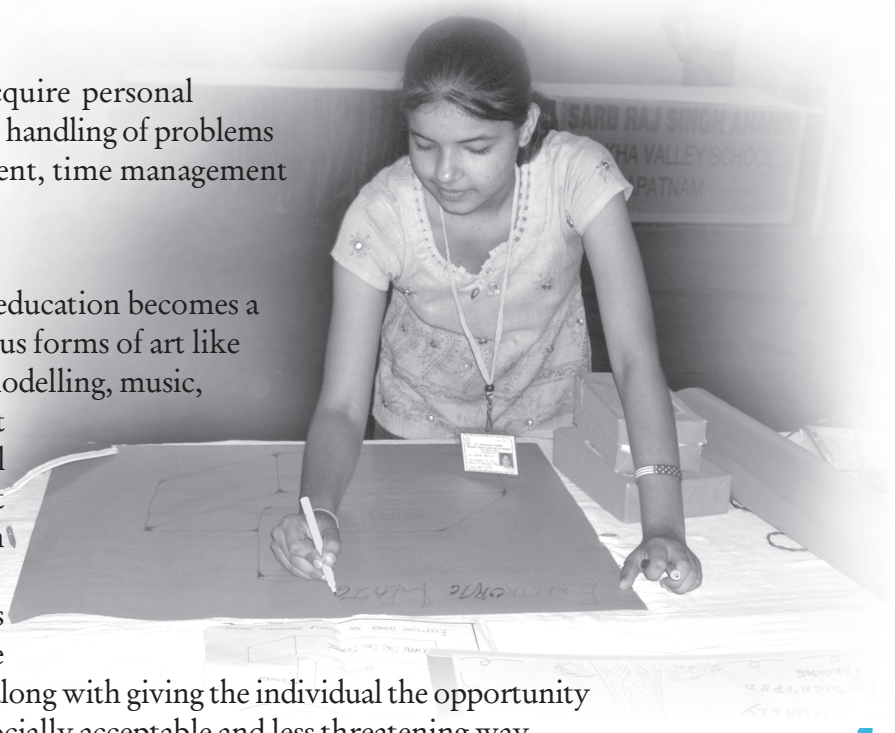
Programmes in science education should also be designed so as to enable the learner to acquire problem solving and decision-making skills and to discover the relationship of science with life. The protection of the environment, conservation of energy, population education, and adolescence education, etc. are some of the important issues that may be integrated through discussions and brain storming sessions. The integration of guidance and counselling through the science curriculum should contribute to an understanding of the physical aspects of self and environment and help to allay, anxiety, unnecessary fears and thus contribute to the wholesome development of the individual. A good grounding

in mathematics can help students acquire personal skills of precision, accuracy, systematic handling of problems in day to day life, financial management, time management and consumer skills.

Art for Emotional Expression

From the guidance point of view, art education becomes a means of expression of feelings. Various forms of art like drawing, painting, printing, collage, modelling, music, dance and drama can become important aids to personal-emotional developmental expression. You will get more details on this in Unit-4 on 'Alternative Therapies' in Module IX.

Exploration of various art forms leads to an awareness of our rich heritage and may open up many areas of work along with giving the individual the opportunity to express his/her feelings in a more socially acceptable and less threatening way.



Work Education

Activity 2



Identify the guidance component in teaching the concepts in the specified subject areas. One example is done for you.

Subject	Guidance Component	Purpose
English 1. Essay Writing 2. 3.	An essay on 'Me and My Family'.	Helps to understand importance of building healthy relationship with family members.
Science 1. Newton's 3 rd Law of Motion 2. 3.	How one's actions determine the other person's reaction.	Improving interpersonal relationships.
Art 1. Portrait Drawing 2. 3.	Crystallising self-perception.	Enhancing awareness of physical self.





<p>Work Education</p> <ol style="list-style-type: none"> 1. Training for Work Discipline 2. 3. 	<p>Understanding the work skills that the child possesses.</p>	<p>Knowledge of self, value system, etc.</p>
<p>Health and Physical Education</p> <ol style="list-style-type: none"> 1. Physical Training (P.T.) – physical exercises, relaxation, yoga 2. 	<p>Importance of physical health for good mental health.</p>	<p>Relationship of body and mind for holistic health and well-being.</p>

Learning about work takes place in a variety of circumstances. Beneficial work that is given to a child in accordance with his/her age and ability can help that child learn about the concept of work, work values, basic scientific concepts, skills and creative expression. What is more is that a child gains an identity and feels useful and productive through the work s/he does as the work gives meaning and brings membership to the society. Work also trains a child in discipline, which goes a long way in assisting the child in skills such as time management, regularity, punctuality, etc. This knowledge of self and the understanding of the work-related values are part of the basic guidance provided to growing children and therefore work education helps to fulfill the basic aims of guidance and counselling.

Health and Physical Education for Healthy Living

Special units, programmes, or exercises can be developed and incorporated as a part of this curriculum area to develop attitudes and skills that enhance physical, mental, emotional and social well-being. AIDS education, adolescent education, environmental protection, consumer skills, family/community living, personal grooming, etc. need to be given special emphasis to prepare students for healthy and effective living.

In an integrated approach, teachers need to use their knowledge and skills of human development, empathy, non-verbal communication, and unconditional positive regard in the classroom. Such a shift would make the schools safe and learning a joyous experience.

4.10 PARTIAL GUIDANCE PROGRAMME

In this form of guidance curriculum integration, not all aspects of the services are provided. There are either a few services provided according to the needs of the school students or according to the availability of infrastructure. For example, the school may counsel the students for placement in different subject streams with the help of tests but may not provide any further help in career matters as the school guidance cell is not equipped and so refers its students to outside agencies.

4.11 Summary

The structured experiences provided by a school are broadly referred to as the “curriculum.” Curricula are of different types, viz. explicit, societal, hidden, and null. Also, there is a difference between the curriculum-in-use and the received curriculum. Guidance could be included in the school curriculum in the form of an “explicit guidance curriculum”, or “guidance integrated curriculum,” and “subject-based guidance curriculum.” Each of these has certain merits in so far as achieving different objectives of guidance and counselling are concerned. A comprehensive guidance programme is one that provides all services under guidance and counselling. Such a programme envisages certain pre-requisites like availability of a trained guidance counsellor in the school, infrastructure and resource support, and the establishment of a school guidance committee. Incorporation of guidance services in the school curriculum would necessitate incorporation of certain activities and experiences in the academic calendar of the school. When a school, due to limitations, is unable or handicapped in implementing a comprehensive guidance programme, it can take recourse to a partial or an integrative one. A partial guidance programme is one where the guidance services that are essential are implemented only to a certain point. In integrative guidance programme, however, the principles of guidance and its goals are achieved by incorporating the aspect of guidance into the subject matter rather than creating a separate subject on guidance and counselling. Therefore, we see that there are ways in which guidance can be made part of curriculum to facilitate academic performance, social responsibility and individual health.

1. Discuss the ways of integrating guidance with curriculum.
2. Based on what you have read in this unit, discuss the critical points that suggest the relevance of guidance in the school curriculum.

Answer Key to Self-evaluation Exercises

1. Discuss the ways of integrating guidance with curriculum.
 - Comprehensive guidance
 - Integrative guidance
 - Partial guidance

The reason for choosing any one of the above for your school should be

- availability of infrastructure,
 - trained manpower or the lack of it, and
 - policy or political initiative.
2. Some points that suggest the relevance of guidance in the school curriculum may be:



- Guidance is required for the various domains of student's life, such as promoting personal development and healthy interpersonal relationships.
- Earlier guidance and counselling were thought to be under the parental and family responsibility. With the growing complexity of human life and increasing school hours, this responsibility too has shifted to the school.

Answer Key to Self-check Exercises

Self-check Exercise 1

A. Match the items in column A with the appropriate one in column B.

Column A

- (i) Explicit curriculum ...
- (ii) Societal curriculum ...
- (iii) Hidden curriculum ...
- (iv) The curriculum in-use ...
- (v) The Null curriculum ...

Column B

- (c) The written curriculum
- (a) Informal by nature
- (e) Governed by teacher attitudes
- (b) Implemented curriculum
- (d) Not taught in school

B. Fill-in the blanks.

- (i) Textbook is a part of the *explicit* curriculum.
- (ii) Achievement tests measure the resultant learning from the *in-use* curriculum.
- (iii) Parents are the implementers of the *societal* curriculum.
- (iv) What is not taught in a school may belong to the *null* curriculum.

Self-check Exercise 2

1. c

2. a

3. d

4. e

5. b

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5

Guidance and Learning

- 5.0 Introduction
- 5.1 Objectives
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- 5.3 A Guidance Point of View
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Guidance and Learning 5

5.0 INTRODUCTION

You read in the previous unit how guidance integrated with the school curriculum can enrich the teaching-learning process and make a school programme more meaningful to a student. You also know that all children have the potential to learn but some do not utilise the school opportunities to their fullest extent. Children need to be equipped with not only academic skills but also emotional and social skills to promote learning for the development of a total personality.

In this unit, you will get to know about “learning,” how students learn, what facilitates learning and how students may differ depending upon their learning capabilities. You will also come to understand the process of learning and how emotional blockades come in the way of learning. You will learn strategies to help children and guide them in learning better and overcoming their debilities at the school stage.

5.1 OBJECTIVES

After going through this unit, you will be able to

- *define* the concept of learning.
- *explain* what factors influence the learning process.
- *discuss* individual differences and how they affect learning.
- *explain* the influence of factors that hamper the learning process.
- *recognise* debilities faced by some learners.
- *explain* how learning and guidance are related and how guidance could maximise learning.



5.2 WHAT IS LEARNING?

Let us first understand what learning is and then proceed to understanding the different factors that facilitate learning and finally understand how learning can be enhanced through guidance.

Learning is “a relatively permanent change in behaviour or behaviour potential that occurs as a result of experience.” Learning can result from both vicarious and direct experiences. Vicarious means observing someone and learning from that observation and not being directly involved in the experience. For example, a child learns how to clap hands by seeing someone else do it. Learning also takes place through direct experiences. For example, a child learns to write by practising writing.

There are certain distinctive characteristic features of learning that you need to know in order to establish a proper understanding of the process of learning. These characteristics of learning are:

- learning always involves some kind of experience, direct or indirect (vicarious).
- behavioural changes that occur due to these experiences are relatively permanent.
- learning is an inferred process, i.e. learning is not directly observable, it is seen through changes in behaviour.

Behavioural changes that are due to maturation (i.e., the process of growth and development that are common to all the members of a species and appear regardless of individual heredity or environment) or due to temporary conditions such as, fatigue or drug-induced states are not included as learning (Smith et al., 2003).

Experience $\xrightarrow{\text{Learning}}$ Behavioural Change

This distinction can further be established with the help of the following conversation. The example shows a discussion between a teacher and a parent to help parents understand how children learn.

- Parent – I don't think my child has learnt the mathematical concepts very well.
- Teacher – Children need a lot of practice for good learning as learning is called modification of behaviour that comes through practice or training.
- Parent – Oh! Yes, like a child learns to walk?
- Teacher – No. When a child begins to walk, it is not learning, because learning takes place only when either practice or experience cause a change in behaviour. The process of walking happens not through learning but through maturation i.e., the child is going to walk in any case, even if he is not given any training or previous experience.
- Parent – Then would you call maturation, learning?
- Teacher – Maturation is a natural growth process that cannot be altered either through practice or experience.
- Parent – When a child learns to talk, is it learning or maturation?
- Teacher – The child produces sounds of various sorts, this is called maturation. But when he speaks English or Hindi or any other language it will be called learning.





- Parent – Teacher, I have a six-year-old child. He used to walk normally earlier but after he met with an accident, he now walks with a limp. Is this learning?
- Teacher – No. If he does not walk when he should have and there is a change in his behaviour then the change is due to some damage either in the muscular system or nervous system. This is not called learning.
- Parent – Please explain again what could be called learning?
- Teacher – When a child practises new behaviours and now can repeat it without effort, it is learned, e.g. a new unheard song when repeatedly practised so that it is repeated without effort is said to be learned. Therefore good learning of any subject would depend upon increased practice till it can be produced naturally.
- Parent – Why is one student faster and a better learner than another?
- Teacher – Some students are faster and better learners because certain factors in their environment help them to learn better. Professionals term these factors as facilitating factors, e.g. a separate study room available to the child, books and other materials, parental encouragement or support. While other students may have factors in their environment that negatively affect their learning, for example, noise in and around the house or school, no separate space for study, non-motivating parents, etc.

The traditional methods of teaching and learning are based on objectivist view of knowledge. Objectivism is based on the assumption that knowledge is objective, universal and complete and it can be imparted by those who have it to those who do not have it. In contrast, there is constructivist paradigm which is based on the assumption that knowledge is subjective, contextual and inherently partial. In the constructivist perspective, learning is a process of the construction of knowledge. Learners actively construct their own knowledge by connecting new ideas to existing ideas on the basis of materials/activities presented to them (experience).

According to constructivists such as Piaget, Vygotsky, Novak and Posner, the basic characteristics of constructivism are (Sharma, 2006):

- Learning is not a passive receptive process but is instead an active meaning-making process required to solve meaningful problems.
- New learning depends on learner's previous knowledge, which may sometimes interfere with the understanding of new information.
- Learning implies the reorganisation of prior experience.
- Learning is facilitated by social interaction.
- Meaningful learning occurs in their authentic learning tasks.

Teachers, therefore, need to engage the learners through relevant activities related to learners' prior experience in order to facilitate construction of knowledge. Constructivism indicates that each learner individually and socially constructs meaning as s/he learns. The teacher needs to present material which is personally and contextually relevant so that it has meaning for the learner. Constructing meaning is learning. Thus, constructivist perspective provides strategies for promoting learning by all.

The above discussion presents various perspectives on how learning takes place and how it gets facilitated. This will be further discussed in detail later in this unit. The focus of this unit is on how guidance could aid learning. We shall therefore discuss what is the guidance approach to learning.

On the basis of what you have learned from the above discussion try and answer the following exercise to strengthen your understanding of learning and other related concepts.



Self-check Exercise 1

Put a (✓) mark against the sentences which are examples of learning and a (×) mark against sentences which are examples of maturation and NA for neither of the above.

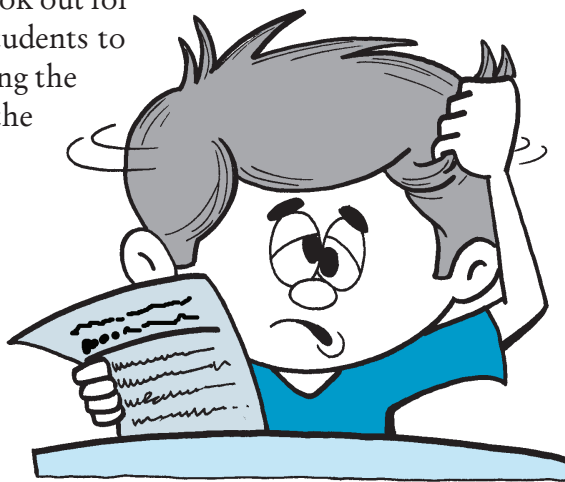
- | | |
|---|-----|
| (i) Child begins to emit sounds. | () |
| (ii) A person learns to dance in a few years. | () |
| (iii) Child begins to speak in Hindi. | () |
| (iv) Due to fracture in the right arm, the person can only scribble than write. | () |
| (v) You can play guitar. | () |

5.3 A GUIDANCE POINT OF VIEW

Guidance and learning are very closely related. Sprinthal (1971) considered the function of guidance as establishing a “relationship of a developing cognitive maturity, or so-called mastery of subject matter, to a developing personal or psychological maturity of the self.” According to him today’s students are caught in the cross currents of the need for academic achievement at the possible expense of overall development, or are caught in a mismatch between high aspirations and low performance at the high school level. Such disparities produce an ever-increasing number of dissatisfied youngsters. Thus we have little choice but to take the problem of total development seriously. This is where guidance acts as facilitator to learning. To ensure the “total development”, guidance personnel must look out for factors that influence learning and help students to achieve to their maximum. Before discussing the guidance approach, we will first discuss the factors that influence learning.

5.3.1 Factors Influencing Learning

You may have observed that every class is a miniature world and children vary in their capacities to learn. Some are very quick to grasp concepts, others need several repetitions, while still others may be bright but are not motivated.



An attempt would be made here to bring out some reasons, from amongst the host of reasons, that are responsible for faster and slower rates of learning. If the individuals were equipped with normal intellectual ability and if an environment conducive to smooth learning is available, easier learning would result. When a mind is fully alert and aroused, learning is quick and retained. As a guidance counsellor you need to also understand that a student may be unable to learn because:

- There were certain debilities in the recipient and hence, whatever was given by the teacher was not received.
- Certain emotional reasons such as fear created by the teacher in class or parental pressure, etc. may have acted as barrier in receiving or assimilating information delivered by the teacher.
- Learning material is not suitable and was not imparted properly and systematically.

Thus, there are various factors that influence learning, some of the prominent influencing factors have been categorised as:

- Within school factors – student, teacher factors and school curriculum and practices.
- Outside school factors – family environment and other social influences.

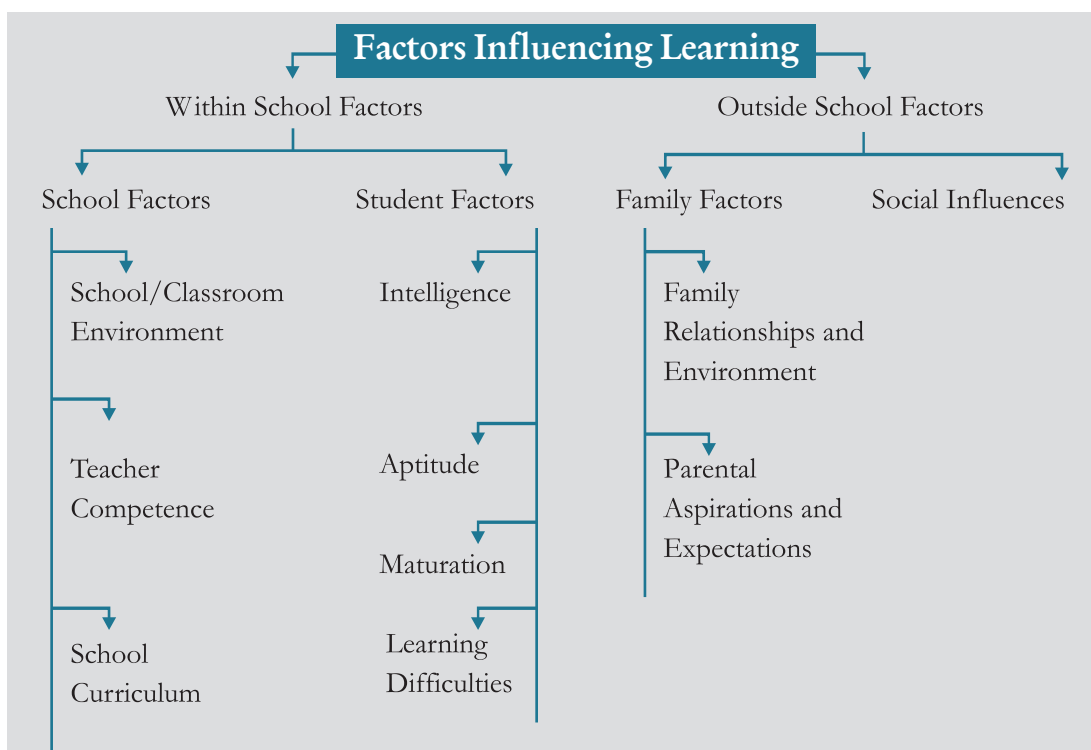


Fig 5.1 Flow chart depicting factors influencing learning

5.3.1.1 Within School Factors

There are a number of factors that can be found within a school environment that will influence learning. These factors range from the school itself, the classroom environment, the competency of the teachers, the curriculum being taught, and the influence of the peers of the students attending that institution. We will examine

each separately but remember that all of the factors can work to either encourage or discourage the development of the student.

School Factors

Goffman (1961) analyses a school as a place children do not choose to enter, but rather are enrolled by agents of society. Once given the degree of control, the institution can then use a series of strategies so that children are forced to comply. The student has no particular rights but rather is given a series of duties that s/he is expected to perform. When a person operates in the prescribed manner he is called normal and well-behaved. The number of adjustments the student must make, of course, ultimately drains away his own individuality and initiative. The high level of anxiety that can be created through, direct and indirect influences by an institution called “school” virtually assures that the student must accept the control and forfeit direct influence over his own life. The school factors have been broadly classified as follows:

School/Classroom Environment

A child on the first day of school leaves the secure family and home environment and is introduced to a new setting that creates a lot of anxiety in the child. Thus, if the guidance counsellor/teacher makes special efforts to orient the parents to prepare the child to enter school and orients school staff to create a warm and accepting environment to reduce the anxieties of the child s/he can have a good initiation into education. A school that has a punishing, exacting, noncreative or indifferent environment will have a detrimental effect on the child’s learning process.

When the child moves out from the home, s/he sees the teacher as the final authority on whatever s/he teaches. In fact, as soon as the child enters the school, s/he takes the teacher as a parent replica and develops a dependence on the teacher. They not only follow what the teachers say but even what they do, just like a child imitates his/her parents. A guidance oriented teacher has the skills of communication, i.e. communicates caring and understanding, encourages questioning, has patience to answer queries, ability to look at things from child’s perspective, insight into child’s needs, aspirations and limitations, stimulates the imagination and creativity of the child, can produce keen, enthusiastic and efficient learners.

Teacher Competence

You would perhaps agree that teacher to a great extent is responsible for creating the motivation in the learner through meaningful organisation of the material, looking to the interest and maturity level of the children to hold their attention. Encouraging, questioning, discussion in the classroom, listening to problems and difficulties of the learners, helping them to understand their strengths and deficiencies are some of the other ways which could enhance the learning outcomes.

Arranging visits to places outside school for observation, trying out things in the form of experiments either in classroom or at home, should be an essential ingredient of transaction of any subject. It is well established that teacher should have the skills to relate the subject matter and other experiences in school with real life experiences to





bring classroom learning closer to real life. The Unit-4 on 'Guidance and School Curriculum' has discussed how guidance integrated with subject matter teaching could contribute to this goal. It is also necessary that each pupil participates in various activities and contributes actively in it.

Some teachers however are preoccupied with covering the text regardless of whether the covered material is of any meaning to the pupil. The real purpose of the lesson, its objective or outcomes for the pupil may be missing.

Some teachers do not have access to good instructional material, lack skills to compose a lesson, and impart it in a fragmented way, while others may give unrealistic assignments and measure the academic performance based on rote memory not resulting in learning with understanding.

School Curriculum

The school and their curriculum are not much of a pleasure for many students. The problems such as overload of the curriculum, its irrelevance, emphasis on rote memory, etc. are well known. Further more the syllabus is also not planned in a way that the child can relate the subject content to his/her life, resulting in lack of interest. Learning in such situations is inhibited as the child is not interested and cannot comprehend the learning material and learning becomes burdensome. Moreover, the syllabus does very little if at all to address the personal-social needs of a growing child. Most of the times the syllabus is a reflection of the educational needs of the child, with very little consideration for the child's total growth and development.

Thus, classroom activities in schools are generally geared to meet the examination expectation making academic pursuit more of a stress than pleasure. Both teachers and parents have one channel communication with their children "have you finished your homework?" If not, the child is liable for punishment. So children learn to be ready everyday for punishment, keeping even their safety valves ready. As soon as they feel the parent/teacher is going too far, they draw their safety valve. This is the beginning of their learning retardation, as they go to higher classes, the learning retardation also continues to grow. We hear parents complaining that "earlier this child was much better in studies and was quite obedient, but now-a-days, s/he neither listens to us nor studies."

Hence, schools need to design the curriculum in such a manner so as to make it suitable for the overall growth of the children. It needs to reflect the needs and aspirations of growing society. The merits of a good curriculum and therefore good education are, in fact, vested in giving primacy to the experiences, voices and active participation of children. Generally, children's voices and experiences do not find expression in the classroom. Often the only voice heard is that of the teacher. When children speak, they are usually only answering the teacher's questions or repeating the teacher's words. They rarely do things, nor do they have opportunities to take

initiative. The curriculum must enable children to find their voices, nurture their curiosity—to do things, to ask questions and to pursue investigation, sharing and integrating their experiences with school knowledge—rather than their ability to reproduce textual knowledge. Reorienting the curriculum to this end must be among our highest priorities (National Curriculum Framework 2005). As teachers and parents, we need to remember that:

- All children are naturally motivated to learn and are capable of learning.
- Making meaning and developing the capacity for abstract thinking, reflection and work are the most importance aspects of learning.
- Children learn in a variety of ways—through experience, making and doing things, experimentation, reading, discussion, asking, listening, thinking and reflecting, and expressing oneself in speech, movement or writing—both individual and with others. They require opportunities of all these kinds in the course of their development.

A guidance-oriented curriculum is designed to meet the developmental needs of students and is connected to life outside school. It would develop healthy work attitudes and skills to help students lead a productive and fulfilling life. However, in the absence of such ingredients, the curriculum becomes a source of distress to the child and the inclination to learn vanishes. For more details, you can refer to Unit-4 on ‘Guidance and School Curriculum’ of Module I.

Student Factors

Intelligence


This term, although, has been defined by various authors in various ways, its meaning is yet to be comprehended fully. Some define intelligence as ability to deal with signs and symbols while others consider it an ability to meet new and challenging situations. Weschler (1950) defined it as a “global capacity of an individual to think rationally, to act purposefully and to deal effectively with the environment.”

Alfred Binet, in the early years of 20th century came up with the concept of mental age to measure intelligence. Mental age according to him, “is the average performance of children of a given chronological age (Actual age in years and months).” He devised a test to measure intelligence using “mental age” as his criteria of intelligence. This test was first of its own kind. It was William Stern (1912) who devised the term Intelligence Quotient (I.Q.), a ratio between mental age and chronological age.

The term has gradually evolved and undergone change. Contemporary understanding on intelligence describes it in terms of several specific abilities. Thurstone (1938) was the first one to propose that intelligence is the product of several factors, namely, verbal comprehension, verbal fluency, inductive reasoning, spatial visualisation, number, memory and perceptual speed.

Recent thinking on intelligence refers it not only to the mental abilities needed to adapt to the environment but it also includes emotional maturity and stability. This concept of intelligence has gained both popularity and research attention and is scientifically referred to as Emotional Intelligence. People high on Emotional





Intelligence are self-aware and know how to handle one's own and other's emotions successfully. They are emotionally smart enough to succeed at professional and social front and keep their lives in a balanced state. You will further gain understanding on this issue in Module VI in the Unit on 'Understanding Intelligence and Its Assessment'.

Maturation

Like intelligence, maturation is also a biologically determined phenomenon, and can be enhanced or hampered by the environment but only to a certain degree. According to Burton (1962), "Maturation is a natural process of growing, developing, or ripening. It is referred to as an observable change in cells, nerves, muscles, bones and organs." The process of maturation continues till a child attains adulthood. Children differ in their rate of maturation. Those who mature faster are ready to learn faster than those who mature slowly. A counsellor keeping in mind the maturational needs and changes in case of developmental delays can take corrective measures and suggest educational and learning methods best suited for the child.

Aptitude

How good a student is at mathematical calculations, or drawing figures, or singing or making toys is an indication of his/her aptitude for maths or drawing or music or making toys. Aptitude may be understood as potential to benefit from training in a specific area, e.g. musical aptitude, scientific aptitude, clerical aptitude etc. If a child's aptitude is measured through aptitude testing programme and if right kind and amount of training is provided in that area, s/he can excel in his/her field of learning. A guidance-oriented teacher would make use of qualitative and standardised techniques to assess the aptitudes of students. Refer to the Unit-1 on 'Assessment of Interest, Aptitude and Achievement' in Module XIII for more details.

Learning Difficulties

You already know from the above discussion on intelligence and aptitude that all individuals have unique characteristics and potentials, which if identified and nurtured can facilitate learning. However learning can get adversely affected by deficiencies present in the learners with or without their knowledge.

The child may not have the required mental ability. Some students with mild or moderate mental retardation are not able to do as well as children with normal or above normal intelligence. Parents or teachers may be unaware of the deficiency, blame the child for not doing well, and thus further aggravating the performance.

Learning can also get adversely affected by physical problems such as deformities, sensory deficiencies (poor hearing or vision), poor motor co-ordination (affecting handling of pencil/pen), speech disorders, etc.

Another disorder is known as "Attention Deficit Hyperactivity Disorder." In the literature on classification of disabilities (DSM-III-R, 1987), it is characterised by inattention, impulsiveness, and hyperactivity. The child is fidgety, restless, and unable to either sit at one place or keep his attention at one point.

Basic skills of reading, writing and numerical work lay the foundation for good learning in class. Disabilities that can be found in students in these areas as given in

Diagnostic and Statistical Manual (DSM) IV (1994) are briefly given below:

Reading Problems/Difficulties : Include problems in word recognition, and reading comprehension causing omissions, distortions and substitution of words and is characterised by slow halted reading.

Mathematical Problems/Difficulties : Include disabilities such as impairment in understanding and naming mathematical terms, concepts, and operations, reading numerical symbols, or signs, following mathematical steps, counting objects, learning multiple tables.

Difficulties in Written Expression : Include debilities such as impairment in composing written text, spelling errors, grammatical or punctuation errors, poor paragraph organisation etc.

Phonological Difficulties/Disabilities : Include a consistent failure to make correct articulation of speech sounds at the developmentally appropriate age. The speech sounds that are mostly misarticulated are (r, sh, th, f, z, l and ch). In some cases b, m, t, d, n, and h may also be mispronounced.

Difficulty/Disability Related to Language Expression : Includes limited vocabulary, difficulty in acquiring new words, vocabulary errors such as substitution, overgeneralisation, shortened sentences, simplified grammatical structure, limited use of verbs, imperatives, questions, omission of critical parts of sentences, unusual word order, tangential responses and slow rate of language development.

Difficulty/Disability Related to Language Receptivity : Includes difficulty in understanding complex sentences e.g., “If then” sentences, deficits in discrimination of sounds, association of sounds and symbols, storage, recall and sequencing. If the school has counsellor/teacher-counsellor who is trained in the method of identifying children with these problems and then suggesting interventions, school could handle dropout and slow learners, etc. better.

Emotional Blockage : We have already discussed how emotional maturity facilitates learning. Scores of learning problems are generated by emotional imbalance in an individual? Do you know that perceptions of reality, assimilation of information, the responses to new experiences also get adversely affected by emotions and consequently, learning suffers.

An individual’s emotional pattern is established during first few years of life mainly at home the contributors being mother or mother surrogate and father. School is one of the peripheral factors that influence the emotional development of the personality.

Influence of family structures has been discussed under family factors. Lesser the congeniality at home, lesser are the chances of children becoming emotionally stable, and more the emotional instability at home greater the problems of inattention, lack of concentration and motivation. A less attentive child with concentration problem is likely to have learning difficulties.

In situations as explained above, mind can go blank. Since logic, or reasoning fails in a given situation, the nature comes to the rescue, by drawing a blank, creating a blockade, and reducing, or stopping the inputs. For a short period of time an individual develops selective perception, and is saved of taking things that are punishing and



self-destructive. The more the occurrence of such unmanageable events in the life of an individual, more are the number of such blockades experienced.

Everytime there is an emotional situation, the individual uses his/her “safety valve” of selective perception and blocks the unpleasant incoming information. Once this habit is formed, every time the individual feels, that s/he is incapable of handling a situation, s/he uses his/her safety valve. Soon this process of drawing a blank gets generalised. The child starts suffering from it, even during classroom teaching. This reduces his/her instructional input, i.e. while the teacher is teaching, the child may look attentive and keen to understand, but the spoken words may not convey much meaning to him/her and, therefore, the essence of the lesson may escape him/her.



Activity 1

Discuss with fifteen students. List the specific causes and factors that are acting as deterrent for their learning.

5.3.1.2 Outside School Factors

It is the outside school factors like home, community and other larger social and media influences which lay the foundation for good learning habits, attitudes and skills that a child would acquire. The family resources available to child for learning, their aspirations for the child to achieve well also serve as facilitators to learn. We shall now discuss these factors briefly.

Family Factors

A child’s first encounter, after his birth is with the family. Whether he is received warmly, lovingly, eagerly, dutifully or grudgingly or not welcomed at all will decide, to quite an extent, his acceptability of life in general. There are numerous studies indicating the significance of parenting style in the development of well-adjusted or maladjusted children. Parents who can experience and exhibit in clear forms love, concern, regard and respect for the child lay the foundations for positive attributes of

personality. Family also transmits to the child moral,

social and ethical values of a given society and helps

in formation of positive or negative attitudes

towards school, teacher, knowledge

and learning in general. Researches

have shown that children coming

from secure and encouraging family

background are likely to have better

self perceptions to give them confidence

to be better learners than children coming

from broken and non encouraging

background. We shall briefly discuss each of

these factors separately.



Family Relationships and Environment

Some families that can be called disturbed families, constitute of members constantly at war with each other. The husband and wife do not have much agreement with each other. In their naggings and in-fighting children are enmeshed, who suffer severe loneliness, anger and frustration.

In some cases the outburst may not be overt and violent, but the undercurrent of the disturbed relationship does reach the child, e.g. instead of taking it out on each other directly, prefer to make child as their target. Saying things like “you are as stupid as your mother is” or “you are as irrational as your father” etc., are misplaced frustrations. Unable to understand the meaning of such communication s/he is overcome by loneliness and anxiety.

Much worse is the situation for a child who is unwanted. S/he is constantly bullied, insulted, made to feel guilty for having come untimely. Here again the child is unable to comprehend the reality and can only experience and assimilate the insults thrown on him/her.

Further problems arise when the failures start to influence their future prospects causing severe stress that further curtails their learning. It is in such cases that educational guidance can provide a much needed support to the child (please refer to Unit-9 on ‘Family Counselling and Family Therapy’ in Module II).

Parental Aspirations and Expectations

Parental aspirations and expectations of a child can be facilitating to his/her learning if they are in moderation and come along with serious guidance and help. These aspirations and expectations however can work against the child if the parents over expect from their child. Unrealistic demands placed on the child can rob him/her of the self-respect and self-esteem.

While doing so, the parents curb the individuality and creativity of the child and bereft him of the freedom of action and decision-making. Psychologists have explained academic failure in terms of unconscious satisfaction derived from hostility usually directed towards some member of the family who demands scholastic success (Kirk, 1952; Shaw et al., 1960). Sometimes the child is too young to interpret his/her position and seeks professional help and finally it becomes a habit or a position, which is very hard to grow out of.

Social Influences

Learning is influenced by the environmental factors like the socio-cultural background of the child. As a counsellor we need to sensitise the teachers in the use of culture specific pedagogy so that learning taking place in school does not alienate the child from its cultural milieu. If the child is able to relate with the experiences at schools to that at home and the surroundings then it appears meaningful to him/her.

Learning opportunities are also, to a great extent, affected by socio-economic conditions, educational policy provisions, cultural norms and practices prevailing in a society. Community based biases such as gender, caste, etc. do come in the way of



learning for certain groups. For example, children from deprived and disadvantaged backgrounds are often deprived of good quality education. Counsellors are trained to identify the social issues and attitudes that need to be changed and organize large-scale community awareness programmes for parents, teachers, administrators, and other groups which can contribute to desired social changes.



Self-check Exercise 2

Given below is a list of situations which affect school learning. Each statement reflects the effect of one of the factors discussed in the preceding pages, e.g. school environment, parental expectations, emotional blockage, etc. For each statement, write the title of the factor given in the space.

Example: Most parents wish their child to score high. Parental Aspirations and Expectations

1. A family where parents and children share their experiences on a day-to-day basis. _____
2. A student due to the death of a loved one shows less interest in studies. _____
3. An otherwise intelligent child who has speech problems gradually becomes a backbencher. _____
4. A slow learner is not able to cope up with the instruction speed of the class. _____
5. Student's evaluation is strictly based on the subject matter or academic excellence. _____
6. A teacher who doesn't listen to the difficulties faced by students and discourages classroom participation. _____

5.4 ROLE OF GUIDANCE IN FACILITATING LEARNING

The main contention in the above-mentioned argument is that learning is an experience. The content or subject matter of learning may be anything, ranging from buttoning a shirt to abstract metaphoric language.

The counsellor or the guidance oriented teacher can come to the help of the unhappy student by finding out the discomforting reasons for under-achievement and make efforts to help the children understand the difficulties and problems faced and what can be done by him/her to change the situation or behaviour which would facilitate better performance.

Having understood the factors that influence learning, we must try to figure out how principles of guidance can help facilitate the process of learning.

Barr (1958) defines guidance as “the process of helping individuals to assess their abilities and liabilities and to use that knowledge effectively.” Peters and Farwell (1956) believe that “guidance as an education construct involves those experiences which assist each pupil to understand himself/herself, accept himself/herself and

live effectively in society.” Guidance is also defined as a process of assisting individuals and groups to develop realistic and satisfying goals, plans and activities.

These definitions and many more, emphasise the knowledge of one’s self, i.e. assets and liabilities, accepting and utilising the assets, and getting rid of deficiencies for effective adjustment, as the goals of guidance. Carl Rogers (1961) goes further to state that, individual has the basic tendency to actualise, maintain and enhance himself/herself. This ongoing tendency, called self-actualisation according to him, is the final goal of guidance for each child. The role of the guidance worker hence is to find out reasons, which do not allow the child to take advantage of his/her inherited endowments or drive for self-actualisation. In other words, the counsellor must ask question like:

“Why is it that students are not able to use their energies to overcome their deficits and grasp the skills taught in the classroom?” By skills is meant reading, writing, relevant speaking, attentive listening etc. If the child possesses normal health, understands and follows directions, then why should he not be able to benefit from the classroom interactions?

This is where “Guidance” as a resource moves in. A trained guidance worker is equipped to assess the learning potential of the child. His training has also helped him to understand the impact of environment on the learner. Therefore guidance approach can be of great help in facilitating learning and realising the learning potential of children in a given environmental context.


The learning potentials can be realised best under certain facilitating conditions or ingredients of learning.

Guidance personnel provide an opportunity to students to understand their basic potentialities and abilities, needs, aspirations so that they can make the best of their assets and do not get upset by their short comings, which might be due to certain inherent deficiencies present in them, over which they have no control. Guidance also aims at providing help in achieving a study/learning style most suited to the concerned individual.

Another area in which educational guidance works is by helping the student learn how to adjust and manipulate the environment so that it is least inhibiting and most facilitating to learning. In cases, where barriers are present, the inflow of information or instruction is obstructed. For example, in the class, the child’s mind wanders to the fight she had witnessed at home in the morning between his/her father and mother or the scolding s/he got because she had not finished his/her homework. She may be running again and again over the scenes and experiencing the pain while the teacher is teaching an important topic.

This may give rise to distress in the child. Such children even if they have the required abilities are not achieving to their maximum as they are not benefiting from the interactions in the class and therefore, their learning gets affected. Such a child if identified by the teacher can be referred to the counsellor for counselling. Understanding and acceptance communicated during counselling can help the child, express understand his/her difficulties freely, find relief as a result of emotional release and





is encouraged to think of ways to overcome the problems. For students with common problems small group counselling can be organised.

One of the essential ingredients for learning to take place is motivation. Motivation is a mental as well as a physiological state, which propels an organism to act for fulfilling the current need. In other words motivation energises an organism to act vigorously for attaining some goal. Such acts persist until the goal is attained and the need is satisfied. Therefore motivation is a prerequisite not just for learning but for any purposive behaviour an organism indulges in.

Sometimes due to lack of motivation the child is not ready to learn or does not make any effort towards learning activity. The lack of motivation may be due to the following factors like when the individual has not matured physically to perform some task and therefore is not ready to learn. As the child is burdened with learning of task not appropriate to his/her physical development, learning will not take place or will be poor. For example a three-year-old child whose finger muscles have not developed properly, is made to fill up pages of alphabets, in such a case, learning will be poor. It will also affect the psychological readiness pertaining to an individual's level of concentration, attention, and interest in the task, and may influence his likes or dislikes for further academic work. A guidance counsellor can help in designing developmentally appropriate instructional material to bring about motivation to learn.

As a counsellor, you realise the barriers in the process of learning and we also frame the specific kind of programme that can be offered to the students to overcome their debilities. Guidance also realises the existence of individual differences in students. It means that students differ in their intelligence, aptitude, interest, personality, etc. The concept of individual differences has already been explained that no two persons are similar and these differences can be accounted for either by difference in the inherent capacities or environmental influences and learning has to be designed keeping in view the varied interests, attitudes and other characteristics of children.

Improvising the teaching learning material to cater to the individual needs of the students, yields better results. A counsellor also realises the importance of providing situations for creative expressions. An atmosphere that is non-threatening, non-judgmental and does not involve personalisation of issues helps to develop creativity amongst the students and makes learning joyful.

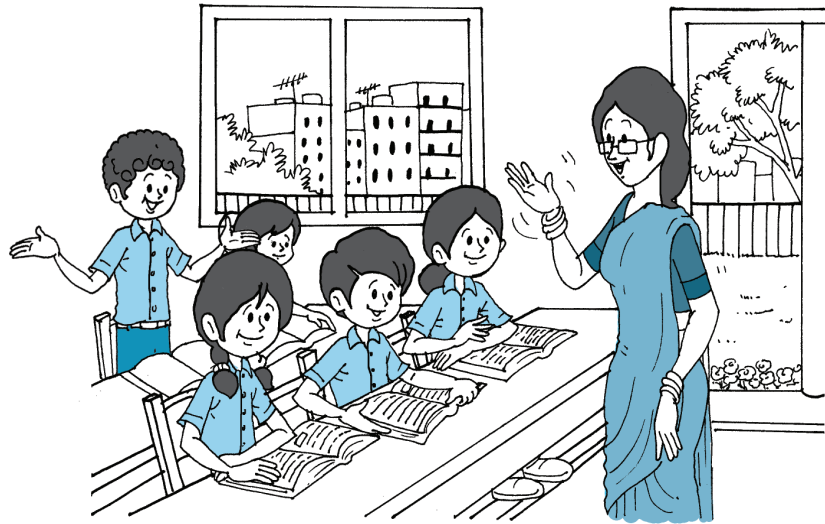
5.4.1 Guidance in the Classroom: Some Strategies

The following techniques could prove helpful in your classroom to facilitate student learning:

- Teachers have a tendency to impose on children, what they think is right. Questions asked in the class are generally not appreciated, particularly if the question is out of context. You need to encourage questioning by listening and answering, paying due regard and respect by giving them your attention when they express opinions, ideas, beliefs. Praise or reward for an original idea or doing a good deed to others may be rewarded by a smile, a pat, a look of approval.
- Engage the students, and assign responsibilities, e.g. running administration

of school for a day, plan the school fair etc.

- Encourage class discussions, and expression of opinions and listening to others to help the child to analyse his own thinking and also appreciate the others point of view.
- Guide to encourage the children to express opinions and feelings, which would help to release the pent-up energy and develops habit of free expression. Parents may also be oriented about effects of appreciation, approval, respect or rejection, reprimand or rebuff, etc. on children.



- Arrange joint sessions or brainstorming sessions for parents, teachers and students to sort out problems of inattention, aggression, conduct disorder like stealing and cheating in the classroom and at home, or any other behavioural problem.
- Programmes for spreading awareness amongst parents and teachers need to emphasise: importance of equal distribution of resources and facilities to all children irrespective of any prejudices against any child; adverse consequences of indiscriminate punishment and harshness; and advantages of rewarding the child for taking initiative, responsibility, decisions, etc.
- Include a special educator or 'learning disability specialist' in the guidance team to diagnose children with specific learning difficulties. Help must be provided to these children, lest they end up as underachievers.
- Help overachievers who are an asset to school. Their originality and creativity has got subdued due to conventional teaching and examination methods, counsellors can help by having an ongoing programme of stimulating activities, and exposure to challenges they are capable of handling. Extra skills or knowledge which is not covered in regular curriculum can be imparted.

Activity 2



Given below is a case of a child with a poor performance in mathematics:

- What are the likely consequences on the child's attitude towards learning if
 - (a) s/he is punished for a small mistake.
 - (b) s/he is rewarded for a small achievement.

Write a small report of this situation.



5.5 Summary

Learning is a natural process but it can be facilitated or hampered by certain natural or unnatural forces. Learning is defined as a behaviour that is originated, or changed, through practice and training. There are various forces influencing the learning process, main amongst these are heredity and environment. Intelligence, maturation and aptitudes are the major inherent capacities that affect learning. Limitations in any area will deter the learner from achieving his desired goals. Certain genetic or congenital defects whether obvious or observable and subtle or unobservable may or may not get detected, but they do cast a shadow on a child's learning capacity. Environmental factors originating in family, educational institutions and from teacher's attitudes and interactions play a definite contributory role in a child's learning capacity. It is the work of a guidance worker to assess the positive or negative contribution of inherent as well as environmental factors on the child keeping individual differences in mind. S/he must find out the deterring effects of each of these influences on each child. A healthy child with all the necessary potentials may turn out to be a poor learner due to emotional blockades.

It is, therefore, for the guidance worker to organise programmes for locating these deficits and initiate strategies to help remove as many blockades as is possible. Since individuals differ with respect to learning, guidance personnel make use of psychological methods to assess individual differences. In this unit, we have discussed that learning and guidance are closely related for bringing about total development of a student. Guidance personnel can help to enhance learning by motivating the student and working on removal of the hampering factors related to personal debilities of learners, teacher's attitudes and teaching practices, home and school environment.

Self-Evaluation Exercises

1. Discuss the concept of learning in the context of education.
2. Explain the factors influencing classroom learning with the help of suitable examples for each factor.
3. Discuss the various learning difficulties faced by a student.
4. Explain how guidance can facilitate and contribute to learning in school.

Answer Key to Self-evaluation Exercises

1. Evaluate your answer on the following points:
 - Learning is taking place all the time without the person being aware of it.
 - Learning is described as permanent change in behaviour occurring as a result of experience.



- What an individual will learn depends on how and what kind of experiences are provided by home and school.
 - Education has an important role in providing need-based experiences suited to the maturity level, interest, cultural background, etc. of the child.
 - Learning is directed towards a specific end and various constituents of the educational system like curricular, teacher, etc. help to achieve these goals.
2. The answer should focus on the influence of factors like curriculum characteristics, school/classroom environment, teacher competence and individual characteristics, family factors, social influences in facilitating or impeding learning. Give examples of each from school/home situation.
 3. Explain the learning difficulties such as
 - reading/mathematical problems,
 - difficulties in written expression and discrimination of sounds, etc.,
 - limited vocabulary.
 4. Explain what is guidance and how guidance can help students learn to the best of their capacity.
 - How understanding the child helps in creating a motivating and satisfying environment to learn.
 - Guidance principles and practices can assist the individual to utilise his/her abilities and minimise the difficulties faced in learning.

Answer Key to Self-check Exercises

Self-check Exercise 1

Put a (✓) mark against the sentences which are examples of learning and a (×) mark against sentences which are examples of maturation and NA for neither of the above.

- | | |
|---|------|
| (i) Child begins to emit sounds. | (×) |
| (ii) A person learns to dance in a few years. | (✓) |
| (iii) Child begins to speak in Hindi. | (✓) |
| (iv) Due to fracture in the right, arm the person can only scribble than write. | (NA) |
| (v) You can play guitar. | (✓) |

Self-check Exercise 2

1. A family where parents and children share their experiences on a day-to-day basis. *Family Environment*
2. A student due to the death of a loved one shows less interest in studies. *Emotional Blockage*
3. An otherwise intelligent child who has speech problems gradually becomes a backbencher. *Learning Difficulties*



4. A slow learner is not able to cope up with the instruction speed of the class. Individual Differences
5. Student's evaluation is strictly based on the subject matter or academic excellence. School Curriculum
6. A teacher who doesn't listen to the difficulties faced by students and discourages classroom participation. Teacher Competence



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6

Group Guidance



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Group Guidance 6

6.0 INTRODUCTION

In the previous unit, you have seen that the teacher is especially suited to perform various guidance roles such as that of a listener, referral agent, student potential discoverer and career educator. The teacher needs to organise these activities to enhance the personal, social and career development of large number of students in school. Group guidance activities can be successfully organised by guidance teachers for both small and large groups to deal with the issues and concerns of common interest to students. Group activities are a significant source of information and provide the opportunity to share problems and feelings of those who are interested in participating in the group. Often, interactions with others clear doubts, provide insights and help in developing skills for day-to-day life. You will find that the choices and decisions that are made by us, our manner of relating to ourselves, others and the difficulties which are part of the daily life are the result of our interaction with others. Those around us are not aware of the importance of group living and group interaction. Group interactions can be specifically planned for achieving certain educational outcomes. Self-mastery and self-development are major goals of group guidance, discussions in small group can be utilised to achieve these goals.

We shall in this unit discuss the importance of group guidance methods and how these can be organised to achieve guidance goals.





6.1 OBJECTIVES

After going through this unit, you will be able to

- *discuss* the need and significance of group guidance.
- *describe* the advantages of group guidance techniques.
- *recognise* the importance of planning before initiating any group guidance activity.
- *explain* the importance of trained teacher or counsellor's role and his/her leadership in the successful organisation of group activities.
- *explain* the effect of group climate on the group members and show its benefit to the group members in a practical situation.
- *enlist* some desirable characteristics of an effective group leader to explain how it influences group behaviour.
- *organise* different techniques of group guidance.

6.2 GROUP GUIDANCE AND ITS SIGNIFICANCE

In order to understand how group activities are helpful for guidance, we need to know what we mean by a 'group'. Generally a collection of people would be called a group, for example, many students or many teachers at one place or many doctors assembled at one place. But a collection of individuals would not be called a group and would not serve guidance purposes. An aggregation of individuals need to have interaction among them and have a common goal before them. The group then collectively works to achieve this common goal. Thus a group for guidance purposes is a collection of individuals with a common goal and all the individuals working to achieve this common goal. Only this type of group will be called a functional group for guidance.

Group guidance is typically used to address the developmental needs of a functional group consisting of a number of students to implement programmes that would benefit them all at a time. Such students with common problems and concerns are helped in groups sometimes small and sometimes large. The counsellor gets a chance to observe their behaviour and reactions during such group situations, which may not be possible otherwise. Furthermore, it is an efficient and effective way of supporting and helping students with issues and problems of common concern in education, career and personal/social areas. Taking part in group activities helps to provide a broader perspective on the issue or the problem under discussion. The collective power of the group helps in easy and quick resolution of problems acceptable to the members. Students learn to work in teams and develop a sense of mutual respect and tolerance. It also provides opportunity to its members to play various roles such as a follower or a group leader etc. Various members help to provide a new insight into the situation. Personal growth on areas such as career awareness, self-awareness, building self-confidence and self-esteem and assertiveness training, etc. are suitable topics and themes for group guidance activities. The advantages of group guidance are described below in more detail.

6.2.1 Inspires Learning and Understanding

Interaction in a group setting provides a chance to students to explore and understand themselves better by making them aware of their own motives, shortcomings and

strengths. Group interaction leads to improved relationships and occasionally even new friendships. The members also accumulate information about the outside world, which stimulates their understanding, and increases the desire to learn more.

Taking part in a group discussion and other activities develops insight into problems of human relationships and also provides new ideas on how to deal with them. Group guidance activities thus help in overall development of personality.

6.2.2 Provides a Therapeutic Effect

Interaction within a group, which shares similar concerns, is therapeutic for students. It gives them a chance to see that there are many others who are also facing difficulties and it is not they alone who are troubled by them. For example, if a student feels that he is not bold enough to speak in public, he may not feel a part of the group and consider himself inferior to others. However if the topic is taken up for group discussion, there may be many who may own up having similar fears. Whereas, others who have no problems in doing so, could inform others how they overcame such a fear or prepare for such an occasion. The teacher can also give tips on how to speak in public. Later every participant can be asked to speak for two minutes on a topic. By practising in a protected group where others are trying to overcome their shortcomings, not only has a therapeutic effect but also helps in the acquisition of a new skill.

6.2.3 Generates Awareness about Negative Influences

Group guidance talks/discussions can be used effectively to expose and caution the students against the use of alcohol, tobacco, drugs or the desire to acquire the latest electronic gadgets or follow fads and fashions. The ideas expressed by their own peer group are helpful in making them aware of the adverse effects of many of these things. They can also practise role-play to learn how to say no to peers who may try to lure them to the wrong path.


6.2.4 Saves Time and Effort

Group guidance activities save time for both the counsellor and students. The group collectively works towards a common goal, solving a problem much more quickly than in an individual way, trying to work towards a solution on their own. Economy though should never be the sole purpose of organising group activities. It needs to be emphasised that the effectiveness of the group in terms of outcomes should never be lessened. At times it is possible that the outcome is not the expected solution of the problem but the process of the group activity itself is quite useful. For example, in group discussion, the interaction among all the participants is rewarding and it benefits the group members to understand each other's thinking, their motives, interests, etc.

You have just read that group guidance techniques are preferred not only because of their various advantages but also due to their effectiveness. However, there are a couple of limitations, which should be kept in mind.

Whereas the group techniques are used to help groups to tackle similar problems, it is also true that no two people see a problem in exactly the same manner. Their needs





may be different from others. Some members may still feel hesitant to share their deepest feelings as some may dominate over those who may not express easily and feel threatened.

Secondly, group techniques actually pave the way for individual counselling. But that may not be possible due to lack of time, as most schools have only one counsellor and s/he may be hardpressed for time. In such a case, a referral may be made.

Nevertheless this does not imply that group activities should not be undertaken. Care, however, should be taken that a balance is maintained between the advantages and disadvantages without affecting the efficiency of the activities.

6.3 ORGANISING GROUP GUIDANCE ACTIVITIES

We know that there are many advantages which make group guidance activities an attractive option in guidance, but at the same time it needs to be emphasised that they must be organised in a very systematic manner. It seems easy to schedule a group discussion, or a talk at a short notice. If the group activities are to be used in a way, so as to get the maximum benefit, a considerable amount of advance preparation and organisation is needed. Planning of an activity may focus around the following points:

6.3.1 Determining the Need

Since one of the main advantages of group guidance is that it can effectively reach a group, it stands to reason that the group shares a common need and hence identifies a common topic for discussion. It is wrong to assume, that arbitrary decision by the teacher or counsellor may be the right activity. A reliable means of determining the need is administering a questionnaire, problem checklist, or even asking simple direct questions. This ensures that the group's need is being met, and the members of the group are involved in the activity.

6.3.2 Determining Size, Time and Roles

The most important characteristic of the group is the size. Size influences the operational format; the efficiency and mutual interaction and effectiveness of the group. If the group is too big, it hampers communication within the group. Members may not have a chance to express opinion or to interact with all members; it may lead to formation of sub groups within the group. The effectiveness of the group guidance activity in a large group is reduced as the group leader may not be able to establish rapport with all members, the numbers may intimidate some members and some may not get a chance to actively participate in the activity. Hence the size of the group should be appropriate and manageable, say 15–20 students.

The time for the group activities is to be decided in consultation with group members. In a school, vacation time may be more convenient, or any time meant for extra or co-curricular activities could also be utilised in consultation with the concerned teachers and the school administrator. Duration of the activity should neither be too long nor too short, preferably 30–35 minutes. Too long a programme can create monotony and too short a programme may not provide the desired effect. Furthermore, the setting in

which the group functions or carries its activities should be student friendly, i.e. adequate light, ventilation and other hygienic factors should be taken into consideration.

Another concern is the role of the counsellor. S/he can be an active participant, a passive observer or an arbitrator. The counsellor can act as the group leader and play an active role. S/he can be an observer and select the leader from amongst the group members. What role will the group leader play will be discussed later in this unit.

6.3.3 Selection of Members/Participants for Group Activity

Members may be invited to participate in the group activity depending upon the nature of problem which is to be taken up for solution. Members may also volunteer if the activity fulfills their need. People may at times refuse to be part of a group if it does not cater to their needs. Another cause of negative response may be if some other members seem aggressive or intimidating. The teacher and the counsellor must be sensitive to such incidents and help relieve anxiety and see that no such behaviour occurs in a group activity. This is especially likely to occur in small groups, for in larger groups, students will find safety with other companions.

6.3.4 Orientation of Members

Orientation of members helps in clarification of group goals. This would help them to play a meaningful role in the activity as well as to derive maximum benefit. The goals of the group activity should be stated in clear, objective and measurable terms. Ground rules pertaining to listening to each other's point of view, showing respect to every member, being non-evaluative, etc. should also be explained.

6.3.5 Monitoring the Ongoing Activities

Keeping in mind the students' lack of experience and comprehension of the gains that accrue from group activities the counsellor needs to be vigilant during the activity. S/he should keep track that the process is not derailed from the purposes of the group and the discussion is focused on the topic, members do not become personal, basically s/he should keep a watch on any happening that may hinder the group process. S/he should use his/her skills to keep the activity on track and moving towards the goal.

6.3.6 Evaluating Outcomes

You have seen that the goals of the group activity are already stated before the activity starts. The standards for assessing outcomes must also be identified and stated in advance. Thereafter the activity data should be collected along those measures and then analysed. This will provide a correct assessment of the results of the activity. This will assist the counsellor to judge which are the best activities and for what purposes, which activity is the least effective, what is the right group size, structure and membership, leadership, etc.



6.4 CHARACTERISTICS OF AN EFFECTIVE GROUP

You have learnt about the pre-planning that should be done before embarking on any group activity, now you will learn about two important features of a group that assists in making groups more effective, i.e. group cohesiveness and leadership.

6.4.1 Group Cohesiveness

Group cohesiveness may be defined as the feeling of solidarity among all group members. It is characterised by the expressions of “we-ness” and a willingness to be united in their efforts in the face of progress or failure. In other words, members are willing to work together, share mutual trust, understand and accept the group’s goals, enjoy the camaraderie and belongingness of being part of the group.

A cohesive group has more influence on its members. The more cohesive a group, the more powerful it is to make members conform to the group norms. Concurrently the establishment of norms generates cohesiveness among group members.

Gratification of personal needs is one of the main reasons of firstly joining a group, and then continuing its membership. A cohesive group not only satisfies existing needs, it creates more needs and satisfies them too, e.g. members of a public speaking skill development group, after acquiring some skills would like to exhibit them within the group, as they would like their fellow members to appreciate their new ability. The smaller size of the group and a democratic group climate or atmosphere contributes to making the group more cohesive. Similarly assigning specific roles and responsibilities to the members also increase its attractiveness. There are certain factors that affect group cohesiveness such as size, democratic atmosphere and status within the group. Now let us look at each of these factors.

6.4.1.1 Group Size

The smaller the group, the more intimate will be the interaction among members. In larger groups, most members do not get a chance to feel involved in the group activity. Interaction among members is more superficial, some bold members tend to dominate other timid ones, making it difficult to maintain internal democracy. All these factors dilute the cohesiveness of the group. The counsellor’s responsibility will be to enhance the communication in the group for which he has to encourage the shy and timid members and check the bold and aggressive ones against dominating others.

6.4.1.2 Democratic Atmosphere

An atmosphere of cooperation within the group intensifies its cohesiveness. People feel tense in a competitive climate as opposed to a cooperative relationship. Feeling of equality and equal opportunity also enhances learning from the group activity, as the members are relaxed and willing to benefit from the activity with a positive attitude.

6.4.1.3 Status within the Group

It has been observed that allocation of a role increases the status of a member in the group. Thus, the probability of status advancement increases the attractiveness of the group for its members. The advancement could be in terms of allotting a specific positive role to every member within a group. Any kind of demotion in status lessens the cohesiveness and attractiveness of the group for its members.



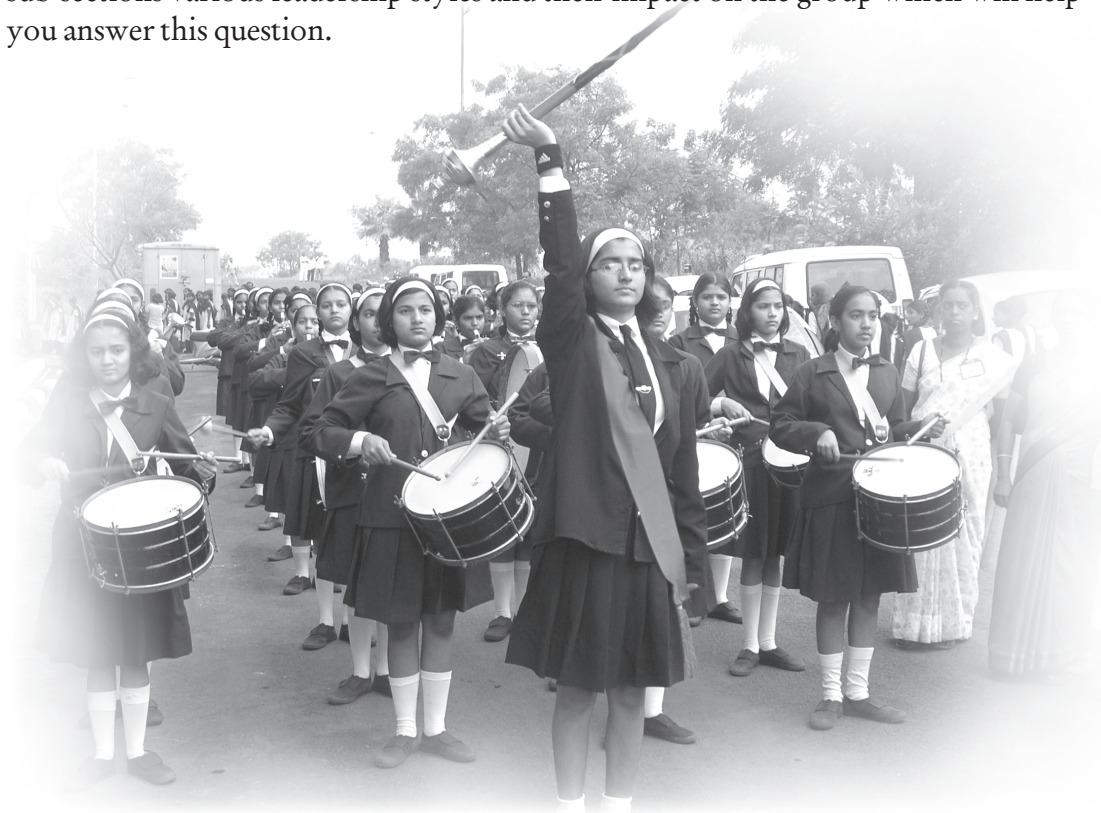
6.4.2 Factors Disrupting Cohesiveness

We have discussed the importance of group cohesiveness and how it can help group effectiveness but we have also to guard against factors that can dilute it. Cohesiveness of a group can be undermined by many factors such as:

- Ineffectiveness of the group in terms of the performance and achievement of purpose.
- Efforts to dominate the group by some group members through aggressive behaviour.
- Formation of sub-groups which are working at cross purposes.
- Negative perception of the group by outsiders.
- Unhappy experience within the group, e.g. isolation, ridicule by others, efforts to embarrass, etc.

6.4.3 Group Leadership

Group cohesiveness and creating a climate for healthy interaction very much depend on the leader of the group and leadership style followed. Leadership is a phenomenon, which has been extensively studied and explored, and fascinates all. Social psychologists have attempted to describe leadership in various ways. However many agree that “true leaders emerge from and always return to, the wants and needs of their followers.” Now we shall see what kind of characteristics make a good leader. You may have come across persons with leadership qualities, some may be very open, some imposing their ideas on others, some invite and work in consultation with others, which of the two kinds of leaders do you think is more effective? You will learn in the following sub-sections various leadership styles and their impact on the group which will help you answer this question.



6.4.3.1 Types of Leadership

Leader functions could broadly be classified as:

- Authoritarian
- Democratic
- Laissez-faire

The three different leadership styles create different group climates. In other words the working style of the leader creates a unique type of climate in the group which s/he leads. His/her behaviour affects the behaviour of the group members, for example, in the case of an authoritarian leadership the group members just follow the leader's orders and not take any initiative. You will learn about this aspect in greater detail in the following paragraphs:

Authoritarian Leadership: Such a leader controls all functions of the group, decides the group goals, ascertains the strategies to be followed and passes orders to the members of the group. The members follow directions mostly for fear of disapproval or punishment by the group leader, as the leader is all in all in the group. Under this type of leader though the group may attain its objectives in time, but the outcome may be routine with no creative results. As members are not encouraged to give their own opinion, a rigid and structural procedure prevails without flexibility. In such an atmosphere no individual growth is expected to occur as the group activity does not stimulate member's curiosity or encourages their participation. They become passive and routinely follow the instructions. The spirit of cooperation is also missing.

Democratic Leadership: In this type of leadership style, a democratic climate prevails in the group. Group members are consulted in devising strategies and taking decisions. Every member feels a commitment and responsibility to achieve group goals. The cornerstone of such a type is originality and creativity. Members enjoy being part of the group as most activities are self-directed. This type of leadership is advocated for the development and growth of the members.

As far as the personal qualities of a democratic leader are concerned, they are of positive nature and help make the leader an effective facilitator. Such a leader

- has clear comprehension of the group purpose and the ability to accomplish it.
- is honest and open to receive feedback and suggestions.
- is flexible, spontaneous and responsive to new ideas of group members.
- enthuses confidence in the members of the group and their ability to attain group goals.
- displays energy, enthusiasm, and perseverance in performing his/her duties.
- exhibits a sense of responsibility.
- is non-judgmental and accepting of others.
- is a good communicator.
- possesses the emotional strength to fight failures and frustrations.
- possesses high degree of self confidence and has a pleasant disposition.
- has an ability to keep group members together by reconciling differences.
- displays ability to be objectives and impartial.

Laissez-faire Leadership: This type of leader is indifferent to the group needs and its activities. S/he is neither interested in achieving the group goals nor is he interested in the welfare and needs of the group members. The group is loosely knit with minimum



direction. The output may not be much, both in terms of quality and quantity. The climate has not been found to be healthy either in terms of individual growth or the goals to be attained. The leader of this type is the least effective in the group.

Table 6.1: *Summary of Leadership Styles*

Authoritarian	Democratic	Laissez-faire
<ul style="list-style-type: none"> - Authority and total control vests in the leader - Group goals, strategies decided by the leader - Objectives achieved in time - No creativity possible, routine functions - Rigid and structural flexibility procedures followed - Members are indifferent - Spirit of cooperation missing among members - No personal growth - Responsibility of meeting group goals lies with the leader 	<ul style="list-style-type: none"> - Leader open and accessible - Group goals, strategies decided in consultation with members, active participation of all members - Objectives achieved, via every member's contribution or jointly - Originality, creativity higher - Flexible and open procedure - Higher commitment and involvement - Higher cooperation - Personal growth of group members - Every member along with the leader is responsible 	<ul style="list-style-type: none"> - Leader indifferent and apathetic - Group goals not clear to members, members not interested in participation - Output not much in quality and quantity - Output not much in quality creativity - Too much flexibility leading to carelessness, indiscipline, etc. - Poor cohesiveness in the group - Poor cooperation - No personal growth possible - No one feels responsible

Activity 1



List the characteristics of a leader that you think you possess. List the ones you need to improve upon. Who among your classmates would you prefer as the leader of your group and why?



6.5 TECHNIQUES OF GROUP GUIDANCE

After having understood the various aspects of group dynamics and how it can be used to achieve various positive outcomes, the group can plan and organise various strategies. You already know the benefits of organising group activities and how to ensure its effective planning and organisation, let us now discuss, the various ways in which such group sessions can be conducted.

6.5.1 Problem Solving

Problem solving according to Bennet (1963) is the creative process by which individuals evaluate changes in themselves and their environment and make new choices, decisions or adjustments in harmony with life goals and values which may also be in a state of flux.

In fact it is a technique of solving problems and consists of a step by step approach. It can be used by an individual to solve a problem or can be used by many individuals as a group to solve a common problem. This technique can be applied in other group activities like group discussion, role play, etc.

Problem solving comprises the following steps:

- Acceptance of the existence of a problem and the will to solve it.
- A correct description of the problem, so that efforts are focused on the right issue.
- Initiation of action by gathering all facts relevant to the problem.
- Examination and analysis of the problem in the light of data collected.
- Putting forward the possible solutions.
- Evaluation of the tentative solutions.
- The testing and observation of the final solution.
- Assessment of degree of acceptance of solution.

Example:

- Suppose the student faces the problem of poor performance in examinations.
- Solution to this problem may include various steps:
 1. Acceptance of the problem.
 2. Identifying various possible solutions to the problem, evaluating and then choosing the appropriate one.

Problem	Possible solutions	Evaluation
Poor Performance in Examinations	a. Devoting more time on studies or studying regularly	Advantage: 1. More judicious use of time, systematic and planned way of study lead to better preparation. 2. More confidence. Disadvantage: Less time for enjoyment, entertainment and sports, going out with friends.

	b. Attending coaching classes	Advantage: Gets personal attention. Disadvantage: Is very expensive, time spent in travelling.
	c. Meeting a school counsellor	Advantage: Gets friendly guidance, extra attention and understanding. Disadvantage: Seeking adult attention or advice.

- Looking at the merits and demerits of the above possible solutions the child can accordingly select from the options a, b and c.
- If the selected option does not yield positive outcome, the child can opt for any other option from various possible solutions.

Although the steps seem easy enough, it is essential to practice them and become aware of the obstacles that one can face before one can go into any benefit or insights from the problem solving technique.

Some of the impediments which can affect the process of problem solving adversely are as follows:

- Incorrect description of the problem. If the focus of efforts is in the wrong direction, the solution is bound to be unsound.
- Inability to transfer previous experience or learning to the problem solving situation.
- Lack of self-confidence, subjective thinking, personal prejudices, and inflexibility are all hindrances towards the realisation of a feasible solution.
- Thus, the training of the group members could focus on:
 - Importance of the accurate observation of the problem and its possible solutions.
 - To be able to stay away from personal biases and prejudices while perceiving the problem.
 - To be able to explain and understand the information which they have gathered about the given problem.
 - To be able to evaluate the final decision (solution) and reach upon a conclusion.

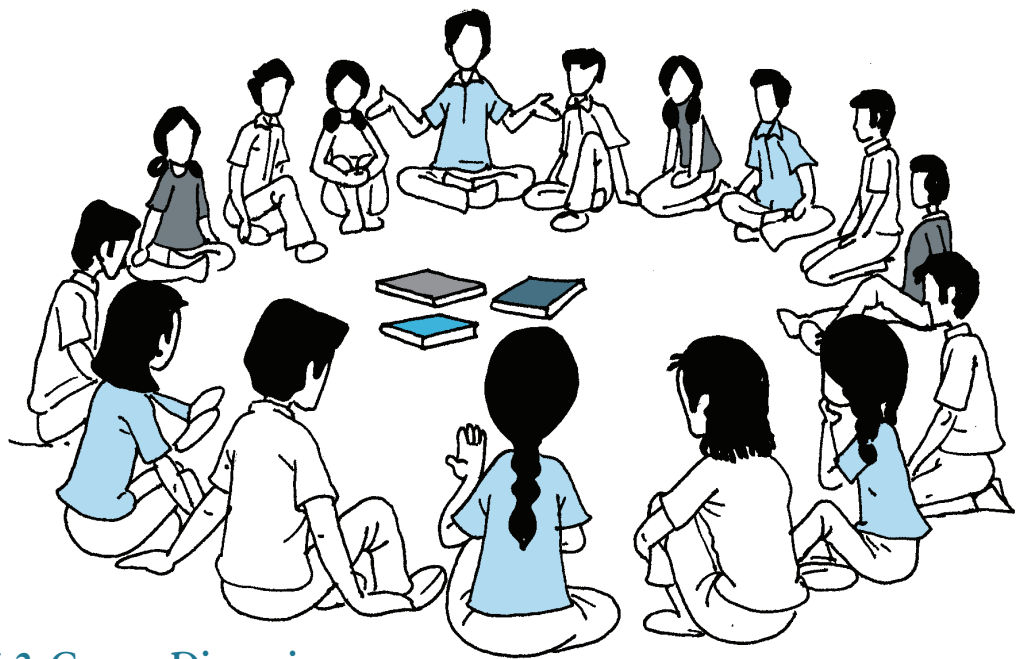
The above given steps can be explained with the help of an example.

Activity 2



List three problems, and put forward three possible solutions to each of the problem. Evaluate each solution by putting down the advantages and disadvantages of each solution. Select the final solution and give reasons for selecting the final solution.





6.5.2 Group Discussion

The group discussion is used when the group is facing a common problem and it can be solved by collective effort. All group members are willing to participate in the discussion and they contribute ideas towards solving the problem. The group discussion will be useful only if the members participate actively without the fear of being ridiculed or criticised and where all the members have the opportunity to participate. Participants should be oriented and trained in the elements of a good discussion to make it an effective guidance or an educational tool. Some of the basics of a good discussion to be emphasised are given below:

- A group discussion is a worthwhile pursuit only when the result is a synergy of the ideas, inputs and experiences of all members of the group, therefore active and cooperative participation of all members is essential.
- Participation does not mean only talking and discussing but also the ability to listen and synthesise what is debated.
- All the members of the group should be acquainted with each other and with the purpose of the discussion. They should familiarise themselves with the topic, read about it and know the scope of the discussion. The level of preparation could be decided upon in advance.
- Every member should maintain good etiquettes, i.e. no personal remarks should be made, nor any temper outbursts indulged in.
- Some time should be devoted in getting to know each other or rapport building amongst members. Members should not stray from the topic of discussion nor try to monopolise the discussion time. Everyone must get a chance to voice their opinion.

The group members with the help of leader identify the major points or ideas on which the discussion is to be focused. The ideas presented are summarised from time to time.

Without being aware of it, members may play certain roles in the discussion process. As a counsellor you need to familiarise yourself with these roles which will help you in using this technique effectively. However, you must remember that it is not necessary

that all these roles are evident in every group. Though some of these roles will certainly be obvious. Knowing and recognising these roles will help you as a counsellor to facilitate the group discussion with your intervention and comments. There are some positive roles, which contribute fruitfully to the discussion process. The discussion proceeds successfully and the group members feel satisfied and happy. Some of these positive roles are given below:

- Initiator – the person who starts the discussion. S/he generally takes the initiative in advancing new ideas related to new problems.
- Clarifier – steers the group in the right direction and helps it clarify its objectives.
- Facilitator – is the communication expert who helps the group members to be aware of each other’s skills, aiding the mutual interaction process. S/he also stimulates restatements, provides clarification and summation on what all has been achieved by the group and thereby easing understanding of different viewpoints.
- Encourager – encourages others to take active part in the discussion process asking for their opinion.
- Harmoniser – pacifies opposing viewpoints and tries to reconcile differences.
- Fact-seeker – brings to notice areas where additional information is needed.
- Fact-giver – is able to fulfil the gaps in information either from his personal experience or from knowledgeable sources in the field.
- Expediter – handles all arrangements for the smooth functioning of the process.
- Spokesperson – keeps a record of the official action of the group, reports to the group in the terms of progress made towards goal, s/he works to create awareness of how the group is functioning and presents the viewpoint of the group to the outside agencies.

In addition to the positive roles, there are a number of hindering personalities, which are also enacted in the group discussion. Knowing what these roles are helps to tackle them and keep the discussion process moving forward towards its goal.

A facilitator understands how each personality type (both positive and hindering) can be turned into a positive force for group interactions. A guidance teacher should know the personality type, recognise its characteristics and understand the techniques for using it as positive group interactions.

- Aggressor – may be a person who is pushy and may become angry and get personal in an attempt to prove his point. S/he needs to be checked immediately.
- Blocker – would find fault and block every move by diverting attention from the theme.
- Recognition-seeker – is more interested in narrating his many exploits and makes a constant effort to attract attention thus hindering the group discussion.
- Dodger – directs, on the other end, efforts to keep himself/herself aloof from the proceedings not making any contribution in the discussion.
- Dominator – finds ways and means to exercise his/her authority or superiority and knowledge by being adamant against the majority.
- Blamer – always finds deficiencies in other members or arguments given by them and is of course always right.





- Lobbyist – ‘lobbies’ for a particular solution to serve certain interests. In addition to the negative roles played by some group members, there could be other factors which could be hindrances to the effective communication between members.
- Group size – as already stated in the beginning, a large group will hamper communication between members. The optimum size depends on the maturity level of the members, generally speaking, it should not exceed fifteen. A small group encourages more interaction among members and keeps the interest and participation of the members alive.
- Lack of confidence among members could be a major obstacle. The group should be a mix of members who can communicate well. They should also encourage others to participate in the discussion by involving them in the discussion.
- Apprehension of being evaluated is another source of fear. It should be made clear in advance of the discussion that no individual assessment would be done to allay these feelings.
- Listening skills of the members need to be polished before any group discussion. This helps them to understand another’s point of view and avoid conflict.

The role of the discussion leader is important because s/he can facilitate the flow and direction of the discussion. S/he can help members open up by using specific techniques and build rapport among them, keep the discussion within the prescribed limits, synthesise and summarise to show members what progress has been achieved. The leader helps the group set goals, provides information and seeks expert help from outside if required. To achieve all this, s/he must first ensure that a friendly and non-threatening, non-judgmental and accepting climate is dominant among the members. For example, a group discussion could be arranged on an issue of common concern to school students like drug abuse, test anxiety, peer pressure, fear of public speaking, etc. The teacher/counsellor calls the interested group of children to discuss the issue.

Children are encouraged to present various viewpoints. The teacher counsellor can also organise a role play and some group members can be encouraged to get more information on the subject. A film could also be shown which can be discussed by the group.



Self-check Exercise 1

- A. Think of an issue which you as a counsellor/teacher would like to take up for group discussion.
- B. What would be the points of discussion.
- C. Give at least three factors that would hinder the efficiency of the group discussion.



Activity 3

Organise a group discussion with a group of about ten participants on a common problem. List the positive and negative roles emerging in the group discussion organised by you.

6.5.3 Role-playing

Role-playing is only effective for groups having 15-20 participants and cannot be carried out with very large groups. It may also be most useful when highly charged emotions are to be discussed or highly sensitive issues are to be worked out. Because of the emotions involved in this technique, guidance teachers are advised to use this technique cautiously and be well prepared. Role-playing is a method in which 'real-life' situations are simulated by participants. This provides an opportunity to develop new insights, intuitions, skills and some understanding of opposing viewpoints in the field of human relations. There will be a few characters in the role play which will be played by a few participants. All other participants will serve as observers/audience but they will also be actively involved in the role play.

To derive the maximum benefit from role-playing activities, it should include the following steps:

- Orient the group to the need for using role-playing technique for a particular situation.
- Select a problem or a relationship situation for dramatisation which needs clarification for the group or which is creating tensions, define the situation and initiate warming up.
- Assigning of roles and clarifying the situation to be role-played.
- Preparing the audience to observe intelligently.
- Assessing the role-play.
- Debriefing with each participant and as a whole group to check that the appropriate learning/understanding took place.
- Re-playing it after the assessment. This is required because the same situation can be role-played in many different ways. In this replay a different set of participants will take part. The same process will go on with different role-play also.

In a role-play, an enormous amount of learning takes place through active participation of the learner as compared to what occurs through 'content' learning in the classroom where the learner is the passive recipient. Relationship skills are best learnt in a spontaneous climate where reactions are instinctive, unstructured, free of stereotypes and blocks. Role-play activities like psychodrama and sociodrama aid this type of learning, where besides being cognitively involved, the learner is involved emotionally also, because s/he is playing a role and identifies fully with that role in a real life like situation such as teacher-pupil or parent-child relationship.

The important difference between psychodrama and sociodrama is that the subject of psychodrama requires personal involvement of an individual with other people. Sociodrama concerns itself with conflicts encountered in social situations where an individual per se may not be personally involved. Such as negative attitude towards girl child or untouchability. Psychodrama explores the private aspects of personality of the individuals involved. For example, problem of a child experiencing conflict with father. Sociodrama deals with social aspects of the players personalities. Both follow a similar technique of enacting real life situations so that they can explore their true feelings and reactions to it in a protected environment; the main objectives,





being resolution of conflict and development of insight. The following points should be kept in mind to get the best out of the role-playing technique.

- Although they require unrehearsed performance, a fair amount of pre-planning is essential for their smooth delivery. Pre-planning includes selection of a problem, clarifying the roles, assigning roles to individuals who will interpret them according to their viewpoints and involving the audience in the performance.
- To make it more meaningful and effective, the whole group that includes actors and spectators must understand and react to the problem, developing their own insights into it.
- To make the above happen, the problem tackled should be of personal significance to most members of the group. If the situation selected is not realistic or closely related to life experiences, the technique will lose its value as a learning device.
- To give a feeling of being involved in the problem solving, the role-playing should be followed by a detailed discussion. The focus of discussion should be on the effect of the presentation, the groups reaction to the situation; the new insights developed, how else would they have handled the problem before and after the presentation; any other solution that may be more appropriate to the problem, etc.

Psychodrama and sociodrama can be classified functionally as diagnostic, therapeutic and educative. The **diagnostic presentation** is actually a dress rehearsal. It is a means of checking whether a person is equipped to deal with a situation which is likely to occur in the anticipated situation so s/he can experience first hand the obstacles and uncomfortable queries s/he is likely to encounter, s/he can then prepare himself/herself to manage them.

In **therapeutic psychodrama**, a person learns to handle his/her frustrations and inhibitions, which hinder his/her healthy integration in day-to-day life. The catharsis provided by enacting the problem may be an eye opener to the individual and helps to overcome obstacles, which may be located within himself/herself. It is best performed under the guidance of an expert trained counsellor.

The **educational psychodrama** is more geared towards providing educational and vocational guidance to group members. Various career situations could be enacted to inform the students about what functions are performed in those professions. This would help them to ascertain whether they would truly want to take up that profession. However all role-playing is educational in intent and learning is outcome of all psychodrama and sociodrama.

There are many variations of the psychodrama and sociodrama which will be explained now.

Role reversal : In this technique, the roles played by the players are actually those of their opponents in the conflict situation, e.g. if it is a parent-child problem the child would play the role of his/her parents. By playing out the situation from this perspective, there is a new set of dynamics in play. It helps to see the situation from the other side and it creates a better understanding of the human relations. Such a session is aimed at both training and diagnosis.

- Another variation is having one of the members portray an absent person. This helps other group members to express feelings about him/her without inhibition.
- A group member plays his/her real life role not as s/he sees it but as s/he thinks others see it.
- Dramatisation of dream content or fantasy material.
- A single person interprets several roles.
- Performance of an entire situation by the actor through pantomime. It can be interpreted by the audience as they see it.

Thus psychodrama or sociodrama is an extremely resourceful and imaginative guidance technique.

Advantages of the technique are to :

- help people express their true feelings in an accepting atmosphere thus giving vent to their pent up emotions.
- increase the resources at an individual's command thus improving the flexibility in dealing with unexpected situations.
- provide valuable experience to an individual in a protected situation without having to face failure or damaging consequence due to his/her actions.
- make the teacher or counsellor part of a two-way communication process by removing him/her from the authority role temporarily. This helps the students to relax and be more of themselves. It helps the teacher to know his/her pupils better.
- improve understanding of one's own motives, aims and also those of other participants.
- help develop better human interaction within the group and outside it.

6.5.4 Case Method

A case study is one way of organising data about a unit that has to be studied. The unit can be an individual, a family, a social group or a social institution or even a community.

An individual case study is usually in depth, as there is only one unit to be studied. Whereas, in trying to study a particular group or a community, case study tries to deal with different elements like its prevailing economic activity, climate and natural resources, historical development, its religious or social expression, etc.

The data is gathered through several methods or techniques such as observation of behaviour, use of questionnaires, inventories, checklists and psychological tests, interviewing friends, relatives and others, etc.

In an educational setting a teacher/counsellor can take case histories of children who are into drugs, performing poorly in exams, truants, etc. S/he can then arrange for a case conference, where people from different professions like a social worker, clinical psychologist, psychiatrist can discuss the child and arrive at a consensus on how to help the child and the parents.

Case study method is explained in detail in Module VI in Unit-3 on 'Qualitative Assessment in Guidance and Counselling'.



6.5.5 Sociometry

Stanley and Hopkins (1990) have defined sociometry as “the study of interrelationship among members of a group, i.e. its social structure: how each individual is perceived by the group.” In an educational setting, sociometric techniques are useful for teachers to help them understand the pattern of relationship existing in the students of his/her class. For example, in a group of children a child may be asked whom s/he would like to play with or do his/her academic project. The responses would help to identify the most popular students in class and also the ones who are not very popular or others who are rejected. The teacher can then plan a suitable remedial programme for inculcating better interpersonal relationships among students.

The technique is simple and adaptable to many group situations. It may consist of single question or a set of questions.

However, it should be kept in mind that sociometry is an informal technique and moreover, in the above example the member with whom a student chooses to work on an academic project may not be the same with whom they would want to play.

This technique is discussed in detail in Module VI in Unit-3 on ‘Qualitative Assessment in Guidance and Counselling’.



Self-check Exercise 2

Match the situations in column A to the technique used.

A	B
1. Most beneficial as a cooperative activity, giving every participant a chance to take part. 2. Rooted in the characterisation of social issues. 3. Based on accurate and objective observation, identify and evaluate various options to choose an appropriate solution. 4. Developing insights on seeing other person’s point of view. 5. To study the interrelationship among members of a group. 6. To do an in-depth study of a unit on various aspects of a problem.	a. Problem solving b. Role-playing c. Group discussion d. Sociodrama e. Case study f. Sociometry

6.6 SOME COMMON GROUP GUIDANCE ACTIVITIES

Besides the techniques discussed above, there are some more commonly used group methods. Some of them are given below:-

- *Class Talk*

You already know the benefits of organising group activities and how to ensure its effective planning and organisation, let us now discuss some of the other the ways in which such group sessions can be conducted. More details on these topics will be given in Unit-2 in Module XII.

As the name implies the class talk is generally arranged for students of one class, or for a smaller group within the class who may be sharing a common concern. The subject of the class talk is determined by the need of the group but it is general though varied in the nature, e.g. themes like “Need and importance of planning”, “Effective study habits”, “Dealing with examination stress”, “Improving communication skills” and “Public speaking”, etc. are a few examplar topics which could be taken for class talks.

The talk should preferably be of 25 to 30 minutes duration with 10 to 15 minutes set aside for a question and answer session (one class period which normally is of 35-40 minutes duration). Since in most schools, there is no separate time scheduled for guidance and counselling work and such activities are normally held in between academic class periods, it is extremely important that it be delivered in an interesting and interactive manner. It should be supported by audio visual aids, posters and interspersed by examples and events from day-to-day life to make it interesting and catchy. Students should be drawn into the talk by querying them about their ideas, experiences and inputs relating to the subject.

- *Career Talk*

The aim of the career talk is to provide relevant information to the class or a group regarding a particular career. This includes nature of work, working conditions, work requirements like age, educational qualifications, institutions for training and for further studies, special skills required in the field, personal attributes which may aid performance, job opportunities, pay scales, avenues for promotion, sources of further information, etc.

It is helpful if arrangement can be made for the group to have a copy of the talk since it contains a lot of factual information.

- *Displays*

Bulletin board is a useful way of displaying information about guidance activities and issues which need to be focused on and highlighted. Displays can be used for

- awakening the interest of the students in guidance activities related to vocational planning, personal-social development, or counselling workshops.
- providing varieties of career and social information such as, ‘new and emerging careers’, ‘job opportunities after vocational courses’; tips on self-development, ‘how to deal with peer pressure’, ‘importance of picking up constructive hobbies’; motivational quotes; write ups about people who could be potential role models, etc.



- directing students to reliable sources of help like teachers, counsellors, libraries, etc.
- reports appearing in the newspapers and other media related to student concerns and issues.

Themes for Effective Displays

An effective display should be built on a dominant idea which should be capable of inspiring curiosity about the subject in the mind of the onlooker. The teacher or counsellor should use his/her experience and knowledge of the students to come up with a concept which would interest them. The following points could help in deciding the theme of the display:

- Display should be focused on one central idea.
- Theme must be specific and tangible. This means it must be meaningful to students in their day-to-day life and not be an abstract idea.
- Themes should be based on student interests.
- Themes are means to an end so the display should be designed around a motive and give detailed information about it. Some examples for display are “Options After School”, “Preparation for World of Work”, etc.



Self-check Exercise 3

Fill in the blanks from the following alternatives:

- | | | |
|----------------|------------|---------------|
| a. Career talk | b. Display | c. Class talk |
|----------------|------------|---------------|
- _____ aims at initiating discussion and sharing of common concern among students.
 - _____ aims to provide information about different careers.
 - Visual presentation of any awareness information can be done through _____.



Activity 4

List five topics which could fall under each of the following activities. Select one from each list for discussion in your respective schools. Share the usefulness of these topics with your mentors or supervisors during the contact programme.

Class talk	Career talk	Display

- Display themes must be aimed at present and future needs.

Other important pointers towards making displays more attractive are:

- Display title should be arresting.
- Pictures should be used to make it colourful and balance the writing.
- Cartoons attract attention and a suitable cartoon can make it interesting.
- Some trick questions or expressions, quizzes also attract interest.
- Bulletin board should be large enough to accommodate all materials. It must have a soft base so that it is easy to pin or attach material on it.

6.7 Summary

In this unit, you have studied about the need, advantages and limitations of group guidance techniques. You have also learnt about factors that have to be kept in mind before organising group activities for their maximum usefulness. You know that group cohesiveness and effective leadership are important for constructive group interaction and to achieve group goals. You have also learnt about various group activities like Group discussion, Problem solving, Role-playing, Case method, Sociometry, Displays, Class talk and Career talk, etc. which can be organised by a teacher-counsellor to benefit large number of students at a time in a school.

Self-Evaluation Exercises

1. List the different groups of which you are an active member. What is your role and function in these groups? Which one do you enjoy the most and why?
2. According to you, what are specific guidance needs of the school youth in your country, which can be dealt with effectively in groups?
3. Think of any situation where a benevolent authoritarian leader may be more effective and a situation wherein a democratic leader will be more effective.
4. Do you agree that group cohesiveness is a desirable characteristic of a group? Give reasons to support your answer.
5. Is a teacher trained in guidance and counselling in a better position to organise group activities to help students derive maximum benefits from school experiences? Give arguments to support your view.

Answer Key to Self-evaluation Exercises

1. You may mention groups such as family, school, peer group, any clubs or recreational body or any other social group. You may also



spell out your place in each group and what you are supposed to do and what you like most.

2. You may include in your answer all the problems and areas of needs which are common among the school students which can be dealt with effectively in groups.
3. An authoritarian leader may be more effective in a situation where the work is to be done according to set guidelines in a routine manner and the result is wanted quickly. The democratic leader will be more effective where the group members are expected to find out the creative solution to a problem.
4. Yes, group cohesiveness is a desirable characteristic of a group. It keeps the group intact and functional.
5. Yes, a teacher trained in guidance and counselling is in a better position to organise group activities to help students. It is because the trained teacher has a better insight into the principles of organising group activities, s/he understands the activity, its objective, process and the outcome is also better understood.

Answer Key to Self-check Exercises

Self-check Exercise 1

- A. For example, friendship formation could be an example.
- B. The points of discussion are arrived at by the group consensus. For example, the group may decide to discuss the following:
 - What qualities do you look in a person to build a friendship?
 - Are you attracted to like minded people or people having a different temperament?
 - What makes friendship long-lasting?
 - How important is friendship support system in your life?
- C. Factors that would hinder the efficiency of group discussion:
 - Negative roles played by some members like one of aggressor, blocker, blamer, etc.
 - Lack of confidence among members.
 - Large group.

Self-check Exercise 2

- | | | |
|------|------|------|
| 1. c | 2. d | 3. a |
| 4. b | 5. f | 6. e |

Self-check Exercise 3

- | | | |
|------|------|------|
| 1. c | 2. a | 3. b |
|------|------|------|

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7

Using Community Resources for Guidance

- 7.0 Introduction
- 7.1 Objectives
- 7.2 Guidance and Community Resources
- 7.3 Role of Community Agencies
- 7.4 Role of a Counsellor
- 7.5 Survey of Community Agencies
 - 7.5.1 Suggested Format for Survey of Community Agencies
- 7.6 Resources and Agencies Found within the Community
 - 7.6.1 Referral Resources
 - 7.6.2 Financial Resources
 - 7.6.3 Information Resources
- 7.7 Summary
 - Self-Evaluation Exercises
 - Answer Key to Self-evaluation Exercises
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 - Suggested Readings





Using Community Resources for Guidance 7

7.0 INTRODUCTION

There are many such students in school who require specialised and unique help in coping with various physical, educational, personal-social problems that can get in the way of healthy growth and adjustment. Though the school counsellor is responsible for providing help to the students, in certain cases the counsellor alone may not be equipped well to meet their demands and help them solve their problems. In order to overcome these problems, help from a number of sources is required. A guidance teacher requires teamwork from a variety of sources, both in school and from the community to help these students.




The success of guidance activities depends upon the collaborative functioning of various institutions, agencies, participation of parents and the community to meet the needs of the students. The counsellor will find his/her task much facilitated if s/he explores and makes use of the resources that are available in the community. For specialised services, which cannot be provided by the teachers and guidance counsellor in schools, referrals may be done to a specialised person or agency, which can provide that particular help.

In this unit, you will learn about out of school community resources that may be helpful to you in organising and conducting your various guidance activities. You will also learn how to contact and maintain an on-going resource file of community agencies to which you will refer students with special requirements.

7.1 OBJECTIVES

After going through this unit, you will be able to

- *describe* the role of community agencies as a resource in guidance programme.
- *undertake* survey of community agencies.

- 
- *describe* various resources and agencies available in the community.
 - *discuss* the various types of services provided by the community agencies.
 - *describe* ways to involve the community agencies in a school guidance programme.

7.2 GUIDANCE AND COMMUNITY RESOURCES

An effective guidance programme requires cooperation and collaboration with community agencies as they can offer valuable help in organising guidance activities in school. The counsellor plans and organises career talks, career exhibitions-cum-conferences, field visits, plant visits, etc. Help of various community agencies can enrich these activities. Detailed information about all these agencies such as the type of services provided by the agency, charges for offering the services, address, transport facility to make the visits, timings, etc. should be collected and systematically maintained by the guidance teacher. An important role of the guidance teacher is to develop and maintain cooperative working relationships with all community agencies. You will learn about all this in detail in this unit.

7.3 ROLE OF COMMUNITY AGENCIES

The success of the school guidance programme depends to a large extent upon its ability to meet the needs of the students. In fact, the school counsellor alone is not always able to help a number of students. They may need assistance of different types of community agencies for which the counsellor is not competent or trained, for example, the counsellor is not equipped to provide help in case a student has some kind of health problem or is in need of finances for higher education. In such cases, help may be sought from different types of agencies, which can render required help to students. Therefore, there is a need to explore and make use of the resources that are available in the community.

7.4 ROLE OF A COUNSELLOR

As a counsellor, you have the responsibility of collecting the information about the types and the nature of resources available in your community, and develop relationship with the community agencies so that the services can be used for the benefit of the students. You can refer students and their parents to community agencies for help whenever there is need for help regarding higher education, training, employment, health and finance, etc.

The counsellor will be particularly interested in identifying within the community (i) speakers to deliver career talks, (ii) participants for career forums, (iii) employers interested in hiring young people, (iv) sponsors for publication of educational and career information, and guidance material, (v) agencies which can help students in arranging field trips, provide medical care, financial assistance, consultancy on educational, social, and legal issues, etc.

You may carry out a survey of the local area to find out existing community agencies. A list of community agencies can be prepared along with the necessary information and the services they provide. The counsellor can invite professionals from these

agencies to interact with the students depending on their need, e.g. a medical personnel can be called to create awareness about prevention of HIV/ AIDS, etc. Also for special services students may be referred to the appropriate agencies in the community.

Survey of community agencies will help you collect information about these agencies.

7.5 SURVEY OF COMMUNITY AGENCIES

To identify such agencies, a survey of community resources can be undertaken. The objective of the community survey is to identify agencies and their services, which might support the guidance programme. The guidance worker with the help of the administrators and other staff members should accept the responsibility for the survey. The school administrators should provide leadership in the survey. In some cities, some agencies have already compiled the information and may have published a directory of the welfare, health and youth agencies.

The information desired will vary in different communities but essentially a survey should state:

- Type and name of each agency with full address and phone number.
- The special services offered.
- The case load that can be handled by the agency.
- Fee schedules (if any).
- The procedure and requirements for using or referring pupils who might benefit from the service.

Some method of recording such information may be used so that it can be easily retrieved. This information can be recorded according to the nature of services offered by these agencies or according to the alphabetical order of the agencies.

Information about such agencies will enable the guidance worker to make proper referrals and obtain professional help for students when they are in need of specific help. The type of such resources available in a community will depend upon the size of the community and extent to which it has developed facilities and factors.

7.5.1 Suggested Format for Survey of Community Agencies

A format for collecting and maintaining information about community agencies follows:

Type of service offered _____

Name of the agency _____

Complete address of the agency _____

Telephone number _____

Name of the Director/Administrator/Secretary _____

Agency's main financial support source _____

Fee (if any) _____

Case load that can be handled _____



Referral requirements _____

Referral procedures _____

Working hours _____

Facilities _____

Professional staff _____

Miscellaneous information (if any) _____

For maintaining liaison with community services and agencies, the counsellor has specific responsibilities:

- (i) Be in contact with the agencies and the organisations offering the special services through meetings, visits and telephone or other forms of communication. A consistent presence helps that agency understand what your guidance programme needs are and they are more willing to help out when requested.
- (ii) Have a plan for screening and referral that is acceptable to both the school and the agencies. This may vary from agency to agency. For example, you can select a group of students in 12th standard in your school who are not performing well in studies and are from a poor family background. Talk to them about their interests and choices or you can administer various standardised tools to know more about their potentials and then accordingly discuss with them about various ways they could improve their performance. You can also discuss with them the possibility of pursuing vocational courses after their schooling and information about the agencies that provide such help or vocational courses.
- (iii) Invite and involve community representatives in the guidance programme as well as other cultural programmes and activities organised by the school from time to time. These community representatives may speak at these functions about themselves and about the kind of services their agencies can offer to the school.
- (iv) Have a continuous plan of evaluation of the overall programme of guidance services, which would provide suggestions for improvement to community agencies regarding the procedures and nature of services provided by them. This information could also be obtained through a follow-up with the students under referral to an agency. The counsellor needs to seek the permission of the agency for recording and maintaining the information. If it is confidential, the counsellor must keep it in such a way that it is not accessible to people who are not authorised or supposed to see it.



Activity 1

Survey a sample of three agencies working in your community for the welfare of the students. Write a small report (on any one interaction) on what you discovered after interacting with a community resource, how difficult/easy it was, how restrictive their requirements for referral, etc. are.

7.6 RESOURCES AND AGENCIES FOUND WITHIN THE COMMUNITY

On the basis of the survey, you would identify the resources of the community that might be useful for helping students and for organising guidance activities. Some of the agencies found to be the most useful for referral of students are:

- Hospitals and polyclinics for health check-ups.
- Agencies which can help in dealing with behavioural problems.
- Rehabilitation departments and agencies.
- Agencies which can provide career information and related material.
- Banks for providing financial help, grants, etc.
- YMCA, YWCA, etc. for extending help in terms of vocational training and other activities.
- Recreational and hobby clubs for pursuing hobbies.

Most of these agencies can also assist you as school counsellor in incorporating their services in your school guidance programme. For example, some medical

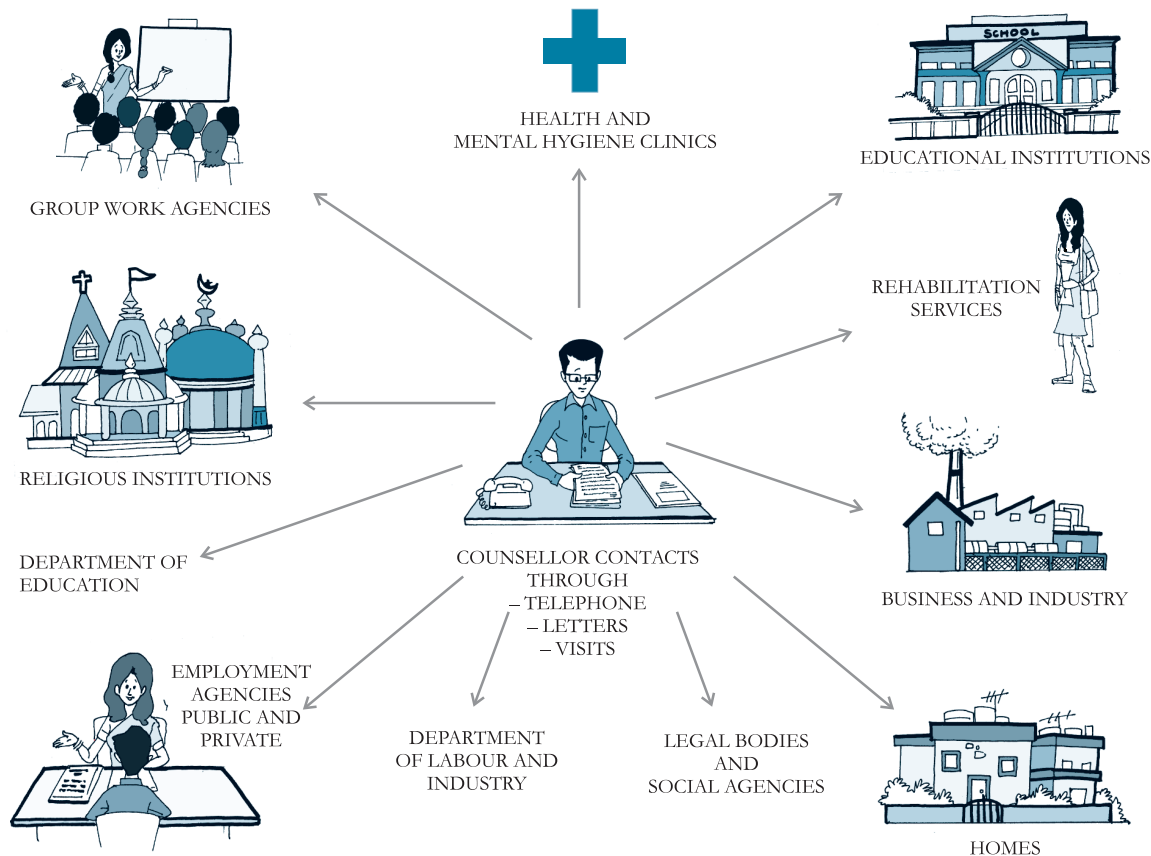



Fig. 7.1: *The Counsellor and resources in community*





specialists come to the school for routine health check-up of students or some experts from career study centres can be invited to school to deliver career talks, clarify the doubts of students with regard to some new and emerging occupations.

These resources can be broadly classified as Referral resources, Financial resources and Information resources. You will now read about these resources in detail.

7.6.1 Referral Resources

Referral resources can include the following services:

- *Health Agencies*
Hospitals and clinics (government/private) offering medical services and services of specialists for eye, ear, nose, throat, dental cases, etc.
- *Mental Health Agencies*
These include psychological and psychiatric services offered by mental health clinics or hospitals, child guidance centres and specialists who are in private practice or attached to hospitals and clinics.
- *Social Welfare Agencies*
These include agencies supported by religious groups, trusts and Government Welfare Departments for youth, girls, women and children. In some cases, financial assistance may also be secured for a needy child. Such agencies also run special institutions, special schools for the physically and mentally challenged and delinquents, etc. and also offer family counselling.
- *Youth Organisations*
Groups such as YMCA, YWCA, clubs, boy and girl scouts, young people's association, etc. provide an opportunity for students to use their leisure time in constructive, recreational and socialising ways which emphasise character development and leadership training.
- *Community Service Clubs*
Clubs such as the Rotary, the Lions, etc. can help the school guidance programme not only through supplying information published by them but also through sponsoring career talks and other guidance activities about different fields of work to students.
- *Vocational Guidance Sections of the Employment Exchanges*
The guidance worker should refer all school leavers who are not interested to continue higher education to the vocational guidance officers of the employment exchanges who can help such students by providing information about employment opportunities, short-term training facilities, training institutions and jobs. Vocational guidance officers could also be invited to deliver career talks to students in the school.

- *Professional Associations and Societies*

Medical Association, Local Bar Association and other professional associations and societies may also be other sources of information and support to students.

- *Job Placement Agencies*

Employment agencies and other agencies interested in offering summer jobs or part-time employment to students and placement for students after school.

- *State Guidance Bureaus*

State guidance bureaus are government institutions which provide help to the school counsellor in terms of professional consultancy. They also supply psychological tests, career information and related material, etc. which may facilitate his/her work in the school.

- *Non-Governmental Organisations (NGOs)*

There are various NGOs which provide help to the students and deserving candidates through different programmes and schemes. These agencies also help in organising guidance activities for students at various levels.

Activity 2



Prepare a directory of government and non-governmental agencies and organisations in your community along with their phones, fax and e-mail details and the services offered by them.

7.6.2 Financial Resources

There are various organisations which could provide financial support for guidance activities. They have schemes under which students are offered part-time jobs or vacation jobs with some financial support. Central government and state government organisations also have several schemes to provide scholarships/stipends and other incentives to the deserving and poor students. Employment schemes are started for educated unemployed youths in rural and urban areas. Nationalised banks also provide loans for self-employment. Similarly, industrial or business houses and resourceful individuals can also help financially or offer their services for guidance activities. The counsellor knows about the financial problems and needs of various students. S/he may guide these students to approach such agencies to procure loans/grants, etc.

7.6.3 Information Resources

Local employment exchanges, professional organisations such as the Medical Association, Bar Association, Chamber of Commerce, Department of Education, State Bureaus of Guidance, youth organisations such as YMCA and YWCA, and clubs such as the Lions and Rotary can furnish information to the students for their educational and vocational planning which includes information about various courses, training facilities, scholarships/stipends, job opportunities, etc.



Through conducting surveys, interviews or by simply talking to people, the guidance worker can find out resources and agencies available in the community, which may be very useful to the students for organising guidance activities and benefiting students through their services.

Activity 3



Prepare a list of 10 industries in your community, which offer full-time/part-time employment to students after leaving school. Share this information with the school leaving youth in your neighbourhood/country.

Self-check Exercise 1



Read the following statements and mark true or false:

1. The school counsellor is well equipped to help each student solve all his/her problems. True/False
2. The counsellor needs to involve various community agencies in organising the guidance programme in the school. True/False
3. Community agencies can help students without the intervention of the school counsellor. True/False

7.7 Summary

This unit has presented an overview of how the various community agencies can help you as a school counsellor in carrying out your work of guidance and counselling effectively. It has been explained that you cannot work single-handedly as a counsellor to help students meet all their needs and requirements, because some of them may be unusual and unique and may be beyond your training and competence. In such cases you may refer the students to specialised agencies in the community. These community agencies can be of three types, viz. referral agencies/resources, financial agencies/resources and information agencies/resources. However, it is important that you keep a liaison with these agencies and remain in constant touch with them, utilise their expertise while organising and implementing the guidance programme in your school, invite experts for giving talks in career conferences, career exhibitions and on other occasions. You can also undertake a survey of resources/agencies available in your community and classify them into three categories mentioned in this unit. A format for conducting the survey and recording the information about the community agencies has also been given in the unit.

1. Identify different agencies in your community providing different services. Develop a programme for creating awareness about these agencies in the community or how students can avail their services.
2. A group of students approaches you to know how they can effectively utilise their summer vacations. Develop a plan how you will help them.

Answer Key to Self-evaluation Exercises

1. Guidelines to be followed:
 - Identify various agencies in your community by conducting surveys, interviewing or by simply talking to people.
 - Provide detailed information about these agencies, i.e. what kind of services they provide, their charges, addresses, transport facility, timings, etc. through various means such as by distributing pamphlets, arranging for talks in schools, community centres, etc.
2. Guidelines to be followed:
 - Identify students' interests by talking to them or by administering an interest inventory.
 - Locate various agencies in the community that can provide the services they require.
 - Accordingly, depending on their age, gender, interest and socio-economic status, provide information about various recreational and hobby clubs they could join.

Answer Key to Self-check Exercise

Self-check Exercise 1

1. T 2. T 3. F

Suggested Readings

- Bhatnagar, A. and Gupta, N. (Eds.) 1999. *Guidance and counselling: A theoretical perspective* (Vol. I). Vikas Publishing House Pvt. Ltd., New Delhi.
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List of Course Material

1. Course Guide

Major inputs include objectives, scope, rules, syllabi as well as procedures for admission, transaction and evaluation for all the three phases of the course.

2. Course Modules*

- i. Module- I : Introduction to Guidance
- ii. Module-II : Counselling Process and Strategies
- iii. Module-III : Guidance for Human Development and Adjustment
- iv. Module-IV : Career Development-I
- v. Module V : Career Information in Guidance and Counselling-I
- vi. Module VI : Assessment and Appraisal in Guidance and Counselling-I
- vii. Module VII : Basic Statistics in Guidance and Counselling-I
- viii. Module VIII : Guidance in Action
- ix. Module IX : Special Concern in Counselling
- x. Module X : Developing Mental Health and Coping Skills
- xi. Module-XI : Career Development-II
- xii. Module XII : Career Information in Guidance and Counselling-II
- xiii. Module XIII : Assessment and Appraisal in Guidance and Counselling-II
- xiv. Module XIV : Basic Statistics in Guidance and Counselling-II

* Each module consists of number of self-learning units.

3. Practical Handbook

Provides areas and strategies for conducting and undergoing practicum, field experience and internship.

4. Tutor Guide

Lists guidelines for tutors, supervisors for course transaction and evaluation during all the three phases of the course.





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विद्यया ऽ मृतमश्नुते



एन सी ई आर टी
NCERT

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
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