SEMESTER-III PROGRAM CODE: MEDGN-III PAPER: I

COURSE CODE: C13-GNC-III

COURSE TITLE: Guidance and Counselling-III

Credits = 4 Total Marks = 100 External = 70 Internal= 30

NOTE: Examiner will set 9 questions, two from each unit and one question (Question No.9) covering the entire syllabus will consist of four short answer type questions. Students are required to attempt five questions in all, selecting one question from each unit and Question No. 9 which is compulsory. All questions carry equal marks. Duration of external examination will be three hours.

COURSE CONTENT

Unit-I Introduction

a) Meaning, Nature, Aims, Principles, Need and Scope of Guidance. b) Meaning, Nature, Aims, Principles, Need and Scope of Counselling, Counselling skills such as Establishing rapport, empathy and Listening c) Evaluating Guidance Programme with special reference to Counselling.

Unit-II Understanding Guidance and Counselling

a) Group Guidance: Meaning, Objectives, Advantages and Limitations of Group Guidance. b) Group Guidance Techniques: Class Talk, Career Talk, Orientation Talk, Group Discussion, Career Conference, Career Corner, Bulletin Board, Role Playing. c) Recent trends in Guidance and Counselling.

Unit-III Theories/ Therapies of Counselling

a) Behaviouristic b) Rational Emotive c) Reality

Unit-IV Student Appraisal

a) Quantitative Assessment: Concept and assessment of Interest, Intelligence, Personality and Aptitude. b) Tools for Qualitative Assessment: Interview, Observation, Case Study, Sociometry.

PRACTICAL

a) Administration and Interpretation of psychological tests: 1) Interest Inventory 2) DAT/DBDA

b) Preparation and presentation of Career Talk.

c) Report of visit to employment exchange d) Viva- voce

<p style="text-align:center;">**COURSE MATERIAL**</p>

UNIT-I INTRODUCTION

A) MEANING, NATURE, AIMS, PRINCIPLES, NEED AND SCOPE OF GUIDANCE.

Introduction
Guidance is as old as civilisation. In the primitive society, elders in the family offered guidance to
the young and to persons in distress. Even today, in India, guidance, whether in educational, vocational or personal matters, is sought from family elders. Guidance-unorganised and informal -
in all places and at all levels has been a vital aspect of the educational process. With the passage of
time, revolutionary changes have taken place in the field of agriculture, industry, business and medicine etc. These changes in all walks of life coupled with extraordinary growth in our population
has made the social structure very complex. Head of the family or leader of the community with a
limited knowledge of the changed conditions is hardly competent in providing guidance and counseling to the youth of today. Hence, there is a need for specialised guidance services. In this unit, we will try to interact with you regarding the meaning and nature of guidance, its need and scope in India.

Meaning of Guidance
It is true that a very minor percentage of our total population is capable of handling its problems independently without the cooperation and guidance of others. We find that majority of the people
do not have either confidence or insight to solve their problems.
There have always been people in the past who need occasional help from older or more experienced
associates in meeting with their problems of daily life in the society.
Traditionally, in our Indian society, the leader of the family or the local community was supposed
to provide the necessary guidance and advice whenever any member of the family or the community needed it. Needless to mention, too often informal advice given without a clear understanding of
the problem involved was harmful and misleading to the individual. With the passage of time, revolutionary and evolutionary changes have taken place in all walks, of life. The variety of jobs, high aspirations of the people and vocational specialisation have made the work of guidance very difficult. The head of the family or the leader of local community with the limited knowledge of changed conditions such as globalisation, liberalisation and consumerism is not capable of providing
guidance to the youth of today.

In the last two decades, guidance movement has spread like a wild-fire through out the world and generated a great amount of enthusiasm and zeal among parents, teachers and social workers who
have devoted time to explore its feasibility and the utility for general population including school going adolescents. All are convinced that proper provision of guidance services should be made for
children at different age levels for the harmonious development of their personalities in the larger interest of the society and the individual.

What does guidance precisely mean ? Let us first see what it does not mean. Lester.D. Crow and Alice Crow (1962) in "An Introduction to Guidance", have aptly stated that "Guidance is not giving
directions. It is not the imposition of one person's point of view upon another person. It is not making decisions for an individual, which he should make for himself. It is not carrying the burdens
of another life". If guidance is not all these, then what is it really ?

To quote them again: "Guidance is an assistance made available by personally qualified and adequately trained men or women to an individual of any age to help them manage their own life activities, develop their own points of view, make their own decisions, and carry out their own burden".

Ordinary Meaning

Guidance is help, assistance, and suggestions for progress and showing the way. In that sense guidance is a life long process. Man needs guidance throughout his life. He needs it even from his
infancy. When a child is born, the world for him is big, buzzing, blooming confusion and he knows
nothing. He learns everything from the society. From the mother, he learns how to stand on his feet,
from the father, he learns to walk and from the teacher, he learns to seek knowledge and education,
all learning takes place through guidance. The society guides the individual to learn, to adjust oneself to the physical and social environment. To sum up we may say that guidance is a personal
help rendered by the society to the individual so as to enable him to adjust to the physical and social
environment and to solve the problems of life.

Specific Meaning

Guidance in India, is comparatively a new field within the larger and more inclusive field of education
and is used as a technical term as a specific meaning. It covers the whole spectrum of education, which starts from the birth of the child and continues till his death. This is a wide meaning of the term, which includes all types of education such as formal, non-formal, informal and vocational etc.,
which aims to adjust the individual in his environment in an effective way. There are usually three

connotations attached to the word guidance :

1. Guidance as a **Specialised Service** whose primary concern is with the individual and to help them to solve their problems and take appropriate decisions in their choice-points;

2. Guidance as a **General Service** and is considered to be synonymous with education and educational processes; and

3. Guidance as a **Sub-Process** of education in which developmental needs of the learners are considered the basic points.

Now let us look at some selected definitions of the term guidance in a bid to understand its conceptual

and operational form : The term guidance represents the concept that is neither simple nor easily comprehensible due to

the complexity of the human nature, the individual differences and personal-social problems associated with changing environmental conditions and cultural traditions.

Shirley Hamrin (1947) defined guidance as : "*Helping John to see through himself in order that he may*

see himself through", is a simple and practical but challenging concept of guidance.

According to **Jones (1951) :** "*The focus of guidance is the individual not his problem, its purpose is to*

provide the growth of the individual in self-direction providing opportunity for self-realisation and self-direction

is the key-note of guidance. "

Downing (1964) : points out towards a common problem in defining guidance that is one of keeping

the definition short and sufficiently broad to be informative. He has attempted it by giving definition

of guidance in operational terms in two parts :

(*i*) Guidance is an organised set of specialised services established as an integral part of the school

environment designed to promote the development of the students and assist them toward a realisation of sound, wholesome adjustment and maximum accomplishments commensurate with their personalities.

(*ii*) Guidance is a point of view that includes a positive attitude towards children and realisation that it is the supplement, strengthen and make more meaningful all other phases of a youngster's education.

Ruth Strang (1937) : explains that guidance is a process of helping every individual through his own efforts to discover and develop his potentialities for his personal happiness and social usefulness.

Mathewson (1962) : defines guidance as the systematic professional process of helping the individual

through education and interpretative procedures to gain a better understanding of his own characteristics and potentialities and to relate himself more satisfactorily to social requirements and

opportunities in accord with social and moral values.

Arthur, J. Jones (1963) : thinks that guidance is the help given by one person to another in making

choices and adjustments and in solving problems.

Traxler (1957) : considers guidance as a help which enables each individual to understand his abilities and interests, to develop them as well as possible and to relate the life-goals, and finally to

reach a state of complete and mature self-guidance as a desirable member of the social order.

Recently. **B.L. Shepherd** stated that (1) the immediate objective in guidance is to help each pupil

meet and solve his problems as they arise; and (2) the ultimate objective of all guidance is selfguidance.

According to the **Secondary Education Commission (1964-66) :"**

Guidance involves the difficult art of helping boys and girls to plan their own future wisely in the full light

of all the factors that can be mastered about themselves and about the world in which they are to live and

work."

If we analyse the above definitions of guidance, we will find the following elements in it :

1. Guidance programme is organised; it has a structure, system and personnel.
2. It is an integral part of the school system.
3. It consists of specialised sences of testing, counseling, educational and vocational information, placement and follow-up scheme.
4. Its major aim is the promotion of student development.
5. It helps children to develop and promote their ability to deal with their own problems

6. It provides for the identification and development of talents and potentialities.
7. The intangible elements of guidance are recognised as a point of view or as an attitude.

Nature of Guidance

By now, you have understood that guidance is a helping service. Guidance is by its very nature a self-oriented, problem solving and multifaceted activity. It presupposes two-fold understanding. The first is the understanding of one's own abilities, aptitudes, interests, motives, behaviour-patterns,

skills and achievements up-to-date and social, cultural economic background. Secondly, it is the understanding of the real nature of one's environment and of the educational and vocational opportunities offered by that environment, along with their differential requirements of abilities and attainments. Guidance may be described as a process of relating these two types of understanding

so that they become imbued with a new meaning in the life of the individual.

"Guidance seeks to create within the child the need and power to explore and understand himself in order to prepare a balance-sheet of his assets and liabilities so that is able to plan out his future growth and activities in a manner that offers maximum likelihood of success and satisfaction. "

The following services constitute the usual pattern of activities within a guidance programme and

are called 'basic elements':

• Pupil Information or Appraisal Service
• Educational and Vocational Information Service
• Counseling Service
• Placement Service, and
• Follow-up Service.
An effective guidance programme helps the youth to see clearly four things :
(*i*) Where he has been,
(*ii*) Where he is now,
(*iii*) Where he is going, and
(*iv*) What he has with which to get there.
A persual of the different activities of guidance shows that two types of guidance, i.e. educational
and vocational, find place in every list. This fact indicates the importance of educational and vocational
guidance. In practice, the entire guidance is a unitary process. Educational guidance is dependent
on vocational guidance. Crow and Crow have observed, "As now interpreted, guidance touches
every aspect of an individual's personality -physical, mental, emotional and social. It is concerned
with all of an individual's attitudes and behaviour patterns. It seeks to help the individual to integrate
all of his activities in terms of his basic potentialities and environmental opportunities".
These definitions indicate the following aspects of Guidance :
(1) Helping people to make wise choices when faced with various alternatives available.
(2) Helping people to solve their educational, vocational and personal problems as efficiently as possible.
(3) Helping people to make adequate adjustments in life's situations.
(4) Helping people to develop a more realistic understanding of themselves and their environment.
(5) Helping people to know their potentialities, to acquire a knowledge of their level of intelligence,
their interest and aptitudes, their self-concepts, values and level of maturity.
(6) Helping people to develop their potentialities optimally.
(7) Helping people to acquire more reliable information about the world of work.
(8) Helping people to contribute their best to the development and welfare of the society.
(9) Helping people to live a balanced and tension free-life with full satisfaction under the circumstances.
(10) Helping people to satisfy their needs most effectively and efficiently in most desirable way.
(11) Helping people to bring excellence in their according their abilities and potentialities.
Guidance is accepted as individualized help. Through the guidance an individual's
personal development is provided a direction and not to a group. Hence, it is a process
of individualized assistance.
Guidance As a Service
Guidance is one of the student personnel services which are getting important day by day. Student

personnel services are non-instructional and non-administrative functions of the school. The classroom

teaching and the administrative functions of the Principal are not considered student personnel services. These services are unique in nature and are provided to the students on individual or group basis. These services are provided to all categories of students such as talented, gifted and well adjusted on the one hand and retarded dull handicapped and problems children, on the other.
According to Lefever, Tussel and **Weitzil,** "Guidance is an educational service designed to help students make more effective use of the school training programme." Guidance, hence, is an integral

part of pupil activity. A broader opinion about guidance as a set of services is expressed by **G. E. Smith** who described Guidance as a process consisting of "a group of services to individuals to assist them in securing the knowledge and skills needed in making adequate choices, plans and interpretations essential to satisfactory adjustment in a variety of area." These areas may be enumerated as educational, vocational, personal of some other ones which produce problems before

the individual. Hence, Guidance is a service that is universal and continuous. It is not restricted to

school or the family. It is situational and all pervasive and, is present wherever there are people who

need help and wherever there are people who give help. The main purpose behind these services is

to help the individual make satisfactory adjustment to his environment and thus give a significant account of himself.

Patterson defined personnel services as those which are provided outside, which are non-instructional

in natural in nature and, which are provided to the individual students on an individual basis. These services are usually provided by specialised personnel, professionally trained in various fields,

rather than by the teacher. A teacher may, however, be exposed to some of these programmes to help him rearrange his schedules and manipulate classroom instructional environment in a general

way.

(1) As a process: Guidance does not occupy independent place. The chief aim of this process is to

assist in the development of an individual keeping in view the social needs.

(2) A Continuous Process: Guidance is a process. Here, it is important to point out that the process

of guidance never ceases. It remains dynamic. In this process, an individual understands himself, learns to use maximum his own capacities interests and other abilities. He continues his struggle for adjustment in different situations. He develops his capacity of decision-making. Hence, we see that it is a non-stop process.

(3) Related with life: The process of guidance is related to life. This guidance contributes formally

or informally to life because life experiences both formal and in-formal occasions. A person gets informal guidance from his friends and relatives while formal guidance is sought from

organised school guidance services and other organised guidance services.

(4) Development of Capacities: During the process of guidance the individual is assisted in such
a way that he makes himself enabled to develop his capacities maximum from all angles. Hence, guidance stresses the complete development of possibilities present in an individual. An individual becomes familiar with his real image. Hence, guidance is helpful in selfrealization.

(5) Task of Trained Persons: Providing guidance is not the function of all persons because various
techniques and skill are to be used in it. Everybody does not possess the knowledge of the same. For this task, trained persons, psychologists and counselors are required. Hence, guidance is a skill-involved process.

(6) Helpful in Adjustment: Guidance helps the person in his adjustment different situations. This
process allows to learn to adjust with different types of problems. In this way, the main characteristic of the nature of the guidance is to provide new energy to the demoralised person by adjusting himself in the problematic situation through the process of guidance.

(7) Helpful in Developing the Ability of Self-guidance: The nature of guidance also includes the
characteristic of developing self-guidance in a person with help of guidance process. This enables him in achieving self-dependence by searching out the solution of problems of life.

(8) No Imposition of One's View Point: It is also the main characteristic of guidance not to impose
one'/s viewpoint on others. It depends upon the wish of an individual how he acquires benefit by accepting the decision of the guidance worker. It he wishes, he may deny to accept such decisions of the guidance workers. Hence, it is not a process of imposing the decisions.

(9) Helpful in Preparing for Future: The process of guidance is helpful in preparing a person for
his future. Hence, a person can succeed in preparing himself for future activities. In this way, guidance is a well-wisher of an individual's future.

(10) Guidance as an Educational Service: The nature of guidance also includes educational touch.
It has been defined as educational service. The meaning of guidance is explained in the context of problems occurring in the field of education and in the context of adjustment in the school environment.

(11) Client Centred : Guidance has been accepted as a specialized service. In this form, this process
is more client centred. In other words, it is based upon developmental approach.

Scope of guidance service in schools help to make a satisfactory transition from home to the school
to diagonose the difficulties in the learning of basic skills, to help them to avoid potential dropouts
to study in schools. To help them understand the purpose and meaning of life to plan for further education.

Scope of Guidance

The scope of guidance is all pervading. Its scope is very vast in the light of modernisation and industrialisation and is ever increasing. As the life is getting complex day by day, the problems for
which expert help is needed are rapidly increasing. The scope of guidance is extending horizontally
to much of the social context, to matters of prestige in occupations, to the broad field of social trends
and economic development. Crow and Crow have rightly quoted," As now interpreted, guidance touches every aspect of an individual's personality-physical, mental, emotional and social. It is concerned with all aspects of an individual's attitudes and behaviour patterns. It seeks to help the individual to integrate all of his activities in terms of his basic potentialities and environmental opportunities."
Kothari Commission has stressed the need of guidance services in the schools. Regarding scope of
guidance, commission was of the view. "Guidance services have a much wider scope and function
than merely that of assisting students in making educational and vocational choices. The aims of guidance are both adjustive and developmental, it helps the student in making the best possible adjustments to the situations in the educational institutions and in the home. Guidance, therefore, should be regarded as an integral part of education."
The scope of guidance has been increasing with the advancement of science and technology, embracing all spheres of life and providing facilities for it. Therefore, it will be difficult to put a fence around it. While discussing the scope of guidance we may think of some specific or specialised
areas of guidance. Even though the guidance programme is addressed to the whole individuals treated as an integral unit. It is possible to classify an individual's problems broadly into educational,
vocational and personal.
(1) Educational Guidance: It is a process concerned with bringing about a favourable setting for
the individual's education and includes the assistance in the choice of subjects, use of libraries, laboratories. workshops, development of effective study habits, evaluation techniques and adjustment of school life with other activities :
(2) Vocational Guidance: It is the assistance rendered in meeting the problems :
(*i*) relating to the choice of vocation (*ii*) preparing for it (*iii*) entering the job, and (*iv*) achieving adjustment to it.
It also aims-at helping individuals in the following specific areas :
(*a*) making individuals familiar with the world of work and with its diverse requirements and,
(*b*) to place at the disposal of the individual all possible aids in making correct appraisal of his strength and weaknesses in relation to the job requirements offered by his environment.
(3) Personal Guidance: Personal guidance deals with the problems of personal adjustment in different spheres of life. Mainly it works for the individuals adjustment to his social and

emotional problems. Jones has put the following aims of personal guidance :

(*i*) to assist the individual gradually to develop his life goals that are socially desirable and individually satisfying.

(*ii*) to help him to plan his life so that these goals may be attained.

(*iii*) to help him grow consistently in ability to adjust himself creatively to his developing life goals.

(*iv*) to assist the individual to grow consistently in ability to live with others so effectively that he may promote their development and his own worthy purposes.

(*v*) to help him grow in self-directive ability.

Thus the goal of personal guidance is self-directive and self realisation.

This three-fold division of guidance illustrating its scope should not be taken to form watertight compartments, but it is more a matter of practical convenience for making the concept clearer. There

is no real difference among the problems to which the different types of guidance services are addressed.

Mathewson while discussing the focus and scope of guidance programme has very aptly stated that

the focus of guidance is improving the capability of the individuals to understand and deal with self-situational relations in the light of social and moral values. The scope of guidance operation in

school is to deal with :

— personal and social relations of the individual in school.

— relation of the individual to the school curriculum, and

— relation of the individual to the educational and vocational requirements and opportunities

 Summary

• "Guidance is an assistance made available by personally qualified and adequately trained men or women to an individual of any age to help them manage their own life activities, develop their own points of view, make their own decisions, and carry out their own burden".

• Guidance is help, assistance, and suggestions for progress and showing the way.

• Guidance as a **Specialised Service** whose primary concern is with the individual and to help them to solve their problems and take appropriate decisions in their choice-points.

• By now, you have understood that guidance is a helping service. Guidance is by its very nature a self-oriented, problem solving and multifaceted activity.

• Guidance is one of the student personnel services which are getting importance day by day. Student personnel services are non-instructional and non-administrative functions of the school. The classroom teaching and the administrative functions of the Principal are not considered student personnel services.

Guidance does not occupy independent place. The chief aim of this process is to assist in the development of an individual keeping in view the social needs.

• Guidance is a process. Here, it is important to point out that the process of guidance never ceases. It remains dynamic.

• The process of guidance is related to life. This guidance contributes formally or informally to life because life experiences both formal and in-formal occasions.

• During the process of guidance the individual is assisted in such a way that he makes himself enabled to develop his capacities maximum from all angles.
• Providing guidance is not the function of all persons because various techniques and skill are to be used in it. Everybody does not possess the knowledge of the same.

• **Goals of Guidance:** 1. Providing the psychological support; 2. Adjustment and resourse provision; 3. Problem solving and decision making; 4. Improving personal effectiveness; 5. Insight and understanding; 6. Self actualization; 7. Achievement of positive mental health.
• The scope of guidance is all pervading. Its scope is very vast in the light of modernisation and industrialisation and is ever increasing. As the life is getting complex day by day, the problems for which expert help is needed are rapidly increasing. The scope of guidance is extending horizontally to much of the social context, to matters of prestige in occupations, to the broad.
• It is possible to classify an individual's problems broadly into educational, vocational and personal.
(1) Educational Guidance: It is a process concerned with bringing about a favourable setting for the individual's education and includes the assistance in the choice of subjects, use of libraries, laboratories.
(2) Vocational Guidance: It is the assistance rendered in meeting the problems: (i) relating to the choice of vocation (ii) preparing for it (iii) entering the job, and (iv) achieving adjustment to it.
(3) Personal Guidance: Personal guidance deals with the problems of personal adjustment in different spheres of life. Mainly it works for the individuals adjustment to his social and emotional problems.

Purpose of Guidance

Guidance is to help one to adjust to abilities, interests and needs of the society. In other words guidance means helping a person to develop in the desired direction and to orient him/herself according to the needs and demands of changing times and society.
The purpose of guidance at **elementary school level** is focussed on assisting pupils to integrate such primary groups forces as the home, the school, religion and the peer-relationships. These are
the forces which form the base for the students' adolescence, then blend those forces into a harmonious
whole.
At **secondary school level** it is centrally focussed upon differentiating aspects of these forces as they
effect the pupils knowledge, acceptance, and direction of him/herself, Secondary guidance services
have as their focus the assistance given to the students to develop themselves according to their potentialities and opportunities in the area of educational planning, career choice, interpersonal relationships and interpersonal acceptance.
Thus the purpose of guidance is to improve the capability of the individual to understand and deal

with self-situational relations for greater personal satisfaction and social usefulness which includes
students, teacher, parents, etc.

Contribution to students

(*a*) To help them understand themselves by knowing more about their abilities, aptitudes, interests
and limitations.

(*b*) To get along better with other people and understand the world in which they live.

(*c*) To get the most out of school by gaining information regarding career, subjects, etc.

(*d*) To explore their own interests, abilities, learn about various aspects of the world of work and learn to make most of their abilities.

(*e*) In recognizing gifted and slow learners and students having special needs and helping them to develop proper attitude and make maximum use of their potential ability.

Aid to the teacher

1. Guidance offers opportunities to increase teachers' understanding of their students through in service education programmes carried on by the guidance person. The school counselor assists in administering in testing programmes and in familiarizing teachers with the interpretation of the tests. These test results give information which assists teachers to better understand their students' classroom behaviour and performance.

2. Data on students' special interests, capabilities and past experiences are provided on the cumulative record by the guidance faculty. Knowledge about students' physical condition, medical history, family background, scholastic record, scores on standardized tests, personal characteristics, etc help the teacher to provide better instruction to the student.

3. Beneficial to the parents:

To give clearer perception of the child's intelligence, abilities, interests and potentialities, the programme helps the parent know, understand and accept the child , as he/she is.

4. To assist the total community population towards better mental health.

5. Help the entire school in many ways. e.g. by aiding students in their choice of courses by counseling on the basis of their interest and aptitudes. Give administration information on those aspects of the school programme which relate to the educational career and personality development of the students.

Goals of Guidance

The aims of guidance are the same as those of education in a democratic society like ours. Just like
education, guidance services are also based on the principle that the individual is of crucial importance
in an educational institution.The aims of guidance lend emphasis and strength to the educational programme and make it more dynamic, Specifically the aims of guidance may be laid as follows from the individuals point of view :

1. To help the individual, by his own efforts as far as possible to realise his potentialities and to make his maximum contribution to the society.

2. To help the individual to meet and solve his own problems and make proper choice and adjustment.

3. To help the individual to lay a permanent foundation for sound and mature adjustment

4. To help the individual to live a well-balanced life in all aspects-physical, mental, emotional and social.

5. Providing the psychological support

6. Adjustment and resourse provision

7. Problem solving and decision making

8. Improving personal effectiveness

9. Insight and understanding

10. Self actualization

11. Achievement of positive mental health

From the point of view of the institution the aims of guidance can be stated as follows:

(*i*) The guidance programme should encourage and stimulate teachers towards better teaching.

(*ii*) The programme should aim at providing assistance to teachers in their efforts to understand their students.

(*iii*) It should provide teachers with systematic technical assistance and in-service training activities.

(*iv*) It should contribute to the mutual adjustment of children and school.

(*v*) It should provide for referral of students by teachers.

The Kothari Education Commission (1964-66) has given the following aims of guidance at the secondary school stage:

1. Guidance services are designed to bring about required adjustment in any direction/area/ aspect of the individual's personality. The individual must come out as a unity.

2. The individual should be so assisted that he is able to unfold himself and develop in his own unique way affecting desired adjustment in his personal and social aspirations. He must tackle his problems in his own characteristics fashion.

Principles of Guidance

In order to organize a guidance programme successfully, it is essential to understand the principles
along with the meaning of guidance upon which the guidance process is based. After knowing these principles, it becomes convenient to run this programme. All the educationists do not agree on
the principles of guidance. For example, *Jones* has given five principles of guidance, Humphrey and
Traxler have given seven while Crow and Crow have described fourteen principles of guidance. Some principles are common. The principles, convincing to all, are as follows:

(*i*) **Study of an Individual and Evaluation :** In the guidane programme, unless and until correct information regarding every person is not collected, it is impossible to run this programme. Hence, in order to collect such informations, it is essential to appraise the individual, to study him and to run the programmes based on research. In order to run a guidance programme, cumulative record must be presented before the guidance programmers. This presents a clear picture of a pupil's achievements and progress to the guidance worker. According to this principle, the use of well-selected standardized tests for the study and appraisal of a person prove very helpful. We can collect facts regarding a person's achievements, interests, mental

abilities with the help of these tests. The maintenance of such facts as cumulative record is must for guidance.

(*ii*) **Evaluation of Guidance Programme :** The guidance programmes being run in the schools should be evaluated from time to time. The success of guidance programme should be explored in the form of changes brought about as a result of guidance. If such changes are not seen, then the entire programme would be considered ineffective. Hence, to follow the principle of evaluation of guidance programme is essential for the success of guidance workers.

(*iii*) **Responsibility of Skilled Workers :** In the guidance programme, the specific problems of the

persons are tried for solution. Its responsibility should be of skilled workers otherwise there will be a question mark on the success of this progaramme.

(*iv*) **Responsibility of Teachers and Principals or Headmasters :** The responsibility of guidance

programme should not be of teachers only but it should also be shared by the principal or headmaster. In a guidance programme, if they are assigned specific roles, the guidance programme can be conducted more smoothly.

(*v*) **Advantage of Guidance :** The benefit of guidance should be given not only to those who demand it directly or who express its need. But the benefit of guidance should be given to those persons also who can benefit it directly or indirectly. Hence, the scope of its advantage should be wider.

(*vi*) **Guidance by a Trained Person:** In order to accomplish guidance process, the entire responsibility of guidance should be of a trained person so that this programme can be executed after contacting the related persons and departments.

(*vii*) **Flexible Programme of Guidance:** Variations among the needs of an individual and society

are must. Hence, keeping in view these variation, the guidance programme should be very flexible so that necessary changes can be brought about.

(*viii*)**Related to Every Aspect of Life:** A man is a social being. The life of social being has various

aspects. The guidance programme should be related to all these aspects of life. The various aspects of life include those aspects which study an individual's physical and mental hygiene, his family, school, social needs and vocational needs etc.

(*ix*) **Cooperation among Related Persons:** In the present circumstances various difficult situations

create many problems. In order to solve these problems it is very essential to develop a feeling of cooperation among the persons involved in the guidance work.

(*x*) **Preference to the All-Round Development:** In order to develop a person's personality, it is essential to develop each and every aspect of the personality. Hence, the guidance service should follow the principle in which attention is paid towards all-round development of a person.

(*xi*) **Guidance according to the Stages:** All persons are not alike but still they show similarities and

variations. Guidance should be imparted according to the needs of children, adolescents and adults so that desirable assistance can be provided to them.

(*xii*) **Help in Achieving Useful Objectives:** The function of the guidance programme should be to

achieve the useful objectives for a person and from this point of view, this programme should be executed.

(*xiii*)**A Continuous Process:** Guidance process is a continuous process which goes on life long.

(*xiv*) **Attitude of Guidance:** Guidance is such a programme that its attitude appears in the curriculum

contents and teaching methods.

(*xv*) **Guidance for All :** The main principle of guidance is that it is not for specific person but it is

for all or it should be for all because at every step of life a person needs guidance. Practically this wrong concept was developed that guidance is to be given to only mal-adjusted persons. But due to some difficult situations, guidance service is restricted to those persons only who give up their studies or remain unsuccessful. But according to this principle the facility of guidance should be extended to the maximum persons. Every member of the society is to be made felt that there is sufficient provision of guidance service for him.

(*xvi*) **Guidance is a Life Long Process :** Guidance is a life-long process because it is required at each

step of life. At each step, a person has to face various problems. With solving these problems person cannot step forward. Similarly, guidance should not be for any particular age-group. It is for all age-groups. The occurrence of problems in life and efforts for their solution are natural. Hence, the need of guidance always persists.

(*xvii*) **Acceptance of the Worth of the Individual :** The society consists of persons. If the society is

not made strong it will lag behind. The prestige of each member of the society has to be accepted which is very important. For this, equal opportunities should be made available to each member of the society so that his personality may develop. It is the aim of guidance to let an individual move towards development according to his energies and capacities. Hence, by insisting to provide opportunities for expression according to education, profession, family, abilities and capacities, we accept the worth of a person.

(*xviii*) **Guidance should be based on the Objective Analysis of Data :** Data are collected in guidance

programme. These data are related to the various aspects of life. We can reach to guidance only by analysing these data objectively. In order to solve a problem objective analysis of data is very essential. Without this, nothing can be concluded. In the absence of this, the entire guidance process seems to be meaningless. Hence, it is essential to make available data to the guidance worker relted to the guidance seeker so that after analysis, something can be concluded.

(*xix*) **Importance should be given to Individual Differences :** It is a well-known fact that all persons

are not alike, even twins show many variations. We can measure or assess various aspect of a person's personality by different tests. These variations cannot be overlooked in a guidance programme and this should not be done. Various factors are responsible for these variations and we can observe various effects of these variations on a person's personality. From this point of view it becomes necessary to study these variations in detail before starting guidance work in order to solve the problems of an individual. On the basis of the results of these

studies, an outline of counseling for problem-solving and an individual's development should be prepared. This principle includes both the individual differences created by heredity and environment. Both of these variations are important.

(*xx*) **Consider most of the Individuals as Normal Persons :** According to this principle, the majority

of the persons seeking guidance should be considered as normal persons and it should be ensured that every normal or abnormal person may take advantage from guidance. Often this thinking develops that the guidance should be given to those persons only who are in some problem. It is not true that the guidance programme is only for problematic children. An attitude of equality for all the pupils should be developed.

Summary
• All people from time to time need assistance in determining alternatives, making decisions, and developing a course of action.
• School guidance programs should be provided to all students regardless of race, creed, sex, ability, achievements or aspirations; and that every individual is important and to be respected for his/her individual differences.
• Individual counseling should be made available to each student as needed and that the counseling relationship remain confidential unless the counselor has approved release of the information or in emergency situations to protect the individual or others.
• The guidance programme should three major areas: career planning and exploration, knowledge

of self and others, and educational/vocational development and career development, including effective employment-seeking and employment-retention skills.
• Individual Planning: The individual planning area of the guidance program should involves guidance and counseling functions that help students formulate their own life-career plan. Goals and objectives in this area are usually delivered on an individual or small group basis.
• System Support: The system support area of the guidance program consists of activities that are not necessarily direct counseling functions, but that are related to guidance and counseling and that help the school's programs run efficiently and purposefully.
• Management activities help maintain and improve the guidance program.
• Administrative assignments will be carried out as needed for the maintenance of the school.
• Responsive Services: The responsive services area of the guidance program consists of activities

needed to respond to the individual needs of students. Usually these are student or teacher initiated requests for services in personal concerns.
• Guidance is to help one to adjust to abilities, interests and needs of the society. In other words guidance means helping a person to develop in the desired direction and to orient him/herself according to the needs and demands of changing times and society.
• The purpose of guidance at **elementary school level** is focussed on assisting pupils to integrate such primary groups forces as the home, the school, religion and the peer-relationships. These are the forces which form the base for the students' adolescence, then blend those forces into a harmonious whole.
• At **secondary school level** it is centrally focussed upon differentiating aspects of these forces as

they effect the pupils knowledge, acceptance, and direction of him/herself, Secondary guidance services have as their focus the assistance given to the students to develop themselves according to their potentialities and opportunities in the area of educational planning, career choice, interpersonal relationships and interpersonal acceptance.

• The aims of guidance are the same as those of education in a democratic society like ours. Just like education, guidance services.

• the aims of guidance may be laid as follows from the individuals point of view :

1. To help the individual, by his own efforts as far as possible to realise his potentialities and to make his maximum contribution to the society.

2. To help the individual to meet and solve his own problems and make proper choice and adjustment.

3. To help the individual to lay a permanent foundation for sound and mature adjustment.

From the point of view of the institution the aims of guidance can be stated as follows:

(*i*) The guidance programme should encourage and stimulate teachers towards better teaching.

(*ii*) The programme should aim at providing assistance to teachers in their efforts to understand their students.

(*iii*) It should provide teachers with systematic technical assistance and in-service training activities.

• In order to organize a guidance programme successfully, it is essential to understand the principles along with the meaning of guidance upon which the guidance process is based.

• Some principles are common. The principles, convincing to all, are as follows:

(i) Study of an Individual and Evaluation: In the guidane programme, unless and until correct information regarding every person is not collected, it is impossible to run this programme.

(ii) Evaluation of Guidance Programme: The guidance programmes being run in the schools should

be evaluated from time to time. The success of guidance programme should be explored in the form of changes brought about as a result of guidance. If such changes are not seen, then the entire programme would be considered ineffective.

(iii) Reponsibility of Skilled Workers: In the guidance programme, the specific problems of the persons are tried for solution. Its responsibility should be of skilled workers otherwise there will be a question mark on the success of this progaramme.

(iv) Responsibility of Teachers and Principals or Headmasters: The responsibility of guidance programme should not be of teachers only but it should also be shared by the principal or headmaster.

(v) Advantage of Guidance: The benefit of guidance should be given not only to those who demand

it directly or who express its need.

(vi) Guidance by a Trained Person: In order to accomplish guidance process, the entire responsibility

of guidance should be of a trained person so that this programme can be executed after contacting the related persons and departments.

(vii) Flexible Programme of Guidance: Variations among the needs of an individual and society are

must.

(viii) Responsibility of Teachers and Principals or Headmasters: The responsibility of guidance programme should not be of teachers only but it should also be shared by the principal or headmaster.

(ix) Advantage of Guidance : The benefit of guidance should be given not only to those who demand it directly or who express its need.

(x) Guidance by a Trained Person: In order to accomplish guidance process, the entire responsibility
of guidance should be of a trained person so that this programme can be executed after contacting the related persons and departments.

(xi) Guidance should be related to All Aspects of Pupil's Growth: The process, of guidance should be
related to all the aspects of the pupil's progress instead of some specific field.

(xii) Part of Total Eduational Process: Guidance should be considered as a sub-process of total educational process.

Need for Guidance

Introduction
Life-problems are becoming more and more complex. Traditional morals and personal convictions
concerning rightness and wrongness of attitude and behaviour are breaking down. The black-andwhite
analyses of our Puritan ancestors in matters dealing with human relations are fast giving way to neutral grays. No longer are we able to affirm, unchallenged, that one mode of conduct is completely
right and another wrong. Nor are thinking people willing to assert didactically that any person must necessarily behave in the future in a manner similar to his past or present behaviour. Many diverse factors inherent within our home, school, and social and occupational activities and
relationships pull us in different directions. We often find ourselves in such a state of confusion or
bewilderment that it is difficult to steer unaided the course of our conduct toward ends which will
be satisfying to ourselves and to those about us. Too often the recognized need for advice or guidance
leads us to become the victims of those who set themselves up as authorities in areas of guidance for
which they have little or no capacity beyond the power to speak convincingly in a 'patter' of glittering
generalities. These generalities may satisfy the listener for the moment, but they do little toward building within him the power to face reality courageously or to gain strength to meet the problems which arise in his life.
The following are the main reasons for the need of guidance.
(1) The total development of the student : Intellectual development though the teaching of subjects
along cannot lead to the total development of the students. There has to be a basic and

fundamental change in the entire system of education, which recognizes that a person remains a barbarian unless he knows something about himself no matter how well a human being is educated in chemistry, physics, economics, history or literature. Self-knowledge in depth must become its primary focus. This is done through a programme of guidance and counseling. Total development of the students requires that individual differences among students are accepted and understood, and all types of experiences are so organized in an institution as to contribute to their total development.

(2) Proper choice of courses : Everyone knows that our educational system has grown haphazard.

While humanities and the liberal arts are subjecs most frequently offered and taken, both in the colleges and the universities they were the oldest and relatively inexpensive areas of knowledge, taken because they require no specified intellectual equipment. Hence, thousands of young men educated in these liberal are liberal are arts without jobs.

(3) Vocational development : The process of vocational development covers almost the entire span of life of an individual. It begins quite early in one's life and continues till sometimes after retirement. In this process, the individual passes through *growth, exploration, maintenance and decline*. Their transition from education to work can be facilitated by providing them opportunities for self-exploration as well as exploration of the world of work while they are still in an educational institution.

(4) Minimising the mismatching between education and employment and help in the efficient use of manpower : The hiatus between education and employment has rarely been as wide

and so disturbing as it is today. Higher academic education is far too general and diffused to be of practical value to the vast majority of young men and women. Most of Indian young men and women have no clear objectives or career targets. They go through university courses of learning without acquiring much knowledge or preparing themselves for an uncertain future. Every year, Indian colleges and universities send thousands of hopeful youngsters into the labour market virtually *unemployable* despite their fancy degree and diplomas. (Employers often complain that of the hundreds of applications that come in response to a single vacancy, at least 80 per cent have no relevance to the job specifications.) Few students pursue their education with a clear idea as to what they would eventually like to become. People register at the employment exchange with scant idea about the sort of work they would like to take up. Thus, while jobs to abegging the youth go begging for jobs. The employment of workers illsuited to their jobs leads to a higher rate of labour placement or to the retention of persons who are inefficient. This is a huge wastage of scant resources. Guidance facilities may help in reducing **Notes**
this wastage and thus ensure efficient use of manpower.

(5) Motivating the youth for self-employment : Considering the magnitude of educated jobseekers

flowing into the job market in India every year, a sizable fraction of enterprising youth should be initiated into careers of self-employment. Some arrangement needs to be instituted in the colleges and universities to identify the deserving cases fit to take up self-employment. They must be educated on how to proceed about the job of setting up a venture. They must be helped through the cooperation of the concerned agencies in this sphere to prepare technically sound and economically viable projects. Agencies must sponsor their cases to the banks for

loans assitance and guide them to overcome the teething trouble through effective follow—up after the commencement of the venture. All this requires guidance.

(6) Helping freshers to establish proper identity : In India the young men and women entering colleges and universities are comparatively young in years. They are passing through a stage between childhood and adulthood, between the morality learned as a child and the ethics to be developed by the adult. They find it extremely difficult to establish a satisfactory indentity. This failure or delay leads to what has been called "role diffusion". This crisis in role identity is very acute today. The uncertainties of the future, the conflicts in languages, culture, regions, castes, etc., and the erosion of traditional values has made Indian youth rootless.

In small study done by Fuster (1964) with Bombay college students, both men and women, it was found that the strongest needs, as reported by the students themselves where they were requested to indicate rank orders, were for *achievement in life, self-reliance and as sense of security,*

success in college and university, to have an understanding friend and (for the males) money. Guidance and counseling programme is needed to help students deal effectively with the normal development tasks of adolescence and face life situations boldly.

(7) Identifying and motivating the students from weaker sections of society : Students from weaker sections of society have their own problems and needs. They experience difficulty in adjustment with the peers, teachers and the environment. It is a problem for them to communicate, make friends, utilise the time profitably, make the best use of lectures, make an effective use of library and other facilities available. Guidance facilities are needed for such type to students to enable them to adjust and utilise the available facilities.

(8) Helping the students in their period of turmoil and confusion : Normally all the students undergo a great deal to turmoil and searching to give meaning to their lives. They have their conflicts and anxieties. They are disillusioned regarding higher education. They find that instead of imparting them education colleges and universities, just enable them to pass examination. They feel lost and bewildered, when this education does not enable them to get immediate employment. They have their personal conflicts and anxieties about their parents and family, their relations to boy and girl friends. They have the problems of adjusting their personality to the world of people, of ethical ideas and of goals and situations. To tackle all these situations successfully, they need someone to sort out the strands. This is done through guidance.

(9) Checking wastage and stagnation : (India average pass percentage at the graduate and post-graduate level is about 50 to 60). Besides thousands of Indian students, unfortunately, drop out get pushed out and fall out of the system. This problem is becoming more and more serious today. Again majority of our students pass in third division, which is a low qualification for the world of work. This poor achievement may be due to lack of proper study skills and effective study habits, lack of the knowledge for making full use of the facilities provided and so on.

Higher education is a very costly enterprise. Much of the money wasted on poor and low achievers could be saved by a policy of prevention. Preventive education is more sound economically than remedial education. There is a clear need for developing better professional services of a counseling kind —to check the huge wastage of student time and money and also huge state expenditure on education. In this connection *Miller* has well said, "If 800 to $ 1200, he would be earning his keep. Similar savings of graduate salaries foregone as a result of failure or delay would benefit student as well as taxpayer."

(10) Identifying and helping students in need of special help : Students who are the gifted, the backward, the handicapped need special oportunities and arrangement to be provided in colleges and universities. Guidance helps in identifying them and providing them with help according to their requirement.

(11) Ensuring proper utilization of time spent outside the classrooms : Students in the colleges

and universities spend two to three times as many hours outside classrooms as on them. The manner in which students spend their non-class hours clearly affects their success in achieving both academic competence and pesonal development of all types. It is, therefore, essential that institutions of higher learning provide positive guidance to students by instructing how they can use those non—class house. The programme of guidance and counseling is requested to meet this need.

(12) Tackling problems of student explosion : Today, the increased for higher education is outstripping the growth of facilities in the seats of higher learning Unfortunate qualitative changes in the nature of entire educative exprinces are creating innumerable problems. The students population is highly heterogeneous. Students from a variety of sections—highly affluent and extremely poor, educated in convents and ordinary schools and colleges, rural and urban areas, students from India and those from different foreign countries are attending colleges and universities. Numerous problems crop up when students from a broad range of families and educational and social backgrounds meet in classes for instruction, in hostels for housing, in cafeterias and mess halls for eating. Guidance and counseling facilities should be provided for helping them to tackle these diverse and complex problems.

(13) Fulfilling the deficiencies of home : A large number of students come to institutions of higher

learning from homes which have not taught them how to deal with their life problems.
This is due to various factors such as rapid industrialisation, political and social changes in the occupational structure of the country and the growing complexiy of life there are greater pressures and strains in the family. Again, there is gap in the range of sympathetic adults who could be turned to in need, which was formerly filled by adult brothers and sisters, friendly aunts and grand parents when communities and families were more intimate.
Most of the homes are not equipped to be the source of information concerning the qualifications required for different kinds of courses or careers. Such information can come only from agencies which make a full time job of supplying adequate and up-to-date materials. Most of the parents are not trained for helping their grows up children to develop sound study techniques, and obtain reliable information in matters of sex, etc. Seth (1962) collected a sample of students at Allahabad University, whose parents were indicated as the most usual souce of help. Forty per cent of student respondents said that they could not discuss their problems with their parents. Professional guidance required to sort out all these problems.

(14) Checking incidence of indiscipline : Majority of Indian students lack a sense of direction, a

sense of purpose and a sense of fulfilment. They indulge in destruction activities leading to social damage and loss. Adequate guidance and counseling facilities are required to help and guide the youth to worthwhile channels and to make them realize the goal of optimum academic, personal and social development.

(15) Need in developing economy : *Guidance and counseling have a challenging role to play in every*

developing economy, much more so if it is labour intensive. Selection of a job from a multitude of

alternatives, is a very important objective of guidance and counseling although it is not the be—all and end—all of guidance and counseling. The core aim of these services is to help the job-seeking youth to form realistic career notions, in conformity with their capacities, aptitudes and social settings, so that in their adult life, they do not end up as career 'failures'. Wrong career decisions make a big drain on the emotional health of the individuals and the productivity of the society. Guidance is needed to help the youth to build up a desirable self-concept to achieve an every larger measure of self-appraisal and choose a proper creer line. Thus, the provision of guidance and counseling service is India's immediate requirement.

(16) Quantitative Improvement of Eduation : In India there has been a rapid expansion of educational facilities to cater to the needs of increasing number of childern. This has resulted in the fall of educational standards. Consequently, there is a strong current of thining among educationists as well as general public that educational planning should emphasize schemes for the qualitative improvement of education. The introduction of guidance services in the country is an important means for affecting improvement in the quality of education.

(17) National Development : By helping and identifying and developing human potential which is the richest source of a nation, guidance can help to reduce the wastage of educational facilities and abilities so prevalent in India. Guidance may also help to correct the existing imbalances in the employment situation by challenging young people into occupations where there are manpower shortage. It was help in the reducing labour turn-over and its costs. It may increase efficiency and leves of production by enabling a person to be trained properly and placing them accordingly. At a time when India have embarked upon various programmes of economic development, it is urgent and essential to establish a close link between education and the manpower needs of the country. This may be done through guidance.

(18) Fulfilment of the extra-instructional needs of pupils : "Classroom instruction by itself has

not the full resources which are essential as well as necesary in an impoverished home for helping the pupils to acquire and preserve the background requirements for successful scholastic or polytechnical career. Proper attitudes to persons, things and ideas of certain value and systematized working and living habits are essential to any career. The need to supplement, correct and complement the areas of education is obvious." This statement points to need of guidance.

Thus, there is need for guidance from the point of view of the society as well as of the individual. Society can make progress if its individuals find places in the occupational, civic and social order where they can contribute their best for the welfare of others.

Types of Need in Guidance

The need for guidance had existed at all times. Moreover, the need of guidance is universal. It is as

old as man himself. It is based upon the fact that all human beings need help in one way or other way. "There is hardly any individual who does not need help". Jones has rightly said, "Every one

needs assistance at sometime in his life. Some will need constantly and thoughout their entire life,

while others need it only at rare intervals at times of great crisis. There always have been and will

continue to be people with an occasional need for the help of the older or more experienced associates

in meeting problem situation."But there is a greater need for guidance services now than ever before due to the rapid advancement in technology, emerging of new world order, social change, globalisation, liberalisation, the need for outstanding leadership, a shift in standards of morality and integrity, people's high aspirations etc. all contribute to the need for guidance programme in the schools. We shall discuss the need for guidance in India under four heads :

1. Educational Needs: Guidance is needed from educational point of view because of the following reasons :

(*i*) **Increase in the range of individual differences among school going children:** Before independence, boys and girls in our country came to school only from the more privileged section of the society. The admission in the schools was selective. But after independence due to realization of Constitutional Directive of providing free and compulsory education up to 14 years of age. education for all and the drive for mass education, we find our schools are flooded with children from every section of society. The classes are over-crowded and there is a tremendous increase in the number of schools too. The result is that we find much wider range of individual differences in the abilities, aspirations and achievement of the pupils. Understanding of the differential needs and abilities of the children is essential for modifying the school programme for the best possible unfoldment of the student's potentialities. This is possible only through the introduction of guidance services in our school programmes.

(*ii*) **Guidance as an Instrument for the Qualitative Improvement of Education:** There has been
a rapid expansion of educational facilities to cater to the needs of increasing number of children in recent years. This has resulted to some extent in the fall of educational standards. Consequently, there is a great need of providing guidance services in the school for the qualitative improvement of education.

(*iii*) **Knowledge Explosion or the increase in the types of courses offered in the schools:** The domain of knowledge is like the number of wishes. The increased knowledge is creeping into the course contents of our textbooks. It is not possible for every student to learn all that is available in the field of knowledge. Single track education for all is out-moded concept. At the secondary stage, the courses of studies have been diversified to include several optional groups. Therefore, a special type of service is badly needed in our schools which will assist the individual pupil in the choice of course suiting to his needs and abilities that will help the school authorities in the proper allocation of the diversified courses to the pupils of the school.

(*iv*) **Expanding Educational Objectives:** Everyone talks today about the all round development of the child through education. We want a type of education that can provide for the development of the whole child. It is now commonly accepted that education should also lead to the promotion of the emotional, social and civic life of the student. Problems of social adjustment and personality orientation require the services of a competent counselor and

availability of appropriate guidance services.

(*v*) **Solution of Educational Problems:** We are facing various types of educational problems in the schools such as universal and compulsory education, increased enrolment, high percentage of failures and dropout, wastage and stagnation etc. These problems require the need of proper guidance services in the school. Special guidance services are also required for the gifted, backward, handicapped and delinquent children.

(*vi*) **Solving Discipline problems:** Problem of discipline is becoming more and more acute in the educational institutions. Even at higher stage of education it has taken a serious turn. Student strikes and agitation have become a common scene of the day. Problems of discipline can be solved with the help of guidance programme.

2. Vocational Needs: In our country natural resources are not being properly utilized because of lack of guidance services. The following are the vocational needs for introducing guidance programme in the schools :

(*i*) **Vocationalisation of Education and Guidance:** Improvement of vocational efficiency is one of the aims of education. Secondary Education Commission has emphasized the need of introduction of crafts in addition to the diversification of the courses at secondary stage so that a large number of students may take up agriculture, technical, commercial or other practical courses to enable them to go for vocational pursuits. All this calls for proper guidance services in the school.

(*ii*) **Guidance as an Instrument of National Development:** Guidance by helping, identifying and developing human potential which is the richest source of a nation can help to reduce the wastage of educational facilities and abilities, which is so prevalent in our country. Thus there is a need to establish a close link between education and the manpower needs of the country. The sound guidance programme can help to achieve this objective in a systematic way.

(*iii*) **Expanding Complexity of the World of Work:** There has been a tremendous increase in the variety of jobs due to the development of industrialization and mechanization in every aspect of life. Thus there is a problem of choice. It is highly important to acquaint the secondary school students with this variety of jobs and with their different requirements. This is possible only by providing organized guidance services in the school system of our country.

(*iv*) **Increasing Need for Man-power Planning and Utilization:** For the planned development of a nation like ours, conservation of human resources and manpower planning is very important. A careful balance has to be struck between the manpower needs and the various educational and training programmes. To meet the rapidly rising demands of various types of personnel for the various developmental projects, the younger generation of the country will have to be systematically guided into courses of training which will equip them for urgent national needs

(*v*) **Occupational Awareness:** A well-organized guidance programme is essential for creating occupational awareness among the pupils of the country. The students must be made aware of the various types of jobs available in the employment market so that they may be able to opt those courses during the secondary stage. There fore, assistance has to be given for making a right choice of the courses at the secondary stage.

(*vi*) **Changes in the Conditions of Industry and Labour:** Fast changes are taking place, today in
the conditions of industry and labour. Specialization has become the word of the present
age. Moreover, professions have multiplied in numbers that it has become difficult for a
common man to make a right choice out of them. Hence it has become essential to get help
of guidance services in the school.

(*vii*) **Changed Economic Pattern of the Country:** Our country is in the era of economic planning.
We require scientists,industrialists, Software Engineers, Bankers etc., to meet the growing
demands of the progressive country. The craze for white-collared jobs must come to an end.

If proper guidance programme is not introduced at the secondary stage in the choice of
studies and various vocations, the nation will remain poor and our youth will continue to be
frustrated and disgusted.

3. Personal/Psychological Needs: Today our youth is facing various types of personal problems
at home and in the school. Psychologically no two individuals are alike. They differ in various
aspects on account of the following three kinds of differences :

• Different stages of development
• Differences among persons
• Differences in opportunities made available to various persons.

It shows that all persons can not be fit for the same profession. Hence guidance programme is
needed in the school system. The following are the personal and psychological reasons for the
need of guidance :

(*i*) **Guidance is the Basic Need of Man:** Psychologically, no person on this earth is totally
independent. The individual needs help of one kind or the other from fellow beings to solve
their problems to lead a happy life.

(*ii*) **Educational and Social Aspirations:** In the present age of competition the aspirations of the
parents are very high. They want their wards to excel in all walks of life. They provide all
types of facilities so that the children can be able to get good jobs. To meet the high aspirations
of the parents, a well-organized guidance programme is needed to make them aware of the
potentialities of their children so that they take up right decision at the right time.

(*iii*) **From the Point of View of the Developmental Needs:** The individual passes from different
stages of development in the life such as infancy, childhood, adolescence and adulthood.
One needs different types of help to adjust with every stage. The adolescent period faces
many types of developmental problems. At this stage the proper guidance is to be provided
to the student to make right choice of his future.

(*iv*) **Psychological Problems:** Many students face emotional problems. These problems arise due
to frustrations, conflicts and tensions and other stresses and strains. It is essential to provide
guidance to the youth to solve their personal problems.

(*v*) **Satisfactory Adjustment:** Guidance is needed to help the pupils in making satisfactory
psychological adjustment with the environment. Lack of adjustment adversely affects their
physical and mental health.

(*vi*) **Proper Development of Personality:** The all round development of personality is the aim of
education, a well organized guidance programme is essential for the total development of

personality.

4. Social Needs: Following points highlight the Social Needs of Guidance :

(*i*) **Complex Nature of Society:** Industrialization is the slogan of the day. Our country is heading towards industrialization, urbanization and modernization. Changed conditions of living and a highly complex society with its demands have put the individual in constant social and emotional tension. As such, it is highly desirable that school should provide some special service that can look after the emotional and social needs of school going children.

(*ii*) **Changed Family Contexts:** The joint family system is disappearing rapidly and homes are getting disintegrated. The changed family pattern has given rise to the various type of personal problems. The proper guidance programme in the school is required to solve the personal problems of the children.

(*iii*) **Explosion of Population & Expansion in Human Resources:** Our population has been increasing rapidly. This calls for intensive and extensive guidance in the technique of planning.

(*iv*) **Political Change and Extension of Democracy:** There is a revolution of democratization of political system throughtout the world. The education has been made child-centered. The provision of professions and promotions has also been made equal for all human beings. Hence all people need the help of guidance service for the right choice of education and occupation.

Summary
• Guidance and counseling services are becoming more and more important as the society and its various institutions are growing in complexity. The society and all its institutions are built of individuals as their units as a mansion is built of bricks.
• The following are the kanor reasons for the need of guidance.
(*i*) *The total development of the student*: Intellectual development though the teaching of subjects along cannot lead to the total development of the students. There has to be a basic and fundamental change in the entire system of education, which recognizes that a person remains a barbarian unless he knows something about himself no matter how well a human being is educated in chemistry, physics, economics, history or literature.
(*ii*) *Proper choice of courses:* Everyone knows that our educational system has grown haphazard. While humanities and the liberal arts are subjecs most frequently offered and taken, both in the colleges and the universities they were the oldest and relatively inexpensive areas of knowledge, taken because they require no specified intellectual equipment.
(*iii*) *Vocational development:* The process of vocational development covers almost the entire span
of life of an individual.
(*iv*) *Minimising the mismatching between education and employment and help in the efficient use of*
manpower: The hiatus between education and employment has rarely been as wide and so disturbing as it is today.
(*v*) *Motivating the youth for self-employment:* Considering the magnitude of educated job-seekers
flowing into the job market in India every year, a sizable fraction of enterprising youth should be initiated into careers of self-employment.

(*vi*) *Helping freshers to establish proper identity:* In India the young men and women entering colleges
and universities are comparatively young in years. They are passing through a stage between childhood and adulthood, between the morality learned as a child and the ethics to be developed by the adult.

(*vii*) *Identifying and motivating the students from weaker sections of society:* Students from weaker
sections of society have their own problems and needs.

(*viii*) *Helping the students in their period of turmoil and confusion*: Normally all the students undergo
a great deal to turmoil and searching to give meaning to their lives. They have their conflicts and anxieties.

(*ix*) *Checking wastage and stagnation*: (India average pass percentage at the graduate and post-graduate level is about 50 to 60).

(*x*) *Identifying and helping students in need of special help*: Students who are the gifted, the backward,
the handicapped need special oportunities and arrangement to be provided in colleges and universities.

(*xi*) *Eusuring proper utilization of time spent outside the classrooms*: Students in the colleges and universities spend two to three times as many hours outside classrooms as on them.

(*xii*) *Tackling problems of student explosion*: Today, the increased for higher education is outstripping
the growth of facilities in the seats of higher learning Unfortunate qualitative changes in the nature of entire educative expriences are creating innumerable problems.

(*xiii*) *Fulfilling the deficiencies of home*: A large number of students come to institutions of higher
learning from homes which have not taught them how to deal with their life problems.

(*xiv*) *Checking incidence of indiscipline:* Majority of Indian students lack a sense of direction, a sense
of purpose and a sense of fulfilment.

(*xv*) *Need in developing economy*: *Guidance and counseling have a challenging role to play in every*
developing economy, much more so if it is labour intensive.

• **Educational Needs:** Guidance is needed from educational point of view because of the following
reasons.

• Increase in the range of individual differences among school going children.

• The classes are over-crowded and there is a tremendous increase in the number of schools too. The result is that we find much wider range of individual differences in the abilities, aspirations and achievement of the pupils. Understanding of the differential needs and abilities of the children is essential for modifying the school programme for the best possible unfoldment of the student's potentialities.

• Guidance as an Instrument for the Qualitative Improvement of Education: There has been a rapid expansion of educational facilities to cater to the needs of increasing number of children

in recent years.

• Knowledge Explosion or the increase in the types of courses offered in the schools.

• Expanding Educational Objectives: Everyone talks today about the all round development of the child through education.

• Solution of Educational Problems: We are facing various types of educational problems in the schools such as universal and compulsory education, increased enrolment, high percentage of failures and dropout, wastage and stagnation etc.

• Solving Discipline problems: Problem of discipline is becoming more and more acute in the educational institutions.

• **Vocational Needs:** In our country natural resources are not being properly utilized because of lack of guidance services. The following are the vocational needs for introducing guidance programme in the schools : (*i*) Vocationalisation of Education and Guidance; (*ii*) Guidance as an Instrument of National Development; (*iii*) Expanding Complexity of the World of Work; (*iv*) Increasing Need for Man-power Planning and Utilization; (v) Occupational Awareness; (*vi*) Changes in the Conditions of Industry and Labour; (vii) Changed Economic Pattern of the Country.

Personal/Psychological Needs: (*i*) Guidance is the Basic Need of Man; (*ii*) Educational and Social Aspirations; (*iii*) From the Point of View of the Developmental Needs; (*iv*) Psychological Problems; (*v*) Satisfactory Adjustment; (*vi*) Proper Development of Personality.

QUESTIONS

1. What is the meaning of guidance ?
2. Give the nature of Guidance ?
3. Explain the scope of Guidance in India ?
4. In which specific areas vocational guidance does help ?

5. Discuss the philosophy of guidance.
6. Explain the structure of guidance.
7. Discuss purpose of guidance.
8. Describe goals of guidance.
9. Explain principles of guidance.

10. Explain the structure guidance programme.
11. What is the purpose of Guidance ?
12. How guidance is beneficial to the parents ?
13. Give the goals of guidance.
14. What are the principles of Guidance ?

15. What are the different reasons for the need of guidance ?
16. Explain the Educational needs of guidance.
17. Give the vocational needs of guidance.
18. What are psychological needs of guidance

Counseling

Introduction

Counseling is not a new institution in the Indian context. The first counselor was Lord Krishna himself and the Bhagavad Gita embodies the finest principles of counseling for people of all lands, all ages and of all times. The *Gita* or *the Song Celestial* explains how Arjuna, whose mind was in great conflict, was helped to overcome this conflict through an insight into himself. Arjuna's conflict was one of 'mine and thine', that is, between *Sva* and *Para*. The conflict was resolved through self-understanding or through self-realization. One has to act in accordance with his *Swadharma*. Man should act in accordance with the demands of his station and his duties in life. Self-realization, understood in the context of the *Gita*, is not the same as what we understand by the term in the Rogerian or existential sense. Man has to realize his inner nature, that is, his spirituality which reveals oneness with the ultimate. This helps to overcome the illusory distinction between the *Atma* and the *Paramatama*. In the pursuit of the higher spirit, man is concerned with freedom— freedom to obtain self-realization. In modern times the word 'freedom' is used in a different sense. Its connotation is limited to freedom of action, speech, religious faith as well as freedom to find the fullest expression for one's potential. In this sense of the term, we are immediately concerned with material existence and the psysical world.

In the ancient world of the Orient, the pupil has the choice or freedom to seek his own *guru* **Notes** (teacher). The *guru*, in his turn, was free to give the kind of education that he thought best suited the pupil and was free in the choice of the method of instruction. However, this *gurukula* system of education could not survive the onslaughts of repeated foreign invasions. It disappeared and was replaced by alien models of education. The element of freedom that was present in the ancient educational system came to be substituted by regimentation. Pupils had to learn from a fixed curriculum and teachers were bound to teach along the lines of this fixed curriculum. Thus freedom disappeared from the scene of Indian education.Indian society came to be much maligned by the *Varnashrama dharma*.

11.1 Concept of Counseling

Definitions of Counseling

We have already stated that counseling is the most important part of the Guidance Programme. We have also seen that the meaning of counseling in the professional sense differ from the popular understanding of the term. Now let us examine the meaning of counseling more closely. For this purpose we shall analyze the various definitions of counseling. It will help us clarify the concept.

Rogers (1952) describes counseling as " The process by which the structure of the self is relaxed in the safety of the clients relationship with the therapist and previously desired experiences are perceived and then integrated into an altered self".

According to Halm and Mchean (1955) "Counseling is a one to one relationship between an individual troubled by problems with which he cannot cope alone and a professional worker whose training and experience have qualified him to help others reach solutions to various types of personal difficulties".

Smith (1955) defines "Counseling is a process in which the counselor assists the counseling to make interpretations of facts relating to a choice plan or adjustments which he needs to make".

According to Stefflre (1970) "Counseling is a learning-teaching process".

Gustad (1953) stated that "Counseling is a learning oriented process carried in a simple one to one social environment in which the counselor, professionally competent in relevant psychological skills and knowledge seeks to assist the client by methods appropriate to the latter's needs and within the context of the total personnel programme, to learn bow to put such understanding into effect in relation to more clearly perceived, condition." In short a helping profession involves

specialized knowledge, trained skills and the desire to provide comfort to others. Pepisky and Pepisky (1954) defined "Counseling as that interaction which occurs between two individuals called counselor and client, takes place in a professional setting and is initiated and maintained to facilitate changes in the behaviour of a client".

11.2 Need of Counseling in Human Problems

Counseling aims at helping the clients understand and accept themselves "as they are", such that they are able to work towards realizing their potential. Often this requires modification of attitudes, outlook and behaviour. The nature of the counseling process depends on the setting or the situation. The counselor accepts his clients and has unconditional regard for their personality or self or self-worth. Naturally, counseling involves the feelings of clients. It is often because the feelings run strong that the counseling function becomes a highly delicate and specialized function.

In addition to the concern for the feelings of the clients, counseling has a cognitive dimension through which a behavioural change (conation) is sought to be achieved. The client is received without any reservations and he is helped to state his problems and explore the possible solutions. The counselor does not try to solve the client's problems or make choices that could reduce his emotional conflicts. Instead, through counseling, the client is helped to discover for himself his strengths and weaknesses. The self-understanding that is sought to be reached is often through the use of objective psychological instruments. It is generally recognized that an individual has the ability to resolve one's own problems. What is supposed to prevent the individual from making suitable choices is a lack of proper or adequate self-understanding and understanding of the environment. The counselor aims at making the client act independently in a mature and responsible manner and with full understanding of the consequences. This is what is meant by personality development. A child or an adolescent is not able to act independently. He is not prepared to face the consequences of his actions. Hence, he is considered immature. A nature person, on the other hand, is expected to function efficiently, make desirable adjustments when he has the necessary understanding of his capacities and liabilities as well as the environmental conditions—physical, social and cultural— in terms of which he has to act. Counseling aims at helping individuals reach a stage or state of self-autonomy through self-understanding, selfdirection and self-motivation. Such an individual suffers from the minimum of inhibitions, conflicts and anxieties. He is a 'fully-functioning person'.

11.2.1 Counseling as a Helping Relationship

Counseling is in its essence a 'helping relationship'. All of us seek to satisfy our personal needs. More often than not, in trying to gratify our needs, we find ourselves in conflicting situations in which our interests clash with those of others. But through the process of socialization in childhood, and later through education, we learn to moderate our desires such that there is no open clash. We may learn to suppress a few desires and inhibit other needs so long as our happiness is not endangered. In addition to human suffering caused by physical handicaps and clash of interests, a major source of suffering is to be found in one's own personality. Often a sense of personal inadequacy and inferiority leads to lack of self-confidence, withdrawal and lack of desire for achievement. Even if the individual has the desire or motivation, he is hindered by subjective and environmental factors. The psychological conflicts, namely those of goals, values, interests and the like, cause an ebbing of human enthusiasm and zest for life. The counseling psychologist alleviates this suffering by establishing a helping relationship. In the words of Rogers, a helping relationship is one "in which one of the participants intends that there should come about, in one or both parties, more appreciation of, more expression of, more functional use of the latent inner resources of the individual". The commonly observed relationships such as those between the teacher and pupil, husband and wife, mother and child, counselor and counsellee, could all be considered helping relationships.

A helping relationship is characterized by certain essential features the helping relationship:

1. Is meaningful because it is personal and intimate.

2. Is affective in nature involving mild to strong emotional relationships.

3. Involves the integrity of the helper and the helped and is sustained voluntarily.

4. Involves the mutual consent of the counselor and the counsellee either explicitly stated or implicitly to be inferred.

5. Takes place because the individual in need of help is aware of his own limitations and inadequacies.

6. Involves confidence reposed in the helper.

7. Is often achieved and maintained through communication and interaction; it involves give **Notes**

and take, that is, it is not a one-way process.

8. Involves a certain amount of 'structure'. The situation is either vaguely or clearly defined.

9. Is marked by the desire for change in the existing condition of the client, that is, it is concerned with the improvement of the client.

While most human relationships may involve the rendering or receiving of help, over the years, importance has come to be attached to providing help effectively and efficiently. In other words, helping has become professional in nature. According to McCully (1966), "a helping profession is defined as one which, based upon its specialized knowledge, applies an intellectual technique to the existential affairs of others toward the end of enabling them to cope more effectively with the dilemmas and paradoxes that characterize the human.

11.2.2 Psychological Counseling Centres Educational Institutions in India

With each passing day, there has been an alarming rise in instances of students committing suicides. To make things worse, it is being noticed that even those students who study in the top league institutions such as IITs. IIMs are also resorting to such things. On the other hand, the pressure of exams and the anxiety stress caused around that time is leading to various complications. Due to all this, a new discussion is happening among the academic experts.

They are suggesting it is time for all the educational institutions across India to set up a psychological counseling centre. This should take care of the students who are going through any sort of emotional and mental trauma and get them out of their problem. While few colleges have already begun working on that, they are reporting that there is a sharp increase in students seeking counseling during the times of examinations.

However, the other side to that is, it is not just about the examinations. There are many instances where students go through broken relationships, issues at home, emotional pain due to loss of someone and the sheer pressure to perform due to parental pressure. The other key factor which is influencing the students in a negative way is the stiff competition. This has been driving the students to slog it out and even one mark is bringing a whole lot of difference to their career. The experts say by having counseling centres, the students can be moulded to face life and challenges with more confidence. They can also be guided on how education must be treated as a tool to enhance knowledge and wisdom while opportunities will always follow. The experts also suggest there is a need to introduce special courses which can shape up professional counselors with educational background on human psychology.

Goals of Counseling

The counselor has the goal of understanding the behaviour, motivations and feelings of the counsellee. The counselor's goals are not limited to understanding his clients. He has different goals at different levels of functioning. The immediate goal, however, is to obtain relief for the client and the long-range goal is to make him a 'fully-functioning person'. Both the immediate and long-term goals are secured through what are known as mediate or process goals. The goal of counseling is to help individuals overcome their immediate problems and also to equip them to meet future problems. Rapid social change brought about, by industrialization and urbanization has led to several perplexing problems. The pace of this change is ever on the increase, thus making adjustment a continuous process of grappling with new situations. Counseling, to be meaningful, has to be specific for each client since it involves his unique problems and expectations. The goals of counseling may be described as immediate, long-range, and process goals. A statement of goals is not only important but also necessary, for it provides a sense of direction and purpose. Additionally, it is necessary for a meaningful evaluation of the usefulness of it. It is only in terms of the defined goals that it is possible to judge the meaningfulness or otherwise of any activity, including counseling. It establishes a congruency between what is demanded or sought and what is possible or practical.

Specific counseling goals are unique to each client and involve a consideration of the client's expectations as well as the environmental aspects. Apart from the specific goals there are, however, two categories of goals which are common to most counseling situations. These are identified as long-range and process goals. The latter have great significance. They shape the counsellee and counselors' inter-relations and behaviour. The process goals comprise facilitating procedures for enhancing the effectiveness of counseling. The long-range goals are those that reflect the counselor's philosophy of life and could be stated as :

1. To help the counsellee become self-actualizing.
2. To help the counsellee attain self-realization.
3. To help the counsellee become a fully-functioning person.

The immediate goals of counseling refer to the problems for which the client is seeking solutions, here and now. The client fails to utilize his capacities fully and efficiently and, therefore, is unable to function efficiently. The counsellee could be helped to gain fuller self-understanding through self-exploration and to appreciate his strengths and weaknesses. The counselor could provide necessary information but information, however exhaustive, may not be useful to the client unless he has an integrative understanding of himself *vis-a-vis* his personal resources and environmental constraints and resources.

The long-range and immediate goals are not unrelated. There is an inter-relation between, them as both depend on the process goals for their realization. The process goals are the basic Counseling dimensions which are essential conditions for counceling to take place. They comprise empathic understanding, warmth and friendliness which provide for inter-personal exploration which, in turn, helps the client in his self-exploration and self-understanding and eventually lead to the long-range goals, namely, self-actualization, self-realization and self-enhancement. The client may have certain inhibiting and self-destructive patterns of behaviour which are eliminated and overcome to enable the individual become a fully-functioning person.

Discussing the goals of counseling, Parloff (1961) distinguishes between immediate and ultimate goals. According to him, the former refers to the steps and stages in the counseling process which lead to the realization of the ultimate goals. Patterson (1970) suggests a third level of goals, namely, intermediate goals, in addition to mediating and ultimate goals. Ultimate goals refer to the broad and general long-term outcomes like positive mental health. For example, competence in driving, as a goal, cannot be viewed as an ultimate goal. Psychological effectiveness appears to be a related concept. When the goals of counseling are stated as 'self-actualization', 'self-realization', 'selfenhancement', etc., it is often difficult to find a meaningful and suitable criterion to evaluate the achievement or otherwise of the goals. These concepts appear to be meaningful as ultimate goals. Self-actualization and the like refer to the general goal of life. Since life is not static, self-actualization as a goal of life cannot be static—it is a continuous process.

Goldstein (1939) states that an organism is governed by a tendency to actualize as much as possible its individual capacities, its nature in the world. In the words of Rogers (1951), "the organism has one basic tendency and striving to actualize, maintain and enhance the experiencing **Notes** organism". Snygg and Combs (1959) refer to the enhancement of the self as the "all inclusive human need which motivates all behaviour at all times and in all places". The concept of selfactualization is a universal need and, therefore, may be looked upon as an ultimate good because it is the goal of life. May (1967) states that the goal of therapy (counseling is interpreted as a form of therapy throughout this book) is to help the patient to actualize his potentialities. According to Byrne (1963), the ultimate goals derive substance from the conceptions of universal man and the nature of life. Intermediate goals are explained by the reasons for seeking a counselor's help, and immediate goals as those that refer to the present intentions of the counsellee.

A major criticism levelled is that goals such as 'self-actualization', 'actualizing potentialities', etc., are too general and amorphous and hence not useful in actual practice. Krumboltz (1966) holds that an operational definition of terms would be a more useful approach. He suggests that a general concept could be reduced to specific, objective and measurable variables. Ultimate goals, owing to their very broad and general nature, cannot be evaluated as immediate or mediate goals.

Mediate goals (Parloff, 1967) may be considered as specific steps contributing to the realization of general goals. Behaviourists place much emphasis on mediate goals. These comprise the reduction of anxiety, feeling of hostility, undesirable habits, etc., on the negative side; and the increase of pleasure, acquisition of adaptive habits, understanding of self, etc., on the positive side. The immediate goal of counseling is to motivate a potential counsellee to make an appointment with a counselor and go through the counseling process till the mediate goals are realized. It is through the realization of mediate goals that the ultimate goals of 'self-understanding', 'selfrealization' and 'self-actualization' can be reached. The process of self-exploration is perhaps a kind of immediate goal which sets the counseling process in motion.

According to Rogers (1951), an important outcome of counseling is that the client feels less anxious about the possibility of achieving his goals. Rogers (1954) further holds that counseling produces a change in personality organization and behaviour, both of which are relatively permanent. Areas in which change is considered desirable are relations with other individuals, academic achievement, job satisfaction, etc. Desirable change may be understood as the bringing about of more positive responses to frustrating situations through adopting different attitudes towards other people as well as towards oneself.

Some of the major goals of counseling generally accepted by counselors are given below.

11.3.1 Achievement of Positive Mental Health

The need for mental health cannot be over-emphasized. It is identified as an important goal of counseling by some individuals who claim that when one reaches or secures positive mental, health, one learns to adjust and responds more positively to people and situations. Others hold that prevention of emotional tensions, anxieties, indecision and such other problems is also an important goal of counseling. They hold the view that counseling should lead to positive feelings of warmth and of being liked. Kell and Mueller (1962) hold that the "promotion and development of feelings of being liked, sharing with, and receiving and giving interaction rewards from other human beings is the legitimate goal of counseling".

Resolution of Problems

Another goal of counseling is the resolving of the problem brought to the counselor. This, in essence, is an outcome of the former goal and implies positive mental health. In behavioural terms three categories of behavioural goals can be identified, namely, altering maladaptive behaviour, learning the decision-making process and preventing problems (Krumboltz, 1966). Wolpe (1958) feels that the goal of counseling is to relieve the suffering and disability of the clients.

11.3.2 Improving Personal Effectiveness

Yet another goal of counseling is that of improving personal effectiveness. This is closely related to the preservation of good mental health and securing desirable behavioural change(s). Blocher (1966) defines an effective person as one who is able to commit himself to projects, investing time and energy and willing to take appropriate economic, psychological and physical risks. He is seen as having the competence to reorganize, define and solve problems. He is seen as reasonably consistent outside and within his typical role situation. He is seen as being able to think in different and original, that is, creative ways. Finally, he is able to control impulses and produce appropriate responses to frustration, hostility and ambiguity.

11.3.3 Counseling to Help Change

Blocher (1966) adds two other goals. The first, according to him, is that counseling should maximize individual freedom to choose and act within the conditions imposed by the environment. The other goal is that counseling should increase the effectiveness of the individual responses evolved by the environment. Tiedeman (1964) holds that the goal of counseling is to focus on the mechanism of change and that the counsellee should be helped in the process of 'becoming'—the change which pervades the period of adolescence through early adulthood during which the individual is assisted to actualize his potential. Shoben (1965) also views the goal of counseling as personal development.

11.3.4 Decision-Making as a Goal of Counseling

Some counselors hold the view that counseling should enable the counsellee to make decisions. It is through the process of making critical decisions that personal growth is fostered. Reaves and Reaves (1965) point out that "the primary objective of counseling is that of stimulating the individuals to evaluate, make, accept and act upon his choice". Counseling is to help individuals learn as to what is needed in choice making, by which is meant that the individual should learn to make decisions independently. It has been stressed more than once that it is not for the counselor to make decisions for his clients. If it were so, it would cease to be counseling. Decisions are always the counsellees' own, and they are responsible for themselves. In other words, the counsellees should know how and why they made the concerned decisions. In the process of decision-making, information may be required and the counselor should provide it or help obtain it. The information may have to be clarified, sorted out and analysed. The counselor should help in this such that the counsellee is able to make responsible decisions. Tyler (1961) also defines the goal of counseling as decision-making. The counselor has to help the counsellee utilize the resources—intra-personal and environmental—available and make decisions based on them to cope with life situations.

Sometimes the counsellees have goals which are vague and their implications are not fully appreciated. It is perhaps one of the primary functions of a counselor to help clarify a counsellee's goal. This is possible because of the counselor's background, professional training and rich experience. Often, underlying the seemingly confusing multiplicity of goals there is a common factor. Some of the goals reflect the subjective expectations of the counselors themselves. The different goals elucidated by counselors give the counsellees the choice of making free, informed and responsible decisions, being fully conscious of their own strengths, weaknesses, assets and liabilities.

11.3.5 Modification of Behaviour as a Goal

Behaviourally-oriented counselors stress the need for modification of behaviour, for example,

removal of undesirable behaviour or action or reduction of an irritating symptom such that the individual attains satisfaction and effectiveness. Growth-oriented counselors stress on the development of potentialities within the individual. Existentially-oriented counselors stress self-enhancement and self-fulfilment. Obviously the latter cannot be realized without first.

Principles of Counseling

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

1. Counseling is a process. It is necessary for the counselor to understand that counseling is a process and a slow process. Failure to understand this will result in annoyance and disappointment.
2. Counseling is for all. Especially in the school situation counseling is meant for all the students and not only for those who are facing problems or other exceptional students. As we have already discussed in the school situation Counseling is more developmental and preventive than remedial in nature.
3. Counseling is based on certain fundamental assumptions.
(*a*) every individual in this world is capable of taking responsibilities for him/herself.
(*b*) every individual has a right to choose his/her own path, based on the principles of democracy.
4. Counselor does not deprive the right of self-choice but simply facilitates choice. The counselor should give due respect to the individual and accept him/her as he/she is.
5. Counseling is not advice giving
6. Counseling is not thinking for the client, but thinking with the client. Counseling is for enabling the client to do judicious thinking.
7. Counseling is not problem solving. The counselor simply assist the person to find solution on his/her own.
8. Counseling is not interviewing but conversing with the client in order to help him/her develop self-understanding.
9. The counselor should determine individual differences and provide for them.
10. The counselor has to prepare the client to open to criticism including self-criticism.
11. The counselor acts as a facilitator or catalyst only. He creates an atmosphere which is permissive and non-threatening, through his warm and accepting relationship with the client which helps the client to explore himself/herself and understand himself/herself better.

Stages in Counseling Process/counseling skills

Stage I: The first stage is the awareness of need for help. Most individuals go about their day-to-day lives without much awareness of their situation and they appear to be none the worse for it. Inwardly they may be experiencing suffering, yet they may not seek help. Some individuals experience their problems either because of their severity or because someone close draws attention to the problems. Such individuals are potential clients. They seek psychological assistance because of feelings of distress. They lack the necessary competence and information to deal with them on their own.

Stage II: The second important stage in counseling consists of the development of relationship. This can be viewed as a bridge connecting the counsellee's personality with that of the counselor's, penetrating through the other defenses. The development of an emotionally warm and understanding relationship is the first step in the Counseling relationship. It is characterized by mutual liking, trust and respect. The counselor should be aware of the defense strategies likely to be exploited by the client. Usually the defense strategies fall under two basic kinds of manipulative devices: (1) the client may take a helpless attitude and get the counselor to do what he wants him to do, and (2) the counsellee may arouse sympathy and attention and avoid unpleasant tasks. By adopting either of these devices the client successfully wards off the Counseling relationship. He prevents it from breaking through his outer defenses. If, however, the counselor succeeds in establishing this bridge then he can establish optimal rapport which is sustained through the entire counseling process.

Stage III: The third step in counseling is to aid the expression of feelings and clarification of problems. In psychoanalytic terminology this is similar to 'catharsis'. In a sense, it is a ventilation of feelings and the client experiences a feeling of relief consequent to the release of tension. There is an awareness of relief from emotional stress obtained through the communication of problems. A client may often obtain a certain amount of courage in trying this technique with other feelings as well. In this process, previously tied up emotions are released and can be used constructively. But

this process has certain limitations. The client may obtain a false sense of the resolution of conflict—ventilating his feelings may relieve him of tension and he may very well mistake it for a state of resolution of tension.

section that the client may mistake ventilation of feelings for resolution of feelings. It is necessary that the counselor should not be content with a superficial view of the client's feelings. If therapeutic help is the objective, the counselor must try to explore the deeper feelings and conflicting situations which have not only to be brought to the surface but also satisfactorily resolved without damaging the individual's personality. This step, therefore, involves analysis.

Stage V: The preceding stage logically leads to the next stage, comprising the integration process. A proper appreciation of the feelings and underlying polarities can help diffuse emotional tension and the counselor can help the client see each feeling in its proper perspective without either unduly exhibiting fear or withdrawal or showing lack of concern. This stage, therefore, consists of working in close harmony with the client with due understanding regard and sympathy for the client's innermost feelings. In the course of such a process the counselor is able to synthesize and integrate counsellee potentialities, needs and aspirations and direct them towards appropriate goals.

Stage VI: The next stage, though not spelt out very clearly, is concerned with the time perspective. Clients usually are confused about their time perspective. They are not able to see the present as logically arising from the past or the present affecting the future. Naturally they appear baffled as they are unable to explain to themselves the 'how' and 'why' of things and usually come to grief.

Stage VII: This stage is one of developing the awareness of the counsellee. A number of counselors and psychotherapists stress the importance of helping the client gain insight into himself as well as insight into the world around him. This term, 'insight', is usually used synonymously with awareness. psychoanalytic therapy, for instance, aims at providing insight into one's conflicts, repressions and inhibitions and when once these are seen in their true perspective, they cease to be painful. London (1964) is not quite in favour of this view, namely, that symptoms disappear with self-knowledge, that is, when insight or awareness is obtained. He favours the behavioural approach which stresses the importance of action. However, there is no gainsaying the fact that the developing of awareness is of prime importance. Ellis (1962) uses the terms intellectual and emotional insights. An intellectual insight, that is, a rational understanding, is a prelude or necessary condition for emotional insight. For instance, a person experiences acute fear at the sight of a supposed snake. When he realizes that the object is not a snake but only a rope (intellectual insight) he sees the meaninglessness of his fear. In the psychotherapeutic process the importance of awareness cannot be over-emphasized. There is another sense in which awareness is used. It can refer to the awareness of goals—the direction in which the self is to reach out or move forward.

Beginning of counseling session (introduction) : As the patient enters the room, **greet** the person, call the person by name, welcome the client and make him/her comfortable. Introduce yourself if meeting for the first time and tell the person the purpose of the meeting (to understand the health problem and its best management). Encourage the counselee to talk about themselves.

I. Active attending or Listening : It is most important point in counseling because the details provided by the client are based on it. Active listening means listening carefully and paying attention to verbal as well as non verbal signals.

Provide in-depth information to relieve fears and worries of the client. Similarly, counselor's words, expression and posture/gesture (verbal/non verbal communication) indicate that attention is being paid to what is being said. By demonstrating an attending behaviour we enhance the client's self-respect, establish a safe atmosphere and facilitate free expression of thought by the counselee. Active listening includes reflection of feelings, questioning, paraphrasing and clarification.

Similarly, actions of the counselee communicate many unexpressed feeling. Some of these nonverbal activities are counselee entering the room, **Voice quality, Breathing, Eyes, Facial expressions, Leg movement & Body posture.**

• **Reflection of content and Feeling :** People respond differently to their illness. They may express their feelings as fear, anger, anxiety or sadness about disease. E.g. depression may be expressed as short temper, Irritable behavious, less interest in daily routine, inability to sleep, loss of weight and feeling of worthlessness and anxiety. Do not try to stop, let the person express their feelings, do not stop patient/ family members from crying. Do not take anger personally and try to stay calm.

The counselor must recognize such feelings in a direct, unemotional way. The focus is kept on the emotions of the client and his/her subjective experiences in coping with the situation.

Counselor reflects the contents and feeling of the other persons by responding back to the client and communicating a message though empathy, questioning or paraphrasing that conveys that counselor is listening and trying to understand counselee's circumstances.

• **Questioning :** Always try to use questions and establish communications so that both the problem and the solutions are clear. Asks questions in order to clarify the situation and make client aware of all the dimensions of the problem and help the clients to understand the core issue underlying his/her fears or concerns. Do not ask too many closed question (closed questions are those questions that can be answered by one word like yes/no). Ask open questions to make communication easier, encourage further discussion and facilitate building of trust and warmth in the relationships.

Use questions containing why with caution as it may easily sound judgmental. If you need to use 'why', use it in the middle of a sentence and not in the beginning of a sentence. • **Paraphrasing and clarification :** Paraphrasing is repetition of the jest of client's feelings by the counselor in their own words. For example, "You seem to be saying that you are afraid that your family is not going to take care of you". The clients might then agree with the interpretation. If not, the counselor can seek clarification by saying "will you please explain it with more details?" Utilizing this technique, the counselor attempts to give feed back to the client; the essence or content of what the client has just said and clarifies understanding of the client's world. Clarification helps the client to come to understand themselves better. When you ask the client to explain something in more details or in a different way; by doing this clients not only explore their own feelings further, but will also feel that you are trying hard to understand their situation. In the process, counselors also tell the client about the scientific facts not known to them.

II. Interpretation : Often people avoid focusing on the real problem and talk around the issue. Interpretation goes beyond what is explicitly expressed by the feelings and implied meanings of the client's statement. Even client is unaware of this. Counselor *redefines* the problem from a different point of view to bring out more clarity to the problem and make client aware to the core problem. The counselor also helps client to establish what is relevant, emphasising the important points – for example, "Of all the things you talked about today, it seems to me you are most concerned about...."

III. Repeating : At times of stress and crisis, clients are in a state of denial or feeling overwhelmed. They may not always understand everything they are told. As a counselor, do not hesitate and repeat salient points of the discussion, statements of support or necessary facts. It ensures that the clients clearly understand the problem and requisite action. Client would usually convey that they understand and accept the information.

IV. Summarizing : Many people who are stunned by news of the disease may respond by talking quickly and trying to provide more details or ask more questions; than counselor c a n absorb or comprehend. It is then helpful for the counselor to interrupt at times and summarize what has been said. This is like paraphrasing and helps to ensure that each understands the other correctly. Summarizing towards the end of the Counseling provides guidance and direction to both counselor and counselee; to deal with practical matters of the problem and decide plan of action. A summary resembles a combination of reflection of feeling and paraphrasing over a longer period of time. At the end of each session, the counselor should summarize the salient points of the discussion, highlight decisions which have been made and need to be acted on.

V. Confrontation : Many a time's clients are so much preoccupied with their fears that cannot see the connection between their behaviour and the responses of the others. Confrontation involves a direct examination of incongruities and discrepancies in the client's thinking, feeling and/or behaviour. The counselor tells the client that how their thoughts affect their action and behaviour, which in turn affect the behaviour of others towards them. E.g. Because of fear of discrimination, people withdraw themselves and do not speak to friends and relatives. Friends and relatives in turn also respond by not talking to them. Establishment of strong relationship and rapport is essential before commenting on such issues. It is a highly intrusive skill hence timing is very important and advice on confrontation must be delivered in an atmosphere of warmth, care and concern.

VI. Respecting : As a counselor, try to appreciate that people see their problems in unique personal ways determined by culture, social class and personality. Respect client's views and beliefs and build on them. Show respect, for instance, by asking a client to explain different aspects of the culture or personal beliefs that are strange to you; for example, "you feel strongly about this. I don't know about it. Tell me more about it".

VII. Structuring or Prioritization : Structuring means helping the client to see relationship between facts and feelings. It helps clients to determine the important aspects of their concern that needs immediate attention and other less important aspects that can be put off until later. It is essential part of planning and probably one of the most critical skills in counseling.

VIII. Deciding Plan of action : Based on the scientific knowledge and, socio-economic aspect of the client, help the client to explore all the possible solution for the prioritised aspect and choose the most relevant option for action. Encourage client to take their own decision and act accordingly.

IX. Concluding a counseling session: While ending the session summarize the salient points and decision taken, congratulate client for their efforts, wish them luck and fix next visit.

c) EVALUATING GUIDANCE PROGRAMME WITH SPECIAL REFERENCE TO COUNSELLING.

The home and the family comprise the most important and informal agencies of education. The family serves as the primary model for personality development. The family is considered by several authorities as an extension of the individual personality. Therefore, it is rightly held that "family systems of behaviour become individual systems of personality".

• Family group consultation is a method of counseling that begins with an analysis of the selfdefining
processes in each one of the four families in the group. This method was introduced by Counseling Centre, for Adults and the Medical School, Psychiatric Division of the Oregon State System of Higher Education in the 1960s.

• Family counseling is concerned with the family system and changes that can be made in that system.

• In clinical work with individual patients it became increasingly obvious that there was more to the problem than what the patient was apparently reporting. The fact that the relationship between the patient and his family is of importance was recognized a long time ago. It was seen that communication between the individual and the rest of the members in a family was in most cases muffled and barriers seemed to be erected.

• The family is the primary group of society. Its characteristic feature is the affective bonds among the members in the family and a concern for each other. Counseling cannot afford to ignore such an important aspect of human life. Family relations are broadly of two types–the parent-child relations and the husband-wife relations. When the members of the family are disunited, tension, distress and misery are the natural outcomes.

• Most problem children are products of problem homes. The disturbing features in a home affect the harmonious development of the children. The incalculable harm which parents do to their children is usually not grasped by most parents. Parent counseling is aimed at helping parents become sensitive to the possible adverse effect of their behaviour on their children.

• Parent-teacher meetings are becoming more common in schools. A parent may visit a teacher at the latter's request or a parent may want to know why his/her child has not done well in a particular subject handled by the teacher or ask the teacher for an explanation regarding a punishment to pupil.

• Parents understandably are indulgent and so they see their children in a different light. On the other hand, for the teacher, the child of a particular parent is one of the several hundred pupils he may be seeing daily.

• Some parents have difficulty in expressing themselves. A parent may be reluctant to talk. The counselor has to first establish a warm relationship to open up lines of free communication by talking about the positive aspects.
• In most PTA meetings, group sessions can be organized to use the group approach to resolve problems.

Delinquency is a symptom of emotional immaturity leading to socially unacceptable or reprehensible behaviour of the youth. Delinquency is one of the most common problems reported among the post-puberty or early adolescent children. One of the common symptoms of delinquency is truancy. Delinquents commit petty offences like thieving, shoplifting, and so on.
• Counseling, we have observed earlier, is help voluntarily sought by the client. But this is not always the case. Occasionally counselors have to work with clients who are reluctant to discuss matters with the counselor. Such clients can be identified in different situations like the school, home and work situations. Reluctant clients are usually those who are the referral cases.
• Counselors also sometimes become highly anxious and feel inadequate when dealing with non-communicative clients.
• Marriage counseling is indeed a very wide field and has three important areas, namely, premarital
counseling, counseling for better marital harmony and counseling to eliminate or
forestall a marriage from breaking up.
• A crisis in marriage relationships could arise from the intrusion of a third party. If this third party has affective relationships, it could cause an emotional turmoil leading to a crisis. Another factor that could pose a threat to a marriage is the change in the family structure. A third source of crisis could be illness in the family. Another source of tension could result from strong likes and dislikes and a difference in beliefs and life styles of the couple which have recently emerged owing to some extraneous factor(s).
• In recent times, studies have revealed that marital counseling has come to be a continuous process with its beginnings in the day of courtship, its course progressing through marriage to times of stress prior to the parting of ways.
• The second aspect of matrimony concerns compatibility. Can incompatibilities sustain a marriage
for long? The parties to the marriage should have similar attitudes, interests, cultures, likes, value systems and so on. A fundamental aspect of compatibility is age. People of different ages will not have similar interests. Age is also important from the viewpoint of sex gratification.
• Premarital counseling concerns the very important stage of choosing a mate. This basically involves the coming together of two individuals who may be known to each other from their childhood or who may be related in one way or another to each other or who may be acquaintances or who may be in close contact in day-to-day life as coworkers, class fellows, etc.
• Marital problems result in stresses and strains owing to lack of communication or faulty communication. Misinformation breeds misunderstandings and tends to create an information vacuum.
• The socio-economic factors that make or mar a happy marriage concern finances, social life, religious and othe values.

• Finances—Finance
• Social life
• Relatives and dependants
• Occupational demands
• In structuring the situation the counselor is concerned with the mechanics of the situation. Structuring is usually concerned with the timing of the counseling sessions, their duration, a definition or at least an indication of the client' responsibility, etc.
• Marital counseling, like any other counseling, is strictly voluntary. Clients seek assistance on their own and the counselor offers assistance only when it is sought for by the clients.

As counseling is a professional service and has an ethical code, it respects the confidences of the clients. The counselor has to secure the trust of the client and establish a healthy rapport.
• In the late sixties a populist and vocal women's liberation movement made its appearance. Marriage is no longer the only option for every woman. Some women deliberately opt out of matrimony or choose to bear no children and become careerists. The modern woman is in a world of transition with no specific traditions or conventions to guide her.
• Counseling is a dynamic process and the success or otherwise squarely depends on the nature of the relationship. Counseling, *ipso facto* implies rapport. It is a friendly relationship of mutual trust and confidence which underlies the establishment of a bond between the counselor and the counsellee. Rapport enables the counsellee(s) to react spontaneously, warmly and sympathetically. This emotional bridge between the counselor and counsellee(s) is basic to and pervades all therapeutic relations.
• The counsellees have, by and large, limited experiences in dealing with professional1s. They are usually not able to understand the role they need to play. In such contexts the counselor should structure or define the role of the clients (counsellees) and help them understand what is required of them.
• The counsellee's opposition to the goals of counseling is referred to as resistance. It manifests itself in a variety of ways such as serf-devaluation, intellectualization and even overt hostility. The counselor may be unfamiliar witn the nuances of the cultures of the weaker sections and assess their behaviour as an instance or just another effect of social and economic deprivation.
• An individual's reaction to a person in the present in a manner similar to the way he has reacted to another person in the past is called transference.
• Transferences a counsellee reaction to the counselor in a manner he reacted to some other person in the past. It is transferring of the counsellee's feelings towards another person to the counselor.
• Language is part of an individual's culture or sub-culture. Inability to comprehend language results in failure to understand the client.
• Self-disclosure
• This is the willingness to let another person know about what one thinks or feels or wants.
• Self-hatred
• Socially and economically weaker individuals sometimes tend not only to despise their groups, but also hate themselves for being members of this group.
• Personalism
Another stubborn counseling barrier often experienced is personalism. It suggests that individuals are more interested in their consideration for people than for procedures.

• Listening
• Sympathetic listening is the heart of the counseling process. It is often fallaciously considered a passive activity.
• Modesty
• Modesty, usually considered a desirable quality, is not quite useful in counseling, especially when the counsellee is too modest.
• In order to achieve the goals of counseling, the counselor must be able to relate to and to communicate with his client. The counselor must be able to determine the client's state of existence.
• Determining preventive and corrective measures is quite difficult and applying them to socially disadvantaged clients is not easy.

UNIT-II UNDERSTANDING GUIDANCE AND COUNSELLING

A) GROUP GUIDANCE: MEANING, OBJECTIVES, ADVANTAGES AND LIMITATIONS OF GROUP GUIDANCE.

Meaning of Group Guidance

Group guidane is an integral part of the guidance programme. The most important objectives in the

guidance process are to help the individual achieve self-direction, self-knowledge and self-realisation.

These cannot be achieved in a cultural vacuum. Many experiences must take place in a group setting, since it is the only way they can be learned realistically.

Group guidance is a relationship in which the guidance worker attemps to assist a number of students to attain for themselves satisfactory development or adjustment to their individual or collective life situations. It occurs in a setting in which one or more guidance workers encounter students as a group.

Groups are best suited for discussing educational and vocational plans, views relating to adjustment

to school and social situations, opinions relating to choice of options, and choosing a career, economic

constraints, occupational prospects and personality adjustment problems.

Concept

When more than one individuals are put together in a group for educational, vocational or personal

guidance, the situation thus created is known as the situation of group guidance or group counseling.

It is guidance through group activities. The group is formed on the basis of common problem of the

members. For example, if information about various courses or information about various vocations

is to be imparted it may be done in a group, as this may be the need of all the individuals in the

group. Similarly, if some individuals have common personal problems such as negative self-concepts

or no problem but the need for developing good social relationships or need for developing, skill in

group living in all the members group guidance.

There are two types of group guidance— (*i*) *orientational*, and (*ii*) *therapedic*. Orientational kind of

group guidance concentrates on orienting pupils to new environment, new courses or new programmes. Telling the pupils about admission procedures and requirements of admission in various schools and colleges also constitute an activity of orientation type of group guidance. Orientation is necessary whenever pupils enter a new institution than at other stages. The *orientation*

programmes of group guidance serve, according to *Bennett* (1963) the following purposes :

(1) To acquaint the new comers with the new institution, its philosophy, rules and regulations, etc., so that they may adjust adequately and live a happy group life.

(2) To guide the new comers to reconsider their goals and purposes in relation to their increased self-knowledge and newly available opportunities.

(3) To help the new comers to improve their skills in making desirable adjustments.

(4) To inspire the new comers to make their own contributions to the new school home.

(5) To help the new comers to broaden and deepen their perspective in life and plan more intelligently for the future.

(6) To provide opportunities for the teachers and students to become acquainted with the new comers to become aware of their potentialities.

Aim of Group Guidance

Kitch and *Mc Creasy* have listed the following objectives of group guidance :

(1) To assist in the identification of common problem.

(2) To provide information useful in the solution of adjustment problem.

(3) To provide opportunities for experiences that promote self-understanding.

(4) To lay the foundation of individual counseling.

Method of Group Guidance

At different levels of education different kinds of group activities are organized. A stagewise discussion is presented as follows :

At the elementary stage orientation programmes can be organized before admission of students and

after admission. Before admission of students the programmer should, as described by Bennett consist in explaining to the parents what the school stands for, what kinds of activitise of organizes,

and so on. It is, in fact, orientation of parents which aims at seeking the goodwill and cooperation of the parents, jointly planning of ways in which children are helped to adjust to the new school environment. It aims at discussing ways and means of happy transfer of children from home to the

school. Post-admission orientation is meant for students in which efforts are made to acquaint the

pupils with new surroundings, to make them feel at one and to help them in making social adjustment.

The orientation of parents and the pupils is done through group conferences. The teacher in the classroom also performs the function of a group guidance worker. The teacher in the classroom also

performs the function of a group guidance worker. He has to adopt as reommonded by *Barry* and *Wolf* (1957), development viewpoint.

At the secondary stage much of the group guidance work has to be done as part of classroom activities by the teachers. If the teachers are properly oriented they can contribute much through classroom activities to develop realistic self-concepts, to recognise and deal with students strengths

and weaknesses effectively and intelligently, to recognising and understanding emotional responses

and learning how to deal with them and face some of the problems and processes of social development and to learn how to get along better with peers, adult and younger people,They may also be assisted in learn good study habits and skills and to discover and gain some perspectives of

the educational and vocational possibilities. Various aspects of the curriculum afford rich possibilities

of instruction in occupational opportunities and vocational planning and adjustment. If the schools

has the "house system" or "home room", the teacher can assist the pupils through house activities in realizing 'their potentialities, planning for jobs, giving experience in citizenship and becoming more skilled in dealing with their teachers, peers and friends.

Besides teachers the counselor can supplement the work of the teacher by organizing special group

activities such as class talks, career conferences, field trips, etc. He can teach occupational information

courses, particularly at the delta and the school leaving stages. Occupational information is necessary

not only when the students make vocational.

Group guidance activities may be of either longitudinal nautre or of cross-sectional nature. In case

of longitude activities the process extends over a long period with a view to develop a comprehensive

awareness of various aspects of the world of work concerne with long range vocational and educational planning. Cross-sectional group guidance work is concerned with a group at a particular

time focusing mainly on evaluative and diagnostic programmes. It becomes more important when

the realistic understanding of the world of work is called for, when individuals are about to enter their life work. The longitudinal group guidance aims at developmental while cross-sectional group

guidance focuses on bringing about adjustment.

Cross-sectional group guidance activities, generaly, take the form of group counseling or multiple

counseling, their objective being to bring about a change in the attitudes of the individuals and to help them in making better and stable adjustments. The aims and objectives of group counseling are

similar to those of individual counseling. It is terapeutic in nature. In group counseling individuals

develop understanding and learn adjustment by way of their interaction with each other and with the counselor. Individuals having similar problems discuss their problems. with each other and this

develops better insight into the problem. There are, according to *Super* (1960), four forms of group

counseling or therapy : (1) cathartic supportive, (2) non-directive, (3) group development therapy,

and (4) interpretive group therapy. Cathartic-supportive counseling is an attempt on leading the members of the group to confession to the group. Through confession and frank discussion much of

the tension is released. Non-directive group counseling is the same as Roger's technique of counseling.

It is discussed in detail in another chapter. The group development therapy is based on group interaction the basic principle being understanding for their behaviour and problems, developing insight and modifying behaviours as a result of interaction and discussion with each other. In case

of interpretative therapy the counselor through his own interprotations of the reactions of group members brings about a change in the attitudes of the individuals. This is said to be in most effective

form of group counseling.

But, group guidance, programmes in the educational and vocational setting are largely of orientation

type. Situations of counseling or therapeutic nature are rare. Super (1960) holds that group development counseling is applicable only at the post-college level.

Advantages

1. It is both economical and efficient:
Through meetings with a group of students, the Counselling Liaison officer can convey information in much less time than if he gives the same information to each student individually.

The time thus saved can be utilised for the more difficult and complex problems of the students. Also, it is economical to collect general background information about the students and their problems in a group, more specific information about the student can be collected individually

2. It aids the normal student:
As colleges and universities are organised today, counselling will continue to be largely remedial and deal with problems after they have arisen.

No matter how well planned the counselling programme is, there is need for group guidance for the normal student to give him information and the direction that he needs and wants. With such assistance, he can go on from there to manage his own affairs better.

3. It helps in having more contacts with students:
The Counselling Liaison officer can have many more contacts with a large number of students through group guidance.

During these contacts, he observes each student's behaviour in the group situation and thus increases his knowledge of that student.

4. It offers students the opportunity to discuss common problems:
Under expert leadership, students within a group can determine what their common problems are.

They can then work toward general agreement as to the best ways to solve them.

5. It helps improve student's attitudes and behaviour:
Group discussion provides opportunities for free exchange of opinions and realistic analysis of attitudes.

All these can help the participants, of the group to achieve better and balanced judgments and more desirable behaviour.

6. It focuses collective judgement on problems that are common to the group:
Students are often willing to discuss in group problems that they are unwilling to discuss in individual interviews.

It gives them an opportunity to express their anxieties and relieve their pent up feelings. Group suggestions may help them resolve their problems.

7. It provides an admirable opportunity to the guidance workers to observe each student as he reacts in a group situation and to know some elements of his personality not revealed in any other way. This helps in the thorough understanding of the student.
8. It helps in the development of wholesome and helpful awareness of unrecognised needs and problems of the students. This lays the foundation, develops the need and prepares the way for individual counselling.

Summary

Aim of Group Guidance: Kitch and Mc Creasy have listed the following objectives of group guidance:
(1) To assist in the identification of common problem.
(2) To provide information useful in the solution of adjustment problem.

(3) To provide opportunities for experiences that promote self-understanding.
(4) To lay the foundation of individual counseling.
• At different levels of education different kinds of group activities are organized. A stagewise discussion is presented as follows :
• At the elementary stage orientation programmes can be organized before admission of students and after admission.
• At the secondary stage much of the group guidance work has to be done as part of classroom activities by the teachers. If the teachers are properly oriented they can contribute much through classroom activities to develop realistic self-concepts, to recognise and deal with students strengths and weaknesses effectively and intelligently, to recognising and understanding emotional responses and learning how to deal with them and face some of the problems.
• Group guidance activities may be of either longitudinal nautre or of cross-sectional nature. In case of longitude activities the process extends over a long period with a view to develop a comprehensive awareness of various aspects of the world of work concerne with long range vocational and educational planning.
• Cross-sectional group guidance activities, generaly, take the form of group counseling or multiple counseling, their objective being to bring about a change in the attitudes of the individuals and to help them in making better and stable adjustments. The aims and objectives
     of group counseling are similar to those of individual counseling.

QUESTIONS

1. Discuss the methods of group guidance.
2. What do you mean by group guidance ?
3. Give the aims of group guidance.
4. What are the methods of group guidance ?

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b) Group Guidance Techniques: Class Talk, Career Talk, Orientation Talk, Group Discussion, Career Conference, Career Corner, Bulletin Board, Role Playing.

c) Recent trends in Guidance and Counselling.

1. people mind set is changing nw.from narrow to broader
2. awareness regarding guidance concepts

3. increase in complexities arises need of guidance

4. changing culture,values

5. developing new tools and tests

6.   research work

7. use of information trchnology

8. establishment of guidance beurea

9. new teaching aids

10. globalisation

11. development of vocational courses

12. changing method of teaching

UNIT-III THEORIES/ THERAPIES OF COUNSELLING

a) Behaviouristic

Behavioural therapy is an action-based therapy that looks to foster positive behaviour change. Other therapies such as psychoanalytic therapy tend to be more focused on insight and delving into the past. In behavioural therapy, the past is still important as it often reveals where and when the unwanted behaviour was learned, however it looks more so at present behaviour and ways in which it can be rectified.

The premise behind behavioural therapy is that behaviour can be both learned and un-learned. The goal is to help the individual learn new, positive behaviours which will minimise or eliminate the issue. There are various ways this can be done depending on the problem itself. The main disciplines of behavioural therapy are:

- **Applied behaviour analysis** – Where behaviour change is instigated using operant and/or classical conditioning and positive reinforcement.
- **Cognitive behaviour therapy** – An integrative therapy that combines elements of behavioural therapy with cognitive therapy.
- **Social learning theory** – A theory that revolves around the nature of imitation and learning.

Principles of behavioural therapy

There are two key principles that form the foundations of behavioural therapy - classical conditioning and operant conditioning.

Classical conditioning
Behavioural therapy that is based on classical conditioning uses a number of techniques to bring about behaviour change. Originally this type of therapy was known as behaviour modification, but these days it is usually referred to as applied behaviour analysis. The various methods of changing behaviour include:

Flooding

Flooding is a process generally used for those with phobias and anxiety and involves exposing the individual to objects/situations they are afraid of in an intense and fast manner. An example of this would be exposing a person who is afraid of dogs to a dog for an extended period of time. The longer this continues with nothing bad happening, the less fearful the person becomes.

The idea is that the person cannot escape the object/situation during the process and therefore must confront their fear head on. Obviously this method can be disconcerting and may only be suitable for certain situations.

Systematic desensitisation

This technique works on a similar premise to flooding, however it is more gradual. The therapist would begin by asking the individual to write a list of fears they have. Once this list is written, the therapist will teach relaxation techniques for the individual to use while thinking about the list of fears. Working their way up from the least fear-inducing item to the most fear-inducing item - the therapist will help the individual confront their fears in a relaxed state.

An example of this would be a person who is afraid of small spaces. They may start by thinking about a small space or looking at an image of a small space while utilising relaxation techniques, and work their way up to being in a small space. This pairing of the fear-inducing item and newly learned relaxation behaviour aims to eliminate the phobia or anxiety.

Aversion therapy

This process pairs undesirable behaviour with some form of aversive stimulus with the aim of reducing unwanted behaviour. An example of how this is commonly used is when an alcoholic is prescribed a certain drug that induces nausea, anxiety and headaches when combined with alcohol. This means every time the person drinks, they get negative side effects. This hopes to put off that person from drinking to help them overcome their addiction.

Operant conditioning
Operant conditioning uses techniques such as positive reinforcement, punishment and modelling to help alter behaviour. The following strategies may be used within this type of therapy:

Token economies

This strategy relies on positive reinforcement - offering individuals 'tokens' that can be exchanged for privileges or desired items when positive behaviour is exhibited. This is a common tactic used by parents and teachers to help improve the behaviour of children.

Contingency management

A more formal approach, contingency management involves a written contract between the therapist and individual that outlines goals, rewards and penalties. For some, having this kind of clear agreement helps to change behaviour and add a sense of accountability.

Modelling

Modelling involves learning through observation and imitation of others. Having a positive role model can give individuals something to aim for, allowing them to change their behaviour to match their role model's. This role model may be the therapist or someone the individual already knows.

Extinction

Extinction works by removing any type of reinforcement to behaviour. An example of this would be a disruptive child who is given a time-out or told to sit on the 'naughty step'. By removing them from the situation (and associated attention) the behaviour should stop. This premise can be carried across to adults too - however the 'naughty step' will probably be given a different name.

Behavioural therapy for mental health issues
Behavioural therapy works best for mental health conditions that cause unwanted behaviour. Examples of this would be addiction, anxiety, phobias and OCD. In some cases behavioural therapy works well alone, however many find integrative therapies (like cognitive behavioural therapy) to be more appropriate.

BEHAVIORISTIC APPROACH
a)Introduction
Education should be organized in view of the psychology students. Educational courses and opportunities are provided according to the abilities scholastic aptitude for optimum development of students. In counseling include so many theories. Behaviorist theory is more importance in counseling. Counseling theory cannot delink from theories of learning as the goal of counseling happens to be to modify the counselee's behavior. The two theories in common practice today;
1. The S-R Theory
2. The Perceptual Theory
b)The S-R Theory
The S-R theory says that behaviors of the people is the result of the forces existed upon them, that is a direct out growth of the stimuli to which people are subjected, outgrowth of forces that operate upon them at a particular time. If this is the case, then counseling, that is modification of behavior in a matter of the manipulation of the forces exerted upon people. Behavioral therapy is the method of counseling human behavior.
Skinner's theory runs like this: " It a tasty bit of food falls into a skinner box after a pigeon

pocks a button or a rat presses a bar, the pigeon or the rat is likely to pock or press again behavior is affected by its consequences". Reinforcement in changing the behavior of persons who suffered from various behavioral disturbances as single individuals and also as small groups. This was a very significant achievement in the field of behavioral modification. Behavior therapy, as described by Good all was a "mid century out growth of classical conditioning experimentation and learning theories of Clark Hull, the psychologist". "Predominantly one to one, therapist-client relationship; scheduled sessions in the therapists' office or clinic, fees paid by clients". Behavior therapy assumes that a behavior or emotion this interferes with effective living is not necessarily the result of some inner problem that has to be worked out in therapy. Proximations to approach in behavior therapy is that of shaping approximation to appropriate responding through careful schedules of reinforcement. This is used to when responses are needed but they are not present.

Thousands of parents have learned to use ABA through short term work shops and courses. They use for this purpose all kinds of methods and techniques such as tokens, shaping, modeling, desensitization's or any other behavioral technique which may be found effective in practice. The ABA therapists claim a big success in changing a man.

c)Behavioral Therapy of Joseph Wolpe

Pavlov's theory influenced to Wolpe. He develops the Behavioral therapy. He used anxiety as his core concept. If something makes a person anxious while meeting other persons, the feeling of meeting others gets attached to feeling of anxiety which he tries to avoid and, in course of time, develops 'shyness' or 'reservedness' or 'feeling of inferiority'. Hence he argues, the approach to are should be to reintroduce the person, gradually to the thought of being anxious while meeting others. To achieve this person is brought to counseling interview through which he is first made to give a detailed account of everything related to the problem.

Wolpe suggested the use of assertive training in case of highly unexpressive persons that is persons who would express their emotions even though suffering from great anxiety. He also suggested the use of aversive therapy in which case some unpleasant sensation is induced in the person every time he indulges in undesirable behavior.

d)Dallard and Milles's Behavioral Psychoanalysis

"Man is essentially a product of learning, particularly emphasizing the principle of reinforcement."

Thus method of counseling and therapy runs as follows:

1. Talking phase
2. Performance phase

1. Talking phase

During this phase efforts are made to examine, identify and analyze the undesirable habit pattern of behaviors by talking to the person as much as possible.

2. Performance phase

During which efforts are made to make the client learn desirable behaviors by making them more rewarding.

e)Perceptual Theories of Learning

Perceptual theories of learning assert that human behavior is a product of perception. According to perceptual theorists learning is not simply a matter of motivation, repetitions, presentation, stimulation, conditioning etc… although all these play their roles in the process

of learning. A piece of information affects human behavior to the extent to which the individual discovers its personal meaning.

Seven factors on which an individual's perception depends for discovery of meaning. These are as follows:

1. Physical nature of human organism
2. Length of time he has lived
3. The opportunities he has had in the past to perceive
4. The goals and values the individual holds. People perceive what they value.
5. The operation of his current needs. People perceive what they need to perceive.
6. The Self-Concept
7. The experience of threat. Threat his dress in perception.

f)Behavior Therapy

Aimed at modification of maladaptive outward behavior. Based on the learning theories of psychology and depends on the principle that learned behavior can be unlearned.

These psychological methods are most important and effective tools available for the treatment of psychoneuroses personality disorders, drugs addictions and alcoholism and behavior disturbances of child hood. They are also useful as supportive ancillary methods are the treatment of psychoses and psychosomatic diseases.

b) Rational Emotive

Rational Emotive Behavior Therapy was first called Rational Therapy, later Rational Emotive Therapy, then changed to Rational Emotive Behavior Therapy. It was first introduced in 1955 by Dr. Albert Ellis who had become increasing frustrated with the ineffectiveness of psychotherapy. Ellis drew from his knowledge of philosophy and psychology to devise a method which he believed was more directive, efficient, and effective.

Understanding Rational Emotive Behavior Therapy

Rational Emotive Behavior Therapy's (REBT) central premise is that events alone do not cause a person to feel depressed, enraged, or highly anxious. Rather, it is one's beliefs about the events which contributes to unhealthy feelings and self defeating behaviors.

Rational Emotive Behavior Therapy teaches the client to identify, evaluate, dispute, and act against his or her irrational self- defeating beliefs, thus helping the client to not only feel better but to get better.

Rational Emotive Behavior Therapy is an active-directive, solution-oriented therapy which focuses on resolving emotional, cognitive and behavioral problems in clients. Rational Emotive Behavior Therapy is one of the first forms of Cognitive Behavior Therapy and was first expounded by Ellis in 1953. Fundamental to Rational Emotive Behavior Therapy) is the concept that emotional suffering results primarily, though not completely, from our evaluations of a negative event, not solely by the events themselves. In other words, human beings on the basis of their belief system actively, though not always consciously, disturb themselves, and

even disturb themselves about their disturbances.

The Rational Emotive Behavior Therapy framework assumes that humans have both rational and irrational tendencies. Irrational thought/images prevent goal attainment, lead to inner conflict, lead to more conflict with others and poor mental health. Rational thought/images lead to goal attainment and more inner harmony. In other words rational beliefs reduce conflicts with others and improved health.

REBT claims that irrational and self-defeating thinking, emoting and behaving are correlated with emotional difficulties such as self-blame, jealousy, guilt, Low Frustration Tolerance, depression, and anxiety. This is a view shared with some other well-known therapies, such as Re-evaluation Counseling and Person-centred counseling - as these both arose in the mid-50s, Ellis is thought to have had an influence on them. REBT is an educational and active-directive process in which the therapist teaches the client how to identify irrational and self-defeating tendencies which in nature are unrealistic, illogical and absolutist, and then to forcefully and emotionally dispute them, and replace them with more rational and self-helping ones. By using different methods and activities, the client, together with help from the therapist and in homework exercises, can gain a more rational, logical and constructive rational way of thinking, emoting and behaving.

One of main objectives in Rational Emotive Behavior Therapy is to show the client that whenever unpleasant activating events occur in people's lives, they have a choice of making themselves feel healthily and self-helpingly sorry, disappointed, frustrated, and annoyed, or making themselves feel unhealthily and self-defeatingly horrified, terrified, panicked, depressed, self-hating, and self-pitying.

One of the main pillars of Rational Emotive Behavior Therapy is that irrational patterns of thinking, feeling and behaving are the cause of much human disturbance, including depression and anxiety. Rational Emotive Behavior Therapy teaches that turning flexible preferences and wishes into grandiose absolutistic demands and commands will cause disturbances. Albert Ellis has suggested three core beliefs that cause disturbances (Ellis, 2003):

"I must be thoroughly competent, adequate, achieving, and lovable at all times, or else I am an incompetent worthless person." This belief usually leads to feelings of anxiety, panic, depression, despair, and worthlessness.

"Other significant people in my life, must treat me kindly and fairly at all times, or else I can't stand it, and they are bad, rotten, and evil persons who should be severely blamed, damned, and vindictively punished for their horrible treatment of me." *:This leads to feelings of anger, rage, fury, and vindictiveness and lead to actions like fights, feuds, wars, genocide, and ultimately, an atomic holocaust."

"Things and conditions absolutely must be the way I want them to be and must never be too difficult or frustrating. Otherwise, life is awful, terrible, horrible, catastrophic and unbearable."

This leads to low-frustration tolerance, self-pity, anger, depression, and to behaviors such as procrastination, avoidance, and inaction. Rational Emotive Behavior Therapy then holds that an irrational belief system has strong tendencies to the following self-defeating components: Demands (or as Ellis calls musturbation), Awfulizing, Low Frustration Tolerance, People Rating, and Overgeneralizing.

It is therefore the evaluative belief system, based on core philosophies, that is likely to create unrealistic, arbitrary, and crooked inferences and distortions in thinking. REBT therefore first teaches that when people in an unsensible way overuse absolutistic and rigid "shoulds", "musts", and "oughts", they will very likely disturb themselves. Essential to Rational Emotive Behavior Therapy is that most "isms" and dogmas are, by nature, unhealthy and self-defeating, and that absolutistic ways of thinking will, in most cases, create unnecessary disturbances. These inflexible philosophies are, therefore, better replaced with more flexible, un-dogmatic and self-helping attitudes. The healthy alternative to demandingness is therefore unconditional acceptance of humans -- not their behavior, but that which cannot be changed -- and rigorous, effortful problem solving.

Disturbed evaluations occur through overgeneralization, wherein one exaggerates and globalizes events or traits, usually unwanted events or traits or behaviors, out of context, while almost always ignoring the positive events or traits or behaviors. For example, awfulizing is mental magnification of the importance of an unwanted situation to a catastrophe, elevating the rating of something from bad to worse than it should be, to beyond totally bad, to intolerable, to a holocaust. The same exaggeration and overgeneralizing occurs with human rating, wherein humans come to be defined by their flaws or misdeeds: the person is bad based on bad behavior or bad traits. Frustration intolerance occurs when one sees that tasks are more difficult, tedious, or boring than one wants, but exaggerates the badness of this to something that is wrongly too hard, too much, not as easy as it should be or beyond what one can stand.

Many of these self-defeating beliefs are both innately biological and indoctrinated in early life and might grow stronger as a person continually revisits them. By emotive, cognitive and behavioral methods the client learns to replace the absolutistic and dogmatic musts with flexible and non-rigid preferences, which are likely to cause more healthy and constructive emotions and behavior. The Rational Emotive Behavior therapist strongly believes in a rigorous application of the rules of logic, straight thinking, and of scientific method to everyday life (Ellis, 2003).

REBT points out that irrational beliefs will often be obvious in how people talk to themselves. The therapist asking, "What are you telling yourself about...?" will usually reveal both irrational inferences, and, by closer examination, demands and exaggerated evaluations. The therapist is most interested in finding core-beliefs and deep-rooted philosophical evaluations. These are usually the automatic causes of negative inferences and higher level evaluative thoughts.

REBT teaches that:

Unconditional self-acceptance, other-acceptance and life-acceptance is of prime importance in

achieving mental wellness.

People and the world are fallible and that people better accept themselves, life's hassles and unfairnesses and others "as is".

They consider themselves valuable just as a result of being alive and kicking; and are better off not to measure their "self" or their "being" and give themselves any global rating, because all humans are far too complex to rate, and do both good and bad deeds and have both, not either-or, good and bad attributes and traits.

REBT holds that ideas and feelings about self-worth are largely definitional and are not empirically confirmable or falsifiable (Ellis, 2003).

The main purpose of REBT is to help clients to replace absolutist philosophies, full of 'musts' and 'shoulds', with more flexible ones; part of this includes learning to accept that all human beings (including themselves) are fallible and learning to increase their tolerance for frustration while aiming to achieve their goals. Although emphasizing the same 'core conditions' as person-centred counselling — namely, empathy, unconditional positive regard, and counsellor genuineness — in the counselling relationship, REBT views these conditions as neither necessary nor sufficient for therapeutic change to occur.

The basic process of change which REBT attempts to foster begins with the client acknowledging the existence of a problem and identifying any 'meta-disturbances' about that problem (i.e., problems about the problem, such as feeling guilty about being depressed). The client then identifies the underlying irrational belief which caused the original problem and comes to understand both why it is irrational and why a rational alternative would be preferable. The client challenges their irrational belief and employs a variety of cognitive, behavioural, emotive and imagery techniques to strengthen their conviction in a rational alternative. (For example, rational emotive imagery, or REI, helps clients practice changing unhealthy negative emotions into healthy ones at (C) while imagining the negative event at (A), as a way of changing their underlying philosophy at (B); this is designed to help clients move from an intellectual insight about which of their beliefs are rational and which irrational to a stronger 'gut' instinct about the same.) They identify impediments to progress and overcome them, and they work continuously to consolidate their gains and to prevent relapse.

To further this process, REBT advocates 'selective eclecticism', which means that REBT counsellors are encouraged to make use of techniques from other approaches, while still working specifically within the theoretical framework of REBT. In other words, REBT maintains theoretical coherence while pragmatically employing techniques that work.

Throughout, the counsellor may take a very directive role, actively disputing the client's irrational beliefs, agreeing homework assignments which help the client to overcome their irrational beliefs, and in general 'pushing' the client to challenge themselves and to accept the discomfort which may accompany the change process.

c) Reality

Reality therapy is a person-centred approach that focuses on the here and now rather than issues from the past. Developed by William Glasser in the 1960s, it promotes problem-solving and making better choices in order to achieve specific goals.

Central to reality therapy is the idea that mental distress is not the result of a mental illness. Instead it is the result of a socially universal human condition that occurs when an individual has not had their basic psychological needs met. These are:

- love and belonging
- power and achievement
- survival (nourishment and shelter etc.)
- freedom and independence
- fun (enjoyment and pleasure).

According to Glasser, whether we are aware of it or not, we are all the time acting to meet these needs. While we may struggle to choose our feelings and physiology, we are able to directly choose our thoughts and actions. Sometimes however, we don't act effectively, and this can have negative repercussions for our health and well-being.

Reality therapy is therefore designed to find ways of meeting a person's basic needs, whilst facilitating clients to become aware of, and change negative thoughts and actions. This is to help them take control of their behaviour, as well as the world around them. Ultimately, reality therapists take the view that changing what we do is key to changing how we feel and to getting what we want.

How does reality therapy work?
Reality therapy is a collaborative process between therapist and client, and it is unique in the sense that it is ongoing. This means that if one plan of action fails, new ones will continuously be devised until the therapist and client are both confident that positive results are taking place, or are a near possibility.

Essentially, the practice of reality therapy depends on several key components:

The counsellor-client connection
A reality therapy counsellor must create and nurture a trusting environment and authentic relationship to ensure their client(s) feels connected and comfortable about sharing his or her issues. Providing a setting in which individuals can relate in an open way is considered the foundation of, and the most important step in the practice of reality therapy.

Choice theory

The successful application of reality therapy also depends heavily on the counsellor's knowledge of Glasser's choice theory - that human behaviour is chosen and driven by our five basic needs. By asking questions such as "What do you want?" or "What are you doing to get what you want?" counsellors can help individuals to explore what needs are not being met and how to go about developing realistic goals to remedy the issues.

Present behaviour
Reality therapy is focused on the here and now and dealing with present behaviour rather than reasons for it. Excuses are believed to stand directly in the way of progress and change, therefore clients are discouraged from discussing any problems, complaints, or symptoms. Instead emphasis is placed primarily on the actions and thoughts that are within the individuals control, rather than blaming or trying to control others.

Value judgement
A reality therapy counsellor will typically conduct an honest evaluation of the client's current choices and behaviours to determine what (if any) change is needed to help them achieve their goals. Once the individual judges that their present behaviour is unacceptable, the counsellor can help them to devise a plan of action, setting realistic goals and outlining the steps that need to be taken to make these solutions a reality.

Plan of action
A plan of action in reality therapy essentially enables the individual to take control of their lives in constructive ways whilst they fulfil their wants and needs. It involves their absolute commitment and they must take responsibility for their actions if they do not fulfil this. The counsellor will evaluate the client's progress throughout therapy, and may suggest amendments where necessary. A plan is always open to revision or rejection by the client.

No punishment
Reality therapy counsellors are discouraged from punishing or rejecting their clients if they have not carried out their assigned plan of action. This is because punishment could potentially disrupt the authentic relationship, and the counsellor's aim to empower and motivate the individual to change their behaviour. Typically a counsellor will remedy this by going back to the appropriate step where things went wrong. This may take several attempts.

Benefits of reality therapy
The strengths and benefits of reality therapy lie in its focus on solution-building - particularly on changing thoughts and actions. It provides individuals with a self-help tool to gain more effective control over their lives and their relationships - helping to boost their confidence and self-esteem and enabling them to better cope with adversity and grow personally.

This makes the approach particularly useful in helping to treat mental health problems such as addictions, eating disorders, substance abuse, phobias, anxiety, and other behavioural and emotional issues. It can also prove useful in treating highly sensitive problems such as racial issues, sexual identity issues and cultural clashes. These can all cause division and tension, but reality therapy can help bridge the gap between intolerance and ignorance - helping individuals to recognise how their behaviour is negative and promoting equality.

Additionally, reality therapy has proven successful at helping colleagues, families and other individuals in specific relationships to better understand difficult situations - i.e. if someone they love is diagnosed with AIDS or has admitted to an addiction. Reality therapy provides an empathetic and understanding environment for individuals to open up without feeling shame, regret or embarrassment. This makes it especially valuable for big groups as everyone can express their needs and desires in order to lay the foundation for a plan of action that will help foster closer bonds, better understanding and improved conflict resolution.

UNIT-IV STUDENT APPRAISAL

A) QUANTITATIVE ASSESSMENT: CONCEPT AND ASSESSMENT OF INTEREST, INTELLIGENCE, PERSONALITY AND APTITUDE.

Intelligence

Introduction

Intelligence is a common word in daily life, which is used in many meanings. During the time of studying

personality differences in detail, we will see that two persons are not similar, some are more intelligent

and some are dull minded, some are slow and some resolve the problems within few minutes. There

are many reasons for personality differences, among which Intelligence is important. Mental ability of a

child is affected by his intelligence. This is a universal truth that, an intelligent man gets success in all the

spheres of life, on the other hand a proper environment is also needed for his development. Intelligence

is not one quality in itself but a collection of many qualities. A man cannot be called intelligent or dull

minded, until the intellectual characteristics in his behavior are tested. Intellect cannot be seen directly,

so we can say that intellect is an imagined power. A man mostly uses intellect in understanding the different problems and in learning them. It is necessary to know his intellectual level and mental capability

for mental development. From this point of view this question should be pondered "what is intellect?"

Nature and Defi nition of Intelligence

"What is intellect?" Psychologists have different opinions in regard of this question. Different Psychologists have described the nature of intelligent according to their opinion. So we can understand

the nature of intelligence after studying the defi nitions given by them. The defi nitions given by psychologists are following—

1. According to W. Stern—"Intelligence is a general capacity of an individual consciously to adjust

his thinking to new situation."

2. According to C. Burt—"Intelligence is the innate capacity to adapt relatively to new situations.''

Intellect can not be seen directly, it's an imagined power.

3. According to A. Binet—"To judge well, to comprehend well, to reason well, these are the essential

activities of intelligence.''

4. According to F. Galton—"Intelligence is the power of recognition and learning.''

5. According to L. Terman—"Intelligence is the capacity to carry on abstract thinking.''

6. According to Thorndike—"Intelligence is the power of good response from the point of view of

truth or fact.''

7. According to Buckingham—"Intelligence is the ability to learn."

8. According to W. C. Dougall—"Intelligence is the capacity to improve upon innate tendency in the

light of previous experience.''

9. According to Wells—"Intelligence is the ability of adjusting to new situations.''

10. Spearman—"Intelligence is the power of attention.''

11. Stout—"Intelligence is the general ability of the individual.''

12. Woodrow—"Intelligence is an acquiring capacity.''

13. Ebbinghans—"Intelligence is the power of combining parts.''

14. Wechsler—"Intelligence is the aggregate or global capacity of the individual to act purposefully, to

think rationally and to deal effectively with his environment.''

15. Garret—"The ability demanded in the solution of problems which require the comprehension and

use of symbols, i.e words, numbers, diagrams, equations, formulas.''

16. Woodworth—"Intelligence is a way of acting.''

Characteristics of Intelligence
On the basis of the defi nitions given by psychologists, intelligence has following characteristics—

1. Intelligence is an innate power. It is gained from heredity.

2. Intelligence is the power, by

Intelligence is the capacity of learning. **Notes**

4. Intelligent is the ability of taking advantage from previous experiences.

5. Intelligence is the ability of abstract thinking, means with the help of intelligence we can think of

something which is not evident.

6. Intelligence is the set of different abilities.

7. Intelligence is the essence of all special abilities.

8. Knowledge obtained by intelligence can be used in new situations.

9. There is difference between intelligence and knowledge.

10. Due to the sexual differences, difference is not seen in intelligence.

11. Intelligence is the power of introspection. Intelligence itself criticizes the actions and thoughts done
by a man.

12. Intelligence tries to understand any problem, and then inspires the mind to take decision.

Factors influencing the intelligence—There are many factors infl uencing the intelligence—

1. Heredity—Many psychologists did various experiments in this context and found out the conclusion
that heredity effects intelligence. As Freeman considered that intelligence is closely related to heredity.

Gesell and Galton found out the conclusion that intelligence is more effected by heredity not by environment. **Pearson** proved this on the basis of his study that the children of intelligent parents are also intelligent to a large extent. Besides it, Psychologists like Schvesinger, Dason, Newman also
considered that intelligence is more effected by heredity. So it is an important factor.

Environment—Many psychologists also did many experiments in the relation of environment. They
believe that intelligence is more effected by environment than heredity. Kodak studied such eighty
mothers who had brought up their children in good environment to know the effect of environment on
intelligence. **Wellman** Leahy and Skeel also proved on the basis of his experiment, if a child is provided
good environment, big changes can be brought in his intelligence. The psychologist of this belief also
accept that intelligence is more affected by environment.

Age—The relationship between intelligence and age is also accepted as an important factor. Many experiments
and study have been done in this context. As by- Terman, Miles & Miles, Johns, Thorndike, Spearman etc.
On the basis of all these experiments it has been concluded that, generally intelligence grows from the age
of 16 to 20 years, but in India it is considered that the development of intelligence happens till the age of 25.

Race—Psychologists also accepted the effect of race on intelligence in their study and reached on the
conclusion that race difference has no effect on intelligence. There are three groups of people are found in all the races - intelligent, common and dull minded. Their percentage can be more or less, however
some psychologists considered that intelligence is also affected by the race.

Sex—Intelligence is affected by sex, or not, many experiments also have been done in this connection.
Psychologist Witty considered that there is no especial difference between sex difference and intelligence,
but if girls are not provided proper environment , their rumination side go backward, and the girls, who
do not get liberal environment, are less intelligent than the boys. **MacMeeken** (1939) evaluated the
intelligence of 875 children in his study, who were from Scotland. The evaluation of the intelligence
of these children was done by Stanford Binet Test. After the study it was found that boys' IQ was on
average was 100.5 and girls' IQ average was 99.7. Both the mean of I.Q and S.D was 15.9 and 15.2
respectively. Some psychologists' concept was that girls I.Q were more than that of boys from six to
fourteen. After this at the age of sixteen both, girls' and boys' IQ is equal and after this age boys' IQ is
more.
Health—As it is said that 'Healthy mind grows in healthy body'. It has been felt that from daily life's
experiences that better is the health, better is the development of the intelligence in the child. So health
also affects the intelligence of a person.
It has been concluded on the basis of many psychological experiments that the
development of intelligence happens between the age of 16 to 20, however it is
believed that it grows till the age of 25 in India.

Intelligence Tests

Introduction
As two men look different in their color, physique, height, and weight, so they are different in mental
abilities. It is important in the fi eld of education to study the differences in mental abilities. Keeping
in mind the differences of the mental abilities of students, teachers have to arrange the educational
work and divide the classes in different groups. The differences between the mental abilities and
capabilities are decided by intelligence. In education it is necessary to study the personality
differences. Many methods are used for obtaining
the knowledge of personality differences. Psychologists have made different tests for the measurement
of personality differences. Intelligence tests have been prepared for the measurement of intelligence.

Intelligence tests help in the solution of many problems related to education, so it is necessary to obtain
knowledge about them

.**History of Intelligence Tests**
It is evident after describing the meaning, nature, kinds and theories of intelligence that psychologists
defi ne the intelligence as the ability of learning, ability of rumination and the ability of adjustment.
The credibility of intelligence and its connection goes to personality differences. In 1796 in Greenwich
astrological laboratory, a man named Kinnerbrooke was appointed as an assistant supervisor. He
studied the movement of stars, planets with the help of telescope and calculated the time. His speed
was slow, so he was fi red from the job. After some time astrologers pondered on this event and found
out that every man has different ability and capability. So they developed the thought of personality
equation.
In the modern times, scientifi c studies related to intelligence tests were started in Europe. The famous
German Psychologist, Wundt established fi rst laboratory of psychology in 1879. In this laboratory
intelligence test was done on the scientifi c basis. Here the measurement of intelligence was done by
the instrument. Being encouraged by the work of **Wundt**, the psychologists of other countries also
started doing work related to intelligence tests. In this relation **Alfred Binet** of France, **Thorndike** and
Terman of America have done works that worth mentioning. Other psychologists as **Galton**, **Cattell**
and **Pearson** have also invented many intelligence tests, but these tests measured common mental
activities, so these cannot be called intelligence tests. In this fi eld the fi rst and prominent was **Alfred
Binet**. In 1950 Binet prepared exercise for the intelligence test of different ages' children with the help
of psychologist Simon, which was called '**Binet-Simon Scale**'. Binet Simon Tests were considered in
different countries. Then after 1908 Binet Simon Scale was improved in America and Europe. Terman
in America corrected the name of Binet Simon Scale between 1913 and 1916 and kept its name Stanford
Binet Scale. In 1937 **Terman**, in India, made some improvement in it with the help of **Merril** and kept

its name **Terman-Merril Scale**. These tests are used for the measurement of intelligence for the children

in America and India. Even in Indian psychologists' laboratory, Allahabad corrected Binet Simon tests

for the Indian children. In India **Dr. Sohanlal, Dr. Jalota, P. Lajjashanker Jha** and **Dr. Bhatia** etc have

prepared different tests.

Kinds of Intelligence Tests

Different psychologists have prepared different tests for the measurement of intelligence. It is evident

from the study of intelligence tests' History that many intelligence tests had been prepared even before

Binet in which Cattell's intelligence test was also present, but Binet, with the help of Simon in 1905

prepared an intelligence test, which has a scientifi c basis and which was used in different countries

as a fi rst famous intelligence test. Although after improving many things it has been given a new look

yet many intelligence tests have been prepared in comparison of it. Today many intelligence tests are

present, for the measurement of intelligence. If we put light on the kinds of intelligence tests, they can

be divided between two groups—

(a) Personal or community intelligence test

(b) Verbal or non-verbal intelligence test

Intelligence test can be divided into four parts by the combination of above two groups—

1. Personal translation intelligence test Now it will be appropriate to briefl y describe the four groups of intelligence tests that emerge from

these two broad categories—

1. Personal verbal intelligence test—One man is tested at a time in the personal verbal intelligence

test. It is necessary for a man to know the language which is used in the test. Specifi c personality verbal

intelligence test are following—

(a) Binet-Simon Intelligence Scale—Binet developed an intelligence test with the support of his companion **Simon** in the effort of recognizing weak students, which was published in 1905. Binet test is

considered fi rst among the successful intelligence tests. In 1908 and 1911, both tried to make it complete

after doing corrections in it. This test is known with the name of Binet-Simon Scale test.

In **Binet-Simon Scale** test Intelligence is done on the basis of mental age. Some questions are given

to know the mental age each year. The child who responds correctly to the entire questionnaire

for the determining age, his mental age is calculated, for example, if fi ve years child gives correct

answers of the questions determined for four years' age, his mental age is considered to be four years, but if he answers correctly to the questions determined for the seven years, his mental age will be considered seven years. In the comparison of real age, if the mental age is more, the child will

be considered more intelligent. This type of intelligence measurement is expressed as intelligence

quotient. To know the intelligence quotient methods are given. Binet- Simon intelligence test was

decided for 3 to 15 years old girls/boys, four questions were determined for 4 years' child and no questions were determined for 11 to13 years age. For three years' age, following questions were determined—

(*i*) Tell your name.

(*ii*) Point your mouth, nose and ear with your hand. (*iii*) After seeing a picture tell some important things.

(*iv*) Repeat easy sentence of six words.

(*v*) Repeat two digits after hearing once. As 2-3, 3-7, 6-8 etc.

It was found in the fi nal studies that Binet-Simon Scale had many faults. The main fault was if any

child could not answer the questions determined for his age, his mental was considered less than his

real age.

(b) Stanford Binet Scale—In spite of having many faults in Stanford Binet-Scale, it became world famous

and got success in getting the attention of popular psychologists. To make Binet-Simon intelligence

Scale free of faults, **Cyril Burt** of England and **Lewin M. Terman** of America, who were professors

of psychology in Stanford University, did important work in 1916. Thus improved intelligence test is

known by the name of '**Stanford Binet-Scale**'. While doing correction Terman made it fault-less with

the help of his friend **Maud A. Merrill** in 1937 and again in 1960. 90 questions were put in place of 54

exercises of Binet in this corrected intelligence test, in which, some questions of Binet were also included.

The intelligence of boys and girls of 2 to 14 years of age is measured by this scale. In this test two months

were decided for the correct answer of each question for the age till 13, four months for the age till 14, and

fi ve months were decided for normal adult. On the basis of the answers of the questions of this exercise,

mental age is known. And decision is given about the measurement of intelligence in the ratio to his

real age. For example, in the exercise of Stanford Binet for the age of three years the list of determining

questions is followings—

(*i*) Telling the name of his family.

(*ii*) To say about itself whether boy or girl (sex knowledge).

(*iii*) Repeat the sentence of 6 to 7 words.

(*iv*) Telling about his mouth, nose, ears etc with his fi nger.

(*v*) Seeing the knife, Scissors and keys etc, to tell their name.

(*vi*) Seeing any picture, telling its important things.

Through the above mentioned questionnaire Binet – Simon and Stanford – Binet Scale IQ differences

can be seen.

2. Personality Non-Verbal Intelligence Test—Personality nonverbal intelligence tests are for those who

do not have language related knowledge. Pictures, things and fi gures are used in place of language.

This type of intelligence is also called performance intelligence, because answers are given in it in a

performing way. Important nonverbal intelligence tests are following-

(a) Picture Drawing—This test is appropriate for the child from 4 to 10 years. Paper and pencil is given

to the child, he is asked to draw the picture of a cow. In this test, marks are given on the basis of the

completeness of the picture.

(b) Picture Completing Test—In this test in front of the child picture is given cutting in square in shape,

and said to them, after collecting make a complete picture.

(c) Maze Test—In this test, child is given such a picture which has many ways to reach to a destination.

The children, who reach there without any diffi culty, are considered intelligent.

(d) Form Board Test—In it, there is a board of wood in which, the holes of different shapes are made,

as circular, semi-circular, triangular and quadrangular etc. The pieces that have been cut out have to be

fi xed in proper places. The child, who puts the proper pieces in proper places within proper time, is

considered intelligent.

(e) Performance Group–Test made by Dr. Alexander—Alexander has invented a Battery after assembling up three test for the measurement of intelligence. This battery has following three tests—

I. Kohas Block Design Test—In this test, there are sixteen colorful cubes of one inch and ten designs.

These designs are prepared upon the piece of card-board with the same color. Child has to jumble up

all the cubes in such a way that design is made. Child has to jumble up all the cubes in many ways for
different designs.

II. Cube Construction Test—This test has three parts—
(*i*) **In the fi rst part**, there is a big model Block of 3" × 1" × 1". Its four surfaces are of red colors and
upper and lower surface are simple. Apart from this, there are 9 cubes made of 1inch. Its surfaces are colorful. Arranging the small boxes the shape of the model block is obtained.
(*ii*) **In the second part** of the model block, only the lower surface is not colorful. There are 9 cubes of 1
inch cube in it, whose surfaces are colorful. It is asked to them to prepare the shape of model block
by jumbling them up.

(*iii*) **In the third part** there is a colorless cube of two inches and cubes of 8 cubes of 1 inch, out of which **Notes**
three surfaces are colorful. Assembling up, all these small cubes have to be put in a shape.
III. Pas Along-Test—In this test, there are 8 square or rectangular pieces of red or yellow color. These
have to be moved without lifting that the required design is obtained. There are eight designs in this
test.
(f) Object Assembling Test—Wacksler test is famous among this kind of tests. A human fi gure is
divided in to many in it and child has to prepare a complete human fi gure after assembling the different
parts.
(g) Bhatia Battery—The founder of Bhatia battery is Chandra Mohan Bhatia. It is also made for the
measurement of intelligence in Indian situation. In this Battery, there is a assembling of fi ve tests, which
are following-
(*i*) Kohas Block design test
(*ii*) Alexander pass along test
(*iii*) Pattern drawing test
(*iv*) Immediate memory test
(*v*) Picture creativity test

In the above test, there is limitation of time. Only 45 minutes are given for the responses. Students can
answer the questions as early they want. On the basis of it, the speed of person is also tested along with
the intelligence. In the tests where time is limited, they are called **time limited test**.
Some tests don't have time limitation. Student can take long time for responding the questions. In this

test, it is also seen how accurate work a student can do along with the intelligence.

3. Community Verbal Intelligence Test—language is more used in it. In this test many questions that

are collected in a small book. In the verbal test words and digits are used mostly. Children's verbal

ability is measured by these tests.

The examples of the questions of Verbal intelligence test's are following—

1. In the following words which words are different from other words, underline them—

Chair, Table, Cupboard, Bed, Shirt.

2. Which is not matched with the rest four among the fi ve words?

Chine, Japan, Mumbai, India, France.

3. The opposite of night is –pupil, king, day, evening.

4. 1, 4, 12, 16, 20—Write the successive terms of this sequence.

5. The meaning of mountain is—Field, Coast, Hill, Stone.

6. Vimal runs faster than Kamal. Hari runs slower than Kamal. Who runs fastest? Kamal, Vimal, Hari?

Group verbal intelligence test was developed during the time of First World War, because armies were

to be selected within the short span of time. The main tests of this group are following-

(a) Army Alpha Test—This is for the people who know English. This test was developed in America for

selecting offi cers, supporting staff and soldiers in large number during the time of World War I. It seems

that the subject material of this test has been taken from the **Stanford-Binet Test**.

(b) Army General Classifi cation—Army general classifi cation had been prepared for the classifi cation

of army for the different divisions during World War II in America. In this test, there are three kinds

of problems, As-Vocabulary, Maths and the problems related to the counting. This test was used for

conducting the intelligence test for about of 12 lacs applicants.

In the fi eld of collective intelligence test, notable efforts have been done in India. In which, Dr Mohanlal's

B.P.T 12, B.P.T 13, B.P.T 14 are for the age of 12, 13,14. Dr. Jalota's and Dr. Joshi's tests are considered

important. Besides it many intelligence tests have been prepared by Psychologists' Laboratory, Uttar

Pradesh which are for the classes of eight, ninth and tenth standard.

4. Group Nonverbal Intelligence Test—Language is not used in it. In this test the picture of any animal

is made and mistakes are to be found in the given picture. **Terman, Thomson, Hangto, Balard** and

Cattell etc. psychologists gave essential contribution in the construction of intelligence test. Ballard's

saying in this relation—"To find out fools and not to plough donkey with bull and to place capable

person on the right position is possible with this plan." This type of test is applied for many men together without using language. This group's noted tests are following—

(a) Army Beta Test—Army beta test was also developed during the time of First World War in America

for the fulfillment of purpose like Army Alpha test. The selection for the various positions for different

divisions in the army was to be done from the people who were illiterate or had no knowledge of English

language. Hence this method was adopted to find out the people with relative intelligence among the

people with no knowledge of English language. Intelligence is measured in this method by counting of

the articles, telling the relation between two articles with respect to the printed figure, and marking the

elements of the figure which do not correspond to these articles at all etc. problem resolving.

(b) Chicago Non-verbal Test—Chicago non-verbal test is used for the age from 6 years boys or girls till

the adulthood. It has proved more useful for the intelligence test of the age of 13 years. In this test, many

working instruction are given, as telling the equality or inequality in different shapes, completing the

picture after assembling the separated pieces of the picture, counting the things with the help of wooden

pieces and recognizing the same things among the different things and putting them in different classes.

Besides the above in the group verbal intelligence test, **Cattle's** cultural independence test and **Pigeon's**

non-verbal test have important place, where different kinds of shapes are shown and similarities or

differences have to be shown in those shapes.

Intelligence Testing in India

The development of intelligence testing has been done in India some days ago. In the above described

intelligence test, it was attempted to use Binet test in the Indian situation. Intelligence test related work was being done in the 'education department 'or psychological Bureau' in the universities of the

different states. In 1922 Dr. C.H. Rice published '**Hindustani Binet Performance Test.**' This test is the

corrective form of Binet test. After this, whichever performance test was constructed, **Dr. Bhatia Battery**

of Performance Test is worth mentioning.

Bhatia Battery of Performance Test—Dr. Bhatia constructed the performance test for the children on
the basis of battery of performance test made by Alexander. Following five tests are included-

1. Kohas Block Design Test.
2. Alexander Pass Along Test.

3. Pattern Drawing Test. **Notes**
4. Immediate Memory Test for digits.
5. Picture Construction Test, it has two tests of the same types which have been described above.
Pattern Design Test—In the Pattern Design Test, 8 line art were drawn on different cards. It is asked to
draw the similar picture putting them in front.
In the Immediate Test for Digits—some digits as 7, 5, 11, 14 are asked to repeat once they are shown or told.
Picture Construction Test—There are five scenes from Indian life, putting them in the different pieces
it is told to assemble them. Complete picture is prepared with this activity.
Apart from these intelligent test, following tests have been prepared in Hindi—
1. Verbal Intelligence Test—This was constructed in psychological Bureau in U.P. This test is for the
age of 10 to adulthood.
2. Verbal Intelligence Test—This test has been prepared in U.P., this test is for the children of class 8,
10, and 12.
3. Verbal Intelligence Test—This test is for the children of 10 to 16. It has been constructed by Dr. S.A.
Mohsin.
4. General Mental Ability test—This test has been constructed by Dr. Jalota. This test is for the age of
12 to 16 years.
Besides it, many intelligence tests have been prepared, which are used in the different fields according
to the need.

Utility of intelligence Tests Notes
Intelligence tests have important place in the field of education. According to modern psychologist,
education should be provided considering child as the central point. So it is necessary providing education,
keeping in mind the intelligence and the capability of child. From this point of view, intelligence tests
have become the important aid to education. Intelligence tests have following utilities in education—
1. Help in the Selection of the Student—Intelligence test helps in the entrance of proper student for

proper class. Unworthy student are found out by it. And only worthy students are selected.

2. Help in the Psychological Classifi cation of Child—Children can be divided into various classes with

the help of intelligence tests. Genious, Average and dull minded children, Putting them in different

classes, education should be provided to them according to their ability.

3. Help in the Measurement of Especial Ability—The best student in the college can be selected by this

test, whoever gets highest place in the debate or other activities.

4. Help in the Dealing with the Problematic Students—The intelligence quotient of such a child found

out by the intelligence test, whether the reason of his behavior is lack of intelligence or any other reason.

Thus, with the help of intelligence test, the reason of uncommon behavior is known and they can be

cured or improved.

5. Help in Giving Work According to the Capacity of a Child—The working capability of child can be

found out by the intelligence test.

6. Indication Towards the Future of a Child—Douglas and Dazed have said, "intelligence tests point

towards the future of a child.'' His future problem can be found out by this test.

7. Help in the Selection of Syllabus—It can be found on the basis of the test which subjects are proper

for which students.

8. Help in the Annual Examination—On the basis of these tests, if intelligent student get less mark in

the examination or gets failure, or due to illness he does not obtain good marks, he can be promoted to

the next class.

9. Verifi cation of the Works of a Teacher—How has teacher taught the students, it can also be found

out by these tests.

10. Help in the Teaching Work of Teachers—By using the intelligence test, genius or dull minded child

can be put in the different classes. Teachers feel comfort in teaching in this type of class, in which the

students are of same level of intelligence and student also learns with interest.

11. Help in the Guidance Related to Occupation—Student's occupational ability can also be known by

the intelligence test and they can be provided help in the selection of occupation.

12. Knowledge of the Progress of the Students—Teacher fi nds this by using the intelligence quotient,

that, according to his ability, a student is progressing in his subjects or not. Thus by this test, the hardwork done by the student can be known.

13. Diagnosis of Mental Health—By the intelligence test, mental unhealthiness can known and cured.

14. Help in Deciding Scholarships—By these tests, worthy students can known, and scholarships can
be given to them.

15. Remedy of Extravagance in the Education—Often in the colleges, many youngsters post-pone their
education after failure. So for removing this extravagance, knowledge of a child's ability can be known,
and they can be provided help in the selection of the proper subjects.

16. Help in the Study of the Specifi c Classes of Children—Intelligence test helps in the survey of the
intellectual level of other racial community or specifi c classes as- dumb, deaf and blind.

17. Utility in the Field of Industrial and Occupation—By the intelligence test, help can be taken in
the selection of the employees and offi cers for the government and non-government services.

Summary
• It is important in the fi eld of education to study the differences in mental abilities. The differences
between the mental abilities and capabilities are decided by intelligence.
• In education it is necessary to study the personality differences. Many methods are used for obtaining
the knowledge of personality differences.
• Psychologists have made different tests for the measurement of personality differences. In modern
warfare, intelligence-tests began in Europe in relation to scientifi c study.
• In this relation Alfred Binet of France, Thorndike and Terman of America have done works that
worth mentioning. Other psychologists as Galton, Cattell and Pearson have also invented many
intelligence tests, but these tests measured common mental activities, so these cannot be called
intelligence tests. In this fi eld the fi rst and prominent was Alfred Binet.
• Today many intelligence tests are present, for the measurement of intelligence. If we put light on
the kinds of intelligence tests, they can be divided between two groups—(a) Personal or community
intelligence test (b) Verbal or non-verbal intelligence test.
• The development of intelligence testing has been done in India some days ago. In the above described
intelligence test, it was attempted to use Binet test in the Indian situation. Intelligence test related
work was being done in the 'education department 'or psychological Bureau' in the universities of
the different states. In 1922 Dr. C.H. Rice.

• Intelligence tests have important place in the fi eld of education. According to modern psychologist,
education should be provided considering child as the central point. So it is necessary providing education, keeping in mind the intelligence and the capability of child. From this point of view, intelligence tests have become the important aid to education.

Personality

Introduction
Generally personality means the external aspects, color and physical built. Often, we hear in the daily
life that the personality of that man is very good, effective or bad. The meaning of good personality
is that the physical appearance of that person is beautiful, he is healthy and soft spoken, he is good
natured and his conduct is good and he easily attracts others. Undoubtedly these virtues are the characteristics of good personality, but this is only one aspect of personality. From the psychological
point of view, the meaning of personality is something else. Personality is the mirror of whole behavior. Personality is expressed by thinking, behavioral activities and one's movements. The conduct and behavior of a man is the mixture of physical, mental, emotional and social virtues, in
which oneness and consolidation is found. Thus personality is the entire virtue of the behavior of a
man. All behavior of a man is for the adjusting with the society. In the social circle of each man, due to
his special personality, some differences are found in his behaving pattern. Whatever type of behavior
he does for adjusting himself with the social surroundings that makes his personality. The behavior of
a man is affected by his internal feelings and external environment. According to some people, there
is no special difference between conduct and personality. According to Woodworth—"the indication of character is towards that character, which can be called good or bad, which is success or failure in **Notes**
adopting the accepted ideals by the society. The indication of the personality is towards that behavior,
which is neither good nor bad, but other persons feels it interesting or uninteresting and which makes
the conditions favorable or unfavorable among his companions. The difference between character and
personality is not explained by this statement. So according to scientists this difference can be neglected.

What is conduct? What are the characteristics of conduct? These things have been mentioned in the

previous chapter. Higher characteristic have important place in the personality development, so in

the daily life it will not be practical to consider conduct different from personality. It is necessary to

study the opinions of different psychologists for understanding the nature of personality clearly. In

the present chapter the meaning and defi nition of personality, the characteristics of personality, factors

infl uencing the personality along with organized personality, the light will be thrown on the personality

tests as well.

From the psychological point of view the meaning of personality is different. Personality
is the entire form of the whole behavior of man.

Meaning and Nature of Personality

Many opinions are famous related to word 'personality'. In the common language the meaning of

personality is understood by external aspects, but psychologists have given its meaning under a new

light—

(1) Verbal meaning—'Vyaktitva' is the Hindi translation of the word 'personality'. This word has been

taken from the Latin word 'Persona' which means outfi ts, wearing which, the character of the drama,

during the time of play, used to change into indifferent roles. In the beginning, the meaning of this word

was used as a cover, thus word personality indicates towards the external virtues.

(2) Meaning from general point of view—The meaning of common people's personality is, the external

aspects and those virtues by which he attracts others toward himself and after infl uencing others, wins

over them.

(3) Meaning from the practical point of view—"A man's personality is the total picture of his organized

behavior.'' —Deshiell

(4) Meaning from the philosophical point of view—personality is the other name of spiritual knowledge; it is the ideal of completeness.

(5) Meaning from the social point of view—On the basis of sociology, the defi nition of personality has

been given in this way-

"Personality is the organization of those all factors by which a man gains some place in the society; so

we can call personality a social fl ow."

(6) Meaning from the psychological point of view—from this point of view, in the explanation of

personality, importance has been given to the environment and heredity. It seem after explaining personality in the psychological way, whatever internal and external qualities, abilities and characteristics are in a man, personality is the integrated form of all of them. Whichever virtues, capabilities and strengths are conceived by a man from birth, they continue to develop by and by. A

man, in his developing period, on the basis of his innate strength, does activity and reaction for the

adjustment with the society, consequently he gains some special abilities, habits, interests, and attitudes.

In the effort of establishing adjustment with the environment, his innate gained virtues are purifi ed and

increased, so personality is also called '**Dynamic Organization**'. aim of education is the all round development of personality. Psychological and educational

intimate relationship. Therefore, it is necessary to know the defi nitions of personality provided by

psychologists—

(a) Biesanj & Biesanj—"Personality is the organization of person's habits, attitudes and traits and

arises from the inter-play of Biological, social and cultural factors.''

(b) Munn—"Personality maybe defi ned as the most of the behavior, interests, attitudes, capacities,

abilities and aptitudes.''

(c) Allport—"Personality is the dynamic organization within the individual of those psychophysical

systems that determine his unique adjustment to his environment."

(d) Drever—"The word personality is used for the dynamic organization of well organized form of

those physical, mental, moral and social virtues of individual, by which he deals with others in his

social life.''

Types of Personality

It is important to know the types of personalities for knowing the diversities related to personality.

Different Psychologists have classifi ed the personality on the basis of different attitudes. Generally from

the following points of view the kinds of personality have been divided-

1. Constitution Viewpoint
2. Sociological Viewpoint
3. Psychological Viewpoint

(1) Constitution Viewpoint—German psychologist Kreshmer has made the following types on the

basis of constitution.

(a) Asthenic—This type of man is thin and lean. His head is long, arms are slim, chest is small and limbs

are long and slim. This type of man does not like to hear his criticism, but likes to criticize others.

(b) Athletic—This type's individual is strong and healthy. His chest is wide, swelling and strong arms

and strong muscles. They can adjust with other according to wish.

(c) Pyknic—This type man is short height, circular, and fatty. He is fond of comfort and is practical.

(d) Dysplastic—The mixture of above three types is found in it. The body of this type's man is simple.

The famous psychologist of America '**Sheldon**' has divided the personality on the basis of physical shape—

(a) Endomorphic—This type of man is more fat, spherical, soft and has concrete body. His digestive

parts are more developed. He is fond of food. He is fond of comfort, fast in sleeping, fond of love, fond

of entertainment, gentle, wise, tolerant and soon gets worried.

(b) Mesomorphic—These type of men have healthy and well organized body. They have more strength

and energy. They are adventurous, active and hard working.

(c) Ectomorphic—Such men have lean, soft and weak body. They are hesitant, less talkative, isolated,

patient and full of emotions.

Psychologist **Warner** have told many types of men from the physical health and development point of

view—(a) Health (b) Incomplete (c) Undeveloped (d) Handicapped (e) nerve patient (f) backward and

dull minded (g) lazy (h) epilepsy (i) powerful.

Psychologist **Canon** has said the types of personality on the basis of inner excretion gland. The development of man is affected much by glands, by which personality differences are found—

(a) Thyroid Gland—The excretion through this gland is called Thyroxin. Physical and mental development is effected by it. If this gland is not developed properly among the men, they are dull minded, tiny and lean. They are lazy, worried, depressed and disappointed. When this gland works **Notes**

properly, man is always cheerful and his health is proper.

(b) Pitutory Gland—Because of the more excretion of this gland, body becomes long, if there is less

excretion, the body becomes tiny or body is not developed properly. If this gland works properly, man

is cheerful, peaceful, patient and physically and mentally tolerant.

(c) Adrenal Gland—When this gland developed more, the nature of man is quarrelsome and industrious.

They are developed before time.

Thus the more and less excretion of gland makes the personality of man uncommon. Human nature

depends upon the activities of these glands. So we can say that these glands also decide the personality.

According to Indian Ayurvedic there are three kinds of men—

(a) Phlegmatic—These people are fatty, peaceful and hardworking.

(b) Painstaking—These are lean, working and fi ckle minded people.

(c) Rheumatics—These people are neither fatty nor lean, they have medium body but they are irritated.

It is the belief of Athenians that there are four kinds of men on the basis of four gland found in the body

of the men—

(a) Phlegmatic—these people are peaceful, lean and peaceful.

(b) Melancholic—These people are pessimistic.

(c) Choleric—these people are soon aggressive.

(d) Sanguine—These people are optimistic, highly ambitious, happy and of hard working nature.

(2) From the Sociological point of view—Psychologist Sprangar has given the following kinds of

personality on the basis of social feelings and work—

(a) Theoretical—This kinds of man forces more on the theory of man. Philosophical, scientifi c, social reformers come in this category.

(b) Economic—This kinds of man evaluates everything from the economical point of view. Traders

are come in this category.

(c) Religious—These people have faith in god and spirituality, as, saint, sage, yogi, kind-hearted and religious men.

(d) Political—These people have faith in the politics and power, this type of men have a desire of

dominating others. They take interest in political works, as, leaders

(e) Social—These types people have more social virtues. They are interested in social-welfare.

(f) Aesthetic—These types of people are devotees of art and beauty and watch every thing from the aesthetic point of view, as-artists, painters, etc.

(3) Psychological point view—Psychologists have told the two basis of personality on the basis of

human nature—

Psychological Age: on the basis of human nature are described by two major personality—

(*i*) Introvert Personality—Those people have this types of personality, whose nature, habits and virtues

are not expressed externally. These people are self centered and lost in themselves, they have no worry

of outer world. Their other qualities are following—

(a) These people are less talkative.

(b) They are soon confused.

(c) They feel complication in expressing their thought because of hesitative nature.

(d) They are worried, keep themselves limited in their thought.

(e) They are full of anxiety, doubt and carefulness. (f) They have true sense of duty.

(g) They do every work carefully.

(h) They are good author, but not good orator.

(i) They are studious and thoughtful, often such men are the book licker and they become scientist,

philosopher and researcher after some time.

(j) They do not like useless laughing, criticism and useless talking.

(*ii*) Extrovert Personality—This type of people take interest in the outer world, their qualities are

followings:

(a) These people take interest in social life, always aware for adjustment in the society. They are optimistic and according to situation they manage themselves.

(b) They are expert in the practical life, they have opportunistic nature, and soon they become popular.

This type of man becomes mostly social, political or trader, leader, actor and player etc.

(c) They influence others to do their work.

(d) They are free from worries; their purpose is to pass a joyful life. They remain cheerful in the present and do not worry about future.

(e) They have more sense of self exposure. They always try to influence others by their movement,

outfits and abilities.

Measurement of Personality

Introduction

According to the opinion of psychologists, personality has been called the collection of those virtues

and traits, by which diversity is seen in different people. In the modern education, special importance

has been given to personality differences. It is necessary for students to know the characteristics of personality for giving educational, occupational and personal direction, hence in the process of

education; the importance of the evaluation of the personality is extended. Many methods and tests

are used for the measurement of personality. We will think over some of the important methods and

tests here.

Methods of Assessment of Personality

The methods and tests, that are used for assessment of personality, are following—

1. Subjective Method—In this method, the investigation of personality is done either by self examination or with the help of a familiar. Some following methods are used in it— (a) Case History Method **Notes**

(b) Questionnaire Method

(c) Interview Method

(d) Autobiography or Self History Method

2. Objective Method—The external conduct of man is studied under this kind of methods. These are
following—

(a) Controlled Observation Method

(b) Rating Scale Method

(c) Sociometric Method

(d) Physiological Test

3. Projective Method—Projective Method means the method, in which a stimulating situation is presented before student, in which he sees his concepts, feelings, tendency and emotions in others and
expresses his thoughts which are collected in his unconscious mind. Psychoanalysis calls this method a defence mechanism, in which a man expresses
his repressed desires which are collected in the unconscious mind for some reason,
by converting them into new ones.
As the irritation of the unconscious mind, is expressed by the scolding of others. In the projective method, student is asked to project his inner arising thoughts by the medium of external things. By the
projective method, the personality related aspects are known, which are unknown to man. The popular
projective methods are following—

(a) Thematic Apperception Test or T.A.T

(b) Children Apperception Test or C.A.T

(c) Rorchach Ink Blot Test

(d) Sentence and Story completion Test

4. Psycho-Analytic Method—Two methods come under this—

(a) Free word Association Test

(b) Dream Analysis

Above subjective and objective methods are introduced in short—

1. Case History Method—In this method, information related to man's physical health, physical characteristics, personality differences, social relations and family history etc are collected. This information is related to man's past, present and further coming possibilities. In this method, learner gets the information with the help of the different sources such as, parents, relatives, friends, neighbors and doctor. This method is used often for the prevention of psychological disease.

2. Questionnaire Method—A list of questions is prepared related to the different virtues of personality in this method, in which man has to reply in writing 'yes' or 'no'. This method is also called 'Paper Pencil Test'. With the help of this questionnaire, the characteristics and virtues of men
as- interest, disinterest, confi dence, social awareness, introvert tendency, tendency of dependence
etc are tested.

The four main types of these questionnaires are following— the questions by ticking one of them, as—

(a) Do you get puzzled on a trivial matter? Yes/No

(b) Do you like to meet others? Yes/No

(c) Do you want to remain behind on the social occasions? Yes/No

(*ii*) **Open Questionnaire**—The complete answer of the question has to be written in this questionnaire.

as, What should be the motives of Indian democracy?

(*iii*) **Pictorial Questionnaire**—Some questions are presented in this questionnaire. Student has to reply

the questions by putting a tick on different pictures.

(*iv*) **Mixed Questionnaire**—There is a mixture of above questionnaires in this questionnaire.

3. Interview Method—In this method, interviewer gets some important information from the student,

which is helpful in understanding the characteristics related to his personality. This method is mostly

used for the selection of government jobs.

4. Autobiography or Self History Method—In this method, examiner gives a topic to the student

related to personality and tells him to write his personal history, reading it examiner expresses his

thoughts that correspond to that man.

5. Controlled Observation Method—This method is used in the controlled situation of the psychological

laboratory. Examiner studies the different activities and conduct and behavior of the students in it. On

the basis of this, the characteristics of a student are known.

6. Rating Scale Method—In this method, the evaluation of the virtues related to personality is done

by the man himself or the persons connected to him, that they express their opinion to him. Whichever

virtue has to be tested, for the group division of that virtue, a line is equally divided among, 3, 5, 7 parts,

whichever group gets the highest marks, student is considered to be like that, as—

Is he an honest child?

Quite honest Honest Average Dishonest Quite dishonest

Do you get trouble on trivial matter?

Always Many times Sometimes Few times Never

Whatever answer student wants to give, he can put sign on that.

7. Sociological Method—the social virtues of student are tested by this method, this type of questions

are asked in it—

(a) Do you want to make your social circle limited to some special people? Yes/No

(b) Do you like to become leader or beginner in the community work? Yes/No

8. Physical Test—In this method with the help of different instrument, the physical traits of special

student are studied.

1. Plenthisomograph—Blood pressure can be known through this instrument.

2. Electro Cardiograph—Heartbeats can be measured with the help of this instrument.

3. Sphygmograph—The movement of nerves system can be found with the help of this instrument.

4. Pneumograph—The movement of breathing can be measured with the help of this. The process of
breathing is studied by it.

5. Psycho-Galvanometer—The changes that happens in the variation of skin are tested with the help of this
instrument. In the emotional state, the electronic factors which found on the skin are increased or decreased,
as, due to fear, feeling the thrill, feeling the trouble etc. in this way with the help of this instrument, the
emotional changes that happen in man are understood. With the help of above instruments, the psychical
traits of man his courage, bravery, devotion, timidity and Culprit tendency can be found out.

9. Thematic Apperception Test—(T.A.T) –Psychologist Murrey and Morgan had created this
test. This **Notes**
is also called T.A.T. The traits of man are tested by this. 30 pictures are used in this test. In it 10 pictures
are for women, 10 pictures for men, 10 pictures are for children. Generally last 10 pictures are used. In
the fi rst few pictures, which things are seen, are following—
1. A child playing on violin.
2. A girl who has some books in her hand, another woman staring toward her and a farmer doing work
in the fi eld at a distance.
3. On the right elbow, holding the forehead, a boy lying on the fl oor who has a gun.
4. Bowing down the head, putting the right hand on the head and holding the door with left hand.
In this way, in the other picture some events are sketched, in the beginning of the exam, examiner gives
the following indications to the student—
1. Who are these people?
2. What happened in the beginning, on the basis of which his event is shown in the picture?
3. What is happening now?
4. What are these people thinking? What kind of feelings is arising in their mind? What will be its end?
Five minutes are given to complete the story. A man expresses his natural desires, emotions, thoughts,
feelings and thoughts in these stories. This can be his real story. Examiner analyzes these stories and
fi nds out the traits of man on the basis of it.

10. Children Apperception Test—This test is used for testing personality arrangement of the
children. 10 pictures are used in it. These pictures are related to some animals, which are seen
behaving like man. The information on different interests, activities, problems of children can be

obtained by this test.

11. Rorschach Ink blot test—Herman Rorschach, The famous Psychologist of Switzerland invented

this test. In this test 10 proofed ink blotted cards are used, fi ve are quite black among them. Two are

black and red; more colors are mixed in three cards.

Test Method—Examiner needs special training for using this test, before using the test; student is given

some indications—

Different things are seen to different people in it, these blots are shown to you one by one. Watch carefully to each of the cards and tell me, what you see in it? You may see it as long as you want to see

it, but say everything whatever you see in it, when you see it properly, return to me, showing one blot

"What it can be?"

Analysis—the analysis of the answer of student is done on the basis of the four things—

1. **Location**—it is seen in it that student reacts to any special part of it or the whole.

2. **Quality**—It is seen in it that his reaction is according to the curvature in it or according to the movement or different colors.

3. **Content**—it is seen that student sees in it the fi gure of man or animal or other things or any landscape. 4. **Time**—it is seen how much time student took in looking at each blot.

It is the opinion of the psychologists that the conscious and unconscious mind of man can be tested

on the basis of above analysis. By this test the social awareness, emotional reaction, creativeness, the

development of imagination power, adjusting capacity and personality related characteristics of man

can be found out.

12. Sentence Completion or Story Completion Test—In this test, some incomplete story and sentences are

presented in front of the student. He expresses his desires and emotions in these sentences and stories by

the words and thoughts which have arisen in his mind and his personality can be studied on the basis of it.

13. Free Words Association Test—The internal condition of man can be known by this test. In this

test 50 to 100 selected words are stimulating words. Examiner says one word in front of each student,

as, house, water and sweet etc. He is encouraged for expressing all the words and thoughts whatever

comes in his mind related to that word. Examiner continues to write the spoken words, each word, and

the 'reaction period' on each word of student. And at last, on the basis of given responses, personality

assessment is done.

14. Dream-Analysis—This method is used for doing psychiatry. In this method, a man is asked to write

or express his dream after remembering it. In these dreams the knowledge of desires and feelings of

unconscious mind of a man can be obtained. There are some complications in this method because a

man cannot remember his dream properly. On the basis of the responses given by the man, it is tried to

resolve his problem.

Importance of Personality Tests

Whatever works psychologists have done in the direction of personality tests, according to it many

important methods have been used for the measurement of personality. Personality assessment is needed in the different working fi elds. The use of Personality- tests are done in the selection of the students, army, and employees of different services and for the prevention of mental patient and for the solution and prevention of personal problem. With the help of these tests, after getting the information

of interest, disinterest, natural virtues, internal condition, social and personal relations, and personality,

guidance can be easily given.

In the fi eld of education, the importance of personality test is more from both, of teacher's and student's point of view. School life lays deep effect on the personality development of student. Hence after testing his personality, according to his personality differences, his syllabus, teaching method, etc can be managed. After studying personality of student, a teacher can provide help in his personality development.

On the basis of these tests, the causes of different problems of student, as, mental unhealthiness, backwardness, indiscipline can be found out. Thus, from the personality tests, personality related problems can be resolved and prevented.

At last it will be appropriate to say that human personality is so much complicated that it is not easy to

do proper measurement of it and to fi nd out the virtues of personality. Thus the methods of personality

measurement and tests cannot be called completely valid and reliable. As psychologist Barnan has said,

"The testing and assessment of personality is fraught with so many diffi culties that even the application

of the highest psychological skill cannot be expected to bring about rapid success.

Aptitude

Introduction

In everyday life, it can often be heard from several people like teachers, parents, administrators, Offi cers, reviewers etc. that particular student's is interested in mechanical works therefore he

would be an engineer, or a student may become a better musician in the future, a girl, will be more

successful as a housewife in future or so and so will be a talented and able administrator. These types of statements of these individuals means that the concerned student, girl or person has such type of talent, ability or capacity which may play an important role in getting success in a specific

sector. Such talent, aptitude or ability is usually congenital and it is called aptitude in the language

of psychology. Knowledge of aptitude is an important factor in the field of educational, professional

and psychological consultation. By identification of the aptitude of children, they must be educated

and trained in those specific areas where they can excel. Forcing the children to join an aptitude-less

field, is actually a sheer wastage of time, money, and power. At the time of selecting the candidates for education and employment, the aptitude of the individual should be kept in mind. Measurements of aptitude are discussed in this chapter.

Meaning of Aptitude

Aptitude indicates the specific ability and capacity of an individual in a particular area.
According to Bingham, "An aptitude is a characteristic or set of conditions, that are symptomatic to the

individual's ability to acquire with some specified training some knowledge or skill or a set of responses

in a given field."

In the words of Freeman, "An aptitude is a city combination of characteristics indicative of an individual's

capacity to acquire (with training) some specific knowledge, skill or set of organized responses, such as

the ability to speak a language, to become a musician, to do mechanical work."

Proficiency not only includes efficiency in motor and manual activities but it also includes other work efficiencies in language, history, economics, mathematics, science etc.

It is clear from the above interpretation that aptitude is the trend, interest and ability of an individual

which is important for achieving success in a particular work, syllabus or business. Readers also have

to understand the difference between an aptitude, and skills and proficiency. Skills imply the ability

to do a given task with ease and precision. Meaning of proficiency is much the same but it is more

comprehensive than skills. Proficiency not only includes efficiency in motor and manual activities

but it also includes other work efficiencies in language, history, economics, mathematics, science etc.

Aptitude means to acquire the profi ciency in a particular area in appropriate circumstances. In other

words, aptitude indicates the potential ability of prediction to achieve success in a particular area. The

real intent of Aptitude will be apparent from Figure 23.1

Bingham has mentioned the fi ve key features of aptitude; these fi ve characteristics are as follows:

(*i*) Existing aptitude of a person is a set of his qualities that indicate its future capabilities.

(*ii*) Aptitude of a person expresses his fi tness to perform a task.

(*iii*) Aptitude is not the name of a tangible object or ability but an abstract noun which expresses special attribute of the personality of a person.

(*iv*) Aptitude is the symbol of the future capabilities while staying in future.

(*v*) Ability, interest and satisfaction closely relate to aptitude.

In addition to the above mentioned fi ve characteristics of aptitude, Bingham also described the following

three assumptions of aptitude:

(1) All the aptitudes of a person are not same. Differences in different aptitudes of a person are natural.

A person may have less aptitude for a work but he may have more aptitude for any other task.

(2) The nature of the aptitude is individual. In other words, individual differences are found in aptitudes.

Differences in aptitudes of any two individuals are obvious.

(3) Though aptitudes of person remain stable but there may change, however these changes are gradual

and very meager.

Measurement of Aptitude

Aptitude tests are used to measure the aptitude. According to Freeman, "An aptitude test is one designed

to measure a person's potential ability in an activity of a specialized kind and within a restricted range."

The process of aptitude test is more or less same as IQ tests. The basic difference is

basically of the content of the works and activities which are used in the test.

Aptitude tests can be classifi ed in three parts on the basis of their nature—

(*i*) **General Aptitude Test**

(*ii*) **Differential Aptitude Test**

(*iii*) **Specifi ed Aptitude Tests**

General Aptitude Tests

General aptitude test can measure any normal action potential. These tests often measure the person's

general intelligence, learning ability or mental ability. These types of the test indicate the success in future of a person because by the general intelligence tests educational success of a student can be predicted **Notes**

successfully. So some scholars also like to call them scholastic aptitude test. It is clear that in the aptitude

test category, the instruments like general mental ability tests or general intelligence test are used.

Differential Aptitude Tests
These types of aptitude tests are generally battery type tests. In other words we can say that these tests
are either a series or chain of tests or they have different sub-tests. There different tests or sub-tests
indication a person effi ciency in different fi elds and on the basis of the comparative study of the scored
points in these tests, the areas with maximum aptitude are recognized. As these tests also indicate the
differences in the aptitude, they are also called differential aptitude tests. These tests include tests related
to verbal, numerical, place, mechanical knowledge, clerical capability, and behavioral tendencies.
Discriminative aptitude tests (DAT), general aptitude test battery (GATB) , aptitude observation (AS),
and aptitude classifi cation tests are some of the foreign aptitude tests. Some of these tests have already
been pursued in Indian conditions and are used in India. No fundamental and successful test of
differential aptitude has been done in India till now. To give the knowledge of the differential aptitude
test, following description of DAT by the psychological corporation of America is presented
here. The Differential aptitude test (DAT) by Bannett, Seashore and Wesman, published by psychological
corporation of America is one of the most famous and popular aptitude tests. This tests is for Class VIII to XII
and its forms, S and T, are available. Every form has eight sub-tests which are arranged in two test booklets.
One booklet includes four tests: verbal reasoning (VR) numerical ability (NA), abstract reasoning (AR) and
clerical speed and accuracy (CSA) and a time limit of 30, 30, 25 and 6 minutes total 91 minutes, respectively,
is determined for each test. Other booklet is comprised of other four tests: mechanical reasoning (MR),
space relations (SR), spelling (SP) and language usage (LU) and they are assigned a time limit of 30, 25, 10,
and 25 minutes (total 90 minutes). Though the time is fi xed for all the eight tests, but only the test of clerical
speed and accuracy is a speed test, while all others are power tests. The whole test can be administered
in four or six sessions as per the situation. Scores are given for each test. The test makers also indicated a

ninth scoring point, i.e., VR + NA which is expressed as general scholastic aptitude. These nine marks are

changed into percentile ranks and Stanines. By using equivalent method for clerical test and semi severance

method for other tests, the reliability coeffi cients of sub-tests are found from 79-97 for boys and 80-97 for

girls. The predictive validity and concurrent validity of this test chain is obtained here.

The results of the research work related to the prediction of the scored grades by the students in different

subjects with the help of DAT are following—

(*i*) Marks in VR + NA, LU and VR can very well predict the grades in English.

(*ii*) Marks in VR + NA, or from NA only, the grades in mathematics can be very well predicted.

(*iii*) Marks in VR + NA, VR, NA or LU can very well predict the grades in science.

(*iv*) Marks in VR + NA, VR, NA or LU can also very well predict the grades in social studies.

(*v*) The value of the correlation coeffi cient between the best marks in DAT in the sub-tests and the

grades in different subject was from 40 to 60.

(*vi*) The value of the correlation coeffi cient between the marks in VR+NA and the marks in general

knowledge tests was from 70 to 85.

Special Aptitude Tests
Specifi c aptitude tests are used to measure the aptitude of a person in any specifi c fi eld. For example

Mechanical aptitude test, Music aptitude test, teaching aptitude test, and medical aptitude test are prepared to measure the aptitude of a person in the fi elds of mechanics, music, teaching and medical.

To measure the specifi c aptitudes, following are the some foreign tests:

(*i*) Seashore Measures of Musical Talent

(*ii*) Wing standardized Tests of Musical Intelligence

(*iii*) Musical Aptitude Profi le

(*iv*) Horn Art Aptitude Inventory

(*v*) Meier Art Tests

(*vi*) Graves Design Judgment Tests

(*vii*) Minnesota Clerical Test

(*viii*) Test of Mechanical Comprehension

(*ix*) Medical College Admission Test

(*x*) Law School Admission test

(*xi*) Pre-Engineering Ability test

In India also, some aptitude measurement tests are prepared by the researchers, psychology schools and

commercial consulting fi rms. Some of them are following—

(*i*) Mechanical Aptitude Test – Atmanand Sharma

(*ii*) Clerical Aptitude Test – Kiran Gupta

(*iii*) Scientifi c Aptitude Test Series – K.K. Agrawal

(*iv*) Teaching Aptitude Test – Singh and Sharma
(*v*) Test of L form of DAT – J.M. Ojha

Summary
• *The efficiency or capability of a person which predicts a person's success in a specific field is called aptitude. With the help of aptitude, the success or failure of a person can be predicted. Aptitudes indicate the possible potentials of a person. Aptitude tests are used for measuring aptitudes. Aptitude tests are divided in three categories: (i) General Aptitude tests, (ii) Differential Aptitude*
tests, and (iii) Specifi c aptitude tests. The General aptitude tests measure the general effi ciencies and
capabilities of a person. These are very much like mental ability tests or IQ tests, which are capable
of predicting the normal success and failure of a person. The Differential Aptitude tests indicate the aptitudes in different fi elds. They are general series type of tests. Specifi c aptitude tests are used to measure the aptitude of a person in any specifi c fi eld. In India, there has been very minimal work in the fi eld of aptitude tests.

B) TOOLS FOR QUALITATIVE ASSESSMENT: INTERVIEW, OBSERVATION, CASE STUDY, SOCIOMETRY.

Interview
Introduction
Interview is an important and widely prevalent technique of gathering information in the field of guidance and counseling. It is a necessary component of guidance and lies at the heart of any counseling programme. In every sphere, an individual comes across various problems. For understanding these problems and helping the individual in their resolution, interview comes in as a handy tool. It is a subjective technique.

Meaning of Interview
(1) The technique of interview is used in different fields. Interview has been described as a conversation with a definite purpose. The interview is in a sense the foundation upon which all other elements rest, for it is the data gathering phase.
(2) In this technique, the interview and the interviewee converse is a friendly atmosphere setting before each other and the necessary information is gathered. Interview is believed to be the pivotal point of counseling. From the study and the analysis of the above definitions of interview the following facts energy : (*i*) In an interview, two different persons interact facing each other.
(*ii*) Interview is also a means of establishing contact with each other.
(*iii*) The interviewer has a prior knowledge of the objectives of interview.
(3) The interviewer has a prior knowledge of the objectives interview.
(4) During the brief span of interview, apart from gathering information about an individual, the interviewer gots a peep into the interviewee's personality from his demeanour and behaviour

which is not the case with other techniques
(5) Professional people are needed to conduct an interview, who can spin out desirable information
from the candidate by putting relevant questions.

Types of Interview

Interviews are of many types :

(1) Employment Interview : For a new appointment in any office, suitable candidates have to be

selected. The purpose of this interview is to determine the suitability of a candidate for post in question. Job selected questions are asked from the candidate.

(2) Informative Interview : In this type of interview, a candidate achievements and explanations

about marks obtained by him in different exams are asked. Providing information to youngsters on various vocations, professional opportunities, educational and training institutes etc. is also described as an informative interview.

(3) Counseling Interview : Interview is supposed to be the main stay of the process of counseling.

The objective is to develop in the youngster the ability to solve his problems and realize his potential.

(4) Research Interview : In this preview, questions regarding research are asked from a number of people. Facts are gathered.

(5) Diag nostic Interview : Diagnostic interview is one where questions are asked to a certain the

causes for a person's problems. Gathering facts is an important part of diagonosis.

(6) Group Interview : In this type of interview, 10–12 person with similar problems are made to sit in a group. In this interview, everybody's equal participation should be ensured so that each one of them comes to realize that the problem under discussion is not only his but is also common to all those in the group.

(7) Fact finding Inerview : In this type of interview, facts are collected by meeting people individually or in group. Teacher and guidance experts also gather facts regarding students by using this technique. It has three main objectives

(*i*) Through the technique, psychologists gather certain facts which they otherwise cannot through other techniques.

(*ii*) To corroborate the available information, fact gathering interviews are held.

(*iii*) The third objective of this type of interview is to observe physical defects. Such defects can not be found through psychological tests. During this interview, the interviewer also observes a person's movements, appearance etc.

(8) Clinical or Treatment Interview : Clinical interview is done after diagnostic interview. Its objective is to treat an individual. In this interview, a person is engaged in conversation in such a way that he gets rid of his worries. By giving vent to his suppressed desires and emotions he unburdens his mind.

Purpose of Interview

An Interview has the following objectives :

(1) The main objective of an interview is to gather different types of information and particulars

from the individual.

(2) Helping an individual to solve his educational vocational social and personal problems, and adjustment.

(3) Candidates are admitted into various causes through interview.

(4) Certain physical defects in individuals, that can not be found through psychological tests, can be as certained through interview.

(5) Interview helps in removing probable causes of various problems.

Success of an interview depends on the ability of the interviewer.

Steps or Components of an Interview

But a good interviewer adopts certain specified steps to conduct a successful and effective interview.

These steps are called essential components of an interview. The nature of an interview depends on

these steps.

These steps are as follows.

Preparation or Start of an Interview

Before starting an interview it is necessary to make suitable preparation keeping in view its objectives.

The following preparatory steps are necessary for interview.

(1) During the interview, the first interviewer should establish a friendly rapport with the candidate,

element of intimacy in a this rapport helps a candidate in answering questions without hesitation and fear.

For striking a friendly rapport, Davison and Robinson have made the following suggestions.

(*a*) **Compassion :** For generating a friendly atmosphere you must show compassion towards the candidate so that he has the confidence that the interviewer is his well wisher.

(*b*) **Confidence :** A candidate comes to the interviewer with various hopes. Hence, the interviewer

should inspire confidence in him.

(*c*) **Approval :** The interviewer either agrees with the candidate or, approves his actions. This approval is give to encourage the candidate to express his feelings unhesitatingly before the interviewer.

(*d*) **Humour :** Humour is necessary to create a tension free atmosphere **(2) Personal reference :** To clarify his points, the interview should give instances of his personal **Notes** experience

(*i*) **Asking Questions :** To inspire the candidate the interviewer should also express surprise so that the candidates comes out with maximum information he carries.

(*ii*) **Threat :** Sometimes the interviewer may warn the candidate of the dangers of presenting dubious information

(*iii*) **Surprise :** At the time of interview, the interviewer should also express surprise, so that the candidate gets the feeling that his information is influencing the interviewer by his views.

This helps candidates to correct his statement or behaviour.

(*iv*) **Informal Start :** Interview should begin by putting aside the formal working document. It should be spontaneous without referring to the main purpose of the interview.

(*v*) **Permissiveness :** It means that the interviews allows free flow of conversation without passing

any judgement on his statements. This helps to case the candidates tension.

(*vi*) **Equal time for Conversation :** In an interview both the interviewer and the interviewee should get equal time to talk, otherwise the purpose feelness of the interview will be compromised

The Body of the Interview

The middle part of important because it is only here that the desired information is gathered. To make the middle part more useful, attention should be paid to the following suggestions.

(*i*) **Use Motivating Questions :** Motivating questions should be asked in the interview by the interviewer so that the candidate feels comfortable in answering them. Questions having monosyllabic answers should not be asked. Otherwise it will be difficult to get relevant information from the candidate.

(*ii*) **Proper Use of Silence :** Silence should be understood in its correct perspective. While answering,

if a candidate becomes silent it should not be misconstrued as his ignorance.

(*iii*) **Limited Information :** The interviewer should not attempt to gather too much information in

one sitting due to time foundation.

(*iv*) **Understanding Candidates Attitude :** The interview should understand the candidates emotions, his negative and positive reactions and respond clearly by saying 'good, ok', yes' etc.

(*v*) **Control Over Interview :** The candidate should be free to express his views. If the interviewer

does not conduct the interview in a controlled manner he might fail to obtain necessary information 'After the 'initial liberal approach, the interviewer should draw the candidate into discussion on the main subject by putting direct questions.

Closing the Interview

Some times an interviewer, propelled by his own interest, drags on the interview to such a length that the candidate starts feeling bored. Hence, during an interview care must be taken to ensure as

to how to end the interview. If a process is brought to an end judiciously it leves a healthy effect on

its results. Interview can end in two ways :

(*i*) Round off the interview in a way that the candidate goes back satisfied.

(*ii*) Or end the interview in a way that it does not take much time to start the next interview.

If a candidate is to be called again, then at the end of the interview he must be politely informed that

the current interview is being ended and that he may come again when convenient for further discussion It is necessary for the interviewer to learn the art of interview. There are following suggestions for

a successful interview.

(*i*) Objective of the interview should be precisely determined before the interview.

(*ii*) Whatever facts are to be gathered during an interview their checklist should be prepared in advance.

(*iii*) The interviewer should ensure that the place, time and date of interview are fixed in advance according to mutual convene.

(*iv*) There should be no partiality at the time of interview.

(*v*) The interviewer should prepare, in advance, a cumulative record card for recording relevant information regarding a candidate.

(*vi*) It is essential to follow the principle of secrecy during an interview. Only after a candidate has

been assured secrecy that he will come forward with clear and exact facts.

Qualities of a Good Interviewer

(*i*) **Frankness :** For making an interview successful, the interviewer should place all the facts clearly before the candidate. Indirect talk makes.

(*ii*) **Humour :** To make the atmosphere tension free, the interviewer must look cheerful and witty.

(*iii*) **Limited information :** During the interview, talk should be on pre-determined lines and strictly

objective oriented.

(*iv*) **No Dominance :** The candidate should be given and equal opportunity to speak the interviewer

should not interrupt the candidate while expressing his opinion.

Good listener : The interviewer should listen to the candidate candidly and with patience.

A successful interviewer, apart from having the above attributes, should be well read, well trained

experienced, friendly, intelligent and with the ability to solve problems and take quick decisions.

Advantages of Interview

Process of guidance is also incomplete without interview. It is widely used in individual, social, educational and vocational spheres of guidance.

The method of interview has the following uses

(*i*) This method is more focused on problems and attainment of objectives.

(*ii*) It is easy to use.

(*iii*) It helps is promoting introspection in a candidate.

(*iv*) Interview helps in comprehensive understanding of the candidate, studying his instinctive behaviour, emotions and views.

(*v*) It can be used on any individual.

(*vi*) Interview also helps in obtaining detailed information about the past happening.

Limitations of Interview

The method has certain limitations which are as follows :

(*a*) It is a subjective method

(*b*) At times it becomes difficult to elaborate the outcome of interview.

(*c*) Qualified specialists are needed to conduct an interview.

(*d*) Being susceptible to influence by personal views and considerations, this method suffers from
lack of reliability and validity.

Summary
• *The technique of interview is used in different fields. Interview has been described as a conversation with a definite purpose. The interview is in a sense the foundation upon which all other elements rest, for it is the data gathering phase.*
• *Interviews are of many types :*
(1) Employment Interview : For a new appointment in any office, suitable candidates have to be selected. The purpose of this interview is to determine the suitability of a candidate for post in question.
(2) Informative Interview : In this type of interview, a candidate achievements and explanations about marks obtained by him in different exams are asked.
(3) Counseling Interview : Interview is supposed to be the main stay of the process of counseling.
(4) Research Interview : In this preview, questions regarding research are asked from a number of people. Facts are gathered.
(5) Diag nostic Interview : Diagnostic interview is one where questions are asked to a certain the causes for a person's problems.
(6) Group Interview : In this type of interview, 10–12 person with similar problems are made to sit in a group.
(7) Fact finding Inerview : In this type of interview, facts are collected by meeting people individually or in group.
(8) Clinical or Treatment Interview : Clinical interview is done after diagnostic interview.
• *An Interview has the following objectives :*
(1) The main objective of an interview is to gather different types of information and particulars from the individual.
(2) Helping an individual to solve his educational vocational social and personal problems, and adjustment.
(3) Candidates are admitted into various causes through interview.
(4) Certain physical defects in individuals, that can not be found through psychological tests, can be as certained through interview.
(5) Interview helps in removing probable causes of various problems.
• *The following preparatory steps are necessary for interview.*
(1) During the interview, the first interviewer should establish a friendly rapport with the candidate, element of intimacy in a this rapport helps a candidate in answering questions without hesitation and fear.
For striking a friendly rapport, Davison and Robinson have made the following suggestions.
(a) Compassion
(b) Confidence
(c) Approval
(d) Humour :
(2) Personal reference : To clarify his points, the interview should give instances of his personal experience
(i) Asking Questions

(ii) Threat
(iv) Informal Start
(v) Permissiveness
(vi) Equal time for Conversation
• Use Motivating Questions
• Proper Use of Silence
• Limited Information
• Understanding Candidates Attitude
• Control Over Interview
• Some times an interviewer, propelled by his own interest, drags on the interview to such a length that the candidate starts feeling bored. Hence, during an interview care must be taken to ensure as to how to end the interview.
• Frankness
• Humour
• Limited information
• No Dominance
• Process of guidance is also incomplete without interview. It is widely used in individual, social, educational and vocational spheres of guidance.
• The method of interview has the following uses
(i) This method is more focused on problems and attainment of objectives.
(ii) It is easy to use.
(iii) It helps is promoting introspection in a candidate.
(iv) Interview helps in comprehensive understanding of the candidate, studying his instinctive behaviour, emotions and views.
• The method has certain limitations which are as follows :
(a) It is a subjective method
(b) At times it becomes difficult to elaborate the outcome of interview.
(c) Qualified specialists are needed to conduct an interview.

Observation,

Introduction
The observation is the most commonly used method specially in studies relating to Psychology. In
a way we all observe thing around us, but this sort of observation is not scientific observation.
Observation becomes a scientific tool and the method of data collection for the researcher, when it
serves a formulated research purpose, is systematically planned and recorded and is subjected to
checks and controls on validity and reliability. It is also a process of recording the behavior patterns
of people, objects, and occurrences without questioning or communicating with them.
 Meaning of Observation

Observation means viewing or seeing. We go on observing some thing or other while we are awake.

Most of such observations are just casual and have no specific purpose. But observation as a method

of data collection is different from such casual viewing. **Langley, P defines** OBSERVATION involves

looking and listening very carefully. We all watch other people sometimes, but we don't usually watch them in order to discover particular information about their behavior. This is what observation

in social science involves. **Gorman and Clayton** define observation studies as those that "involve

the systematic recording of observable phenomena or behaviour in a natural setting"Observation allows the researcher to study people in their 'natural setting' without their behaviour being influenced by the presence of a researcher. Observational data usually consists of detailed information

about particular groups or situations. This kind of data can 'fill out' and provide a deeper, richer understanding than survey work which tends to produce less detailed information about a larger number of people. Some methods only allow for the study of one individual at a time. Observation enables the research to study groups of people together, that is, it allow

for the study of interaction between the members of a group.

Characteristics of Observation

Observation as a method of data collection has certain characteristics.

1. It is both a **physical and a mental activity.** The observation eye 'catches' many things which are sighted, but attention is focussed on data that are pertinent to the given study.

2. Observation is **selective.** A researcher does not observe anything and everything, but select the range of things to be observed on the basis of the nature, scope and objectives of his study.

3. Observation is **purposive and not casual.** It is made for the specific purpose of nothing things relevant to the study.

4. It captures the natural social context in which persons' behaviour occurs.

Types of Observation

• Participant Observation
• Non-participant Observation
• Direct Observation
• Indirect Observation
• Controlled Observation
• Uncontrolled Observation

Participant Observation

• In this observation, the observer is a part of the phenomenon or group which observed and he acts as both an observer and a participant.

• Example, a study of tribal customs by an anthropologist by taking part in tribal activities like folk dance. The person who are observed should not be aware of the researcher's purpose. Then only their behaviour will be 'natural.'

Non - Participant Observation

• In this method, the observer stands apart and does not participate in the phenomenon observed.

Naturally, there is no emotional involvement on the part of the observer. This method calls for skill in recording observations in an unnoticed manner.

• **Example :** use of recording devices to examine the details or how people talk and behave together.

Direct Observation

This means observation of an event personally by the observer when it takes place. This method is

flexible and allows the observer to see and record subtle aspects of events and behaviour as they occur. He is also free to shift places, change the focus of the observation.

Example : Observer is physically present to monitor

Indirect Observation

This does not involve the physical presence of the observer, and the recording is done by mechanical,

photographic or electronic devices.

Example : Recording customer and employee movements by a special motion picture camera mounted

in a department of large store.

Controlled Observation

Controlled observation is carried out either in the laboratory or in the field. It is typified by clear and explicit decisions on what, how, and when to observe. It is primarily used for inferring causality,

and testing casual hypothesis.

Uncontrolled Observation

This does not involve over extrinsic and intrinsic variables. It is primarily used for descriptive research. Participant observation is a typical uncontrolled one.

Planning Observation

The use of observation method require proper planning.

• The researcher should carefully examine the relevance of observation method to the data need of selected study.

• He must identify the specific investigative questions which call for use of observation method. These determine the data to be collected.

• He must decide the observation content, viz., specific conditions, events and activities that have to be observed for the required data.

• For each variable chosen, the operational definition should be specified.

• The observation setting, the subjects to be observed, the timing and mode of observation, recording procedure, recording instruments to be used, and other details of the task should be determined.

• Observation should be selected and trained. The persons to the selected must have sufficient concentration powers, strong memory power and unobtrusive nature. Selected persons should be imparted both theoretical and practical training.

Steps of Observation Notes

(*a*) **Selection of various Aspects of behaviour for observation :** The biggest problem is observation
method is deciding upon the aspects of behaviour that should be observed. While observing activities of an individual is a particular situation some activities may get left out for the purpose of observation some selected aspects of an individual's behaviour should be predetermined
so that observer concentrates on these aspects only.

(*b*) **Making clear the meaning of selected behaviour :** The meaning of determined behaviour should be made clear so that if two different observers are watching an individual's behaviour there is consistency and reliability is their conclusions.

(*c*) **Training of observers :** It is important to train observers. It observers are not trained the marks
awarded by then shall not reflect the real position. To minimize the margin of error in their conclusions they are made to undergo practice.

(*d*) **Quantifying Observation :** It is necessary to substantiate the observed behaviour. The substantiation is in terms of numbers. Keeping Count of number of times a student repeats the some behaviour is substantiating the observation.

(*e*) **Report writing or Data Recording :** It is necessary to immediately record an observed fact. It is ideal to use code words for different types of behaviour. Apart from this, tape recording on CD or floppy and photography are appropriate recording techniques.

Principles to be followed in observation

(*i*) **Observe the whole situation :** While observing, the teacher should not only limit his attention
to the behaviour of the student but should also limit the conditions under which is working.

(*ii*) **Observe Students is their routine activities :** Students should be observed through their daily
activites, for instance, how does a student behave while studying in the classroom, in the playfield or while moving more classroom to the other classrooms.

(*iii*) **Observation over a long period :** Students behaviour should be observed over a long period.
This help the observer to arrive at any definite conclusion.

Advantages of Observation Method

• They permit measurement of actual behavior rather than reports of intended or preferred behavior.

• There is no reporting bias, and potential bias caused by the interviewer and the interviewing process is eliminated or reduced.

• Certain types of data can be collected only by observation.

• If the observed phenomenon occurs frequently or is of short duration, observational methods may be cheaper and faster than survey methods.

Disadvantages of Observation Method

• The reasons for the observed behavior may not be determined since little is known about the underlying motives, beliefs, attitudes, and preferences.

• Selective perception (bias in the researcher's perception) can bias the data.
• In some cases, the use of observational methods may be unethical, as in observing people without their knowledge or consent.

Summary
• *Observation means viewing or seeing. We go on observing some thing or other while we are awake.*
• *Observation allows the researcher to study people in their 'natural setting' without their behaviour being influenced by the presence of a researcher.*
• *Observational data usually consists of detailed information about particular groups or situations.*
• *Observation as a method of data collection has certain characteristics.*
(i) It is both a physical and a mental activity. The observation eye 'catches' many things which are sighted, but attention is focussed on data that are pertinent to the given study.
(ii) Observation is selective. A researcher does not observe anything and everything.
(iii) Observation is purposive and not casual.
• *Types of observation*
• *Participant Observation*
• *Non-participant Observation*
• *Direct Observation*
• *Indirect Observation*
• *Controlled Observation*
• *Uncontrolled Observation*
• *Selection of various Aspects of behaviour for observation : The biggest problem is observation method is deciding upon the aspects of behaviour that should be observed.*
• *Making clear the meaning of selected behaviour : The meaning of determined behaviour should be made clear so that if two different observers are watching an individual's behaviour there is consistency and reliability is their conclusions.*
• *Training of observers : It is important to train observers. It observers are not trained the marks awarded by then shall not reflect the real position.*
• *Quantifying Observation : It is necessary to substantiate the observed behaviour. The substantiation is in terms of numbers.*
• *Report writing or Data Recording : It is necessary to immediately record an observed fact.*
• *Principles to be followed in observation*
(i) Observe the whole situation : While observing, the teacher should not only limit his attention to the behaviour of the student but should also limit the conditions under which is working.
(ii) Observe Students is their routine activities : Students should be observed through their daily activites, for instance, how does a student behave while studying in the classroom, in the playfield or while moving more classroom to the other classrooms.
(iii) Observation over a long period : Students behaviour should be observed over a long period. This help the observer to arrive at any definite conclusion.
• *They permit measurement of actual behavior rather than reports of intended or preferred behavior.*

Case Study

Introduction

Case studies are **in-depth investigations** of a single person, group, event or community. Typically
data are gathered from a variety of sources and by using several different methods (e.g. observations
& interviews). The case study research method originated in clinical medicine (the case history, i.e.
the patient's personal history - idiographic method). The case study method often involves simply observing what happens to, or reconstructing
'the case history' of a single participant or group of individuals (such as a school class or
a specific social group), i.e the **idiographic approach**.
Case studies allow a researcher to investigate a topic in far more detail than might be possible if they were trying to deal with a large number of research participants (nomothetic approach) with the aim of 'averaging'.

Meaning of Case Study

A case study is an in-depth study of one person. Much of work and theories were developed through
individual case studies.
In a case study, nearly every aspect of the subject's life and history is analyzed to seek patterns and
causes for behavior. The hope is that learning gained from studying one case can be generalized to
many others. Unfortunately, case studies tend to be highly subjective and it is difficult to generalize
results to a larger population.
The case study is not itself a research method, but researchers select methods of data collection and
analysis that will generate material suitable for case studies such as **qualitative techniques** (semistructured
interviews. participant observation, diaries), personal notes (e.g. letters, photographs,
notes) or official document (e.g. case notes, clinical notes, appraisal reports). The data collected can
be analyzed using different theories (e.g. grounded theory, interpretative phenomenological analyzed
using different theories (e.g. grounded theory, interpretative phenomenological analysis, text interpretation) (e.g. thematic coding) etc. All the approaches mentioned here use preconceived categories in the analysis and they are ideographic in their approach, i.e. they focus on the individual
case without reference to a comparison group.
Case studies are widely used in psychology and amongst the best known were the
ones carried out by **Sigmund Freud.** He conducted very detailed investigations into
the private lives of his patients in an attempt to both understand and help them
overcome their illnesses. Freud's most famous case studies included **Little Hans** and
The Rat Man.

Even today case histories are one of the main methods of investigation in abnormal psychology and

psychiatry. For students of these disciplines they can give a vivid insight into what those who suffer

from mental illness often have to endure.

Case studies are often conducted in clinical medicine and involve collecting and reporting descriptive

information about a particular person or specific environment, such as a school. In psychology, case

studies are often confined to the study of a particular individual. The information is mainly biographical and relates to events in the individual's past (i.e. retrospective), as well as to significant

events which are currently occurring in his or her everyday life. In order to produce a fairly detailed

and comprehensive profile of the person, the psychologist may use various types of accessible data.

Types of Case Study
• **Explanatory :** Used to do causal investigations.
• **Exploratory :** A case study that is sometimes used as a prelude to further, more in-depth research. This allows researchers to gather more information before developing their research questions and hypotheses.
• **Descriptive :** Involves starting with a descriptive theory. The subjects are then observed and the information gathered is compared to the pre-existing theory.
• **Intrinsic :** A type of case study in which the researcher has a personal interest in the case.
• **Collective :** Involves, studying a group of individuals. **Instrumental :** Occurs when the individual or group allows researchers to understand more
than what is initially obvious to observers.

Case Study Methods
Prospective : A type of case study in which an individual or group of people is observed in order to determine outcomes. For example, a group of individuals might be watched over an extended period of time to observe the progression of a particular disease.
Retrospective : A type of case study that involves looking at historical information. For example,
researchers might start with an outcome, such as a disease, and then backwards at information about the individuals life to determine risk factors that may have contributed to the onset of the illness.

Sources of Information for Case Study
There are a number of different sources and methods that researchers can use to gather information
about an individual or group. The six major sources that have been identified by researchers
1. Direct observation : This strategy involves observing the subject, often in a natural setting. While an individual observer is sometimes used, it is more common to utilize a group of

observers.

2. Interviews : One of the most important methods for gathering information in case studies. An interview can involves structured survey-type questions, or more open-ended questions.

3. Documents : Letters, newspaper articles, administrative records, etc.

4. Archival records : Census records, survey records, name lists, etc.

5. Physical artifacts : Tools, objects, instruments and other artifacts often observed during a direct observation of the subject.

6. Participant observation : Involves the researcher actually serving as a participant in events and observing the actions and outcomes.

Preparation of a Psychology Case Study

Case studies are often used in clinical cases or in situations when lab research is not possible or practical.

At some point in your study of psychology, you may be required to write a case study. A case study

is an in-depth analysis of a single person. These are often used in clinical cases or in situations when individual, an imagined individual, or a character from a television show, film, or book. The specific format for a case study can vary greatly. In some instances, your case study will focus

solely on the individual of interest. Other possible requirements include citing relevant research and background information on a particular topic. Always consult with your instructor for a detailed

outline of your assignment. The following format is often used in undergraduate courses for psychotherapy case studies.

Case History

(*i*) Background Information

The first section of your paper will present your client's background. Include factors such as age, gender, work, health status, family mental health history, family and social relationships, drug and alcohol history, life difficulties, goals and coping skills and weaknesses.

(*ii*) Description of the Presenting Problem

In the next section of your case study, you will describe the problem or symptoms that the client presented with. Describe any physical, emotional or sensory symptoms reported by the client. Thoughts, feelings, and perceptions related to the symptoms should also be noted. Any screening or diagnostic assessments that are used should also be described in detail and all scores reported.

(*iii*) Your Diagnosis

Provide your diagnosis and give the appropriate Diagnostic and Statistical Manual code. Explain how you reached your diagnosis, how the clients symptoms fit the diagnostic criteria for the disorder(s), or any possible difficulties in reaching a diagnosis.

Intervention

The second section of your paper will focus on the intervention used to help the client. Your instructor

might require you to choose from a particular theoretical approach or ask you to summarize two or

more possible treatment approaches.

(*i*) Psychoanalytic Approach

Describe how a psychoanalytic therapist would view the client's problem. Provide some background on the psychoanalytic approach and cite relevant references. Explain how psychoanalytic therapy would be used to treat the client, how the client would respond to therapy and the effectiveness of this treatment approach.

(*ii*) Cognitive-Behavioral Approach

Explain how a cognitive-behavioral therapist would approach treatment. Offer background information on cognitive-behavioral therapy and describe the treatment sessions, client response and outcome of this type of treatment. Make note of any difficulties or successes encountered by your client during treatment.

(*iii*) Humanistic Approach

Describe a humanistic approach that could be used to treat your client. Provide information on the type of treatment you chose, the client's reaction to the treatment and the end result of this approach. Explain why the treatment was successful or unsuccessful.

Strength of Case Study

• Provides detailed (rich qualitative) information
• Provides insight for further research Permitting investigation of otherwise impractical (or unethical) situations
Case studies give psychological researchers the possibility to investigate cases, which could not possibly be engineered in research laboratories. For example, the Money Case Study.
Case studies are often used in exploratory research. They can help us generate new ideas (that might be tested by other methods). They are an important way of illustrating theories and can help
show how different aspects of a person's life are related to each other. The method is therefore important for psychologists who adopt a holistic point of view (i.e. humanistic psychologists).

Limitations of Case Study

• Can't generalize the results to the wider population
• Researchers own subjective feeling may influence the case study (researcher bias)
• Difficult to replicate
• Time consuming

Summary

• A case study is an in-depth study of one person. Much of work and theories were developed through individual case studies.
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• Interviews
• Documents
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QUESTIONS

1) Explain the meaning of observation
2) Discuss the characteristics of observation
3) Explain the types of observation
4) Describe the advantages and disadvantages of observation method.

5) What do you understand by "observation" ?
6) What are the reasons for observe ?
7) Explain the characteristics of observation ?
8) Give the types of observation.
9) What is direct observation ?
10) Explain the steps of observation.
11) What are the observation methods ?

12) Explain the meaning of interview
13) Discuss the types of interview
14) Explain the purpose of interview
15) Describe steps of an interview
16) Explain the advantages and disadvantages of interview.

17) Explain the concept of interview.
18) What are the types of interview ? Explain briefly.
19) Explain the procedure of interview.
20) What are the advantages of interview ?
21) Give the limitations of interview.