

**Block**

**2**

**TECHNIQUES AND PROCEDURES**

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**UNIT 5**

**Techniques of Guidance** **5**

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**UNIT 6**

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## **BESE-132: Guidance and Counselling**

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### **BLOCK 1 Introduction to Guidance and Counselling**

- Unit 1 Understanding Guidance and Counselling
- Unit 2 Guidance in the School
- Unit 3 Personnel in the Guidance Programme
- Unit 4 Counselling in Schools

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### **Block 2 Techniques and Procedures**

- Unit 5 Techniques of Guidance**
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  - Unit 15 Behavioural Problems of Students
  - Unit 16 Mental Health and Stress Management
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## **BLOCK 2 TECHNIQUES AND PROCEDURES**

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### **Block Introduction**

In Block 1 we introduced the concept of guidance and counselling. After reading the Units, you may have developed an understanding of the process of guidance, the personnel involved in school guidance programme, the role of teachers in school guidance programme, the meaning of counselling, the different approaches to counselling, and the different types and areas of counselling that can be offered in school setting. Block 2 aims to provide you specific understanding about the techniques and procedures for carrying out guidance and counselling.

In Unit 5 **Techniques of Guidance**, we discuss the different techniques of guidance. There are non-standardized and standardized techniques of guidance. The understanding of these techniques would help you to provide appropriate guidance to your students.

Unit 6 is titled **Guidance Programme**. This Unit provides you an understanding of various guidance services that can be offered in school which include orientation, pupil inventory, occupational information, counselling, placement, and follow up services. Organizing school guidance programme is an important task of the teachers. Another important function is the evaluation of the ongoing guidance programme in the school. These two aspects are also discussed in the Unit.

The concept of group guidance is introduced in Unit 7 **Group Guidance**. We have discussed the principles of group guidance and the various group activities teachers can conduct in schools. How to organize group guidance activities, the difficulties in organizing group activities and the limitations of group activities are other points for discussion in this Unit.

In Units 1 and 4, we discussed the meaning, definition, different theoretical perspectives and areas of counselling. In Unit 8 **Techniques of Counselling**, we begin with describing various skills required to be a counsellor. Behavioural and cognitive interventions are used by counselors to facilitate the healing process of clients. We have discussed in detail the various techniques used in making these interventions. Transactional analysis is another tool we have discussed in the Unit which would help you to understand the effective and ineffective aspects of our personality. At the end we have discussed the characteristics of effective counselors which would help you analyse your effectiveness as a counsellor.

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# UNIT 5 TECHNIQUES OF GUIDANCE

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## Structure

- 5.1 Introduction
- 5.2 Objectives
- 5.3 Techniques of Guidance
- 5.4 Non-standardized Techniques
  - 5.4.1 The Questionnaire
  - 5.4.2 Observation
  - 5.4.3 Sociometry
  - 5.4.4 Autobiography
  - 5.4.5 Rating Scales
  - 5.4.6 Anecdotal Record
  - 5.4.7 Case Study
  - 5.4.8 Cumulative Record
  - 5.4.9 Interviews
- 5.5 Standardized Techniques
  - 5.5.1 Aptitude Tests
  - 5.5.2 Achievement Tests
  - 5.5.3 Interest Inventory
  - 5.5.4 Personality Tests
- 5.6 Let Us Sum Up
- 5.7 Unit-end Exercises

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## 5.1 INTRODUCTION

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Children come into the world genetically endowed with all their human potential for growing, developing and learning. You, as a parent or teacher have an exciting opportunity as you become part of a team of adults interacting with young children and stimulating the development of their human potential through careful and thoughtful guidance techniques. A child's natural endowment requires a rich environment with thoughtful nurturing and guidance if the human potential contained in each child is to reach full bloom in order to contribute fully to improve the quality of human life.

Guidance is one of the means employed by educationists to develop the human potential. The child learns from a teacher not only mastery over a subject, but also values, attitudes and habits.

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## 5.2 OBJECTIVES

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

- explain the term techniques of guidance;
- describe the major techniques of guidance;
- enlist different non-standardized and standardized techniques of guidance;
- identify non-standardized and standardized techniques of guidance;

- use different techniques of guidance in school settings; and
- discuss the techniques of guidance in education.

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## 5.3 TECHNIQUES OF GUIDANCE

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Guidance is the help given by one person to another in making choices and adjustments and in solving problems. Guidance aims at aiding the recipient to grow in independence and ability to be responsible for one's own self. It is a service that is universal – not confined to the school or the family. It is found in all sectors of life – in the home, in business and industry, in government, in social life, in hospitals and in prisons; indeed it is present wherever there are people who need help and who provide help.

The techniques which are generally employed by guidance workers for collecting basic data about a person are either standardized or non-standardized ones. The non-standardized techniques are case study, interview, ratingscales, questionnaire, observation, sociometry, biography, cumulative record, and anecdotal records. The standardized techniques are tools of measuring interests, intelligence, aptitudes and personality traits. Both the categories of techniques are used in getting primary data. All the techniques are useful. The only consideration which the guidance worker should keep in mind is that the techniques employed should give reliable and objective information. Standardized tests of intelligence, interests and aptitudes provide reliable and valid information. They are reusable, less time consuming and can be scored easily. Non-standardized techniques used in the study of human beings are also helpful, and sometimes give more useful information than that given by standardized tests. For example, autobiography which is a non-standardized technique does provide clues and insights into the emotional problems of a person as well as hopes and aspirations. Similarly, case study helps the counsellor in understanding the whole individual. The use of a technique, however, depends upon what the guidance worker wants to get out of it.

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## 5.4 NON-STANDARDIZED TECHNIQUES

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Non-standardized techniques are commonly employed for individual analysis by counsellors in various settings. These techniques provide a broader, varying and more subjective approach to data gathering and interpretation for human assessment. We shall now discuss various non-standardized techniques of guidance.

### 5.4.1 The Questionnaire

A questionnaire is a list of questions to be answered by an individual or a group of individuals, especially to get facts or information. It should be elaborated to match with other techniques. Questions are designed to get information about conditions and practices about which the respondents are presumed to have the knowledge. The questions in a questionnaire are basically of two types – the closed and the open type. In the open type, questions require the individual to think and write. For example, what is your favourite sport? The closed type question requires the answer in the form 'yes' or 'no' or in a limited number of given categories. The open type questionnaire is time consuming and requires

special skill in interpreting the responses. The closed type questionnaire can be easily scored, interpreted and is more objective.

#### i) Closed-ended Questions

- Gender  Male/Female
- How often do you watch Discovery Channel on TV?  
Every day/once in a week/Occasionally/Never

#### ii) Open-ended Questions

- Which types of programmes do you like to watch on TV?
- What steps would you like to take to improve science teaching in your school?

Questions should be few in number and simple to be understood and answered. They should directly cover the point of information.

This technique has its limitations. However, it is very often used to obtain factual data.

### 5.4.2 Observation

In this technique behaviour is studied through observation by a trained observer. The effectiveness of the technique depends upon the skillfulness of the observer. The observer is expected to observe well defined behaviours free from biases and prejudices.

Observational techniques are useful in the study of students and individuals but their usefulness depends upon the manner and purpose with which they are conducted.

### 5.4.3 Sociometry

The purpose of this technique is to study the nature of social relationship of individual within a group. It offers an opportunity to identify personality problems, especially in isolates and the rejected. Isolates are students who remain alone with no relationships in the class. Rejected students are disliked by other students. The technique is a useful source of information for appraisal of social behaviour of students.

There are usually three types of sociometric techniques: (i) the nomination (ii) the social acceptance and (iii) the 'who's who' or 'guess who'. In the nomination techniques the student is asked to select and name his/her peers in terms of some criterion suggested by the teacher. For example, the teacher may ask students to name three best friends in the class. In the social acceptance technique, levels of social relationship are stated and the student is asked to express his/her sociometric choice. In the 'Guess who' technique, brief descriptions of various types of students are provided and they are asked to guess who in the class matches with the description. For example, one of the statements may be 'The boy is always in trouble with his parents', who?

The sociometric data are presented in the form of a sociogram which shows attractions and repulsions within a group and helps the teacher and the counsellor in discovering the problems of students in relation to the group.

### 5.4.4 Autobiography

You might have read autobiographies of great personalities. An autobiography is a description of an individual in his/her own words. As a guidance technique for studying the individual, it gives valuable information about the individual's interests, abilities, personal history, hopes, ambitions, likes, dislikes, etc. In guidance, structured autobiographic items are given to the individual and he/she is asked to write them out. The autobiographical material thus obtained is verified by various other means. Since feelings, values and attitudes cannot be measured by any other technique, autobiography appears to be the one technique for appraising these characteristics.

### 5.4.5 Rating Scales

In this technique presence or absence or a behaviour or trait in a person is rated in terms of quantity and quality. You might be rating your students' performance, handwriting, habits and many other aspects in your day-to-day teaching. For example, Ashok has done better than Meena in Mathematics but Meena scored the highest in Hindi. Ram is taller than Shyam but Shyam is taller than Nitesh. The word 'rate' means judging somebody or estimating the value of something. The guidance worker, who has observed the individual in many situations, gives his/her judgments. In a rating scheme each student is judged on the same general traits and judgments are expressed in the form of a scale on which are marked 'very poor – poor – average – good – very good'. For contrast and convenience these ratings are shown graphically on profiles.

A rating scale is a selected list of 'words, phrases, sentences, paragraphs, following which an observer records a value or rating based on some objective scale of values'. It is a special kind of checklist in which the items or characteristics checked are rated quantitatively or qualitatively according to the degree of presence or absence of a trait, the degree or perfection of a skill or the degree of completion of a task.

In a rating scale, the characteristics are rated according to given number of points. The points are in terms of grades or numbers. For example, meeting strangers may present a serious problem to one individual and no problem at all to another. Between these two extremes, the seriousness of the problem may differ from one individual to another. The ratings may be qualitative or quantitative. For example, seriousness of the problem may be rated as below:

Qualitative Rating	Quantitative Rating	Grading
Never a problem	0	E
Seldom a problem	1	D
Occasionally a problem	2	C
Fairly serious problem	3	B
Serious problem	4	A

Characteristic situations in which rating scales are used given below. These are the situations when no other technique gives reliable and valid measurements of the individual's characteristics seeking educational or vocational guidance.



- 1) Areas which cannot be objectively measured.
- 2) Rating scales are used to supplement the information collected by standardized psychological tests. For example, a test of achievement is administered to a class of students. The test results can be verified with the help of ratings the class teacher has given to them.
- 3) In situations when the guidance worker wants to collect information about many things and many students in a short-time, teacher's ratings could be obtained.
- 4) In situations when the construction of standardized tools for studying the individual require special expertise, money and time, information can be obtained through rating scales which are relatively easy to prepare.
- 5) In guidance and counselling when self-analysis and self-evaluation by the client is needed. Self-rating scale provides useful information for self-analysis which leads to better self-understanding.

### Limitations of Rating Scales

- 1) Rating scale is an observational technique and has its limitations like other observational techniques. Unless the guidance worker understands clearly the purpose of rating, the data obtained from ratings are not dependable.
- 2) Rating scales require necessary expertise and understanding on the part of the observers and any one is not suited for this job.
- 3) Ratings by some raters are too low while by others they are too high. With proper care this shortcoming can be removed.

**Types of Rating Scales:** Some of the frequently used rating scales include: (a) descriptive, (b) graphic, (c) forced choice, (d) the paired comparison, and (e) rank order.

- a) Descriptive Rating Scales:** These are used to assess a personality trait, an attitude or behaviour of a person. The following is an example of a descriptive rating scale to assess the behaviour of an individual. In the first column you have a number of phrases describing varying degrees of helpfulness arranged in order which may be descending or ascending.

	Always	Usually	Occasionally	Never
i) Helpful to others	-	-	-	-
ii) Does what he is asked	-	-	-	-
iii) Likes to try new things	-	-	-	-
iv) Likes to go on trips	-	-	-	-

The above is an example of a rating scale for systematic appraisal of real life behaviour. The observer selects the phrase that applies or comes closer to describing the trait under consideration.

- b) Graphic Rating Scale:** In a graphic rating scale an attempt is made to characterize degrees of a trait by brief description. The line showing the presence of a trait in an individual is divided into 3, 5 or 7 points.

An example of graphic rating scale is given below which measures persistence of effort.

1	2	3	4	5
Gives up at the slightest difficulty	Leaves after making some trials inspite of difficulties	Tries to do everything possible and then gives up	Keeps trying inspite of repeated failures	Never leaves, persists till the goal is achieved

The teacher places a mark at a point which describes the trait possessed. A check mark may be placed in between if necessary.

- c) **The Choice Method:** Forced choice rating scale forces the rater to choose between two alternatives such as True or False. The two alternatives appear to be similar, nevertheless only one statement reflects the presence or absence of the trait. The rater is forced to make a choice. A number of such statements are given and the rater has to choose only one of the two from each pair.

When the rater chooses A or B, his/her exact opinion is sought.

- d) **The Paired Comparison Rating Scale:** These scales use as points of reference certain typical students known by those being rated and then a comparison is made. An example follows: Students Shashi, Prabha and Roshan are typical students. The first is highly cooperative, the second is average, the third never cooperates with others. The trait measured is the degree of cooperation.

Never cooperates like Roshan                      Cooperates like Prabha                      Always ready to cooperate like Shashi

- e) **Rank Order Method:** In this method a group of students are ranked according to a certain trait by as many teachers separately as who teach them. Then an average rank is obtained for each student.

**Check Your Progress**

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

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

- 1) List any three limitations of a rating scale.

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- 2) List the different types of rating scales. Describe any one of them in brief.

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### 5.4.6 Anecdotal Record

An anecdotal record contains short descriptive accounts about some events regarding a student. Every account is a report of a significant episode in the life of a student. It is a simple statement of an incident deemed by the observer to be significant with respect to a given student. When such reports describing, on the spot, some incidents are recorded so that they may be of some significance, they are collectively known as an anecdotal record.

An anecdote may be compared to a snapshot of an isolated incident of the behaviour of the student, which suggests some special significance. Just as a camera catches the pose of an individual at a given time, similarly the anecdote should report exactly the behaviour observed. If we accept the uniqueness of the individual as a basic principle of guidance, this word snapshot is of immense significance to us for guidance purposes. An individual's behaviour is always in response to some felt need. For example, desire for affection or threat to his/her security may cause him/her to show certain strange behaviour. A teacher should note it down at once, i.e. he/she should have a word snapshot.

Such word snapshots written by as many teachers as they meet individual students, in as many situations as possible, give a true picture of the students' behaviour pattern or his/her personality.

**Maintaining anecdotal records:** An anecdotal record is the result of observation by a teacher about the specific behaviour of the student in a situation. It is written down to get a better understanding of the student because the teacher may forget the incident if it is not written down. The teacher writes down what s/he observes and does not give any remarks. S/he may describe the behaviour and say something by way of comment or s/he may describe the behaviour and suggest possible remedial measures.

**What to observe:** A proforma is supplied to each teacher to note down his/her observation. It contains date, place, incident and remarks on the proforma supplied. Directions to the teachers are given indicating that they must record the child's behaviour, by making their statements descriptive and specific to avoid vague/general remarks. Their descriptions should be statements of what happened, for example, came late by half an hour without an excuse for previous day's absence, did not obey instructions and showed defiance.

**Areas to be noted down:** Haphazardly noting down bits of information serves no purpose. Hence, in the proforma supplied, areas are clearly marked, on which observations are to be made. An anecdotal record is a record with a purpose. For example, a boy's interest in industrial work may be exhibited by his article on the visit to a local factory. A girl's interest in a literary magazine may be indicative of her literary taste. A teacher can find many such occurrences in the life of his/her students, of which he/she has to make a note. For example, a boy's comment on a radio newscast is a good item for an anecdotal record if he is interested in studying the text for current history. A girl's comment on some recent scientific invention may show her interest in science. An anecdotal record is of special interest in understanding social and emotional behaviours. If a boy is found sitting alone when all are rejoicing and making merry in a holiday excursion, shows that he has some emotional problems.

**Longitudinal Approach:** Only those anecdotal records are of any help to the guidance worker, in which behaviours of an individual are described over a long period of time. Longitudinal anecdotal records maintained from the nursery school to the high school are very useful. The anecdotal record file should not contain irrelevant material. The file should be scrutinized from time-to-time and irrelevant material may be removed. Anecdotal records pertaining to all aspects of life should be maintained.

Every teacher in the school should be provided with forms to write down the incidents about students as and when they occur. A few basic considerations to be kept in mind are given below:

- 1) The form should be short and informal.
- 2) Reports should be of some significant episodes. The episode described should show a marked tendency from the norm of the individual or the group.
- 3) The anecdotes should be written about all students and not just about the high achiever or the problematic ones i.e., stereotypes.
- 4) The anecdotes should be the reports of the actual observations and written just after the events.
- 5) A single incident is of no value.
- 6) Both positive and negative incidents of behaviour should be noted down.
- 7) We should know what to look for, where to look for and how to record.

**Uses of anecdotal records**

- 1) Anecdotal records supply useful information about the individual’s personality characteristics, reactions to different situations, interests in studies/vocation and interpersonal relationships. They give a realistic picture of students’ personality.
- 2) Anecdotal records are of special value in indicating social and emotional situations.
- 3) Anecdotal records are very useful in fields where formal measurements are very difficult. For example, in judging sociability, social alertness, social behaviour, attitudes, acceptance of personal responsibility and work habits.
- 4) A healthy teacher-pupil relationship is established when teachers are asked by the school organization to write down anecdotal reports.
- 5) Systematically kept anecdotal records provide an exceedingly valuable information to the counsellor.

**Check Your Progress**

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

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

3) Write any three considerations you would like to keep in mind while maintaining anecdotal records of students.

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### 5.4.7 Case Study

A case study is defined as a collection of all available information – social, physiological, biographical, environmental, vocational – that promises to help explain a single individual. A case study is a comprehensive collection of information gathered using different tools and techniques of data collection. It is the most important technique and the best method of studying the whole individual. Its purpose is to say positively and with confidence that, as far as possible, all sources of information have been tapped and all kinds of data have been gathered about the client. In case study, information about the individual is so organized and combined into a whole that the individual studied is viewed as a dynamic one trying to adjust to the environment in which he is. The main object behind a case study is to observe the individual as a whole.

Behind a case study there is always a large developmental view. The counsellor is interested not only in diagnosing the problem and suggesting suitable remedies, but s/he is also interested in bringing about a better adjustment. A detailed case study is conducted for bringing about a better adjustment of the person who is the subject of investigation. The counsellor looks for the strengths and weaknesses, abilities and disabilities to plan possible ways of development and proper growth of the individual.

#### Facts to be collected in a case study

A case study about a person presents basic information on the following topics:

- a) the physical, socio-economic and cultural environment
- b) the history and present status of the family
- c) personal history of the individual.

- a) **The physical, socio-economic and cultural environment:** The physical environment includes the neighbourhood in which the individual has grown up and now lives, rural/urban, working/middle class surroundings, living in own/rented/makeshift home, small/large house etc. The socio-economic environment refers to the society in which the individual is brought up and its condition regarding material prosperity. Are the people among whom the individual lives farmers, businessmen, or professional people? Does the community provide playground facilities and youth activities?

Cultural environment – What are the ways of life, ideals and points of view of those among whom one lives? Are they well educated and prosperous?

- b) **Family:** Many diverse information about the family has to be collected to understand the characteristics of the individual being studied.

What is the status of health and physique of the family members – father, mother, brothers and sisters? Are most of these members active, lethargic, strong or frail?

What is the educational or occupational status of the family members? What are their special abilities or disabilities?

Is there harmony in the family or is it a broken family? Does the individual get proper care and security? What has been the attitude of the parents towards the individual – affectionate, indifferent, dominating or interfering?

What about the emotional adjustment of the family members? Are they moody, cheerful, short tempered, aggressive, timid, reserved, or uninhibited? Is there any conflict in the family?

What about the social status of the family? Is it a progressive family? Is the family well accepted or isolated in the community? Has it fallen into disrepute or is held in high esteem?

- c) **Personal history of the individual under study:** The study of the individual is to be made in a similar way as done under family history.

Individual's physical health – Has the physical growth been normal as shown by height, weight measurements or by age, of walking, talking and reaching puberty? Has there been some illness or physical defects, for example, those of hearing and vision? Is the individual by appearance active, vigorous or ailing? What are the findings of the medical check-ups?

Individual's abilities – Has the individual been given tests of intelligence? What is his ability? Has his mental development been normal or has he developed certain faculties earlier than normal? Has he done well or poorly at school?

Emotional development – Is he emotionally mature or unstable? Does he show strong antagonism, jealousy or affection? Is he timid, anxious, worried, nervous or withdrawing? Is he bad-tempered or hard to control? Is he good-natured and overconfident?

Social development – What is his position in the family? Is he the only child, a favoured child or the eldest child? How does s/he get along with siblings? How does s/he get along with his classmates? Is s/he shy or retiring? Is s/he a leader, follower or isolate? Is s/he a bully who uses his/her strength or power to hurt others? Does s/he show manners which are disliked by his/her companions? Is s/he in the habit of antagonizing others?

Ideals and attitudes - Is s/he a person who believes in ideals? Has s/he sophisticated tastes? Has s/he ever been a delinquent? Has s/he ever created troubles at home, in the school and in the community?

Above stated are some of the many details which should be secured before the case is diagnosed. The data about the individual so collected should be interpreted keeping in view the total picture. Keeping in mind all the information collected about the environment the family and his/her own development, an appraisal is made of the total person. An explanation is given as to what has made him/her what s/he is and recommendations are offered as to what should be the most appropriate action in the light of these findings.

**Difficulties in making a case study** – Making a case study is not easy. It is too complicated and time consuming. It may also become too subjective if the person who prepares the case study is not skilled. Preparing a complete case study for each child is also not feasible in the classroom. A teacher may take up one or two cases for studying them.



**Check Your Progress**

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

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

4) List the three main topics/headings you would collect information in a case study technique.

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**5.4.8 Cumulative Record**

It is a record of information concerned with the appraisal of an individual student. The information which is obtained periodically through various sources, techniques, tests, interviews, observations, case study and the like, is assembled in a summary form on a cumulative record card, so that it may be used when the student needs advice for the solution of some educational or vocational problem.

The cumulative record has been defined as “a method of recording, filing and using information essential for the guidance of students”. A cumulative record card supplies information on points such as the following:

- a) **Personal:** (i) name, (ii) date of birth, (iii) place of birth, (iv) sex, (v) colour, (vi) residence.
- b) **Home:** (i) names of parents, (ii) occupations of the parents, (iii) parents alive or dead, (iv) economic status, (v) number of siblings, older or younger, (vi) language spoken at home.
- c) **Test scores:** (i) general intelligence, (ii) achievement, (iii) other test scores, and (iv) personality traits.
- d) **School attendance:** (i) days present or absent each year, (ii) schools attended with dates.
- e) **Health:** record of physical disabilities, vaccination record, diseases suffered from.
- f) **Miscellaneous:** (i) vocational plans, (ii) extracurricular activities, (iii) employment during studies, and (iv) counsellor’s note.

If we analyse the items recorded on a cumulative record card, we find that only such items are included as are recorded in a case study. Data collected through non-standardized techniques like checklists, questionnaires, autobiographies do not find a place in the record card file. It must be remembered that recording and filing of information are not as important as using the information.

**Need and Importance of Cumulative Record**

The cumulative records about students provide useful information to teachers, counsellors and administrators. The need and importance of cumulative records in guidance are given below:

### **Importance in Guidance**

- i) The basic principle and assumptions of guidance take into consideration individual differences. Every individual differs from the other in some psychological character, quality or trait. For example, no two individuals are alike. They differ from each other as far as interests, aptitudes and abilities are concerned. Cumulative records reveal such individual differences and indicate the nature and amount of professional assistance needed by individual students at various stages of their development.
- ii) The cumulative record is a permanent history of the educational development of the individual student. It indicates his/her attendance, health, achievement and various other aspects of school life. Hence it is useful in analyzing the future needs of the individual student and proper educational and occupational guidance can be offered on the basis of his needs. For example, if it indicates the weaknesses in the physical development of the student, steps to remove those weaknesses can be suggested.

### **Importance in Teaching**

- i) The cumulative record of an individual student indicates if the achievements are in proportion to his/her mental abilities. If the student is under achieving he/she can be guided as to what steps he/she should take to remedy the defect.
- ii) The cumulative records of different students help the teacher in classifying students in accordance with scholastic aptitudes and mental abilities.
- iii) The cumulative records of different students of a class help the new teacher in understanding the needs of students.
- iv) They are diagnostic tools to analyse a behaviour problem or an educational one. For example, why is a student backward in academic performance? What steps can be taken to remove his/her backwardness?
- v) Cumulative records indicate to teachers about students who need individual attention.
- vi) Cumulative records help the teachers in writing reports about individual students, and the principal in writing a character certificate most objectively.
- vii) Teachers can locate children needing special help and adjust the teaching accordingly.
- viii) For making case studies the cumulative record is very useful to teachers, because there is some similarity of items collected.

**Importance to Administrators** – Cumulative records give enough information to the juvenile courts, probation officers for understanding the delinquent behaviour of a student.

The cumulative record is needed by teachers/counsellors for the same reason as that a cumulative record is maintained by a physician. Records maintained over a long period of time tell the story of growth and deterioration of the client.



**Characteristics of a Good Cumulative Record**

The following are the characteristics of a good cumulative record:

- 1) Information gathered should be complete, comprehensive and adequate so that valid inferences may be drawn. It should be more comprehensive than the progress report. Since the record is a permanent history of the educational growth of a student it should give all types of relevant information needed by a teacher or a guidance worker. For example, it should indicate the vocational plans, the vocational choices, the assets and liabilities of the student needed in vocational guidance.
- 2) Information recorded should be true and valid. Any information received second-hand may have limited validity and reliability. Before preparing a comprehensive model of a cumulative record, for example, for a high school student who needs the guidance for a job, it should be decided what items are needed for such a schedule. Like other tools of measurement, a cumulative record can be valid only when it measures what it intends to measure.
- 3) Information to be reliable should be collected by a number of teachers and then compiled. The reliability of a cumulative record depends upon the caution with which information on different aspects of student growth are gathered and assembled. All information so collected should come as a result of personal contact with the student, not by one teacher but by a number of teachers, who come in close contact with the student. Information received second-hand should be verified.
- 4) A cumulative record should be re-evaluated from time-to-time.
- 5) A cumulative record should be objective and free from personal opinions and prejudices. If bias, likes and dislikes enter in the collection of data, the record will be unreliable.
- 6) It should be usable. A cumulative record may be card type, folder type or booklet type. The folder type cumulative records are more popular because they permit the inclusion of comprehensive information about the student.

**Check Your Progress**

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

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

5) Discuss in brief the importance of cumulative records in teaching.

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## 5.4.9 Interviews

An interview is a conversation with a purpose. The purposes for which interviews are arranged are introductory, fact finding, evaluative, informative and therapeutic in nature. Another characteristic is the relationship between the interviewer and the interviewee. The occasion should be used for a friendly informal talk. The interviewee should be allowed to talk in a permissive atmosphere with confidence and freedom.

### Different Types of Interviews

Interviews differ with respect to the purpose that is kept in view. If the purpose is to select a candidate for a post, it is an employment interview, but if the purpose is to gather some facts or verify them it will be called a fact finding interview. So interviews are classified on the basis of purpose. Interviews are categorized also on the basis of the nature of relationship between the interviewer and the interviewee. If in the interview the dominating figure is the counsellor, it is a counsellor centered interview and if it is the client, then the interview is client centered. The following are the major types of interviews:

- 1) **An Employment Interview:** The purpose behind such an interview is to assess the fitness of a person for the job. The interviewer talks too much and the interviewee too little. He simply answers the questions asked.
- 2) **A Fact Finding Interview:** The purpose of a fact finding interview is the verification of facts and data collected from other sources.
- 3) **Diagnostic Interview:** The purpose of a diagnostic interview is remediation. An effort is made by the interviewer to diagnose the problem of the interviewee and find out symptoms. Necessary information is collected to help the interviewee in solving a problem.
- 4) **Counselling Interview:** The purpose of a counselling interview is to provide an insight, a suggestion, or a piece of advice to the interviewee. The counselling session begins with the work of collecting information and proceeds with guidance and finally ends with psychological treatment of the problem.
- 5) **Groups versus. Individual Interviews:** When several persons are interviewed in a group such an interview is known as a group interview, but basically all group interviews are individual interviews because it is not the group that is interviewee. The purpose behind a group interview is collecting information and the knowledge of common problems facing the group. In the individual interview the emphasis lies on the problems faced by the individual.

Carl Rogers holds a divergent view about an individual interview. He says that in an individual interview it is not the problem faced by the individual which lies in the centre. The focus is on the individual himself/herself. The aim of an individual interview is not to solve one problem, but to help the interviewee to grow so that s/he may cope with the present and with problems that may arise in future in a better integrated manner.

- 6) **Authoritarian Vs. Non-authoritarian Type:** In the authoritarian types of interview, the client and his/her problems are submerged and the interviewer

dominates the interview because of the elevated position that he holds. The non-authoritarian rejects the authoritarian role. The interviewee may still regard the interviewer as a man of authority, but the interviewer does not act as an authoritarian. S/he accepts the feelings of the client and does not reject them. S/he uses a variety of techniques during the interview such as suggestion, persuasion, advice, reassurance, interpretation and giving information.

- 7) **Directive Vs. Non-directive Interviews:** In the directive interview the interviewer directs, shows the path through advice, suggestion, persuasion or threat. But in a non-directive interview it is assumed that the interviewee has the capacity to grow and develop. S/he has complete freedom to express his/her feelings and emotions. The interviewer does not try to probe into the past of the client, makes no suggestion. S/he does not try to re-educate or change the client.
- 8) **Structured Vs. Unstructured Interviews:** In the structured interview a definite set of questions is predetermined. The interviewer confines himself/herself to pre-decided questions in the interview. In a structured interview definite questions are asked. In an unstructured interview there is no such restriction. The interviewer is free to give expression to his/her ideas. The subject to be discussed is not determined in advance. The unstructured interview sometimes provides information which on the face of it, may appear to be trivial, but is extremely useful when an interpretation is made.

### General Principles of Interview in Counselling Situation

The following are the guidelines to make an interview successful:

- 1) Interview situation should offer a good listening by one who has greater experience and training.
- 2) The counselee should feel the need of interview and counselling.
- 3) The counsellor should have all relevant data about the client before he starts counselling.
- 4) A rapport should be established between the counsellor and the counselee. It is a sort of personal relationship of mutual trust and respect based on the feelings of confidence and security.
- 5) Interview should start with cordial and pleasant greetings and should not indicate that one has authority over the other.
- 6) Discussion should be restricted to issues at hand.
- 7) When the counselee expresses himself/herself, s/he should be accepted. The counsellor will gain nothing by antagonizing or embarrassing the counselee.
- 8) Interview should aim at helping the counselee gain insight into the problem and reach conclusions.
- 9) The counselee should be allowed to take the lead in making decisions.
- 10) The interview should end with a constructive note.

### **Advantages of an Interview**

An interview is a non-standard technique used for studying the individual. Interview is commonly used in counselling. It is a technique without which no counselling is possible. It is a valuable technique for obtaining information, giving information to a group, selecting a new employee and helping the individual in the solution of an adjustment problem.

The following are the advantages of interview as a technique of guidance and counselling:

- 1) It is a widely used technique in guidance because it has certain advantages which are not possessed by other techniques of guidance. For example, personal data can be more easily collected in much shorter time by using this technique.
- 2) It is very flexible. It is useful in almost all situations and with people having different backgrounds.
- 3) It serves a variety of purposes. You may determine your purpose and have an interview for that purpose.
- 4) It has a great therapeutic value. An interview establishes a face-to-face relationship between the interviewer and the interviewee. The direct relationship gives a great insight into the problem faced by the client.
- 5) Interview is helpful in diagnosing a problem. It is very helpful in revealing the causes of a problem faced by the client. Hence some psychologists regard interview a very useful technique for diagnoses and remediation.
- 6) The face-to-face contact gives very useful clues about the client's personality. The facial expressions, gestures, postures convey meaning and reveal feelings and attitudes indirectly.
- 7) Interview is useful to the client also because it enables him to think about the problem and about his 'self'. It is the most useful situation in which the client gets a better understanding of his 'self', his abilities, skills, interests and also of the world of work, its opening and their requirements.
- 8) Interview provides a choice to the client and the counsellor to exchange ideas and attitudes through conversation.

### **Limitations of Interview as a Technique**

- 1) An interview is a subjective technique. It lacks objectivity in the collection of data about the client. The bias and the prejudices of the interviewer enter his/her interpretation of the data collected through an interview.
- 2) The personal bias makes the interview less reliable and valid.
- 3) The results of an interview are very difficult to interpret.
- 4) The usefulness of an interview is limited. The success of an interview depends on the personality qualities of the interviewer, his/her preparation for the interview and the way in which s/he interviews. If the interviewer monopolises talking or does not listen patiently to what the client says, the interview loses value.

**Check Your Progress**

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

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

6) List any five non-standardized techniques you would like to use in your school.

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## 5.5 STANDARDIZED TECHNIQUES

There are four types of standardized tests. These include achievement, interest, aptitude and personality testing. There is some overlap in these categories, especially in interest and personality. Let us examine these one by one.

### 5.5.1 Aptitude Tests

Aptitude may be defined as a trait that characterizes an individual's ability to perform in a specific area or to acquire the learning necessary for performance in a given area. It presumes an inherent or natural ability that can be developed to its maximum through learning or other experiences. However, it cannot be expanded beyond a certain point, even by learning. In theory, then, an aptitude test measures the potential of one to achieve in a given activity or to learn to achieve in that activity.

Aptitude tests may potentially be used by counsellors and others because (1) they may identify potential abilities of which the individual is not aware; (2) they may encourage the development of special or potential abilities of a given individual; (3) they may provide information to assist an individual in making educational and career decisions or other choices between competing alternatives; (4) they may serve as an aid in predicting the level of academic or vocational success an individual might anticipate; and (5) they may be useful in grouping individuals with similar aptitudes for developmental and other educational purposes.

**Special Aptitude Tests** – You might have seen or heard about clerical aptitude test, numerical ability test, etc. Special aptitude tests usually refer to those that seek to measure an individual's potential ability to perform or to acquire proficiency in a specific occupation or other type of activity. Tests that measure special aptitude are sometimes referred to as single aptitude tests because they only secure a measure for one specific aptitude. Counsellors, most frequently use standardized tests to measure a single aptitude in areas of mechanical, clerical, or artistic abilities. Single aptitude tests have also been developed for use in various graduate and professional schools. Aptitude tests are also available for particular school subjects.

**Vocational Aptitude Batteries** – Multiple aptitude tests typically consists of a series of subtests that relate in varying combinations to a series of occupations or occupationally related activities. Commonly used multiple aptitude batteries are the General Aptitude Test Battery (GATB); the Differential Aptitude Battery (DAT); the Flanagan Aptitude Classification Test (FACT); and the Academic Promise Test (APT).

**Scholastic Aptitude Test** – Scholastic or academic aptitude tests measure one’s potential for performing in academic situations. Such tests are those that comprise the SAT and PSAT batteries have much merit in so far as predicting academic performance at higher educational levels. However, a more appropriate label would be academic achievement, because they tend to predict future academic achievement on the basis of past learning, rather than on the basis of natural ability.

**Check Your Progress**

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

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

7) Name-three types of aptitude tests.

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**5.5.2 Achievement Tests**

You have been using these tests to assess student’s performance in school subjects. All unit, semester and terminal examination tests are nothing but achievement tests. These tests focus on skills or abilities that are traditionally taught in the schools. Therefore, achievement tests may be defined as tools designed to measure the degree of student learning in specific curriculum areas common to most schools, such as Mathematics, English usages, etc.

Achievement tests are used as learning measures of (1) the amount of learning, (2) the rate of learning, (3) comparisons with others or with achievement of self in other areas, (4) level of learning in sub-areas, and (5) strengths and weakness in a subject matter area because of their extensive use and relatively easy task of identifying appropriate context measures.

**Check Your Progress**

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

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

8) Write the importance and need of achievement tests in school in brief.

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### 5.5.3 Interest Inventory

You might have observed in your class that some students show more inclination in math, while others in computers, some in literary activities, in paintings, etc. Interest is a behaviour orientation towards certain objects, activities or experiences. It is an expression of our likes and dislikes, or our attractions and aversions. An individual chooses the most acceptable, suitable alternative out of many, go after preferred objectives, activities, etc., and consequently derives satisfaction, success and happiness out of the activities selected.

Interests are related to general ability, special aptitudes and values in various ways. Linguistic and scientific interests are positively correlated with intelligence, technical interests are related to mechanical aptitude and business interests are related to the tendency to stress material as opposed to theoretical, social or aesthetic values and so on.

Interest testing is done to achieve some purpose i.e.

- i) To provide teachers and counsellors with information regarding the students preference and aversions which will help them acquire better understanding of students and their problems.
- ii) To help the students to identify and clarify their interests in terms of the demands of varied courses and careers and choose work and experiences consistent with their interests.
- iii) To enable teachers, counsellors and parents to know the kinds and intensity of the student's interests and assist him to prepare his educational and vocational plans consistent with his interests.
- iv) To help channelize the energies of the youth in appropriate directions.
- v) To help in the selection of the right person for the right work, and thus save frustration, unhappiness and disappointment in the lives of the individuals and increase productive capacity of individuals.

#### Methods of Measuring Interests

We can measure the interests of individuals by the following methods:

- 1) Observation: We may observe manifest interests. What an individual actually does is a good indication of what his interests are.
- 2) Claims of the Counselee: We can know the interests by knowing the expressed interests of the individual, in a subject, activity, object or vocation. Verbal claim can be an indicator of his/her interests.
- 3) Use of Instruments: We may assess interests using an instrument like Michigan Vocabulary Test on the grounds that if the individual is really interested in something, s/he will know the vocabulary involved in that area.
- 4) Use of Inventories: We may determine the pattern of an individual's interest from his/her responses to lists of occupations and activities. Interest inventories provide information about the student's preferences which are more stable than the verbally claimed interests. The latter are too often influenced by his/her limited and faulty knowledge of occupations. This



technique is by far the most common means of assessing interests and is commonly used.

### **Advantages of Interest Inventories**

Interest inventories are useful in many ways:

- 1) They are well-adapted to vocational counselling – The student expects his/her interests to be considered. The interpretation, when given, carries considerable force because the student can see that s/he is looking at himself in a mirror, that s/he is only receiving an analysis of what s/he himself / herself has said.
- 2) They are useful for the counsellor too as they are less fraught with emotional significance. The subject can discuss the interest scores with the counselor freely.
- 3) They are helpful devices for the counselee too – Students do not mind revealing their interests and are eager to have a report of their scores. A promise to interpret scores is an excellent, non-threatening gambit to entice the student into the counsellor's office.
- 4) They are economic – They can be given to a group; interpretation of profiles can be carried out in group discussion.
- 5) They provide excellent preliminary information either to further group study of careers or to individual counselling.
- 6) They assist counsellor in dealing with many other student problems.

### **Limitations of Interest Inventories**

There are certain limitations to be found in interest inventories.

- i) Many students fail to show through their responses to interest inventories strong likes and dislikes or clearly defined preferences.
- ii) The inventories can have validity only with persons whose likes have been long and varied enough to have provided them with experiences of the kind which will enable them to choose between alternatives presented by each item in the inventories. These inventories are, thus, more useful with mature than immature students.
- iii) Vocational choice or success cannot be predicted on the basis of even clearly-defined patterns shown by the inventories alone. Ability, training and opportunity for training – all need to be considered. Interest test results cannot be over-emphasised.

### **Estimating Interests**

One way of assessing the interests is to ask the individuals what they like to do. The other way is to analyse the activities that a person performs. The third method of assessing interests is by the use of interest tests and inventories. There are many instruments now in use and majority of them deal with occupational interest.

- 1) **Kuder Interest Inventories:** There are various forms, versions and editions of the Kuder Interest Inventories. They help in the measurement of interests from different angles and are designed for different purposes. The items in



the Kuder inventories are of the forced-choice triad type. For each of three activities listed, the respondent indicates which s/he would like the most and which s/he would like the least.

The following forms of Kuder Interest Inventories are quite common:

- i) **The Kuder Vocational Preference Record** – It provides 10 interest scales plus a verification scale for detecting carelessness, misunderstanding and the choice of socially-desirable but unlikely answers. The interest scales include: Outdoor, Mechanical, Computational, Scientific, Persuasive, Artistic, Literary, Musical, Social Service and Clerical. Forced-choice triad items are used. The respondents indicate which of the three activities they would like most and which least. The scores are obtained not for specific vocations but for 10 broad interest areas.
  - ii) **Kuder General Interest Survey (KGIS)** – It has been developed as a revision and downward extension of the Kuder Vocational Preference Record. It is designed for grades 6 to 12. It employs simpler language and easier vocabulary. It is a revision of the Strong Vocational Interest Blank (SVIB).
  - iii) **Kuder Occupational Interest Inventory (KOII)** – The occupations covered by this inventory vary widely in level, ranging from baker and truck driver to chemist and lawyer.
- 2) **Strong Vocational Interest Blanks (SVIB)** – It is based on the assumption that a person who has the interest patterns typical of successful people in a given occupation will enjoy and find satisfaction in that occupation.

### Check Your Progress

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

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

9) Write any two advantages and limitations of interest inventories.

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### 5.5.4 Personality Tests

Personality is inclusive of everything about one's physique, socio-emotional and personal characteristics. Therefore, personality is the sum total of an individual behaviour in social situations.

**Purpose of Personality Testing** – Personality testing is necessary to achieve the following purposes:

- i) It helps the students in proper educational and vocational choice. Personality plays an important role in individual, personal, educational and vocational

adjustment and success. It is, therefore, important to diagnose the individual's personality pattern to see whether he possesses the traits which are likely to contribute significantly to his adjustment to the course or career he is choosing.

- ii) It helps the individual in resolving emotional conflicts. Personality diagnosis becomes essential when the difficulty the individual encounters in making proper adjustment with the educational and occupational choices, lies in emotional conflict about which the client has no knowledge. When the cause of the individual's mental conflict is diagnosed, it may be possible for him to solve his problem in his own way.
- iii) It helps the teacher and the counsellor. Personality testing through various techniques will help the teacher and counsellor to get this information and help the individual on the basis of this information.
- iv) It helps the employer in proper selection of the personnel.
- v) It helps the clinical psychologist. A clinical psychologist can use personality assessments to help choose the best therapy for his clients.

### **Techniques of Testing Personality**

A number of techniques are used for testing personality. The techniques are:

- Interview
- Observation
- Self Ratings and Personality Inventories
- Checklists
- Rating Scales
- Situational Tests or Behavioural Tests
- Projective Techniques
- Anecdotal Records
- Autobiography
- The Daily Diary

Interview, observation, rating scales, anecdotal records and autobiography have already been discussed under Non-standardized Techniques of Guidance in Section 5.4. The other techniques are described here.

**Checklists:** An important approach to the study of personality is by developing an inventory of the felt problems of students. They have been used as aids in counselling or in surveying the concerns of the student body. For the second purpose they may be filled out anonymously. A problem checklist or inventory consists basically of a list of problems which are common to a population of the age being studied. The student doing the inventory indicates which of these problems are bothering him although a student, for a variety of reasons, may not be willing to admit that a problem is concerning him, these checklists, if interpreted properly, furnish interesting and helpful data for counsellors. They may reveal unsuspected problems and in many cases, their hidden causes. Their greatest value is as a basis for a counselling interview.

**Projective Technique:** In contrast to the previous measurement techniques, the global approach to the appraisal of personality attempts to study personality as a whole. This method is often called the projective technique because the individual is stimulated to project his/her personality into the test exercises. The stimuli used in projective techniques attempt to arouse responses that are a projection of the inner self or motives and personality traits that are usually hidden and often even unsuspected by the individual himself. The subject may be asked to respond to series of pictures, inkblots, or similarly ambiguous stimuli. The interpretation of the responses requires a long period of training and should be done only by those who are specially qualified.

**Self Rating and Personality Inventories (Paper and Pencil Personality Tests):**

An individual's written account of the past behaviour, feeling and wishes can be a good source of information about his/her personality. Self-ratings can be done through personality inventories and paper and pencil tests. Both of these serve as an excellent basis for interviews later.

**Limitations of Paper and Pencil Personality Tests**

- i) Majority of the questions in these inventories deal with personal matters.
- ii) Subject's unconscious resistance also affects his responses to a great extent. It is very difficult to get valid and correct information.
- iii) Suggestion is another important factor which tampers with validity. Our recollections of emotionally toned experiences are liable to be false. Moreover, it is quite easy that suggestive questioning may lead us to accept experiences as our own which never really occurred.
- iv) The influence of temporary mood, optimism, worry, etc. might also affect test responses.

**Situational or Behavioural Test**

It is a test in which the behaviour of the individual is evaluated in action by judges or by his peers or he is confronted with the situations related to his/her own life, in response to which he gives expression to his feelings for other persons. The subject reveals some of his/her personality traits through his preference for or against certain contacts with others and through his/her spontaneous methods of dealing with life-situations that confront him. Psycho-drama and socio-drama are the two techniques of this type.

According to Jennings, "Socio-drama" is an intensive, vivid, living through experience of common concern to the group members' experience which may have been cut short in life and blocked from full expression, leaving unresolved buried emotional impact. The process aids the individual in mobilizing his resources for behaving spontaneously and discovering his potentialities of expression. Psycho-drama involves the "staging of a situation in which selected members of the group are the spectators.

As the word psycho-drama implies, the individual has to play a role spontaneously in a specified situation. His/her behaviour is observed by trained observers. It is assumed that individuals project their inner feelings and conflicts in the role they play.

### The Daily Diary

The daily diary maintained by students can also serve as a device for the measurement of personality. The diary, being of a very personal nature, can contain the record of such events, thoughts and feelings as are of great importance to the student. The diary, if properly maintained and made, can serve as a useful medium of throwing light upon many aspect of the personality of the individual. It, being an hour by hour record of the individual, is valuable for showing the general pattern of a student’s life, the activities in which s/he is currently engaged regularly, and some of his/her special interests.

#### Check Your Progress

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

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

10) Briefly describe any two purposes of personality testing. List any five techniques of testing personality.

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## 5.6 LET US SUM UP

The aim of all guidance is to assist the learners to acquire sufficient understanding of themselves and of their environment to be able to utilize most intelligently the educational opportunities offered by the school and the community. Guidance is the assistance given to individual in making intelligent choices and adjustments in their lives. The ability to make wise choices is not innate; it must be developed. The fundamental purpose of guidance is to develop in each individual up to the limit of his/her capacity the ability to solve his/her own problems and to make his/her own adjustments. The techniques which are generally employed by guidance worker for collecting basic data about the individual are either standardized or non-standardized. The non-standardized techniques include interview, ratings, questionnaire, observation, sociometry, biography, cumulative record, anecdotal records. The standardized techniques are tools of measuring interests, intelligence, aptitudes and personality traits.

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## 5.7 UNIT-END EXERCISES

- 1) Administer a questionnaire on a subject suitable for secondary students, to 10 students of secondary levels. Go through their responses. Write a report highlighting the need and importance of questionnaire in school education.
- 2) Discuss in detail the use of achievement and aptitude test in classroom teaching. Give suitable examples.

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# UNIT 6 GUIDANCE PROGRAMME

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## Structure

- 6.1 Introduction
- 6.2 Objectives
- 6.3 Various Guidance Services
  - 6.3.1 Orientation Service
  - 6.3.2 Pupil Inventory Service
  - 6.3.3 Occupational Information Service
  - 6.3.4 Counselling Service
  - 6.3.5 Placement Service
  - 6.3.6 Follow-up Service
- 6.4 Organization of School Guidance Programme
  - 6.4.1 Pre-requisites of a Guidance Programme
  - 6.4.2 Planning of a Guidance Programme
  - 6.4.3 Guidance Activities
- 6.5 Evaluation of Guidance Programme
  - 6.5.1 Need for Evaluation
  - 6.5.2 Steps in Evaluation
  - 6.5.3 Methods of Evaluation
- 6.6 Let Us Sum Up
- 6.7 Unit-end Exercises

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## 6.1 INTRODUCTION

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Students face many problems during the various phases of school life. These problems may be related to personal, behavioural, educational, or vocational factors. Enabling students to overcome these problems and become self-reliant in future is one of the major aims of the guidance programme. However, one is also aware that the implementation of guidance programme in schools is hardly noticeable. This situation persists in spite of various recommendations made by the government since the last few decades. One of the likely causes for the non-implementation of guidance programme is largely due to the lack of adequate knowledge among the concerned staff regarding the planning and organization of the guidance programme in schools.

The present unit deals with the various services involved in a guidance programme and the functions performed by each of these services. Subsequently a brief is made on the planning and organization of guidance programme in the schools. This is finally followed by a description of various steps involved in evaluating the guidance programme.

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## 6.2 OBJECTIVES

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

- define a guidance programme;
- explain the various functions of a guidance programme;

- prepare a plan for organizing guidance programme in school;
- enumerate different guidance activities required in schools; and
- describe the procedure for evaluation of a guidance programme.

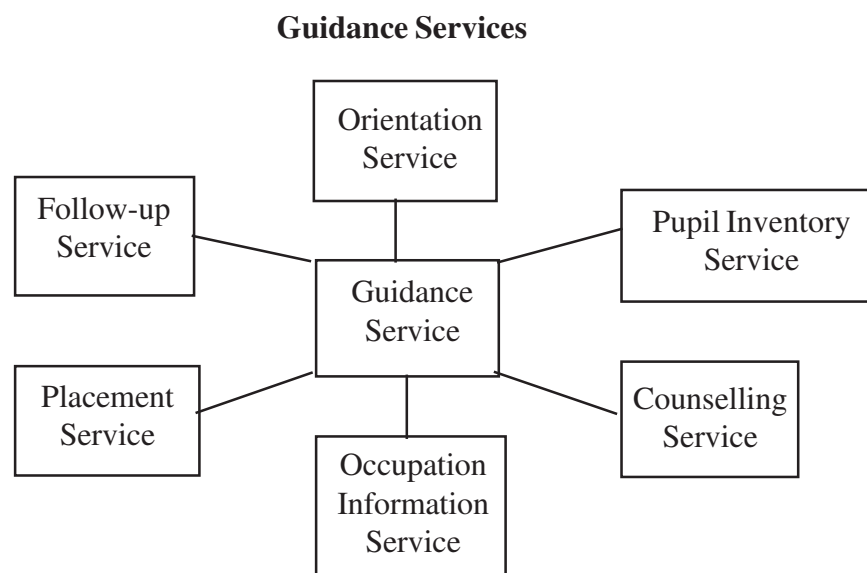
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## 6.3 VARIOUS GUIDANCE SERVICES

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A school guidance programme constitutes a cluster of activities which enable the students to overcome their educational, vocational, personal or social problems that they face during the different phases of development. It forms an integral part of school education and is non-instructional in nature. A guidance programme constitutes various services.

A school guidance programme largely consists of six services. They are orientation, counselling, pupil inventory, occupational information, placement and follow-up services. Each of these services is distinct due to their specific functions.



### 6.3.1 Orientation Service

It is generally noticed that when students shift from one school to another, they find it difficult to immediately accept and adjust to the new surroundings. This also occurs in case of those students who either move from school to college or school to a work situation. An entry into non-familiar or new situation may lead to certain adjustment problems among the students. To overcome this obstacle, the orientation services are organized, especially to familiarize the students with the new surroundings and thereby adapt themselves and make necessary adjustments. Hence, it is always advisable to begin any educational course or programme with an orientation activity.

Some of the objectives of the orientation service are:

- 1) Develop awareness regarding the rules and regulations, functioning patterns and available infrastructural and physical facilities in the school or institution or work place.
- 2) Acquaint the students with the concerned staff and the student body.

- 3) Provide opportunities for the staff members and student body to interact with the new comers.
- 4) Develop favourable attitudes among the students both towards the school and the staff.

One should also note that the orientation services are not only restricted to the students, but they can also be extended for the parents and towards the community. Further, this service needs to be organized for all students so that they fulfil their various needs. In addition, this can also be a continuous activity, implying that implementation of these activities can be distributed throughout the year.

### Orientation Activities

The activities are to be organized based on the age group of the students and the availability of resources.

The activities can be broadly classified as (i) Pre-admission Orientation and (ii) Post-admission Orientation.

- i) **Pre-admission Orientation:** This is one of the services which is lacking in our schools. It helps to acquaint students with the institution, its tradition, purpose, its rules and regulations, curricula, extracurricular activities, the staff and the student body.

**Activities:** Some of the suggested activities could be:

- a) visit to schools along with the staff or parents;
- b) arranging conferences and talks with the parents, since they also play a major role;
- c) issuing handbooks or pamphlets giving information about the school, its courses and activities; and
- d) arranging exhibitions to expose them to the activities that students are undertaking.

- ii) **Post-admission Orientation:** This service can be provided throughout the year. It helps the teacher in determining the abilities of students and thereby adapting their teaching styles and activities according to the student needs.

### Activities

- a) Conduct various games like “get-acquainted” games where the student can talk about themselves, such as their interest, hobbies, etc.
- b) Arrange group activities, wherein the students are provided opportunities to interact with each other and exhibit their abilities.

## 6.3.2 Pupil Inventory Service

Apart from knowing the general characteristics of students, it is also very essential to identify the specific abilities predominant among the students, before a counsellor or career teacher assists them. Without identifying the pupils’ aptitudes and interests, one cannot determine what to expect from them and what they are capable of doing. The various aspects that have to be assessed before one guides a student are his aptitude, achievement, interests, attitudes, socio-economic status, family background etc. In Unit 5: Techniques of Guidance you have studied



about various techniques of guidance. The pupil inventory service helps in recording and maintaining of these data. These records can be prepared by the collaborative effort of the teacher, counsellor and career teacher through various techniques. You are familiar with the techniques as testing and non-testing techniques. Observation, anecdotes, rating scales, sociometry and interview are some of the well-known non-testing techniques. The testing techniques are the verbal tests, non-verbal tests, performance tests, projective techniques and the personality tests. These tests must be administered by the counsellor or any professionally trained personnel. However, assistance from a teacher is must for maintaining the records of students using some of these techniques. A teacher could give details of certain behaviour of students by observing them in the classroom situations and making their records. These incidents could be accumulated in the form of anecdotal records.

The objectives of pupil inventory service are:

- i) to identify the various abilities of students by administration of various tests; and
- ii) to maintain various records concerned with each student and update them periodically.

The types of data generally collected are personal, family data, psychological data, achievement, health data etc. These data help a counsellor and a career teacher in their counselling process and career guidance programme respectively.

### **6.3.3 Occupational Information Service**

This is a service which can be provided by the integrated effort of a teacher, counsellor and a career teacher. The main objective of the service is to provide the students information about the educational opportunities in various levels, related training programmes and occupations available. This helps the students to be aware of the options open to them with respect to a particular course or subject in any of the above areas. Further the student is also exposed to the world of work, nature and pattern of work and the skills required for performing the work.

The objectives of information services are:

- i) To create an awareness of the necessary occupational and educational information;
- ii) To develop a broad and realistic view of the various educational, training and occupational opportunities; and
- iii) To help the student obtain and interpret the information he/she needs in making specific plans for his/her future career.

This service needs to be more emphasized at the secondary and higher secondary levels. The various information given to students through this service are about the job or occupation positions, duties performed, educational and professional requirements, conditions of work, rewards offered, promotional avenues, etc. Such information are collected and disseminated by the guidance worker in the form of career talks, conferences, etc.



### 6.3.4 Counselling Service

This service is the most fundamental aspect of the guidance process. The purpose of it is to assist the students in the process of all round development. It provides an opportunity to the individual to discuss their plans and problems with a professional or counsellor in a helping environment. The process ultimately makes a person capable of self-directing and self-sufficient. This service can be practiced only by a counsellor. A detailed description of the role of counsellor and counselling techniques are described in Unit 4&8. However, some assistance can also be provided by the teacher in a school. This is because a teacher is the one who spends maximum time working with the students in the classroom. When the teacher comes across any student who displays deviant behaviours, he/she can always refer the case to a school counsellor. Further, observations made and recorded by the teacher about certain students can help the counsellor in the counselling process. The counselling service includes individual counselling and group counselling which we have explained in Unit 4. It must be noted that counselling is open to all students.

### 6.3.5 Placement Service

The placement service makes an effort to help those students secure employment, who are either in school or have left the school. The school provides certain facilities through which the employment needs of the students are met either through special placement personnel or by integration services of the other guidance personnel. It is an activity which requires the co-operation of the principal, counsellor, teacher, career master, state employment agencies, private agencies and also the community. This service is more significant for the students at the secondary and higher secondary level. The placement service here is concerned for those:

- i) Who withdraw from the formal education before they complete school (drop-outs).
- ii) Who prefer part time work while going to school or may be during the vacation or after school hours or during weekends.
- iii) Who terminate formal education after completing senior secondary education.

The basic aim of placement is to facilitate the process of meeting the needs of both employer and the prospective employee. The student should be included for the placement service only after the correct and appropriate information regarding him/her has been obtained from the counsellor or the incharge guidance personnel. The information that is generally made available is his/her personal bio-data, achievement grades, attendance, test-scores, health-data and such other required data. The teacher may also assist by providing details concerning the student's interest, and other skills such as communication and participation in various school activities.

Apart from placement, this service also orients the students to some of the job applying techniques. The guidance worker could familiarize them with the methods of applying for a job, identifying various sources of information and how to prepare for the interview. These skills can be developed either through group or individual counselling. A school that provides placement services hence

should be capable to draw upon all the possible resources to assist its students in finding suitable and appropriate jobs. The extent to which the placement service fulfils this purpose is a measure of its effectiveness. This could largely be met by a systematic and proper functioning of the guidance committee. The school committee could also publicize about the placement programme both to the students and community. Within the schools, the information could be published in school magazine, notified in the libraries or announced in student assemblies.

### 6.3.6 Follow-up Service

A guidance worker who does not assess the progress made by his/her student is like the physician who does not verify whether his/her patient has recovered or not.

Here, it becomes very essential in a guidance programme to learn the nature and extent of progress of the student even after he leaves the school. This service does not only pertain to the study of occupational aspect but also to other related aspects such as emotional and social adjustments.

For example, if a student has been counselled for social-emotional problem, after he/she leaves the school, the guidance worker must do a follow-up to check how far he/she is able to cope up with the new environment and whether he/she is still facing any such problem.

#### Purpose of this Service

- i) It draws upon information from the former students regarding the extent of influence or effectiveness of the school guidance programme.
- ii) Based on the feedback obtained, make relevant changes in the school guidance programme.

The guidance worker generally keeps contact with the students and drop-outs after leaving school. One of the most common methods adopted for follow-up is the questionnaire which is periodically sent to the students after they leave school. Based on the experiences of former students, the guidance worker can formulate future programme for the present students. The follow-up service has relevance for research. After receiving valid information from former students, the **administrators** can improve upon their services. Further, employing this information, the educational institutions can conduct studies of the relationship between the training given to these former students and how far the utilization of the training was made. Studies on the effectiveness, efficiency and desirability of the courses offered can also be conducted.

The three steps that are dealt in a follow-up programme are:

- i) A systematic gathering of data from the alumni.
- ii) Interpretation and presentation of that data to all the concerned personnel, i.e. student, parent and community.
- iii) Suggest a modified framework of educational programme based on the findings made.

**Check Your Progress**

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

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

1) Describe a guidance programme in 3-4 lines.

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2) List out the 3 major services of a guidance programme.

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3) Match the following.

**Service**

**Purpose**

- |                             |   |
|-----------------------------|---|
| a) Counselling              | a) bridge the gap between home and school |
| b) Placement                | b) awareness of various career options    |
| c) Orientation              | c) obtaining suitable jobs                |
| d) Occupational information | d) assisting in all round development     |

4) The service which keeps in touch with the students who pass out of school is ..... (Counselling/placement/follow-up)

5) The service which aims at collecting information about individuals by various methods and techniques is

- a) Counselling service
- b) Pupil inventory service
- c) Placement service
- d) Occupational information service

6) Counselling service is not a part of guidance service. (T/F)

7) Guidance programme must be available for children at all levels.(T/F)

8) In elementary level, more emphasis must be laid on occupational information service. (T/F)

9) Differentiate between placement and follow-up service.

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## 6.4 ORGANISATION OF SCHOOL GUIDANCE PROGRAMME

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The organization of guidance programme at the schools requires cooperative effort of various personnel present both within and outside the school. The programme must be planned with the assistance of various personnel like the school principal, the staff, counsellor, career master and the parents. Before planning a guidance programme, it is essential to understand the purpose and aims of guidance which we have discussed in Unit 1.

### 6.4.1 Pre-requisites of a Guidance Programme

Some of the preliminary tasks needed to be undertaken to organize a guidance programme are:

- a) Formation of a guidance committee, which comprises of at least seven to eight members. The committee would be constituted of various personnel such as at least two parents, two teachers, a counsellor and a career master. The principal could be the chairperson of the committee.
- b) Decisions and arrangements must be made regarding the allotment of budget for conducting the various services. The expenses could be determined also keeping in view the payment of honorarium for guest lectures, conveyance to specialists or professionals such as educationists, doctors, etc.
- c) Suitable arrangements need to be made to acquire minimum infrastructural and physical facilities such as a guidance cell or room, tables, chairs various psychological tests and other required literature.
- d) Support from the parents and community could be obtained by orienting them to the significance of a guidance programme.
- e) The school staff and students also need to be briefed about the purpose and importance of the guidance programme and encouraged to participate.

### 6.4.2 Planning of a Guidance Programme

The following steps are necessary to be undertaken to plan the guidance programme:

1. First make a survey of the available guidance services existing in the school or institution.
2. Identify the student needs (or) areas where assistance is required.
3. Obtain the opinion of the staff members and ascertain the extent of assistance possible from them.
4. Statement of explicit objective for the guidance programme on the basis of the student needs.
5. Specification of the various functions of each guidance service.
6. Assignment and defining of duties to each personnel, who are the members of the guidance committee.

For the smooth functioning of guidance service, a well-planned guidance programme is necessary. It facilitates co-ordination of activities among the personnel in an integrated pattern.

In brief, the guidance committee first identifies the programme objectives based on the survey of the student needs and characteristics. This is followed by preparation of a yearly plan of the school guidance programme. Further, keeping in view the objective, the committee prepares a tentative plan or chart, indicating the functions of various personnel. Next, another subsidiary chart is prepared, specifying the duties or tasks to be performed by each personnel.

**Role of the Principal:** The principal, chairperson of the committee provides the required facilities for the smooth and successful functioning of the guidance programme at the schools. Some of them have provision of a separate room or office for the counsellor, space for conference room, clerical staff and other physical facilities such as table, chairs etc. Apart from that appropriate action needs to be taken by the principal to make suitable arrangements for the procurement of psychological test materials, literature, documents and arranging sufficient budget. Further, monitoring of the guidance activities are also been done by the principal.

**Role of the Teacher:** The teacher provides assistance by maintaining the cumulative records of students and also in organizing the various guidance activities. A detail description of the role of teacher, career master and counsellor has been already provided in Unit 3.

Above all, one should also be aware that during the initial stages of the programme implementation, the following problems are likely to come up:

- 1) Inadequacy of staff or trained personnel to provide assistance for conducting the service.
- 2) conflict of roles and responsibilities among the various personnel and
- 3) the involvement of personnel in non-guidance activities.

However, gradually you can overcome the above problems.

### 6.4.3 Guidance Activities

#### At Secondary Level

This stage which includes students of class IX and X, requires guidance activities to be focussed on the needs of three group of students. They include those who intend to:

- a) Continue in higher education (graduation).
- b) Take up vocational or professional courses (polytechnics; professional education like medicine, etc.)
- c) Enter a job.

Keeping in view the above target groups and their characteristics, the following are the objectives of the guidance activities organized at this stage.

#### The Objectives are listed here:

- i) Help the students to understand and accept the physiological changes in one self.
- ii) Help them to make effective adjustments in the family, school and society.

- iii) Identify, develop and strengthen their abilities and interests.
- iv) Provide information about various educational and vocational opportunities and the essential requirements.
- v) Enlighten parents and teachers about the importance of this stage especially adolescent and create appropriate situations for effective learning and development.
- vi) Enable them to make realistic educational and vocational choices.

After class X, the students have to choose their subject stream, hence the most important function of guidance services at this stage is to enable students make appropriate choices.

#### Services and their activities for secondary school students

Service	Activities
Orientation	<ul style="list-style-type: none"> <li>i) organize school visits, talks by the other school staff.</li> <li>ii) Arrange parent-teacher meetings to orient the parents.</li> </ul>
Pupil Inventory	<ul style="list-style-type: none"> <li>i) Collect data on abilities, aptitudes, interests, achievement and other psychological variables through administration of tests.</li> <li>ii) Maintain student cumulative records.</li> <li>iii) Identify under-achievers and drop-outs from the school records.</li> </ul>
Counselling	<ul style="list-style-type: none"> <li>i) Refer the cases to counsellor.</li> <li>ii) Counselling activities to develop one self.</li> <li>iii) Organize and conduct group activities, discussions, role-playing to develop personal and social skills.</li> <li>iv) Arrange talks by professionals such as doctors, educationists on matters like health, addiction, personal habits, sex education and other educational issues.</li> <li>v) Conduct activities on social service and arrange for camps.</li> </ul>
Occupational information	<ul style="list-style-type: none"> <li>i) Organize career exhibitions and career conferences.</li> <li>ii) Arrange field trips.</li> <li>iii) Arrange career talks.</li> <li>iv) Orient the parents regarding various courses after class X.</li> <li>v) Prepare activities showing self-employed persons.</li> <li>vi) Conduct programme to interact with self-employed persons.</li> </ul>
Placement	Provide placement: <ul style="list-style-type: none"> <li>i) For drop-outs</li> </ul>

	<ul style="list-style-type: none"> <li>ii) For students who terminate their formal education and get into some vocational course.</li> <li>iii) For students who are completing school education.</li> </ul>
Follow-up	<ul style="list-style-type: none"> <li>i) Obtain and document the addresses of the school-leaving students and drop-outs.</li> <li>ii) Administer questionnaires or interviews to obtain students opinion about the school guidance programme.</li> <li>iii) Arrange meetings like “old student association or Alumni”.</li> </ul>

### At Higher Secondary Level

This stage covers two classes i.e. XI and XII and the age of the students usually ranging from 16 to 18 years. The objectives of guidance programme at this stage are:

- i) Help students to make appropriate choice of course(s) in accordance with their abilities and interest.
- ii) Help them to plan their career based on the choice of course.
- iii) Make them aware of various job opportunities related to various courses.
- iv) Guide them in the area of personal-social adjustment.
- v) Help them develop self-confidence.
- vi) Help them make decisions.

### Services and their activities for (+2 students) senior secondary students

Service	Activities
Orientation	<ul style="list-style-type: none"> <li>i) obtain pamphlets/handbook of various educational institutions.</li> <li>ii) orient parents and teachers about various educational institutions.</li> <li>iii) arrange talks by the school/institution staff, employees.</li> </ul>
Pupil Inventory	<ul style="list-style-type: none"> <li>i) administer various tests to measure abilities, and other psychological variables.</li> <li>ii) Maintain the records of the students and constantly up date them.</li> </ul>
Counselling	<ul style="list-style-type: none"> <li>i) conduct sessions to develop self-confidence in students.</li> <li>ii) conduct sessions on role playing.e.g. attending an interview; communication skills; leadership qualities.</li> <li>iii) Arrange debates, group discussions, and drama on various social and educational issues such as: <ul style="list-style-type: none"> <li>a) “Discipline in work place”</li> <li>b) career choices and life styles</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>c) making decision and alternatives in planning career goals</li> <li>d) strategies to cope with stress and anxiety.</li> </ul>
Occupational information	<ul style="list-style-type: none"> <li>i) Organize                             <ul style="list-style-type: none"> <li>- career conferences</li> <li>- field visits</li> <li>- career talks</li> </ul> </li> <li>ii) establish communication with the staff at employment exchanges and related agencies.</li> <li>iii) conduct classroom sessions on                             <ul style="list-style-type: none"> <li>- “Resumes, Applications and Interview”</li> <li>- “Employment Trends”</li> </ul> </li> </ul>
Placement	<ul style="list-style-type: none"> <li>i) arrange for in-campus interviews</li> <li>ii) advertise vacancies and college information on the school notice board and address or announce during the assemblies.</li> </ul>
Follow-up	<ul style="list-style-type: none"> <li>i) form a students’ association of the school leaving students</li> <li>ii) administer follow-up questionnaires to students periodically.</li> <li>iii) arrange meetings to invite old students.</li> </ul>

**Check Your Progress**

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

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

10) Orientation programme must be conducted only during the pre-admission period. (T/F)

11) List out any three major activities that can be carried out by the orientation service and pupil inventory service at secondary level.

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12) Career exhibition and conferences are conducted by the ..... service.

13) Explain in brief the planning of a guidance programme.

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14) List out any two counselling service activities that need to be conducted at the higher/senior secondary (+2) level.

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## 6.5 EVALUATION OF GUIDANCE PROGRAMME

Evaluation of guidance programme refers to the process where efforts are made to assess how far the objectives of the programme have been fulfilled or what extent is the programme is effective.

### 6.5.1 Need for Evaluation

Evaluation is needed to determine various aspects like:

- effect of various guidance services on the behaviour of students
- quality of guidance services provided
- adequacy and feasibility of the guidance services provided
- the other activities and techniques need to be adopted in order to make the service effective.

In general, it contributes to the sum total of useful knowledge in the guidance field.

Research and evaluation are simultaneous activities. Hence, in every aspect of the guidance service, a research component is essential. The results derived from research and evaluation have implications for both the improvement of guidance programme and also for the school curriculum. An educational institution can utilize these findings to redesign its instructional techniques so that they are able to meet the needs of its students at a greater extent. A qualified guidance worker must always be encouraged to evaluate and simultaneously undertake research. The guidance committee could discuss the findings with the other staff members, parents and students, thereby facilitating a better co-ordination and hence leading to improvement in the guidance services. Unless the existing programmes are evaluated, the worth of it cannot be established.

### 6.5.2 Steps in Evaluation

- i) **Identification of objectives:** The first step is to list out the objectives of the guidance programme. The objectives need to be clearly defined, such that they are specific and measurable.
- ii) **Criteria for measurement:** After the identification of objectives the criteria for measuring them must be established. This is followed by the determination of the appropriate methods and techniques to collect the required data based on the criteria selected.

- iii) **Implementation of the plan:** Once the design of the plan is prepared, it requires to be implemented. Before its implementations, the expert’s opinions and suggestions from other guidance personnel could be obtained subsequently. The activities could be organized and conducted in a systematic way.
- iv) **Interpretation of findings:** Maximum efforts must be made to check that the data collected is reliable. The data must first be compiled and later interpreted accurately. The findings must be summarized and shared with the school personnel and guidance worker. Further, steps must also be taken to implement these findings.

### 6.5.3 Methods of Evaluation

Based on the criteria of evaluation, the methods of evaluation have to be decided. Some of the methods are suggested below:

- i) **Survey method:** It is one of the most commonly used methods. Here the reactions of the students are collected either through questionnaires or by personal interviews. The survey is not limited to the follow-up study of school leavers, but it can also be done on the students who are still at schools.
- ii) **Experimental method:** It is used generally on two groups. Where, one group must be control group. The groups are matched in all respects except the treatment factor, for example, in the present situation counselling is done on the experimental group and no treatment given to the control group. After the treatment the outcomes of the two groups are compared. This shows whether the counselling technique (treatment) has any influence on the experimental group and how far is it. More detailed studies using more than two groups can also be carried out.
- iii) **Case study method** involves a detail and continuous study of each student and maintaining contact with him/her for a considerable period. The careful and individual follow-up of students helps them in making a better school record in terms of monthly report. This monthly record will indicate the effect of counselling/treatment of student.

In addition to this, availability of records of a number of other students may provide an adequate basis for evaluation.

#### Check Your Progress

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

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

15) Identify two major needs of evaluation process in the guidance programme.

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16) List out the steps in evaluation.

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17) One of the most common methods of evaluation is

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18) The effectiveness of a guidance programme can be measured even without evaluation (T/F)

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## 6.6 LET US SUM UP

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In this unit, we have discussed the various services in a school guidance programme. These are orientation, pupil inventory, counselling, occupational information, placement and follow-up services. Each of these services has distinct functions and objectives.

To organize a school guidance programme, some of the preliminary steps to be undertaken are formation of guidance committee, arrangement of required facilities, budget and orienting the students, parents and community.

On the basis of the objectives of each service, various guidance activities can be conducted for the secondary and higher or senior secondary school students. The activities are also organized keeping in view the need and characteristics of these students.

Evaluation of the guidance programme also forms an essential component in a school guidance programme. The need, procedure and methods for evaluation have also been described.

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## 6.7 UNIT-END EXERCISES

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- 1) Visit any school and study their organization of guidance programme at the secondary level. Prepare a chart showing the organization of the guidance programme and list out the various activities that are carried in each service.
- 2) Visit any school and study the functioning and objectives of the institution at higher secondary level. Identify the student’s needs and prepare a list of activities that need to be carried out by each service. Prepare a report in about 600 words.

**Techniques and Procedures**

- 3) Suppose you are a counsellor of a school and you wish to make an evaluation of the guidance services in your school. Write in detail the plan and how you would like to go about doing it? Write a detailed report in about 600 words only (specify the objectives, and procedure).
- 4) Develop a follow-up questionnaire for school leaving students (XII standard) to get a feedback about the effectiveness of the guidance programme of the school.
- 5) A survey was conducted on all the 80 students of the secondary class IX and X in a school. The following data was obtained.
  - a) 50% of the students were below average students.
  - b) 10% of the students were above average students.
  - c) 20% of the students drop-out very year.
  - d) 70% of the students are unaware of the various courses and job's opening.

Mention what guidance activities need to be adopted for any of the two groups mentioned above. Justify your answer with the help of suitable illustrations.

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## **UNIT 7 GROUP GUIDANCE**

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### **Structure**

- 7.1 Introduction
- 7.2 Objectives
- 7.3 Group Guidance: Concept, Need and Significance
- 7.4 Principles of Group Guidance
- 7.5 Group Guidance Activities
  - 7.5.1 Orientation to the Students
  - 7.5.2 Career Conferences
  - 7.5.3 Class Talks
  - 7.5.4 Career Talks
  - 7.5.5 Plant Tours
  - 7.5.6 Group Discussion
  - 7.5.7 Socio-Psycho Drama and Role Play
  - 7.5.8 Visit to Career Fair/Exhibition
  - 7.5.9 Career Quiz Session
  - 7.5.10 Student Council Meeting
- 7.6 Aids to Guidance in Group Situations
- 7.7 Limitations of Group Activities
- 7.8 Problems in Organizing Group Guidance Activities
- 7.9 Let Us Sum Up
- 7.10 Unit-end Exercises

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### **7.1 INTRODUCTION**

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

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

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### **7.2 OBJECTIVES**

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

- Define group guidance;
- Appreciate the need and importance of group guidance;
- Plan and organize group guidance activities such as career conferences, orientation programme, class talks, career talks, visit to career fairs, etc;

- Discuss the limitations of group guidance activities; and
- Identify problems in organizing group guidance activities and find ways to deal with them effectively.

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### **7.3 GROUP GUIDANCE: CONCEPT, NEED AND SIGNIFICANCE**

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

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

- 1) Information regarding:
  - a) Higher education prospects
  - b) Occupational opportunities and vocational preparation
  - c) Leisure time activities
  - d) Social and civic conditions.
- 2) Experience in cooperative living leading to the development of :
  - a) Interpersonal skills
  - b) Good sportsmanship
  - c) Understanding of the self and others
  - c) Social skills
- 3) Development of individual's abilities and interests through:
  - a) Participation in group projects
  - b) Organization of student initiated activities
  - c) Special services and programmes in schools and other institutions.

#### **Advantages of Group Guidance**

- i) It is suitable for certain kinds of guidance activities like information about careers or orienting new entrants about the school. Here individual guidance will be a mere waste of time and other resources involved in undertaking the activity.
- ii) It establishes a relationship between students and guidance worker which creates avenues for other guidance services. For example, new entrants to 11<sup>th</sup> standard want help in selection of subject from the school counsellor after a talk was delivered on "How to plan your career effectively?"
- iii) It provides orientation to unfamiliar situation on new experiences. For example, the new batch of 10+2 level felt at ease when a counsellor told them about the school, the various facilities available in the school, the rules and regulations and the expectation from them.

- iv) It paves the way for individual counselling. Group guidance saves time and effort on part of the counsellors as well as the students. Further it reduces monotony. Imagine how boring it is to repeat the classtalk on time management separately for each student in a class of 40.
- v) It focuses collective attention on common problems. A group situation helps individual more readily to find a solution for a problem than he could if he works on it alone. Further he develops an awareness that the problems are not peculiar to him but are shared by others too. Therefore, he discusses the problem in permissive atmosphere and the emotional tension gets a release. The suggestions made during group discussion are thus more acceptable to him.
- vi) It provides the individual with a chance for real group life and opportunity to deal with people. In group situation students are more exposed to a variety of group experiences which help them to modify their behavior in a socially acceptable way. They also learn to respect others point of view.
- vii) It also helps a counsellor to multiply contacts with the students.
- viii) The informal and free atmosphere of the group discussion provides a good opportunity to the counsellor to observe the behavior of each student in a group situation and learn about them more. In individual counselling sessions, artificiality in behavior may occur. Further the counsellor may not be able to note the interaction pattern of the student. Thus, group guidance is very much required in certain situations.

### Check Your Progress

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

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

- 1) State whether the following statements are true or false by encircling (O) the appropriate letter.
  - i) Guidance can be imparted only individually. (T/F)
  - ii) Group guidance saves time and effort. (T/F)
  - iii) Group guidance helps in building rapport with the students. (T/F)
- iv) Group guidance and individual guidance are complementary to each other. (T/F)
- 2) Fill up the blanks.
  - i) .....is guiding the individual in a group.
  - ii) Group guidance is suitable for those guidance activities which are basically .....in nature.

## 7.4 PRINCIPLES OF GROUP GUIDANCE

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

- 1) It is a team work. It requires the co-operation of the students, teachers, and administrative staff in the school setting.



- 2) The identified/selected groups should have the common need, and problem. For example, if class talk is delivered on “Effective Career Planning” for the students of class VI, it is going to be a futile exercise because they are too young to realize its importance.
- 3) Group guidance must be a continuous activity of the school so that its impact is realized by the students.
- 4) It requires active participation of all the team members. So, such methods should be employed so that the students feel curious to ask questions/issues etc. e.g. while organizing class talks, individuals should be encouraged to express their personal experiences.
- 5) The size of the group should not be very large.
- 6) It is not a substitute for individual guidance, but both types are complementary to each other.

### Check Your Progress

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

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

- 3) State whether the given statements are true or false by encircling (O) the appropriate letter.
  - i) Group guidance must be a continuous activity of the school. (T/F)
  - ii) The group for which it is planned need not have common need/ problem. (T/F)
  - iii) It requires active participation of the group members. (T/F)
  - iv) Group guidance is not a co-operative venture. (T/F)

## 7.5 GROUP GUIDANCE ACTIVITIES

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

### 7.5.1 Orientation to the Students

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

Information about the institution, its physical layout, personnel and administrative arrangement, help students become acquainted with the new settings. The newly admitted students can be given information about the school, the various facilities available, the rules and regulation, the course curriculum, what is expected of

them, etc. They can be asked to introduce themselves. Further a small get together with the teachers can be arranged for. Orientation thus begins when the parents first takes a child to a nursery school. This is not the end. Orientation should be provided for everyone moving into the school during the term as he moves into the new class.

Orientation programme will not be the same for elementary, secondary and senior secondary students. It has to be different at different levels depending on the need.

### **7.5.2 Career Conferences**

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

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

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

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

#### **Steps in Planning the Conference**

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

- The idea of organizing the conference should be presented at least 45 days in advance. Once approval has been obtained the students can be informed about it. Informing the students beforehand is very much required because then they can offer themselves as volunteers.
- A list of the volunteer teachers and students to be made and duties to be assigned to them like arranging for the mike, lectures, refreshment, distribution of pamphlets etc.

## Techniques and Procedures

- Information should be sent to the principals of other schools and parents. The aim of the career conference and a brief outline of the plan should be sent to them.
- Draft invitation letter for guest speakers.
- A detailed programme schedule of talks, discussion, films, charts to be made.
- The session-wise programme schedule should be decided well in time and intimated to the students and other participants.
- Prepare a list of speakers for each session. It is generally good to have 2 or 3 speakers for each session so that in case of unavailability of one, the other can be invited. The resource persons could be the parents, alumni, staff members.
- Brief the speaker about the theme and the objectives of the conference.

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

### 7.5.3 Class Talks

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

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

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

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

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

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

### 7.5.4 Career Talks

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

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

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

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

### 7.5.5 Plant Tours

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

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

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

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

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

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

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

## Orientation of the Students

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

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

### What to Observe

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

## 7.5.6 Group Discussion

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

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

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

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

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

Sometimes a few students dominate a discussion. So, the group may be divided into 3-4 smaller groups of 5 students each. To introduce a topic or to "warm up" the group, a buzz session is a useful method. The teacher writes a thought provoking question/issue on the blackboard. Then divides the class into sub-groups of 3-4 students and prompt them to discuss. This is known as the buzz session.

During the group discussion, many personality traits of the individual can be observed like the leadership qualities, co-operation, submissiveness, dominating behaviour, etc.

### 7.5.7 Socio - Psycho Drama and Role Play

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

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

**Procedure:** Some prerequisites for conducting a socio drama are:

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

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

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

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

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

- A counsellor must encourage students to act the scenes whenever a student wants to know how others perceive one's conflict and how they react to one's proposed actions.
- Whenever the counsellor senses that a student is having trouble describing his/her problems and telling how he/she feels about them, the counsellor

should respond to the student's feelings of inadequacy in the situation. He/she may suggest role play as a technique. But he/she should also stress it is not effective unless the student volunteers to play the role.

- The scene to be acted out should be described by the member who had the problem.
- When the group has finished discussing on the first role playing of the situation, some members of the group may suggest replaying the scene with reassignment of roles. Such repeating the scene with the players in new roles usually results in new insights.

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

### **7.5.8 Visit to career Fair/Exhibition**

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

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

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

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

### **7.5.9 Career Quiz Session**

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

- State the full form of N.I.F.T., I.T.I., M.B.A., B.Ed., IIM, BITS, N.I.D., N.I.I.T., N.D.A. etc.
- State the educational qualification for entering into N.D.A.
- Which stream is required for joining the navy wing of defence force?



Such short questions can be asked. For reference they can be told to see the newspapers and the information displayed on the bulletin board from time to time.

### 7.5.10 Student Council Meeting

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

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

#### Check Your Progress

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

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

4) i) Name any four group guidance activities.

.....  
 .....

ii) Mention two topics for class talk.

.....  
 .....

iii) Mention three topics for career talk.

.....  
 .....

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

.....  
 .....

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

.....  
 .....

vi) State two points to be considered while conducting class talk.

.....  
 .....

- 5) Fill in the blanks.
  - i) The group guidance activity which aims at making the new comers feel comfortable with the school surrounding is called .....
- 6) State whether the following statements are true or false by ticking the appropriate letter.
  - i) Orientation programmes are merely wastage of time. (T/F)
  - ii) Orientation programme should be the same for elementary, secondary and senior secondary level students. (T/F)
  - iii) Career conference does not require the help of teachers and students. (T/F)
  - iv) There is no need to plan a career conference. (T/F)
  - v) Class talk should be of one hour duration (T/F)
  - vi) Plant tours do not require deciding upon the time for visit to the plant. (T/F)

## 7.6 AIDS TO GUIDANCE IN GROUP SITUATIONS

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

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

- A) **Books:** Various books have been written dealing with career related topics or improving one's personality.
- B) **Newspaper:** Various newspapers are coming out with topics related to careers. They publish articles related to career regularly on a weekly basis. They provide latest information about different careers. Newspapers also provide topics pertaining to human resource development.
- C) **Magazines:** There are magazines that provide information about careers and topics related to human resource development. Schools can subscribe to these career magazines for the library. School magazine can also be made use for providing information about scholarships and various colleges giving information pertaining to career. It can provide helpful supplementary service.
- D) **Prospectus** of different institutes offering **courses, pamphlets, brochures** are also invaluable sources of getting information.
- E) **Audio Visual aids:** Film, TV programmes, video cassettes, etc. depicting life situations used as aids for guidance in group situation for students and parents. E.g., the nature of work of a person in defence service can be comprehensively grasped if the students are shown a documentary film depicting the adventurous life they lead.

While making use of a movie or video film in group guidance the following points are to be kept in mind.

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

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

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

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

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

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

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

The students are required to put the above information along with the pictures on the display board.

Each group will put up the display material for one week. They can be evaluated and by the end of one round, the group with the best presentation can be given certificates.

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

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

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## 7.7 LIMITATIONS OF GROUP ACTIVITIES

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

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

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

### Check Your Progress

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

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

7) State any two limitations of group guidance activities.

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## 7.8 PROBLEMS IN ORGANIZING GROUP GUIDANCE ACTIVITIES

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Group guidance activities serve useful purpose specially saving in time and effort. While organizing these activities, some problems that a counsellor may face are mentioned below:

- A rigid type of administration is often a major cause of trouble. Generally, when the counsellor asks for slot in the time table for conducting these guidance activities, he/she may get a discouraging reply, the time table is already full. Then the counsellor is left with no other choice than to take the substitute/arrangement period.
- Lack of cooperation on part of the administration as well as the staff members may also create problems in organizing such activities. Teachers may feel that guidance activity is an additional burden.
- Lack of adequate funds is another problem.

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

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

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

**Check Your Progress**

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

8) Write any two problems in organizing group guidance activities.

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## 7.9 LET US SUM UP

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

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

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

## Techniques and Procedures

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

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

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

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## 7.10 UNIT-END EXERCISES

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- 1) Explain the term group guidance.
- 2) Mention any five group guidance activities which are carried out in school.
- 3) Develop an outline for orientation of students at secondary and senior secondary level for your school.
- 4) Mention the points you would like to keep in mind while writing a class talk for secondary students, i.e. IX and X.
- 5) Visit a school in the nearby area and collect the information about the choice of career talk. Discuss how you would organize such talk.
- 6) Find out if career fairs are held in your city. Which are the organizations participating in them?
- 7) State the various audio visual aids in guidance services explaining in few lines about each one of them.

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# UNIT 8 TECHNIQUES OF COUNSELLING

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## Structure

- 8.1 Introduction
- 8.2 Objectives
- 8.3 Counselling Skills
- 8.4 Behavioural Interventions
  - 8.4.1 Behavioural Counselling Techniques
- 8.5 Cognitive Interventions
  - 8.5.1 CBT techniques
  - 8.5.2 Rational Emotive Behavioral Therapy
- 8.6 Transactional Analysis
  - 8.6.1 Ego states
  - 8.6.2 Contamination of ego states
  - 8.6.3 Exclusion of ego states
- 8.7 Characteristics of Effective Counsellors
- 8.8 Let Us Sum Up
- 8.9 Unit-end Exercises
- 8.10 References and Suggested Readings
- 8.11 Answers to Check Your Progress

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## 8.1 INTRODUCTION

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After reading Units 1 and 4, you are familiar with the meaning of counselling and may have realized the importance of counselling services in our life and especially for school going children. We have discussed the goals and principles of counselling in schools. Counselling is a process and it goes through different stages. We have discussed different approaches to counselling which belongs to different schools of thought. Individual as well as group counselling are important in school settings. We have highlighted certain important areas in counselling that schools should engage in. The effectiveness of the counselling process depends on the skills of the counsellor and his/her ability to choose appropriate strategies for dealing with problems of the client.

Children spend a lot of their time with teachers in schools. When students have problems- academic, social or emotional- it is more likely that they approach a teacher whom they consider confidante as in most cases they have nobody else to turn to. Therefore, even if you had not prepared yourself for the role of a counsellor, students tend to see you as their confidante and counsellor. This is more so a telling reality in India as most schools do not have a counsellor. Teaching is a helping relationship and the teacher is a helper. In this Unit, we are going to discuss the skills required to be an effective counsellor and the various strategies that can be used for helping the clients deal with their problems.



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## 8.2 OBJECTIVES

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

- recognize the need for providing counselling service in schools;
- appreciate counselling as a helping relationship and an extension of your teaching profession;
- explain the different skills of counselling;
- develop the various counselling skills and use them effectively in your professional setting;
- explain the various behavioral and cognitive techniques used in counselling;
- demonstrate the applications of different behavioral and cognitive interventions as a counsellor;
- explain the professional as well as personal qualities of an effective counsellor; and
- develop professional as well as personal qualities required to be an effective counsellor.

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## 8.3 COUNSELLING SKILLS

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Counselling is an extension of the helping relationship and the positive outcomes of the process depend largely on the helper. The counsellor's personal as well as professional qualities influence the counselling process. Self-awareness, understanding of others, the ability to relate to others, academic training, and a set of professional skills are essential qualities of a counsellor. In this section, we will focus on the professional skills required to be an effective counsellor.

### *Active Listening*

Counsellors not only listen to the words spoken by the clients but also to the feelings, facial expression, emotion, gestures, and the unspoken thoughts of the clients. This means, when the client speaks the counsellor must give full attention. Active listening is essential for arriving at an objective assessment of the client's problem and determining appropriate strategies for starting the healing process.

### *Attending*

In the counselling process, listening and attending skills go together. Active listening is possible only when the counsellor gives total attention to the client. Total attention giving behavior of the counsellor means using body language, facial expression, eye contact, head nod and such other non-verbal expressions. If the counsellor is attending to phone calls, writing on the note pad, not looking at the client, sitting away from the client with crossed arms, showing no facial expression or such other cues would be perceived by the client as devaluing him/her. Leaning forward towards the client indicates an attending gesture. On the other hand, if the counsellor sits or leans too closely, the client may feel intimidated and withdraws instead of opening about the problem.

Egan (1994) has summarized the useful non-verbal behavior in counselling as **SOLER**.

- S** - Facing the client *squarely* indicates total attention to the client.
- O** – **Open** posture; crossed arms/legs may indicate less involvement of the counsellor.
- L** – **Leaning** towards the client shows the counsellor’s interest.
- E** – **Eye** contact with the client.
- R** – **Relaxed** state of the counsellor which acts as social modeling for the client to achieve relaxation.

### ***Paraphrasing***

This is restating or rewording the content (what is said by the client) back to the client. This should not be mere parroting the words back to the client. Paraphrasing involves reflection of the content and feelings of the client. Paraphrasing and reflection help in confirming with the client if the counsellor has understood the problem as narrated by the client.

### ***Empathy***

This refers to the counsellor’s ability to sense what the client is feeling, experiencing and thinking. Empathic skill involves the use of attending, listening and interpersonal sensitivity of the counsellor.

### ***Asking Questions***

Counsellors ask questions for fact finding and engaging with the client. Fact finding questions are used for collecting data such as age, occupation, family status etc. regarding a new client. Open-ended questions help in engaging and establishing a relationship with the client. Open-ended questions are used to elicit a response from the client, probe and expand a response given by the client or explore deeper into the client’s problem.

### ***Immediacy***

Immediacy refers to the counsellor disclosing feelings about the client or the therapeutic interaction at that moment as it happens. For example, after listening to a student who suffered sexual abuse, the counsellor may share his/her feeling towards the student:

Counsellor: *“I appreciate you trusted me with one of the most traumatic experiences of your life. And I respect your courage for confronting the problem”*.

### ***Self-disclosure***

This refers to the counsellor stating feelings about a similar situation as the client is presently in. For example, the counsellor disclosing to a student seeking help for dealing with public speaking phobia:

Counsellor: *“When I had to speak before the class, I used to stutter”*.

The skills of self-disclosure and immediacy are closely associated. Self-disclosure promotes immediacy in your relationship with the client. Self-disclosure intervention should be used in appropriate context and time only. According to Kottler and Kottler (2007), “Self-disclosures are best employed when you wish

to (a) demonstrate that the student is not alone, (b) bridge perceived distance between you, and (c) model openness (p.58)”. They maintain that self-disclosures should have the following features.

- *It should be concise.*
- *It should be devoid of self-indulgence.*
- *It should be used very conservatively (p.58).*

### ***Summarizing***

After listening to a series of statements or at the end of a session, the counsellor summarizes the content presented by the client. Through summarizing, the counsellor attempts to find out if s/he has properly understood the frame of reference of the client and also helps the client to place his/her problem in perspective.

### ***Goal Setting***

After assessing the problem, the counsellor works with the client to set realistic goals or behavioural changes the client wants to accomplish. It is important to set goals that are achievable. Goals are set depending on the nature of the problem and the client’s ability to engage in the helping process. Time bound specific goals give a sense of purpose and accomplishment to the client.

### ***Ending Sessions and Follow-up***

Setting boundaries is important in a counselling relationship. Counsellors should begin and end sessions on time. Clients should be informed about the rules of the counselling contract and counsellors should not be lenient if the client is late for the session. The message to the client should be, being late means forgoing the session. This is necessary because it is the client’s responsibility to work towards the set goals or behavioural changes. When ending each session, the counsellor may encourage the client to carry on the new behavior learnt in the session in the outside world. This may be followed up at the beginning of the next session by enquiring about the client’s accomplishments in the world outside.

### ***Termination of Counselling***

Counselling or therapy relationship is a contract. Therefore, it must come to an end one day. Termination happens when the set goals have been accomplished, the client wants to move on or end the relationship, the counsellor wants to move on, the counsellor concludes that the therapy is not productive, or the counsellor gives the client referral to another professional in the field. Whichever way the termination happens the counsellor should prepare herself/himself and the client for the eventuality. Abrupt ending of the counselling relationship may adversely affect some clients. Therefore, it is better the counsellor discusses with the client about the termination plan two or three sessions prior to the actual event and prepares the client for the day. Morally a counsellor should terminate the contract if she realizes that the therapeutic relationship is not productive. After a few sessions, if the counsellor feels that the client is avoiding responsibility for working towards the desired change, the client should be told so and the contract may be terminated. Whatever be the reasons for termination, it should leave a positive feeling with the counsellor and the client.

**Check Your Progress**

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

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

1) List the various counselling skills.

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2) Explain SOLER.

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3) What is paraphrasing?

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4) Explain goal setting skill.

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## 8.4 BEHAVIOURAL INTERVENTIONS

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You have studied learning theories in BES- 123. You may recall classical conditioning and operant conditioning theories of learning here. Behavioural approaches to counselling take the view that all behaviours are learned. Behavior that is approved or reinforced, through childhood, provides satisfying experience and such behavior is likely to be repeated. In the same way, if a behavior is discouraged, not approved or not reinforced it tends to disappear. Therefore, if behavior is learned, it can be unlearned in a similar way. Behavioural learning

theories can, thus, help us understand behavioral patterns exhibited by the clients as well as modify them. There are positive and negative reinforcements. A reward(stimulus) that is presented during the behavior or immediately after the behavior is called a positive reinforcement. Similarly, if the stimulus is withdrawn or not given after the behavior, it is considered a negative reinforcement. Therefore, behavior counselling is based on the understanding that reinforcement strengthens the behavior which means positive reinforcement leads to the behavior occurring in the future whereas negative reinforcement resulting either in behavior modification or dropping of the behavior. Behavioural counselling aims at developing desirable behavior and modifying or removing undesirable behavior.

In behavior approach to counselling, the counsellor begins with the assessment of the client's behavior so that problem behavior can be identified. Behavioural analysis helps the counsellor in understanding the situations that lead to a behavior, the consequences of the behavior or if the behavior reveals any pattern. The counsellor then attempts to find out if the problem behavior changes when the situation leading to it or the consequences is altered. Let us understand behavioural analysis using the ABC model.

'A' refers to antecedent, which means what happens prior to the problem behavior occurs.

'B' refers to the problem behavior of the client.

'C' refers to the consequences of the behavior.

After the functional analysis of the behavior, the counsellor would assess if change in 'A' (antecedent) would result in a new (desirable) or modified behavior (B). Alternatively, the counsellor would assess if removing or change in 'C' would develop a new behavior (B). The focus of the behavioural intervention is in a) developing a new behavior, b) strengthening a newly developed behavior, c) weakening a problem behavior, or d) modifying the problem behavior (B). For designing a behavioural intervention plan you need to collect baseline data related to the problem behavior of the client. You can ask the client to keep a self-monitoring diary that will provide information about the frequency, length and intensity of the problem behavior. As your clients would be your learners, you can observe them regarding the problem behavior and maintain a diary. You can seek report from parents, teachers and peer group about the client's behavior.

### **8.4.1 Behavioural Counselling Techniques**

Behavioural counselling techniques are based on the classical and operant conditioning theories. Exposure therapies are based on classical conditioning, which include systematic desensitization, *in vivo* desensitization, flooding and implosion.

#### **A) Exposure Therapies**

Some of the commonly observed behavioral problems among children are due to anxiety, fear, anger, phobia, etc. For example, a child may be fearful of entering a dark room, speaking in the class room, an insect, animal, elevator or heights. Exposure therapies are used to reduce these disabling feelings and emotions. The client is gradually exposed to the problem situations or in imagination under the supervision of the counsellor. The behavioural assessment should clearly indicate that the problem behavior is irrational and inappropriate which means

the problem behavior is not because of the inadequacy of skills. For example, if a child is fearful of swimming it should not be due to the lack of swimming skills. Let us now discuss some of the techniques used in exposure therapies.

### ***Systematic Desensitization***

In systematic desensitization and *in vivo* desensitization, the fearful situation is paired with a state of relaxation. The systematic desensitization is done in the following steps:

Constructing anxiety hierarchy

Training in relaxation

Desensitizing the anxiety inducing stimulus

### **Constructing Anxiety Hierarchy**

The client is asked to list all the situations or events that induce anxiety and arrange it in increasing order of intensity. In the anxiety hierarchy, the client may be asked to construct 10-12 episodes/scenes that produce anxiety. The first scene produces the least anxiety and the last scene produces anxiety of the highest intensity. Given below is an example of a list of anxiety hierarchy created by a client fearful of spiders.

- 1) *Hear someone mention spider.*
- 2) *See picture of spider.*
- 3) *See a small spider on the wall.*
- 4) *See a small spider crawling on the floor.*
- 5) *See a big spider on the wall.*
- 6) *See a big spider crawling on the floor.*
- 7) *Spider crawling on the desk.*
- 8) *Spider crawling on the arm of the chair he is sitting.*
- 9) *Spider crawling on shirt sleeve.*
- 10) *Spider crawling on bare foot or arm.*

### **Relaxation training**

Anxiety induces physiological stress. In some people anxiety may cause irregular heart beat, sweating or tightening of muscles. Counsellors use a variety of relaxation techniques to help their clients deal with anxiety. In step 2 of the desensitization process, the counsellor provides training to the clients in relaxation. Clients receive training to relax different muscle groups in the order starting with the small muscles (toes, feet) to the larger muscle groups (shoulder, neck, face).

Another relaxation technique is using mental imagery in which the client is asked to imagine herself/himself in a place or situation that is associated with pleasant memories. The pleasant imagery helps the client to move into a state of relaxation. When the client is in a state of relaxation, the physiological changes that happen are opposite to the physiological responses induced by anxiety. In relaxation

state, the heart beat and the respiration rate start returning to normalcy, and muscle tension begins to loosen.

*Shavasana* is yoga posture that can be practiced for relaxation. In this yoga posture, the client is asked to maintain the posture of a corpse and instruct the body to relax gradually from toe to head. *Vipassana* is a meditation technique which can be used for relaxation. *Pranayama*, the breathing technique which many of us are familiar with, is another relaxation technique.

Relaxation activity has to be done in a calm environment and in a comfortable posture in a chair or mat.

### **Desensitizing the anxiety inducing stimulus**

This is the last step in the desensitization process. Following the counsellor's instructions, the client enters into relaxation state. When the client is in deep relaxation state, he/she is presented with the least anxiety provoking scene from the list constructed by the client earlier. The client is instructed to visualize each item in the list. Even if a scene produces tension, it would not be lasting as relaxation and tension cannot go together. However, if the tension stays longer the client is instructed to move away from the scene and asked to relax further. Once again when the client is in deep state of relaxation the scene that provoked anxiety is presented. The process is repeated with each scene till the time the most anxiety provoking scene fails to provoke anxiety in the client. When the client stays calm and relaxed while imagining the high anxiety provoking scene, there is little chance that the corresponding event in real life would provoke anxiety. Remember the state of equanimity is not achieved in one sitting but through a series of sessions, usually 8-10 sessions. Therefore, the counsellor must make the decision after assessing the severity of the case about the approximate number of sessions that would need for the desensitization therapy. The counsellor should also review the progress of the desensitization process periodically and make changes, if required.

### ***In Vivo Desensitization***

In cases where systematic desensitization fails, *in vivo* desensitization can be used. In *in vivo* desensitization, the client is gradually introduced to the real life anxiety provoking stimulus. Here too the client is asked to develop a hierarchy of fear inducing stimulus. The client receives training in relaxation techniques. When the client is in relaxation state, the counsellor gradually presents the fear producing actual stimulus. Some counsellors provide positive reinforcement in place of relaxation.

### ***Flooding***

This technique is usually used when the systematic and *in vivo* desensitization processes fail. As in the desensitization process, in flooding too the client is given training in relaxation. A few sessions are used for learning the relaxation techniques. The client may practice the relaxation techniques at home too. After the client has learned the relaxation techniques, the counsellor exposes the client abruptly to the anxiety provoking stimulus. Due to classical conditioning the client has learnt to associate fear with the stimulus. In flooding technique, the same principle is used to extinguish the fear response by replacing it with a feeling of relaxation. Unlike the systematic desensitization process, in flooding



the exposure to the fear inducing stimulus is rapid, abrupt and direct. Flooding is applied in real situation and the client cannot escape from the situation.

*Mohan is afraid of spider. As soon as he sees a spider he starts screaming and shaking with fear uncontrollably. Even after the spider disappears, his discomfort and anxiety would continue for quite sometime. Mohan's parents approached a counsellor. The counsellor recommended flooding therapy to extinguish Mohan's anxiety. Mohan was first given training in relaxation. He also practiced relaxation techniques at home. After a few sessions, Mohan mastered the skill to relax himself. In the following session the counsellor exposed Mohan to the fear evoking real object (spider). As Mohan's fear of the spider is quite intense, it would not be easy for him to remain calm. Here, Mohan uses the relaxation techniques to lower his anxiety to a manageable level. Therefore, mastering the relaxation techniques before confronting the fear evoking stimulus is very crucial. In subsequent sessions, Mohan managed to reduce his anxiety level further and could confront the fear evoking stimulus minus the presence of the counsellor. This means Mohan eventually learnt to dissociate the stimulus (spider) from fear.*

### **Implosion**

Flooding is done in real situation whereas implosion is done using imagery. Let us try to understand implosion using Mohan's case described earlier. Here, Mohan may be asked to imagine a scene in which spiders are crawling around the room. The counsellor continues with exaggerated details of the scene that the spiders are crawling on Mohan's face and entering his nose. In implosion treatment the client may show strong emotional reactions. The treatment is continued till the client is assessed to have eliminated the anxiety behavior associated with spider.

Let us consider another example.

*Sonam is fearful of public speaking. She doesn't ask questions in the class. When the teacher asks question, she doesn't say the answer although she knows it. In implosion therapy, Sonam is asked to imagine a scene in which she is addressing the school assembly, fumbling for words, students laughing, whistling and hooting, noise becoming louder, and principal and teachers angry and scolding her. Sonam goes through a few more sessions of intensive anxiety evoking imagery of public speaking till her public speaking phobia is eliminated.*

### **B) Stimulus Control by Using Reinforcement and Punishment**

Systematic use of reinforcement and punishment for stimulus control is based on the principles of operant conditioning. In stimulus control technique the focus is on the antecedent to the occurrence of a behavior. Let us understand stimulus control through an example.

*Arunima teaches English in class IX. After the class also if the students have any academic problem they would go to her and discuss. She would listen and help them to deal with their problems. Mira teaches Science to the same group of students. But the students do not go to Mira although they experience difficulty in the subject. Initially when students would*

*approach Mira to discuss their subject related problems, Mira would scold them for not being attentive in the class. Gradually students stopped going to her. As Arunima listens and provides reinforcement to the students whenever they approach her, they continued to meet her and discuss their subject related problems. Here, Arunima's presence is an antecedent to the behavior of the students which is discussing their academic problems. Or we can say Arunima's presence is serving as stimulus control for the behavior of the students. As Mira did not reinforce the behavior of the students, it gradually stopped occurring.*

### **C) Role Play**

We learn a behavior by observing others and then imitating their behavior. As children we acquire certain behavior through modeling and imitating others. Counsellors use role play technique to modify a behavior. Role play can also be used to learn a new behavior. In role play, the counsellor and the client assume specified roles and enact a problem situation. Initially the counsellor plays the role of the client and the client does the role of the other actor (parent, teacher or principal) in the problem situation. In the following session, they exchange the roles which means the client plays his/her role and the counsellor plays the role of the other actor. In the second session, where the client is playing his/her original role in the problem situation, he/she attempts to model his/her behavior on the behavior demonstrated by the counsellor in the first session. Over time in subsequent sessions of role exchanges and modeling, the client learns a new behavior or modifies the existing behavior so that the situation is no more problematic. Consider the following case:

*Ruhi is a class X student. Her academic performance is very good. She is also an excellent classical singer. She wants to pursue a career in classical music and become a vocalist. Her parents are doctors and own a hospital. They want her to pursue a career in medicine and eventually run the hospital when they retire. They are now planning to get her admission in an expensive coaching centre to prepare for the medical entrance exam after the 12<sup>th</sup> class. She has been so far unsuccessful in telling her mother about her desire to pursue a career in classical music. As soon as she begins to talk to mother about her future career plans, her mother would block her by saying that she is going to become a doctor and there was nothing more to discuss. Ruhi doesn't want her parents to be unhappy but she doesn't want medicine for a career either. But she has so far not succeeded in presenting her case to the parents. She feels unhappy and distressed. That is how she approached the school counsellor and discussed the problem. The counsellor suggested role play to Ruhi for dealing with the situation. Ruhi agreed to the suggestion. To begin with Ruhi was asked to enact her mother's role and the counsellor played Ruhi's role. In the next session, Ruhi assumed her own role and the counsellor played her mother. In this session Ruhi was expected to incorporate what she has learnt from the counsellor's behavior while playing Ruhi. Initially it was not very easy for Ruhi to model her behavior on the behavior of the counsellor as Ruhi in the earlier session. Because, she felt nervous confronting her mother. In subsequent sessions involving exchange of roles and modeling by the counsellor, gradually Ruhi has learnt to confront her mother and assert herself.*

## D) Token Economy

In this technique, positive reinforcement is used for behavior modification. Rules are established prior to the start of the treatment which specify the behavior to be modified and the reward to be given. Each time the client exhibits the desired behavior, it results in the reward of a token, for example a cartoon sticker. Undesirable behavior would result in the removal of a token. The token economy technique is found to be very effective with children. After collecting a certain number of tokens, the client may be given a more meaningful object in exchange for the tokens. In place of the meaningful object, the reward can also be something like a picnic, going for a movie or such other privileges. The token rewarding is gradually withdrawn as the client starts displaying independently the desired behavior.

### Check Your Progress

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

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

5) Explain the ABC model of behavioral analysis.

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6) List the different exposure therapies.

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7) Mention the steps involved in systematic desensitization.

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8) State the difference between systematic and *in vivo* desensitization techniques.

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9) State the difference between 'flooding' and 'implosion' techniques.

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## 8.5 COGNITIVE INTERVENTIONS

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Aron Beck is the proponent of cognitive therapy. Cognitive approach to counselling is based on the understanding that human behavior is influenced by cognition or thought process. Therefore, when individuals respond to events or situations they do so depending on their beliefs, attitude, or expectations. This means there is a pattern of thinking behind our manifested behaviour. That ineffective behavior is due to distortion in the thinking process. So if maladaptive behavior has to be unlearned, modified or a new behaviour has to be learnt, changing the thinking pattern is necessary. Thus, the client is helped to examine the rationality of assumptions behind his/her behavior. Most counsellors combine behavioural and cognitive therapy to deal with client dysfunctions or problems.

Beck (1976) and Burns (1980) have identified a list of some common fallacious and ineffective thought patterns people engage in.

- i) **All or none thinking:** This refers to thinking in the extreme, either good or bad. There is no middle ground here. For example, if a child is denied one of his/her many demands by the parents, s/he thinks that his/her parents don't love him/her. This means, my parents love me or they don't love me.
- ii) **Over generalization:** In this thinking pattern, people draw exaggerated conclusions, often based on a single event. An unpleasant event has occurred and you start thinking of it as the beginning of an unending series of disaster.
- iii) **Arbitrary inference:** This happens when people draw unjustified conclusion without adequate evidence. You went to meet the principal and she/he didn't smile at you. You concluded that s/he is angry with you.
- iv) **Jumping to conclusion:** You are a newly appointed principal of a school. You jump to the conclusion that the teacher from the same school who lost the job to you would be hostile to you. This is known as "**mind reading**", although you have no evidence to support your conclusion. Another associated cognitive distortion known as "**fortune telling**" is, when you conclude that your time as a principal in the school is going to be disastrous.
- v) **Magnification and minimization:** This refers to magnifying the intensity of the unpleasantness or negative effect of a situation or event. And shrinking or rejecting the pleasant experience or positive effect of the event.
- vi) **Personalization:** Whenever things go wrong you think you are responsible for it. See yourself as the cause of the negative effect of an external event over which you had no control.
- vii) **Should statements:** You keep saying to yourself, I should do this, or I shouldn't have done that. The emotional consequence of this kind of thinking is guilt.
- viii) **Labeling and mislabeling:** This is overgeneralization in its extreme form. "I am a loser". Here, instead of acknowledging your error or shortcoming, you attach a negative label to yourself. When you find someone's behavior unacceptable, you label him, "He is a jerk". Here, we use highly colored and emotionally loaded language to describe an event.

- ix) **Disqualifying the positive:** This is automatic discounting or rejection of your positive experiences. For example, when you are congratulated for a task done, you brush it aside as, “it is not so great”. This is due to your negative self-perception. By disqualifying your every day positive experiences, you maintain your negative belief about the self.
- x) **Emotional reasoning:** Here your reasoning is not objective but based on how you feel about a situation. “I am angry with you, therefore you have wronged me”. “I feel guilty, therefore it is my mistake”. You accept emotion as evidence for your thought and do not attempt to look for facts objectively.

A counsellor can help clients identify and correct cognitive distortions in their thinking process. Cognitive behavioural therapy (CBT) uses different techniques to help clients examine their dysfunctional thoughts to understand their non productive or self destructive behavior.

### 8.5.1 CBT techniques

Some of the techniques used by cognitive behavioural therapists are described below.

- **Cognitive rehearsal**

A client is fearful of travelling in metro train. S/he feels trapped inside the train. The client describes his/her negative thought patterns and feelings when s/he uses the train (daily to reach his work place) to a counsellor. The counsellor helps him/her to explore some things s/he can do to reduce the anxiety next time s/he boards the train. One of the things could be to do a breathing exercise as soon as s/he enters the train. Another thing could be to listen to his/her favorite music track.

- **Validity testing**

Rohan could not top the class in the annual examination. He was short of two marks compared to the topper in the class. His mother starts thinking, “I am to blame for Rohan’s poor performance. I should have spent more time teaching Rohan. I am a bad parent”. She feels depressed and approaches a therapist for help. The therapist asks her to list her behavior as bad mother and prove them so. As she does so the therapist helps her to confront and test the validity of her beliefs (bad parent) and exposes these negative thoughts as baseless.

- **Guided discovery**

The counsellor asks a series of specific questions about the client’s thoughts, feelings and emotions surrounding the maladaptive behavior. The counsellor then helps the client link the distorted thought patterns and the maladaptive behavior.

- **Writing in a journal**

The client is asked to note down her everyday anxiety behavior and the thoughts and emotions surrounding such behavior for about 2-3 weeks. The journal is then reviewed together by the client and the counsellor to discover the unhelpful thought patterns and emotions that induce the anxiety behavior in the client.

## 8.5.2 Rational Emotive Behavioral Therapy

Albert Ellis is the proponent of rational emotive behavioural therapy (REBT). He suggests that our emotional disturbances and dysfunctional behaviours are largely due to irrational beliefs/thoughts. It is not the reality out there, rather how we perceive the reality that is causing the emotional disturbance. He says irrational beliefs are unhelpful and unhealthy, whereas rational beliefs are more flexible, helpful and enhance our mental health. We allow ourselves to be 'disturbed' by having irrational beliefs. So, for resolving our problems, we have to take responsibility for changing our 'crooked' ways of thinking to rational ways of thinking. According to Ellis, the commonly held irrational beliefs are the following.

- It is essential to be loved and approved by every significant person in one's life.
- To be worthwhile, a person must be competent, adequate and achieving in everything attempted.
- Some people are wicked, bad, villainous, and should be blamed or punished.
- It is terrible and disastrous whenever events do not occur as one hopes.
- Unhappiness is the result of outside events and a person has no control over such despair.
- Something potentially dangerous or harmful should be a cause of great concern and should always be kept in mind.
- Running away from difficulties or responsibilities is easier than facing them.
- A person must depend on others and must have someone stronger on whom to rely.
- The past determines one's present behaviour and thus it cannot be changed.
- A person should get upset over the problems and difficulties of others.
- There is always a right answer to every problem, and a failure to find this answer is a disaster.

Ellis used the A-B-C-D-E therapeutic approach to help clients resolve their problems.

**A** is the activating external event. **B** is the beliefs (irrational or rational) the client has about the event. **C** is the consequences (feelings and behaviors) due to **B** (beliefs). The therapist helps the client to dispute (**D**) the beliefs (**B**) and modify them. **E** refers to the effect due to therapy resulting in modified behavior.

Let us consider the following example.

*Your colleague entered the staff room looking very distressed. You enquired if everything was fine. She said, "The principal doesn't like me. I feel very depressed". What makes you think so, you asked her. When the principal saw me coming in, she didn't smile and looked away.*

*The activating event (A) is principal didn't smile and looked away.*

*The colleague's belief (B) is principal doesn't like her.*

*The consequence (C) is a state of feeling depressed.*



*The therapist helps her to dispute (D) her belief. Has such an event happened before? No. Is she certain the principal has seen her coming in? She is not certain about it. Could the principal have been mentally preoccupied by some other serious matter? Yes she could be. Is the principal's behavior (A) or client's belief (B), what has caused the depression (C)? The client's belief. What is the effect (E) of the therapy? The client acknowledges it is her belief rather than the external event which is responsible for the negative feeling. The client learns to dispute the irrationality of her beliefs.*

**Check Your Progress**

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

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

10) What is 'arbitrary inference'?

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11) Describe 'magnification and minimization'.

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12) What does it mean, 'disqualifying the positive'?

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13) Mention the different CBT techniques.

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14) What according to Ellis is the reason for emotional disturbances?  
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15) Explain the ABCDE model of REBT.  
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## 8.6 TRANSACTIONAL ANALYSIS

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*Transactional analysis*, commonly known as TA, is a psychological tool that helps us to understand the constituents of our personality. The TA theory was originally proposed by Dr. Eric Berne who was a practicing psychiatrist. TA theories are based on life experiences and observable realities, therefore can be used by anybody to understand one’s personality. TA helps us to understand the effective and ineffective aspects of our personality. As a counsellor, you can train your clients to apply TA to improve their intra-personal and inter-personal effectiveness.

### 8.6.1 Ego states

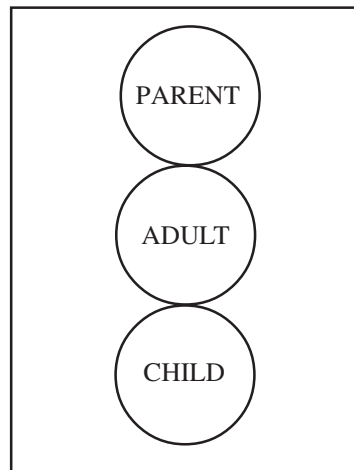
According to Eric Berne, the proponent of *transactional analysis*, our personality is constituted of **ego states**. Here, ego means **I**, ego state means state of **I**. This means we keep shifting from one ego state to another from time to time. An ego state can be described as a set of patterns of behavior that include thinking, feeling, decision making which are experienced internally, and manifested as behavior of the individual. Each ego state has a set of behavior of its own. An ego state is a reflection of how we relate to ourselves and others at a particular moment or point of time. Eric Berne’s work revealed that every human being has three sets of behavior. He named these three sets of behavior as:

**Parent ego state** or **Parent(P)** refers to our personality characteristics, physiological and emotional attitudes and social behavior that we have internalized from our biological parents, parent figures (aunts, uncles or grandparents), any other authoritarian figures, or care givers.

**Adult ego state** or **Adult(A)** which refers to that part of our personality that deals with the reality of the here and now. **A** is manifested by objective recording and processing of the data, alertness of the outside world of reality and the psychological reality of the people we interact with in our daily life.

**Child ego state** or *Child(C)* which refers to that part of our personality we carry along from birth through childhood into the present moment of our life. It is revival from our early life experiences which means it is the repository of our feelings and emotions. Thus, the child ego state is the recording of events that unfolded around us and our responses to the outside stimulus, for example, sometimes gurgling with joy, going through distress, feeling sad or angry, feeling of amazement or fear. In short, the child ego state is the seat of all our feelings and emotional responses.

The TA model of personality structure is depicted diagrammatically as given below.



**Fig. 8.1: A Structural Diagram**

Let us now examine in detail the different dimensions of each of these ego states. In our discussion, we will use **Parent** with capital **P** which denotes the **Parent ego state**, not the biological parent. In the same way the **Adult ego state** will be represented by **A** and the **Child ego state** will be represented by **C**, both **A** and **C** are not the physiological adult and the child.

The P, A, and C are part of our personality that we have started developing early in our life. We have said earlier that TA is a psychological tool that helps us understand our personality and the personality of others. How do we experience ego states? Can we observe the ego state experiences of others? Can others observe our ego state experiences? Ego states are interior experiences that are not observable by others. That is why we may not know if there is a distressing, chaotic thought behind the calm exterior appearance of a person. The inner experiences of the ego states are perceived only within the self. By developing self-awareness and with practice, we can identify our inner thoughts, words, feelings, experiences, and expressions as originating from the Parent, Adult or Child ego states. Thus, self-awareness of the ego states experiences, which have their origin in our past, help us to sort out and bring positive and productive changes to our present day life experiences. Let us try to understand the ego states using the behavioural models of ego states.

### **The Parent Ego State(P)**

As children, while growing up, we observe people around us and internalize many of their characteristics without being conscious of it. We pick up the gestures, postures, behaviours, or expressions of others we observe especially of

the significant others, parents or parent figures, in our life. Thus, we have a repository of values, feelings, attitudes, emotional expressions and behaviours that we have copied from the significant others in our life. These recorded messages in our brain later on become almost automatic behavior and responses to situations or events in our life. Therefore, when in Parent ego state we tend to behave like our parents or parent figures in our life. It is through Parent ego state we regulate and nurture our life as well as others. The Parent ego state is manifested in two ways as the controlling or nurturing behaviours.

- **Controlling Parent**

Also known as the Critical Parent, in this ego state we refer through the do's and don'ts, the good and bad, and the right and wrong in our life as well as others. The negative Controlling Parent in us is judgmental about ourselves and others. But the positive Controlling Parent in us regulates and provides us with a guidance system that helps us to be productive and constructive in our life. It is the positive Controlling Parent in you that tells you, "It is important to prepare a time table and study regularly for the B Ed programme". If you tell your student, "You are not working hard and it would reflect in your exam results", you are criticizing him/ her (negative Controlling Parent) and your student is likely to rebel which may prove counter-productive. This means the positive Controlling Parent is helping and productive while the negative Controlling Parent is not only non-productive but may turn out to be counter-productive and ineffective.

- **Nurturing Parent**

The Nurturing Parent ego state is about providing love, care, support and protection. It is concerned with the feelings and emotions of the people. It is founded in understanding and comforting others. In this ego state, we are accepting of others for what they are, which means in the Nurturing Parent ego state we are non-judgmental of the other person. We appreciate people for their achievements and positive behaviours. We don't criticize them. The Nurturing Parent in you would tell your student, "I know you are working hard for the exam and I am there for you whenever you need me". The negative Nurturing Parent in you would say, "You are intelligent and need not take the exam so seriously because you will be the topper anyway". Such over indulging (negative) nurturing behavior sends a negative message to the student that he/she doesn't need to regulate himself/herself and behave responsibly.

**Reflection**

- i) What is your dominant Parent ego state behavior? Controlling Parent or Nurturing Parent?
- ii) Ask a friend or family member to describe your dominant P behavior. Validate your P behavior using your self-assessment and assessment by others.
- iii) How will you optimize the positive aspects and minimize the negative aspects of your CP and NP?

## The Child Ego State(C)

As mentioned earlier, the Child ego state is about gratifying the needs, wants and desires of the person.

- Natural Child(NC)

When our needs, wants and desires are met we express joy, if unfulfilled we become frustrated and angry. This is the Natural Child functioning of our Child ego state. This functioning is also known as the Free Child.

- Adapted Child(AC)

In addition to satisfying the needs, wants and desires, the child wants to survive. Therefore, when the child senses a situation as dangerous, it will try to comply or adapt to the situation. This functioning of the Child ego state is known as the Adapted Child. In the adapting behavior we try to modify our inclinations as a Natural Child to meet the demands from the significant authority. For example, if career promotion rules demand that you acquire a new skill, you would cut short your leisure time and get the required training. For example, you are pursuing the B Ed programme presently.

- Compliant Child

There is another behavioural aspect to the Child ego state which is the Compliant Child. In the Compliant Child ego state you surrender yourself to what others want you to do even if that is not what you want to do yourself. For example, the daughter of doctor parents wants to pursue liberal arts in higher education but submits to the demands of her parents and takes medical profession instead.

- Rebellious Child(RC)

There is a third dimension to the Child ego state functioning, which is known as the Rebellious Child. This functioning of the Child ego state rebels when it experiences any authority as imposing.

### Reflection

- i) Identify your dominant Child ego state behavior.
- ii) Which of the C behavior is absent in your life?
- iii) How does the dominance or absence of a particular C behavior affect your life as well as others around you?

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- iii) How does the dominance or absence of a particular C behavior affect your life as well as others around you?

**The Adult Ego State (A)**

The Adult ego state behavior is reflected as our concern with information, facts and data about the here and now of our living. In the Adult ego state, we collect, analyze and evaluate the old and new data. We formulate hypotheses and test them. Unlike the other two ego states, the Adult ego state deals with facts and data, not with feelings and emotions. There are two aspects to the Adult ego state, the Photographic Adult (PA) and the Combining Adult (CA).

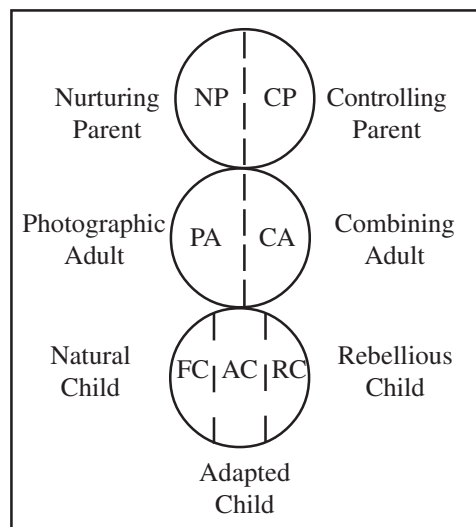
- Photographic Adult(PA)

It is that part of our personality which records what is happening around us, remembers and reports it. In this functioning of the Adult ego state, our brain perceives the surroundings like a camera, clicks it, records it, and reports on it when needed. For example, when you tell someone that you had met her last Sunday at the theatre, you are using your photographic Adult ego state.

- Combining Adult (CA)

The Combining Adult part of our personality analyzes and evaluates the data collected by the Photographic Adult and what is stored in the memory.

Based on the analysis and evaluation of the data, the CA provides reasoning, probabilities and predictions. It is by using the combining Adult you take the decision, if a job offer to you is a winning or losing situation.



**Fig. 8.2: A behavioural model of ego states**

In summary, we can say that we have three ego states, each ego state has its own functions and each ego state has different behavioural dimensions to it. Children also have all the ego states and their various functions we have discussed here. For example, children exercise their adult ego state when they learn to use a knife safely, learn to cross the road safely, keep away from dangerous situations such as fire or assess if a touch by the other is appropriate or not.

For leading a healthy life we need all the ego states functioning in an integrated way. The **P** ego state provides direction to our lives according to certain values and judgments. It nurtures, safeguards, supports and regulates our life and others (children, students or employees) in our care. The **A** functions of collecting, analyzing, and evaluation of data in the present, help us in examining and updating our **P** and **C**. Thus, **A** provides a framework to examine, if our old values and practices (for example, caste system/ women should not work outside home/ dressing style/ child marriage, etc.) are applicable today. It also helps us in keeping our emotional expressions in checks and balances. The **C** helps us to meet our physiological as well as psychological/emotional needs, which is manifested as expressions of joy, sorrow, frustration, anger, creativity, etc.

### Reflection

- i) We have discussed different ego state functions. Identify from which of the ego states you function most of the time.
- ii) Do you analyze and evaluate the data before judging others?

Which of the ego states is more effective? When we function more often from the Nurturing Parent, Adult, or Natural Child ego states, we are more effective as these ego states provide sustenance to our life and the well being of others around us. If we operate from the other ego states frequently, we are thought to be ineffective. In our daily life, as we interact with reality, it is necessary that we shift from one ego state to another as the context demands. Each ego state has its own function. Integrated functioning of all ego states make us effective. Can any

problem arise in the functional autonomy of the ego states and their integrated functioning? Let us discuss it next.

### 8.6.2 Contamination of Ego States

There can be disturbance in the integrated functioning of the ego states when ego states boundaries are crossed and functional autonomy of an ego state is restricted by the other ego state or ego states. (When ego states overlap, it causes confusion, lack of clarity, and develops blind areas in our personality. This is known as contamination of the ego states.) Contamination occurs when the Parent or Child ego states intrude into the boundary of the Adult ego state and inhibits its objective thinking. For example, when you say boys have superior intelligence compared to girls, you are operating from a contaminated Adult ego state. Here you have accepted the cultural prejudice of male supremacy as a fact. This means your Parent ego state has contaminated your Adult. Let us take another example of contamination of the ego state. In the case of Ruhi cited earlier, say she takes up the medical profession although that is not what she wished to do. Because she thinks this way she can please her parents and she is happy to take up medical profession. When she was a little girl, her mother would say, be a good girl and do as told because she knew what was best for Ruhi. Here, Ruhi's Parent ego state has contaminated her Child ego state. And the Child ego state has contaminated the Adult ego state when she says she is happy joining the medical profession although classical music is her passion.

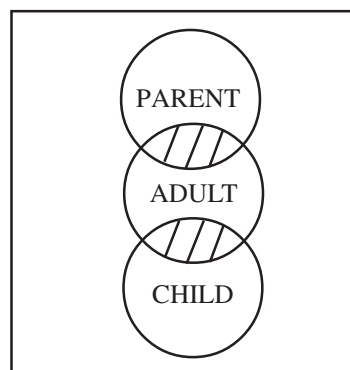


Fig. 8.3: Double Contamination

#### Reflection

- i) Identify contamination in your ego states.
- ii) Identify if there is exclusion of ego states in your functioning as well as in the functioning of people around you.

### 8.6.3 Exclusion of Ego States

Some people function as though one or two ego states are missing from their personality. This is known as exclusion of the ego states. A common example is a parent or a caretaker who is expected to look after everyone in the family and does not have any time for herself. Here the caretaker has excluded her Child ego state and operates from the Parent ego state. Another example is a parent who does not look after and provide for the family. This person has decommissioned his/her Parent and Adult ego states.



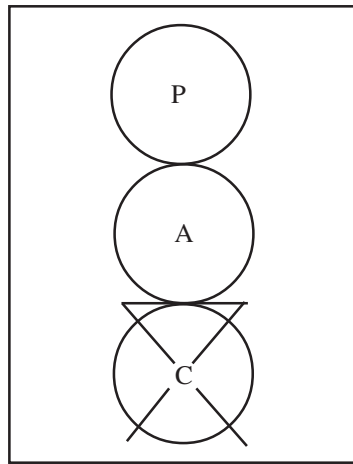


Fig. 8.4: Exclusion

**Check Your Progress**

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

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

16) Define ego state.

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17) How many sets of ego states do we have? Name them.

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18) What are the functions of Parent ego state?

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19) Describe the behavioural models of ego states?

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20)	What is contamination of ego states?
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	.....
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	.....
21	What is exclusion of ego states?
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## 8.7 CHARACTERISTICS OF EFFECTIVE COUNSELLORS

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Counselling is a helping relationship characterized by the personal as well as professional qualities of the helper/counsellor. So far we have discussed the skills and techniques a counsellor needs to have for facilitating the counselling process. Acquiring skills and knowledge to perform the job are part of the professional training. However, professional knowledge itself is not enough to make the counselling process effective. Numerous studies have shown that effective helpers have specific personal qualities that enable the helping process. Therefore the counselling process is effective when the counsellor possesses professional as well as personal qualities. Some of the characteristics of the counsellor that make the counselling process effective are described below.

- Effective counsellors are interested in specialized knowledge of the profession.
- They regularly update professional knowledge and skills.
- They innately like to help others.
- They are interested in the wellness of people.
- They are in harmony with others.
- They are able to involve objectively in the helping relationship.
- They demonstrate personal qualities such as self-awareness, equanimity, empathy, unconditional positive regard, and genuineness.

*Self-awareness* refers to the counsellor’s knowledge and understanding of the self. This means effective counsellors know about their strengths, weaknesses, feelings and emotions. Self-awareness helps the counsellors in identifying their feelings and emotions and in avoiding projecting them on to the clients.

**Equanimity** refers to the counsellor's ability to remain calm and composed during the counselling process even in times of extreme provocations by the client or when listening to the client's tortured past (for example, a child who is subjected to violent sexual abuse). Maintaining calm and composure during emotionally charged sessions is important. Because if the counsellor breaks down during the session, it would send a confusing signal to the client (the client may start thinking that it is her fault that the counsellor is crying or angry and the client may withdraw and clam up) and the focus may shift from the client to the counsellor. Clients feel safe and secure with counsellors who exhibit equanimity in their interpersonal interactions.

**Empathy** is the ability to understand the feelings of the other person. We have discussed empathy in earlier section.

**Unconditional positive regard** refers to accepting the other person (client) without conditions. The counsellor offers warm caring to the client irrespective of the behavior of the client.

**Genuineness** also known as congruence means what the counsellor conveys during the relationship, verbal or non-verbal, should be real. This means the counsellor should not be phony in the relationship. The counsellor should express only what is real.

We have discussed some of the characteristics of effective counsellors here. There are many more characteristics that are desirable for a counsellor. Capuzzi and Gross (2013, p.7) have compiled from numerous sources a list of desirable counsellor characteristics which is presented below. You can find out which of these characteristics you possess.

***Desirable counsellor characteristics***

Intelligent	Empathic
Energetic	Optimistic
Caring	Self-confident
Trustworthy	Self-aware
Genuine	Creative
Emotionally stable	Flexible
Resourceful	Hard-working
Unselfish	Insightful
Curious	Nonjudgmental
Good listener	Knowledgeable
Realistic	Ethical
Dependable	Friendly
Hopeful	Sense of humour
Respectful of individual differences	Comfortable with intimacy
Maintains balance in own life	Able to express oneself clearly

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## 8.8 LET US SUM UP

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In this Unit, we have tried to emphasize that the positive outcomes of the helping process depend largely on the helper. The counsellor's personal as well as professional qualities influence the counselling process. A counsellor is required to employ various skills adeptly in the counselling process to help the client work towards the desired change. We have discussed various counselling skills to help you develop as a counsellor. Apart from acquiring the skills, the counsellor should also have adequate professional knowledge to make appropriate interventions to facilitate the healing process in the client. We have explained the theoretical framework to behavioral as well as cognitive interventions in the counselling process. Next we have described various behavioral and cognitive techniques and strategies you can use for facilitating the helping process. Effective counselling is as much an outcome of the professional knowledge as that of the personal qualities of the counsellor. In the last section we have discussed the characteristics of an effective counsellor with the purpose that as budding counsellors you would aspire to acquire many of these qualities.

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## 8.9 UNIT END EXERCISES

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- 1) Practice the different counselling skills described in the Unit in your school setting. Ask your colleagues to observe you and give feedback.
- 2) Discuss the various intervention techniques given in the Unit with your colleagues. Try out the techniques, (for example, CBT techniques) to help your students or colleagues. Ask for feedback and improve your professional knowledge and skills.
- 3) Discuss the TA perspective of personality. In small group, identify and analyze the behavior of the members as originating from different ego states.
- 4) Identify contamination of your Adult by your Parent and Adult by your Child.
- 5) Recall the behavior of people you have known and identify anyone who seems to be operating from one ego state to the exclusion of others. Similarly locate in your behavior occasions when you have operated from one ego state to the exclusion of others.

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## 8.11 ANSWERS TO CHECK YOUR PROGRESS

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### Unit 5

- 1)
  - Rating Scale is an observational technique, an error in understanding the purpose of the rating of the responses by the observer may be possible.
  - It requires necessary expertise and understanding on the part of the observers and any one is not suited for this job.
  - Inter-rater variability.

- 2) Four types:
  - Descriptive rating scales
  - Graphic rating scales
  - Forced choice method rating scales
  - The paired comparison rating scales
- 3) The form should be short and informal.
  - Reports should be of some significant episodes.
  - The anecdotes should be written about all students and not just about the stereotypes.
  - It should be the reports of the actual observations and written just after the events.
- 4) – The physical, socio-economic and cultural environment.
  - The history and present status of the family.
  - The individuals self development and present status.
- 5) – indicates the relationship of scholastic attainment and the mental abilities.
  - In classifying pupils in accordance with scholastic aptitudes and mental abilities.
  - Helps in identification of students who need individual attention, remedial teaching, enrichment teaching, etc.
  - Helps the teachers in writing reports about individual students.
- 6) Refer Section 5.4
- 7)
  - special aptitude tests
  - Vocational aptitude batteries
  - Scholastic aptitude test
- 8) Refer to sub-section 5.5.2
- 9) **Advantages**
  - Well adapted to vocational counselling.
  - Help counsellor in dealing with many other student problems.**Limitations**
  - Many students fail to show through their responses to interest inventories, strong likes and dislikes or clearly defined preferences.
  - Vocational choices cannot be predicted on the basis of even clearly defined patterns shown by the inventories alone.
- 10)
  - helps the students in proper educational and vocational choice.
  - Help the teacher and the counsellor to give the appropriate information and help the student on the basis of this informations.
  - Interview, observation, checklists, projective technique, daily diary.





## Techniques and Procedures

- 15) Determine the effectiveness
  - quality
  - feasibility
  - adaptiveness
- 16) – identification of objectives
  - Development of evaluation plan
  - Implementation of the plan
  - Utilization of the findings

17) Survey method

18) F

### Unit 7

- 1) i) F    ii) T    iii) T    iv) T
- 2) i) Group Guidance
  - ii) Instructional
- 3) i) T    ii) F    iii) T    iv) F
- 4) i) Orientation, career talks, conferences, plant tours.
  - ii) Effective study habits, importance of homework
  - iii) Career in Chartered Accountancy  
Career in Company Secretaryship  
Law as a Career
  - iv) a) The topic should be of general interest.  
b) Criticising, leg pulling should not be encouraged.
  - v) In phycho drama, greater emphasis is upon the private and personalized world of individual whereas in socio drama a problem common to many is taken.
  - vi) a) The topic should be according to the level and interest of students.  
b) It should be presented in simple term taking examples from the daily life.
- 5) i) Orientation
- 6) i) F    ii) F    iii) F    iv) F    v) F    vi) F
- 7) i) Some students may feel hesitant to come out with the personal problem in group.
  - ii) These activities are not taken seriously by some students.
- 8) i) Lack of co-operation on part of the teacher.
  - ii) A rigid unhelping type of administration is a major cause of trouble.

### Unit 8

- 1) Active listening, Attending, Paraphrasing, Empathy, Asking questions, Immediacy, Self-disclosure, Summarizing, Goal Setting, Ending sessions and follow-up, and Termination of counselling.

- 2) **S** – Facing the client *squarely* indicates total attention to the client.  
**O** – **Open** posture; crossed arms/legs may indicate less involvement of the counselor.  
**L** – **Leaning** towards the client shows the counsellor’s interest.  
**E** – **Eye** contact with the client.  
**R** – **Relaxed** state of the counselor which acts as social modeling for the client to achieve relaxation.
- 3) This is restating or rewording the content (what is said by the client) back to the client. This should not be mere parroting the words back to the client. Paraphrasing involves reflection of the content and feelings of the client. Paraphrasing and reflection help in confirming with the client if the counselor has understood the problem as narrated by the client.
- 4) After assessing the problem, the counselor works with the client to set realistic goals or behavioural changes the client wants to accomplish. It is important to set goals that are achievable. Goals are set depending on the nature of the problem and the client’s ability to engage in the helping process. Time bound specific goals give a sense of purpose and accomplishment to the client.
- 5) ‘**A**’ refers to antecedent, which means what happens prior to the problem behavior occurs.  
‘**B**’ refers to the problem behavior of the client.  
‘**C**’ refers to the consequences of the behavior.
- 6) Systematic desensitization, *In vivo* desensitization, Flooding, and Implosion.
- 7) Constructing anxiety hierarchy, relaxation training, and desensitizing the anxiety inducing stimulus.
- 8) In *in vivo* desensitization, the client is gradually introduced to the real life anxiety provoking stimulus whereas in systematic desensitization the client may not be introduced to real life situation.
- 9) Flooding is done in real situation whereas implosion is done using imagery.
- 10) This happens when people draw unjustified conclusion without adequate evidence.
- 11) This refers to magnifying the intensity of the unpleasantness or negative effect of a situation or event. And shrinking or rejecting the pleasant experience or positive effect of the event.
- 12) This is automatic discounting or rejection of your positive experiences.
- 13) Cognitive rehearsal, validity testing, guided discovery, and writing in a journal.
- 14) It is not the reality out there, rather how we perceive the reality that is causing the emotional disturbance.
- 15) **A** is the activating external event. **B** is the beliefs (irrational or rational) the client has about the event. **C** is the consequences (feelings and behaviors) due to **B** (beliefs). The therapist helps the client to dispute (**D**) the beliefs (**B**) and modify them. **E** refers to the effect due to therapy resulting in modified behavior.

## Techniques and Procedures

- 16) An ego state is a set of patterns of behavior that include thinking, feeling, decision making which are experienced internally and manifested as behavior of the individual.
- 17) Three. Parent, Adult, Child.
- 18) Through Parent ego state we regulate and nurture our life as well as others.
- 19) The Parent ego state is manifested in two ways as the controlling or nurturing behaviours. The Child ego state is manifested in the natural, adapting, complying and rebellious behaviours. The Adult ego state is manifested as our photographic (collecting, recording and reporting data) and combining (analyzing and evaluating data) behaviours.
- 20) When ego states overlap, it causes confusion, lack of clarity, and develops blind areas in our personality. This is known as contamination of the ego states.
- 21) Exclusion of ego states means missing of one or two ego states from the personality.