

Study material – 3rd year

(Paper- VII)

Guidance & counselling

Guidance-

- “It is a continuous process of helping the individual develop to maximum of his capacity in the direction most beneficial to himself & to society”
- **According to Knapp-**
 - Guidance assists those who need help
 - It focuses attention on the individual
 - It leads to the discovery of ability & potential of an individual
 - It helps to achieve success & happiness
- **Objectives of Guidance-**
 - To provide self understanding
 - To adjust in environment
 - To provide Orientation
 - To develop Potentialities, Abilities & Capabilities
 - To help individual to understand & accept the positive & negative aspects of his personality, interests, aptitudes & so on
 - Help in facing the challenges of life & manage tensions by realizing & accepting the facts.
- **Nature-**
 - It is a life long / continuous process.
 - It is assistance.
 - It is a systematic & organized service
 - It is meant for all.
 - It deals with the whole person.
 - It promote personal growth
 - It focuses on the all- round development of an individual.
 - Guidance develops the person for self- guidance.
- **Principle-**
 - Principle of continuous process
 - Principle of well planned activity
 - Principle of overall development of individual
 - Principle of the development for self- guidance
 - Principle of understanding
 - Principle of trained & qualified person
 - Principle of communication
 - Principle of co- operation & co- ordination among all concerned
 - Principle of flexible program

Types-

Educational Guidance

- **According to Jones** “Educational Guidance is concerned with assistance to be provided to the pupils which is expected for their adjustments in the schools, selection of curricula and school like.”
- Objectives-
 - To monitor the academic progress of the students.
 - To acquaint the students with the prescribed curriculum.
 - To identify the academically gifted, backward, creative and other category of special learners.
 - To assist students in getting information about further education.
 - To diagnose the learning difficulties of students and help them overcome the same

Vocational Guidance

- **According to ‘Crow and Crow -‘**Vocational Guidance usually is interpreted as the assistance given to the learners to choose, prepare for and progress in an occupation.”
- **Objectives-**
 - Assisting a pupil to discover his own abilities and skills and to fit them into general requirements of the occupation under consideration.
 - Assisting the students to acquire such knowledge of the characteristics and functions, duties, responsibilities and rewards of occupations that are within the range of this choice.

Personal Guidance

- Personal guidance assists the individual to adjust with psychological & social environment. It is to solve the emotional & psychological problems. Educational & vocational guidance also can called personal guidance.
- **Objectives-**
 - To help the individual in his physical, emotional, social, moral and spiritual development and adjustment.
 - Leads to different activities to be organized for example for physical development, play activities of children have to be properly organized, for emotional development children have to be provided with opportunities for self expression.
 - It assists the child to adjust with physical and social environment and to solve all the emotional and psychological problems.

Health guidance

- Health Guidance makes recommendations for populations and individuals on activities, policies and strategies that can help prevent disease or improve health.
- The health guidance maybe a cooperative effort of Principal, Doctors, Counsellor/psychologist, Teachers, Students and parents.
- For promoting preventive care the conditions of school hostel, canteen needs to be checked. Similarly health education through formal classes and information is essential in school education stages.

Social Guidance

- Social guidance is the process of helping an individual to know how to behave with consideration towards other people.
- Social guidance helps the individual to understand others, know how to get on with others, learn manners and etiquette pursue leisure time activities, practice social skills, develop family and family relationships, and understand social roles and responsibilities.

- Formally social guidance can be given by educational institutions whereas informal social guidance may be provided by Family, religious institutions, Media etc. This is very important that the students to be helped in acquiring in feeling of security and being accepted by the group in developing social relationship and in becoming tolerant towards others

Counselling

- Counselling is a dynamic & purposeful relationship between two people who approach a mutually defined problem with mutual consideration of each other to the end that the younger or less ,mature or more troubled of the two is aided to a self determined resolution of his problems.
- **Main elements-**
 - Counselling is a face to face relationship
 - Counselling aims at assisting the counsellee to solve his problem
 - Counselling is job of professionally trained person

Types of Counselling

Directive Counselling

- Chief exponent –E G Williamson
- Counsellor centred Counselling or perspective centred counselling i.e. Counsellor plays a major role.
- He direct the counslee to think by informing, explaining, interpreting and advising. He prepares entire plans & sees through the process.
- **Assumptions-**
 - Effort should be focused on the problem of the counslee.
 - The counsellor is more competent than the counslee. Therefore, he plays as more active role than the client. He is the leader of the situation .
 - As counselling is primarily an intellectual aspect is given more weight age than emotional aspect.
- **Characteristics-**
 - Counsellor plays vital role in the whole process
 - Counsellor is very active
 - Counsellor leads the interview
 - Focal point is the problem not the person
 - Stresses more on the person's intellectual aspect than the emotional aspect
 - Counsellor owns entire responsibility of solving problems
- **Steps-**
 - **Analysis** –Collection of Data
 - **Synthesis** –summarizing and organizing the data
 - **Diagnosis** –Interpretation of data
 - **Prognosis** –Prediction about future progress
 - **Counselling** –Treatment given by counsellor
 - **Follow up** –Evaluation of the effectiveness of counselling

Non- Directive Counselling

- **Exponent** - Carl Roger
- Client centered counselling or permissive counselling
- Client or counselee is the centre in this type of counselling.
- In this approach, individual is capable of making decisions, once his emotions & tensions are released.
- Rogers view was that people are self directed. He can think in a positive direction & can help himself to come out of his problems. The counsellor relates himself with the problems of the client & pays positive regard to him.
- **Assumptions-**
 - Directive & integration of the client is more important than the client .
 - Emotional aspects are more significant than the intellectual aspects .
 - Creation of an atmosphere in which the client can work out this.
- **Characteristics-**
 - In non directive, the counselee is active & the counsellor is passive
 - It deals with the problems of emotional aspect of the child rather than intellectual aspects
 - The counselee can recognize his own strength & limitations & he will become physically, psychologically independent & can integrate for the betterment to overcome crucial problems & becomes self- dependent.
 - Non- directive counselling is very much used in dealing with personal or emotional & vocational problem.
- **Steps-**
 - Defining the problematic Situation First of all the counsellor should define the problematic situation
 - Free Expression of feelings After the first step, the client is made aware of the fact that he can express his feelings freely & the counsellor approves this.
 - Development of insight.
 - Classification of positive & negative feelings .
 - Termination of counselling Situation.

Eclectic Counselling

- Combination of directive & non- directive counselling.
- Exponent – F.C. Thorne.
- In eclectic counselling, the counsellor is neither too active as in the directive technique/ counselling, nor too passive as in non- directive counselling.
- **Assumption-**
 - In general, passive methods should be used whenever possible.
 - Active methods may be used with specific indications.
 - In the early stages when the client is telling his story, passive techniques are usually the methods of choice.
- **Characteristics-**
 - Flexibility is the key note of this approach
 - Freedom of choice & expression is open to both, the counsellor & the client
 - Methods of counselling may change from client to client or even with the same client from time to time
 - Feelings of comfort are essential.
- **Steps-**
 - Diagnosis of the cause
 - Analysis of the problem
 - Preparation of a tentative plan for modifying factors
 - Securing effective conditions for counselling
 - Interviewing & stimulating the client to develop his own resources & to assume its responsibility for trying new modes of adjustments
 - Proper handling of any related problems which may contribute to adjustment.