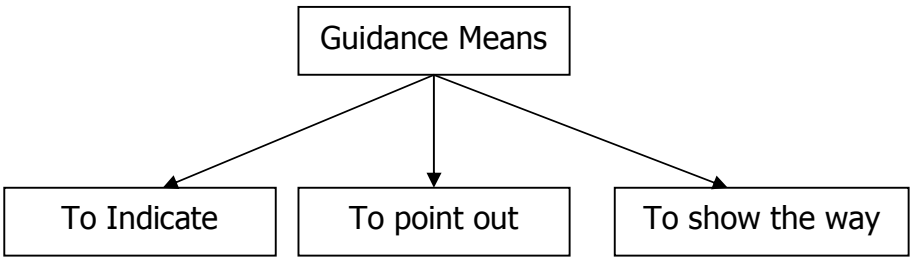
Guidance Means
To Indicate
To point out
To show the way

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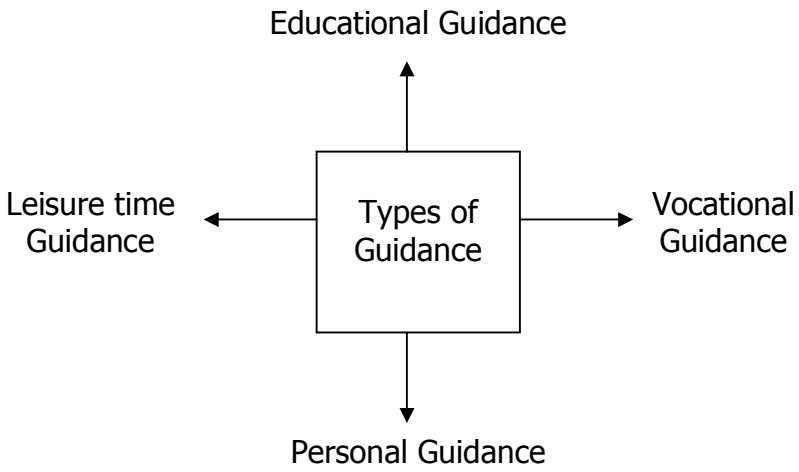
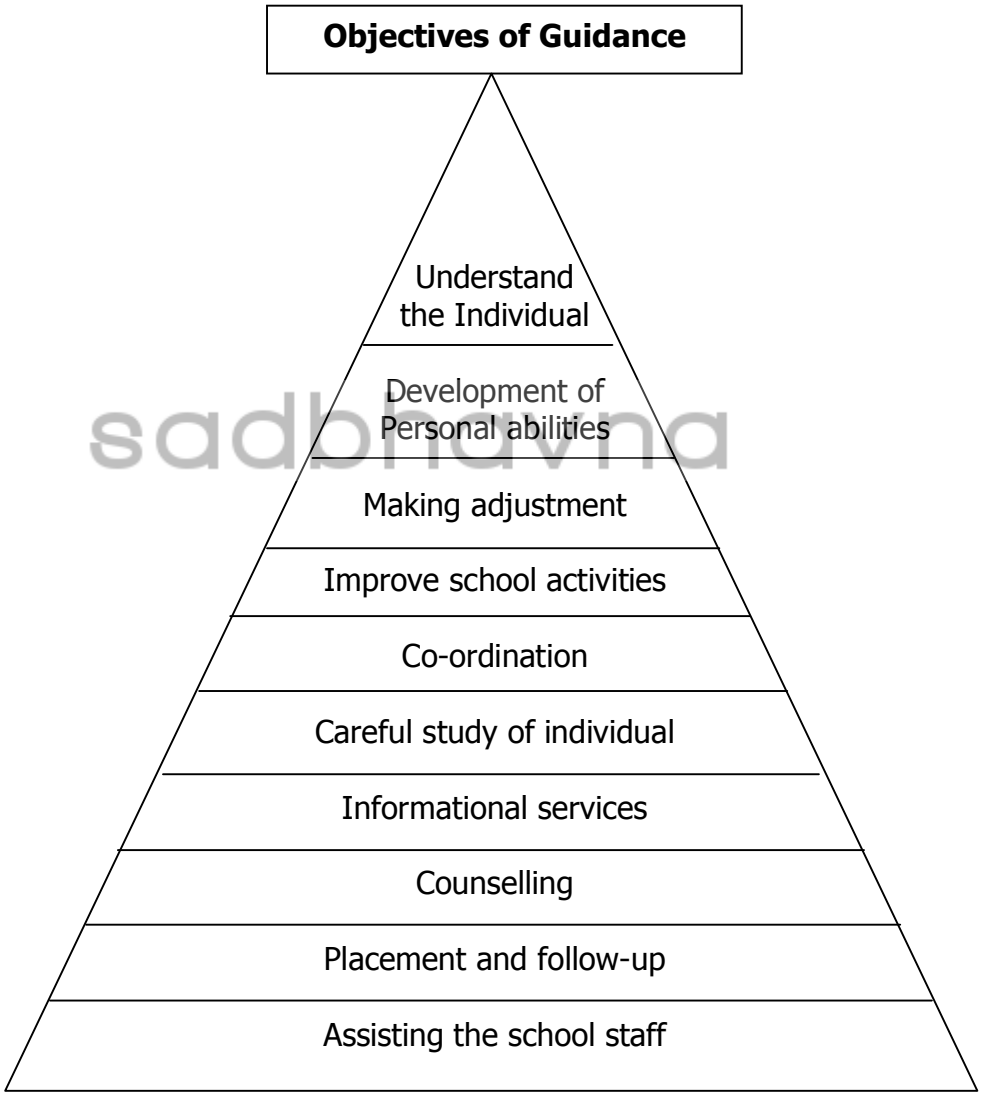
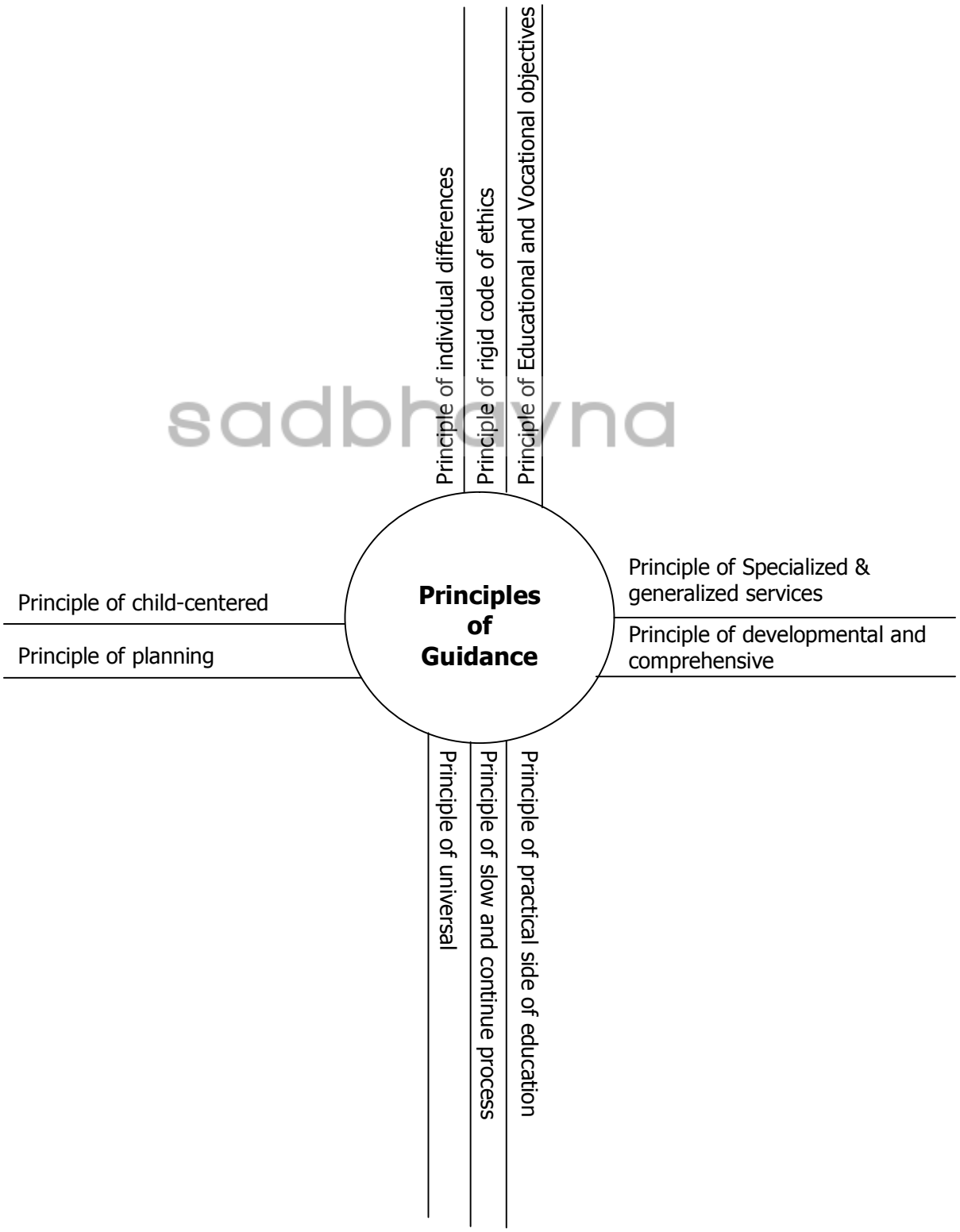
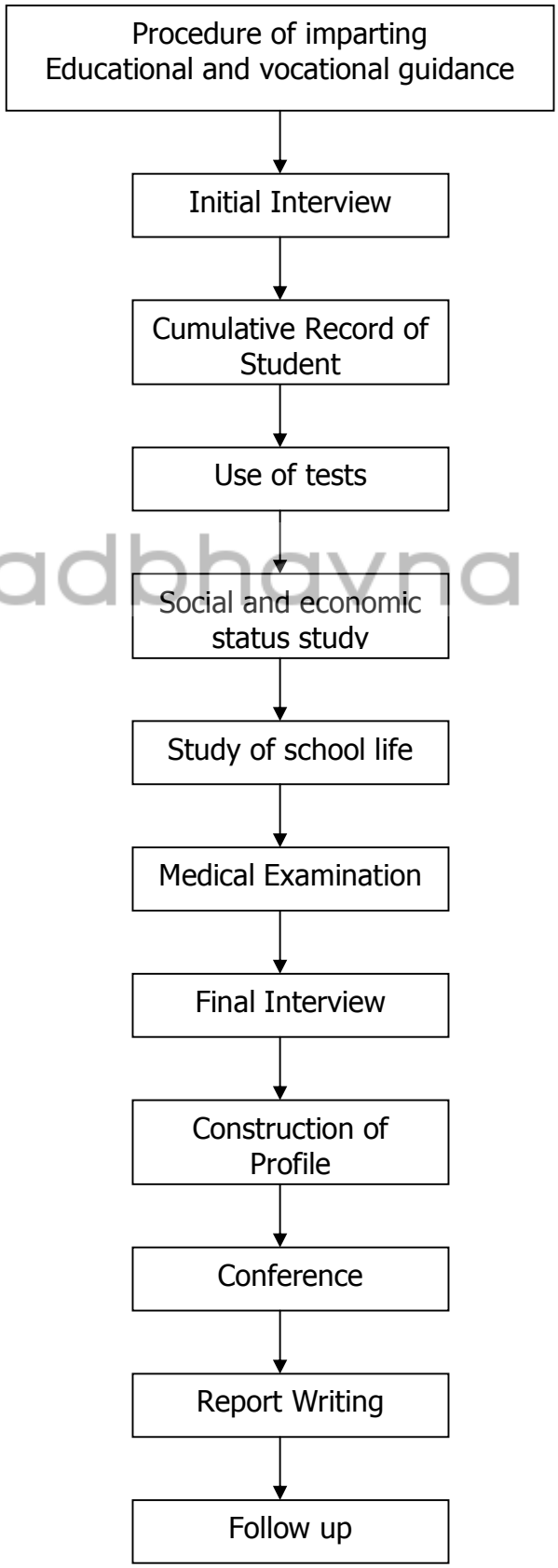
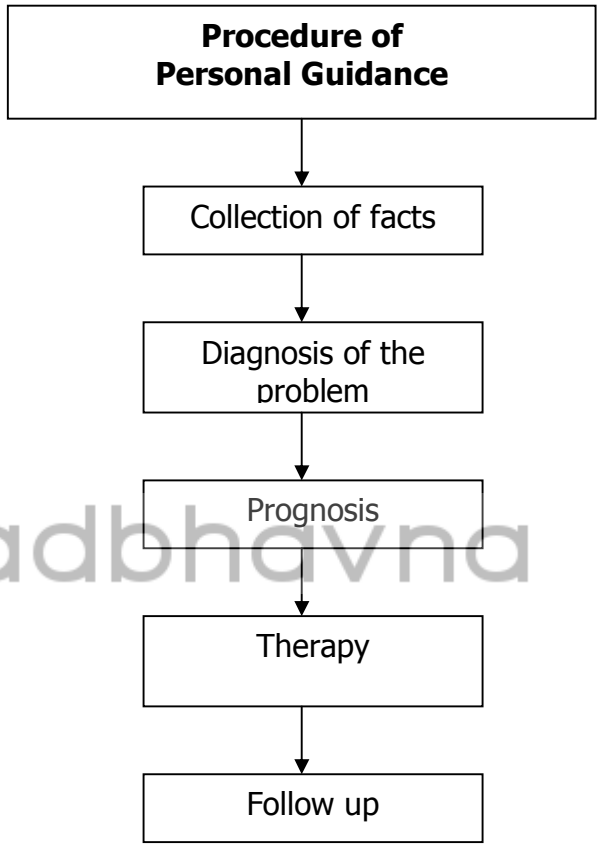

Educational Guidance
Leisure time Guidance
Types of Guidance
Vocational Guidance
Personal Guidance


Objectives of Guidance
Understand the Individual
Development of Personal abilities
Making adjustment
Improve school activities
Co-ordination
Careful study of individual
Informational services
Counselling
Placement and follow-up
Assisting the school staff
sadbhavna

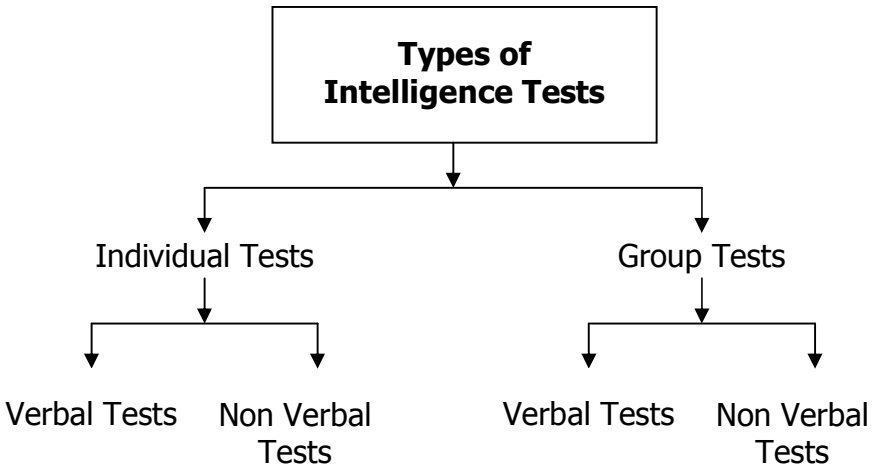

Principle of individual differences
Principle of rigid code of ethics
Principle of Educational and Vocational objectives
Principle of child-centered
Principle of planning
Principles of Guidance
Principle of Specialized & generalized services
Principle of developmental and comprehensive
Principle of universal
Principle of slow and continue process
Principle of practical side of education
sadbhavna

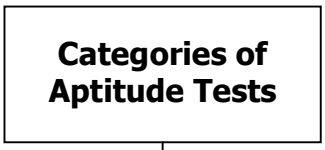

Procedure of imparting
Educational and vocational guidance
Initial Interview
Cumulative Record of Student
Use of tests
Social and economic status study
Study of school life
Medical Examination
Final Interview
Construction of Profile
Conference
Report Writing
Follow up

sadbhavna


Procedure of
Personal Guidance
Collection of facts
Diagnosis of the problem
Prognosis
Therapy
Follow up

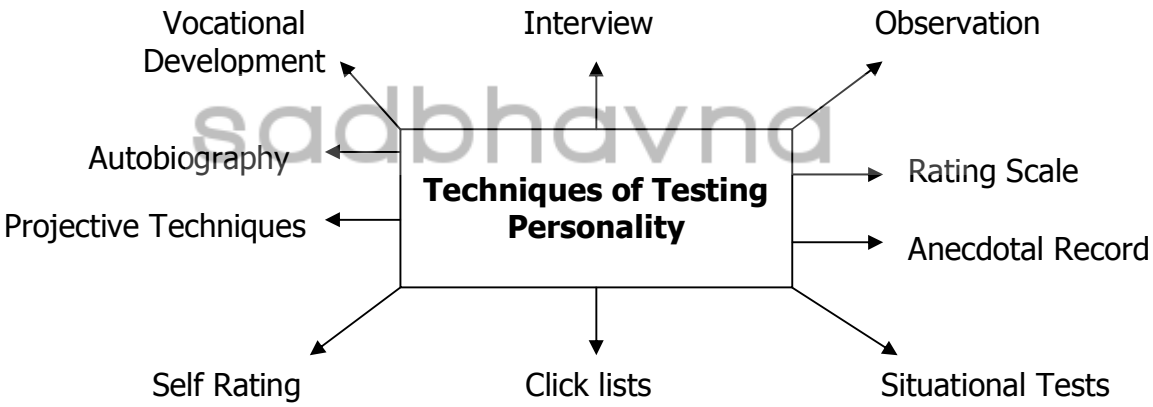
sadbhavna


Types of
Intelligence Tests
Individual Tests
Group Tests
Verbal Tests
Non Verbal Tests
Verbal Tests
Non Verbal Tests



Multifactor batteries

Specific Aptitude Test



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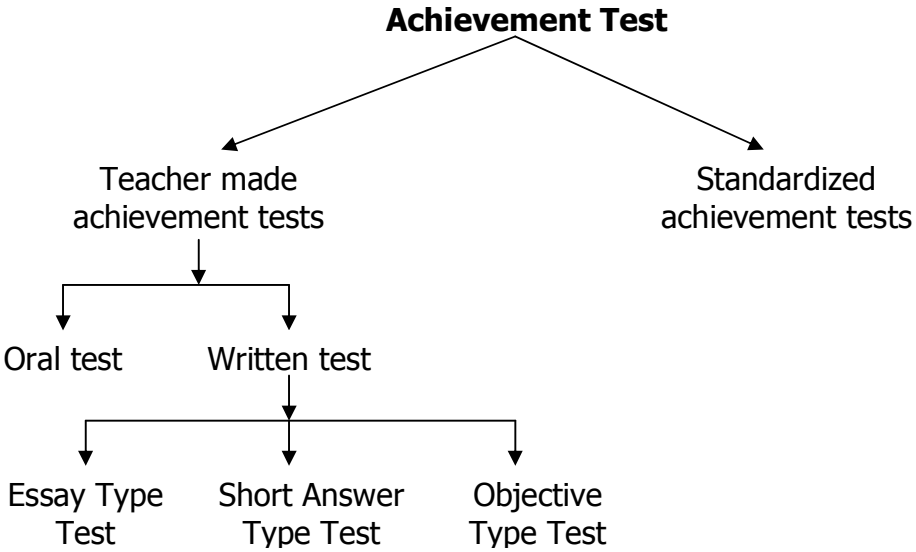

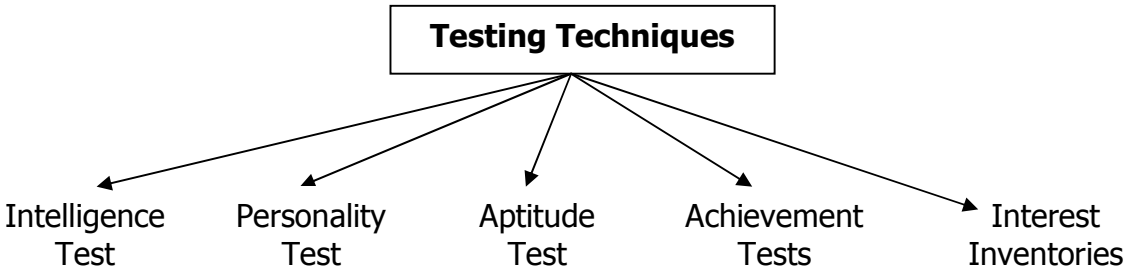

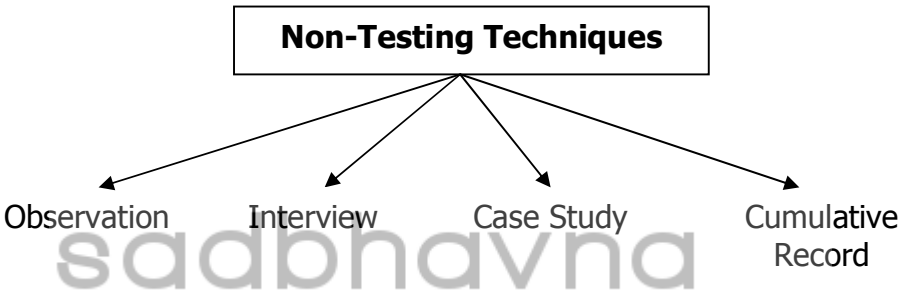

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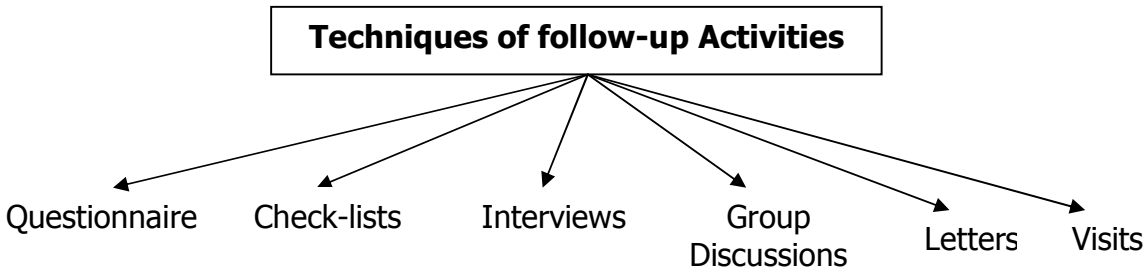
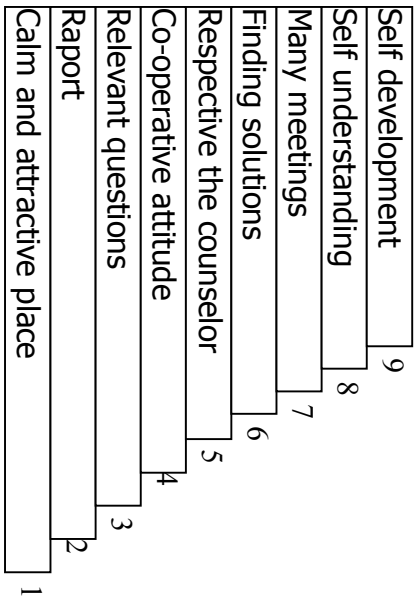
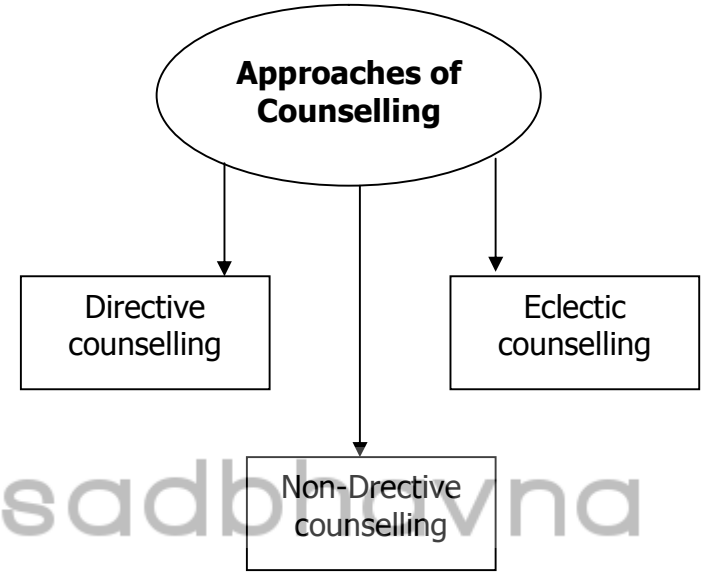


Steps in Counselling




Approaches of Counselling
Directive counselling
Eclectic counselling
Non-Drective counselling

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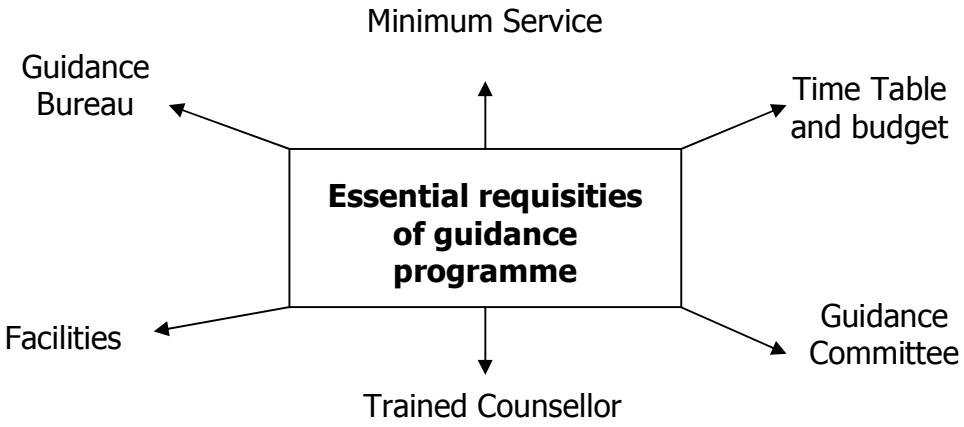
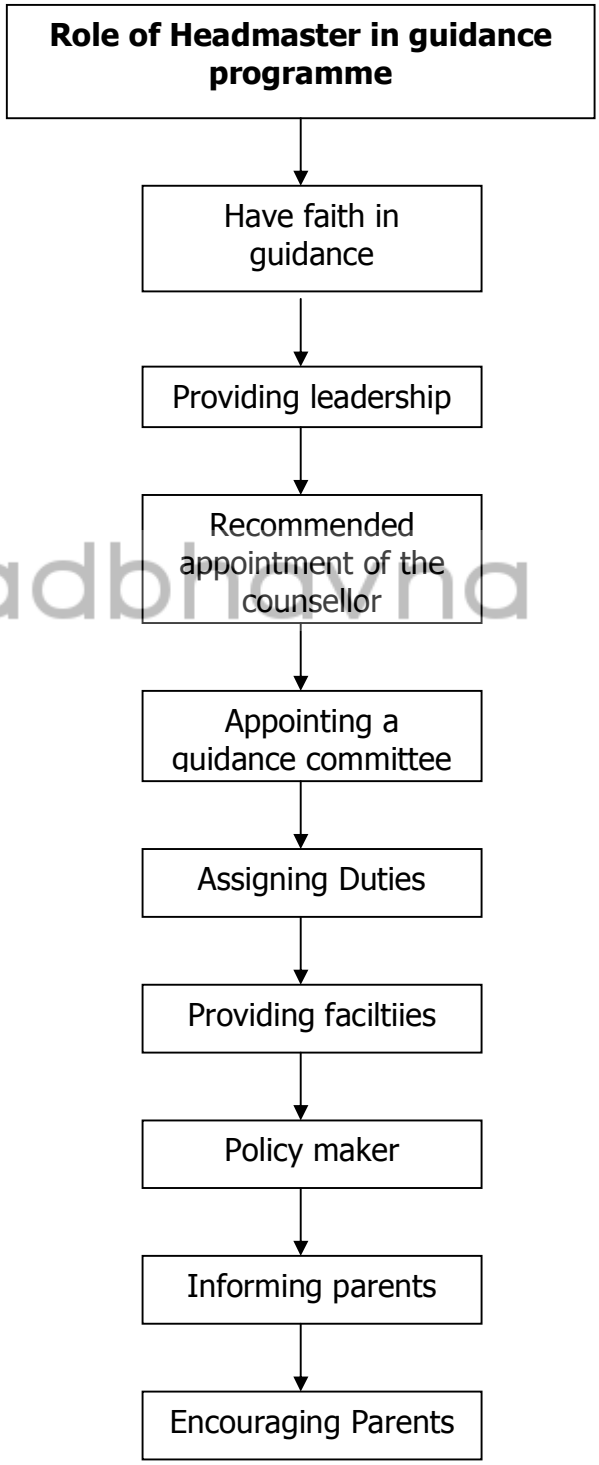

Minimum Service
Guidance Bureau
Time Table and budget
Essential requisities of guidance programme
Facilities
Guidance Committee
Trained Counsellor


Role of Headmaster in guidance programme
Have faith in guidance
Providing leadership
Recommended appointment of the counsellor
Appointing a guidance committee
Assigning Duties
Providing faciltiies
Policy maker
Informing parents
Encouraging Parents

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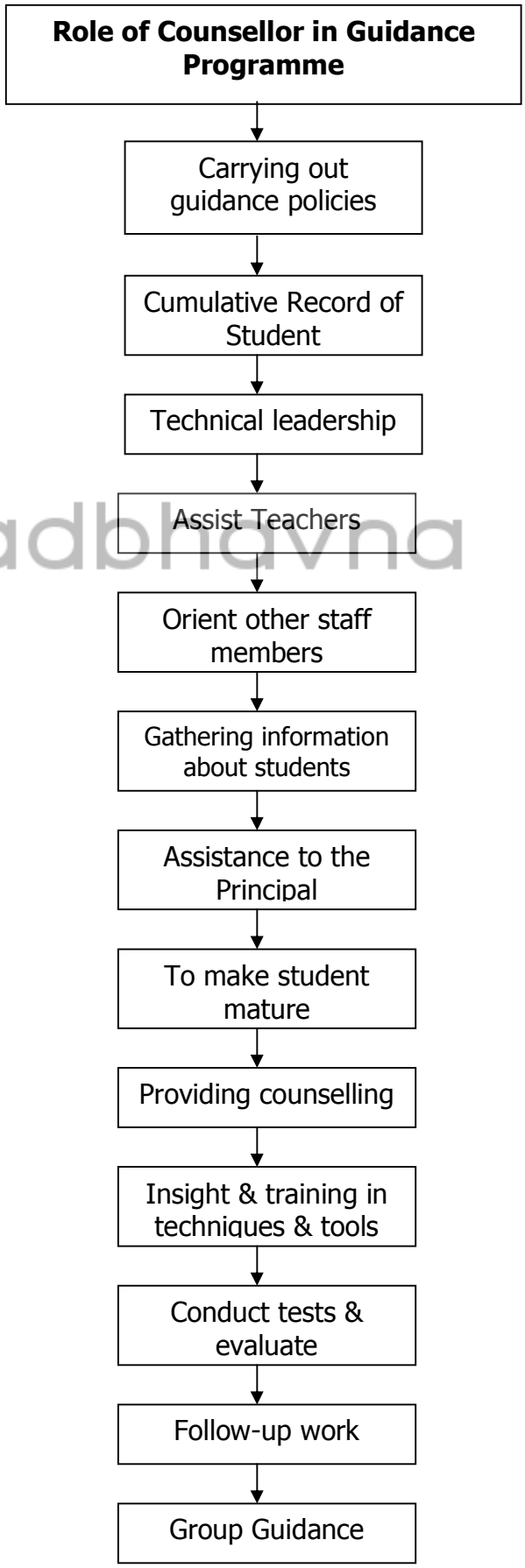
Role of Counsellor in Guidance Programme
Carrying out guidance policies
Cumulative Record of Student
Technical leadership
Assist Teachers
Orient other staff members
Gathering information about students
Assistance to the Principal
To make student mature
Providing counselling
Insight & training in techniques & tools
Conduct tests & evaluate
Follow-up work
Group Guidance

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UNIT-I

CHAPTER – I

NEED AND SCOPE OF GUIDANCE

STRUCTURE

1.1 Objectives

1.2 Meaning of Guidance

1.3 Need of Guidance

1.3.1 Need of Educational Guidance

1.3.2 Need of Psychological Guidance

1.3.3 Social Need of Guidance

1.4 Scope of Guidance

1.4.1 Scope of Guidance in terms of areas

1.4.2 Scope of Guidance in terms of stages of life

1.5 Lets Sum Up

1.6 Chapter End Exercise

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UNIT-I

CHAPTER – I

NEED AND SCOPE OF GUIDANCE

1.1 OBJECTIVES

This chapter is meant to help you to understand the meaning, need and scope of guidance. After going through this chapter you will able to:-

- Describe the meaning of guidance.
- Describe the need of educational, psychological and social guidance.
- Describe the scope of guidance.

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1.2 MEANING OF GUIDANCE

To guide means to indicate, to point out or to show the way. It is a sort of help, assistance or suggestions for progress.

Guidance is a process of helping the individual of discover himself i.e. his potentialities, capacities, capabilities, abilities and aptitudes, interest and to help him in making maximum development and use of all these potentialities to the best advantages of the individual and the state. In other words guidance is a process of assisting the individual in developing body, mind, personality and character and to help him in making maximum educational, vocational and personal adjustment.

Definitions of guidance

- Ruth Strong, "Guidance is a process of helping every individual through his own efforts."

- Knapp, "Guidance is a process of learning, helping and affecting changes in an individual."

- Jones, "Guidance is the promotion of the growth of the individual in self-direction."

- Chislom, "Guidance is a process of helping the individual to discover his own talent and to find his place."

1.3 NEED OF GUIDANCE

1.3.1 Educational Guidance

1. **Choice of Curriculum** : Diversified curriculum has been introduced in the new structure (10+2+3 system) of education. Secondary education commission suggested diversified curriculum after eight class and Kothari Commission recommended diversified curriculum after 10^{th} class, various groups in curriculum like Humanity Group, Commerce Group, Medical Group, Non-Medical Group, Home Science Group, Fine Arts Group, Agriculture Group have been introduced. So students have to face problem of selection of curriculum. Guidance is needed to help students in selection of courses according to their abilities, interests, aptitudes and vocational aspirations.

2. **Maximum achievement** : Poor achievement in the examination is because that the students do not make the fuller use of educational facilities available at their institutions. Therefore, a great need for developing study habits in the students.

3. **Solutions of educational problems** : Universal and compulsory education, increased enrolment, high percentage of failures, consequent wastage and stagnation necessitate the need of effective organized programme in the school. Special guidance is needed to gifted, backward, problematic, delinquent and handicapped students.

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4. **Minimising wastage and stagnation** : There is a huge wastage and stagnation in education. There are mass facilities, and even the students who pass are mostly third divisions. To raise the standard increase the pass percentage and quality in education, pupils of right quality and type should be encouraged to enter each course. Guidance programme helps in identifying the pupils who are unable to profit by any of the senior secondary courses and directing them to more useful pursuits. It will help in guiding the rest into different channels on the basis of their potentialities and personality patterns.

5. **Educational and vocational plans** : Guidance is needed for helping the students in making suitable educational and vocational plans.

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6. **Solving discipline problem** : Problem of indiscipline is becoming more and more acute at different levels of education. It has taken a serious town at higher level of education. Student strikes and agitations, breaking and burning of national property on petty matters all the sieves of the day. Problems of discipline and delinquency can be solved with the help of guidance.

7. **Making higher education successful** : Higher education was for the few in the past. Now the field of higher education has been widened, the sope of guidance too has enlarged and guidance has became a necessity to make higher education successful.

1.3.2 Need for Psychological Guidance

1. **Individual Differences** : No two individuals are alike. Individuals differ in physical, intellectual, social and emotional characteristics. To provide for the maximum development of individuality, guidance is essentially needed.

2. **Psychological problems** : Many students face emotional problems. These problems are due to frustrations, conflicts and tensions and other

stresses and strains. It is essential to provide guidance to the youth to save them from stresses and strains of a developing society.

3. **Satisfactory Adjustment** : Guidance is needed to help the students in making satisfactory psychological adjustment. Lack of adjustment adversely affects physical and mental health.

4. **Right use of Leisure time** : Any empty mind is a devil's workshop is a well known saying. Affective guidance is important for helping the individuals in making the best use of leisure time.

5. **Proper Development of Personality** : Personality is a sum total of physical, intellectual, emotional and social traits which is expressed in terms of behaviour, gestures, attitudes, values, beliefs and temperaments. A well organized guidance programme is essential for the total development of personality.

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Check your Progress

1. What is the need of Educational Guidance?
2. What is the need of Psychological Guidance?

1.3.3 Social Need of Guidance

1. Complex nature of Society : Our Society is becoming complex day by day. The process of consumption, production, distribution and exchange has been become very complex. We have so many problems and it is very difficult for the individual to achieve satisfactory results without the help of guidance.

2. **Conservation of human energy** : Human energy is to be saved and used for the betterment of society. If people will be left to themselves the

human energy will be wasted. Guidance is based upon the principle of conservation of energy.

3. **Changed family pattern** : The joint family system is disappearing rapidly. There is growing tendency on the part of women to select their own life partner. Decisions about life partner is one of the most important decisions taken in life and as such this requires proper guidance.

4. **Changing Moral and Religious Values** : Science has reduced people's faith in religion. People want to earn money by fair or foul means. Cheating, dishonesty and cunningness are considered to be the key of success. As a result tensions and problems have increased. A well organized guidance programme can help in solving these problems.

5. **Employment of Women** : Women are entering the field of occupations in large numbers and their children are being deprived of maternal care and affection. So there is need for some agency to guidance such children.

6. **Increasing population** : Our population is increasing very rapidly and guidance is needed in the techniques of planning.

7. **Appeal to pseudo-sciences** : People have begun to follow some beliefs and superstitions which do not have any scientific background. They are being mislead by cheap and faulty religious propaganda. It needs organized guidance.

1.4 SCOPE OF GUIDANCE

As scope of guidance is very comprehensive and related with every aspect of life, it can be studied from different angles.

1.4.1 Scope of Guidance in terms of area

1. **Educational Guidance** : Activities covered under educational guidance are

   - Choice of curriculum
   - Selection of books
   - Selection of co-curricular activities
   - To check wastage and stagnation
   - Making adjustment to school
   - Guidance for physically handicapped
   - Guidance for gifted.

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2. **Vocational Guidance** : Activities covered under vocational guidance are :

   - Assistance to individual for vocational adjustment.
   - Help to understand world of work.
   - Help to choose, prepare, enter and progress in occupation.
   - Provide help to those who have not entered world of work.
   - Help to increase job satisfaction.
   - Provide placement services

3. **Personal Guidance** : Personal guidance includes services to deal with physical health problems, emotional problems, social adjustment problems, personality problems, elenamic problems, sex problems, school and have problems etc.

4. **Leisure Time Guidance** : Guidance to proper use of leisure time at the disposal of the individual.

5. **Social Guidance** : Our society is getting complex day by day. Elevenice pressure completed the women to the world of work which is multiplying their problems at home and work place. Adolescents are frustrated soval guidance is very implement for every individual for the betterment of society.

1.4.2 Scope of Guidance in terms of stages of life

Human being passes through various stages of life which infancy, childhood, adolescence, adulthood and oldage.

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Every phase of life has its peculiar problems. Adolescents is considered as a period of stress and strain,' It is a crucial period of one's life characterized by rapid physical, social, emotional and intellectual development. There is a dire need of guidance in adolescence period.

Adulthood has its own problems such as vocational adjustment, education of children, economic problems, adjustment problems at home and in society etc.

With the rapid change in social structure the oldage problems are increasing. Old persons are facing adjustment problem at home. Loneliness and utilization of leisure time are prominent in problems of this period.

Scope of Guidance in terms of Different sections of the society :

It covers different sections of society which need help to solve their peculiar problems. These problems are :

1. Family – to maintain good relationships among family members.
2. Socially – backward persons.
3. Economically backward persons.
4. Scheduled caste/Scheduled tribes
5. Handicapped – Physically, mentally, emotionally

6. Women
7. Orphans
8. Married person
9. Gifted, creative
10. Backward children, slow learner
11. Patient specially suffering from incurable disease such as HIV positive persons, cancer patient etc.

1.5 LETS SUP UP

In this chapter we have studied the meaning of guidance. We have also studied the scope and need of educational, psychological and social guidance. Guidance is very much needed for helping the individual to develop and utilize properly his potentialities, abilities and skills and to acquire maximum knowledge without difficulty. The complex social, economic, political and educational structure has made guidance and counselling a necessity.

1.6 CHAPTER END EXERCISE

1. Define Guidance. Explain the Need of Educational Guidance.
2. Explain the Need of Psychological Guidance.
3. Explain the Need of Social Guidance.
4. Discuss the Scope of Guidance in various areas.

CHAPTER – II

AIMS AND OBJECTIVES OF GUIDANCE

STRUCTURE

2.1 Objectives

2.2 Aims and objectives of Guidance

2.3 Principles of Guidance

2.4 Lets sum up

2.5 Chapter End Exercise

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CHAPTER – II

AIMS AND OBJECTIVES OF GUIDANCE

2.1 OBJECTIVES

This chapter is meant to help you to understand the aims and objectives of guidance and various principles of guidance. After going through this chapter you will able to:-

- Describe the aims and objectives of Guidance.
- Describe various principles of Guidance.

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2.2 AIMS & OBJECTIVES OF GUIDANCE

1. **To understand the individual** : To discover and understand capacities, potentialities, abilities aptitudes, interest, weak and strong point of the individual and to evaluate the self in relation to personal and social experience and to use the self more effectively in every day living.

2. **Development of personal abilities and potentialities** : To help the individual to develop their abilities, potentialities and points of view, to develop their body, mind, personality and character, to utilize their efforts, to make their own decisions and choices, for directing their lives, developing their points of view and to solve their problems independently.

3. **Helping the individual in making adjustment** : To assist the individual in making satisfactory and maximum adjustment to home, to school, to teachers, to pupils and to society.

4. **Improve school activities** : Guidance programme helps the school staff in solving various problems and improving all the activities of the school.

5. **Co-ordinating home, school and society** : Erickson has rightly pointed out that one of the important purposes of guidance is co-ordinating home, school and community influences on the child.

6. **Careful study of individual** : To make the guidance programme effective, we must thoroughly study the individual guidance aims at doing so with the help of tests and techniques at its disposal.

7. **Informational Services** : In order to solve the problems, pupil need information in various in various aspects of life. The guidance programme is to see that this information is provided by running either various information services such as individual inventory service, occupational information service or by many other agencies of the school.

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8. **Counselling** : By counselling we mean the help of a personal kind when individual is confronted with an adjustment problem. In guidance there, exists a provision of counsleling for pupils needing special and personal help.

9. **Placement And follow up** : Guidance programme helps in placing pupils in various jobs.Later it also studies as to how for they have been a success. It helps them to succeed also.

10. **Assisting the school staff** : The guidance programme serve the entire school, It provides available information to others. Infact guidance programme aims at vitalizing and improving all the activities of the school.

11. **Co-ordination** : Guidance attempt to co-ordinate home, school and community influences on the child.

2.3 PRINCIPLES OF GUIDANCE

1. **Guidance is based on individual differences** : No two individually, are alike. There are two sets of differences.

   - Differences among individuals
   - Differences among courses of action open to them.

   Individuals differ in capacities, capabilities, potentialities, abilities aptitudes and variations within the individual are very significant.

2. **Guidance is based on regid code of ethics** : It is essential to follow a regid code of ethics in guidance programme.

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3. **Guidance is based on educational and vocational objectives** : Guidance helps in the realization of educational and vocational aims and objectives which reflect the aims and purposes of a society.

4. **Guidance is an organized service** : It is a organized service not incidental. It is a service which is broad and has a specific purposes.

5. **Guidance is specialized and generalized service** : Because it includes the school counsellor, school psychologist, school psychiatrist, school social worker, child welfare worker, school physician, curriculum expert, placement worker and co-ordinator of school activities.

6. **Guidance is developmental and Comprehensive** : Guidance is a developmental in the sense that it deals with the child from month to month, year to year and stage to stage. It is comprehensive in the sense that it includes all types of problems – educational, vocational and psychological problems.

7. **Guidance is practical side of education** : Education sets the goal and guidance helps in the realization of that goal. Education specifies principles and guidance puts those principles in practice.

8. **Guidance is child centred** : Guidance Worker or Counsellor does not force anything on the individual. The counsellor finds out the needs of the child and gives him only his suggestion. The emphasis is on the individual and not on the guidance.

9. **Guidance develops the insight of an individual** : The counsellor helps the individual in such a way that he gains insight to make his own decisions and choices.

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10. **Guidance is slow and continuous process** : Individual requires considerable time to make suitable adjustments. They cannot make mise decisions, choices and adjustments in a day or so. Guidance is a continuous process because individuals are beset with problems through out their lives.

11. **Guidance is universal** : It is meant for all the pupils of all the stages. It is meant for those who seek it and also for those who do not seek it.

12. **Guidance is planning** : Guidance personnel reviews the entire situation and plans for future in educational, vocational and social field.

2.4 LETS SUM UP

In this chapter we have studied the aims / objectives and also various principles of guidance. Aims and purposes of guidance can be described as adjustive, orientational and developmental. Guidance also aims at furthering the welfare of the society.

2.5 CHAPTER END EXERCISE

1. Explain the different aims and objectives of Guidance.
2. What are the various principles of Guidance? Explain in detail.

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CHAPTER – III

EDUCATIONAL, VOCATIONAL, PERSONAL, LEISURE TIME GUIDANCE

STRUCTURE

3.1 Objectives

3.2 Meaning of Educational Guidance

3.2.1 Purposes of Educational Guidance

3.2.2 Procedure of Educational Guidance

3.3 Meaning of Vocational Guidance

3.3.1 Purposes of Vocational Guidance

3.3.2 Procedure of Vocational Guidance

3.4 Meaning of Personal Guidance

3.4.1 Purposes of Personal Guidance

3.4.2 Procedure of Personal Guidance

3.5 Leisure Time Guidance

3.5.1 Purposes of Leisure Time Guidance

3.6 Lets Sum Up

3.7 Chapter End Exercise

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CHAPTER – III

EDUCATIONAL, VOCATIONAL, PERSONAL, LEISURE TIME GUIDANCE

3.1 OBJECTIVES

This chapter is meant to help you to understand the meaning, purposes and procedure of educational, vocational, personal and leisure time guidance. After going through this chapter you will able to:-

- Describe meaning of educational, vocational, personal and leisure time guidance.
- Describe the purposes of educational, vocational, personal and leisure time guidance.
- Describe the procedure of educational, vocational, personal and leisure time guidance.

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3.2 MEANING OF EDUCATIONAL GUIDANCE

Acc. To Traxler : "Educational guidance is vitally related to every aspect of the school, the curriculum, the methods of instruction, the supervision of instruction, disciplinary procedures, attendance, problems of scheduling, the extra-curricular, the health and physical fitness programme and home and community relations."

Acc. To Arthur Jone's, Arthur Jones opinion that educational guidance is concerned with assistance given to pupils in their choices and adjustments with relation to schools, curriculums, courses and school life.

3.2.1 Purposes of Education Guidance

One of the importance purpose of Educational Guidance is to assist the pupils in selecting a curriculum in accordance with their abilities, aptitudes and interests.

1. **Wise Selection of the curriculum** : One of the importance purpose of educational guidance is to assist the pupils in selecting a curriculum in accordance with their abilities, aptitudes and interests.

2. **Improvement in Methods of study** : Another improve methods of study. The methods of study comprises of such factors here we given brief account of these factors.

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   i) **Mode of reading** : Researchers have shown that speed of reading can be improved by practice and effects while creating, there should be sufficient light and minimum disturbance.

   ii) **Mode of taking notes** : Notes should be so designed that all important facts mentioned should be noted and all detailed explanatory matter excluded.

   iii) **Methods of memorising**

      a) **Whole and part method** : The whole method consists in reading the material as a whole and the part method consist in learning the material into certain parts. The whole method is advisable when the task is easy, pleasant and moderate length. The part method is advisable when the task is difficult, unpleased and lengthy.

      b) **Recitation Method** : Recitations consists in reading the material area or twice and then try to recall the without looking at the material but looking promptly at the mistakes which cannot be recalled.

c) **Spaced and unspaced method** : This method is based on try-rest-try unspaced learning is known as massed or continuous learning. In this method we go on relearning and repealing a lesson without taking any rest. Spaced method is more useful for learning difficult, meaningless and lengthy tasks. In spaced method we take rest delearning the lesson.

d) **Rote and intelligent method** : In rote method the learner memorises without understanding the meaning. In the intelligent method, the learner understand the meaning and learn it.

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iv. **Method of summarizing** : Educational guidance aims at helping the students in summarizing material.

v. **Division of times** : Division is of two types : division between periods of study and rest, and division of study period according to the subject to be studied. Division of both kinds is important. Students should be given guidance in both types of division.

vi. **Provision for rest** : Provision for rest helps in removing boredom and fatique with the help of proper guidance improved methods of study can be evolved.

3. **To provide special methods of education for backward studies** : There are so many backwardness of pupils like physical problems, school environment, family environment etc. the following methods of education for backward children can be evolved while keeping in view the causes of backwardness.

i. **Special schools and specialists** : If the pupil has some physical handicap, he should be sent to special school such as school for the

deaf and dumb. The teacher can help him to refer to the doctors for eye test and glasses if eye sight is weak.

ii. **Special curriculum and special teaching methods** : If the intelligence of pupils very low special curriculum (manual work) and special methods (practice, drill and repetition) should be evolved. Use of audio-visual aids should be made.

4. **To make special arrangement for gifted students :** Another purpose of educational guidance is to make special educational programmes for the gifted students.

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i. **Enrichment in co-curricular activities** : There should be enrichment in co-curricular activities i.e. debates, declamations, sympositions, paper reading contests, excursions etc.

ii. **Diversification of courses** : Diversified courses should be there so that gifted students may take subjects according to their abilities, aptitudes and interests.

5. **To consider the failures at examinations** : The number of failures at various examination causes much wastage and stagnation. There are students who lose their mental equilibrium as a result of failure. Through educational guidance, this problem can be solved to great extent.

6. To help the students to secure information concerning the possibility and desirability of further schooling.

7. To help the students to find the purposes and functions of different types of schools.

8. To help the students to know the requirements for entrance into the school of their choice.

9. To guide pupils to select the vocations.

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Check your progress

1. Define Educational Guidance.
2. What are the purposes of Educational Guidance?

3.2.2 Procedure of impart Educational Guidance

Techniques of individual and group guidance

In individual guidance the expert person personality interact with pupil and study the physical, social, emotional, intellectual and personal problem. For this purpose be use the following methods.

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1. **Initial interview** : In this interview the guidance committee must collect information concerning.

    i. Home background
    ii. Leisure time activities
    iii. Educational and vocational plans

2. **Commulative record of students** : Guidance worker collect the following information through commulative record.

    1. Health and physical development.
    2. Level of intelligence
    3. Special mental abilities
    4. Interest
    5. Aptitudes
    6. Scholastic attainments
    7. Family background and economic condition

3. **Use of tests**

   i. **Intelligence tests** : This requiring administering of intelligence tests with a view of finding out the level of intelligence of pupils.

   ii. **Aptitude tests** : In order to give effective educational guidance to the pupil, it is necessary to know about his aptitudes.

   iii. **Interest inventories** : Selection in connection with many important elements in education such as curriculum extra-curricular activities, subject etc. depends upon the individual's interests interests of individuals are determined through interest inventories and tests.

   iv. **Scholastic attainment tests** : Educational guidance also depends upon scholastic attainment of the pupil. Attainment tests are also given to secure more reliable information on this point.

   v. **Personality test** : For effective educational guidance, facts should be collected concerning personality traits of the pupil with the help of personality tests.

4. **Social and economic status study** : Information should be collected concerning socio-economic status of parents, other family members, friends and neighbour etc. Any good socio-economic status scale should be used for this purpose.

5. **Study of school life** : Data should be collected concerning school life of the child.

   i. Various school attended by the child.
   ii. Subjects studied by the child.
   iii. Marks obtained by the child in various subjects.

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iv. Position of the child in the class

v. His interest in co-curricular activities

vi. His hobbies

vii. His attitudes towards his teachers

6. **Medical examination** : Provision should be made for medical examination of the child. In medical examination data should be collected concerning deseases, illness and weakness of the pupil.

7. **Final interview** : Occasionally, the pupil should be interviewed with a view to find out his views on his past, present and the future.

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8. **Construction pf profile** : For consolidating and integrating the above information that the expert has compiled a profile of the pupil prepared with the help of this profile, the expert determines as to what sort of guidance is needed by the pupil.

9. **Conference** : Result related with collected information of pupil should be presented in the guidance committee for the views of other experts.

10. **Report writing** : On the basis of the decision of conference the report should be presented to parents and school staff.

11. **Follow-up work** : It is not advisable to be satisfied with giving educational guidance to the pupil. Follow-up study of the pupil should be made in order to test whether the guidance has been given in the right direction and desired results have been achieved. If the pupil fails to show any appreciable progress, it becomes advisable to make suitable changes in guidance already given.

3.3 VOCATIONAL GUIDANCE

Meaning

Acc. To National Vocational Guidance Association, "Vocational guidance is a process of assisting the individual to choose an occupation, prepare for it, enter upon and progressing in it."

Acc. To International Labour Organization, Vocational guidance is an assistance given to an individual in solving problem relating to occupational choice and progress with due regard for the individual's characteristics and their relation to occupational opportunity.

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3.3.1 Purposes Of Vocation guidance :

At elementary stage : This period is a most formative period. In this period habit, skills and attitudes develop. The purposes at elementary stage are.

1. To develop basic skills and attitudes.
2. To develop habit of doing the work neat and clean.
3. To develop the spirit of co-operative work and sharing the gains with others.
4. To develop good interpersonal relationship.

At Secondary Stage

1. Helping pupils to appraise their vocational assets and liabilities.
2. Helping pupils to be familiar with various occupations and their requirements.

3. Helping pupils to make a right choice.

4. Helping pupils to prepare themselves for entering in the occupations for their choice.

5. Helping pupils to get suitable jobs in their chosen field.

6. Helping pupils to think seriously whether to go to college or not.

At College State

1. Helping pupils to relate their studies to vocations that are open to them.

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2. Helping pupils to make a comprehensive study of the covers which they would like to pursue.

3. Helping pupils to acquaint themselves with different avenues of work.

4. Helping pupils to acquaint themselves for higher studies and various programmes for financial assistance, scholarships, stipends, grants, fellowships etc.

5. Helping pupils to make contacts that would be helpful in putting their plans into successful operations.

Check your progress

1. What is Vocational Guidance?
2. What are the purposes of vocational guidance at secondary stage?

3.3.2 Procedure of Vocational Guidance

Same as educational guidance, steps involve in vocation guidance are

1. Orientation talk : Orientation talks or establish a proper orientation for guidance. The expert gives rehire on the importance of guidance and

thereby encourages the students to collect information on the various aspects of vocational guidance proposed t be given in a particular field.

2. Initial interview
3. Use of tests
4. Social economic study
5. Study of school life
6. Medical examination
7. Final interview
8. Construction of profile
9. Conference
10. Report writing
11. Follow-up work

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3.4 PERSONAL GUIDANCE

Meaning

Personal guidance is a sort of help which is given to the individual for solving personal, emotional problems. It safeguards the psychological abnormalities, mental conflicts, maladjustments and frustrations of various types. It makes the child emotionally balanced and helps in his all round development of personality.

3.4.1 Purposes of personal guidance

At elementary stage : This childhood period is the period of growth and development. In this period the character traits, attitudes, values and habits are formed. Some of the purposes of personal guidance are :

1. **To make a right start in the school** : For this purpose pupils should be helped to form desirable attitudes towards his self, parents, teachers, class fellows and others.

2. **To build good physique** : Children should be helped in building a good physique. For achieving this purpose in the guidance unit of the school there should be a provision for medical check-up to find out deficiencies and ailments. Diagnosis and remedial cure should follow the check-up.

3. **To help in making emotional adjustment** : Help should be given in making emotional adjustments. Various therapeutic measures can be adopted for achieving this purpose.

At secondary stage : This is the most critical stage of individual's development. It is the stage of stress and strain. Purpose of personal guidance at this stage are:

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1. To help the pupils to solving, the problems concerning physical health.

2. To help the pupils to solve problems concerning sex, emotionality and mental health.

3. To help the pupils in making family adjustment.

4. To help the pupils in making social adjustment including adjustment with school.

At College stage

1. To help the pupils in solving all types of emotional problems, sex problems and other personal problems.

2. To help the pupils in making adjustment with the changing environment, college environment and environment of the society.

3. To help the pupils in developing healthy ideas and building a new philosophy of life.

4. To help pupils in participating in social activities

Check your progress

1. What do you mean by Personal Guidance?
2. What are the purposes of Personal Guidance?

3.4.2 Procedure of personal guidance

1. **Collection of facts** :

   i. **Physical details** such as sex, age, physical health and defects in eye-sight, in hearing, in nose, throat etc.

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   ii. **Family detail** like family background education of parents, income of parents, whether both parent are alive, whether both parents are real, number of brother and sisters, order of birth in the family, discipline in home, mutual relations between different members of the family.

   iii. **School and college detail** : Attitudes towards school, classmates, teachers, subjects, co-curricular activities, failures and promotions, position and distinction in the class and special difficulties in school or college subjects.

   iv. **Details concerning vocation** : Vocational choices, special skills, vocational interests and ambitions, jobs held in the past, satisfied or dissatisfied with the job, causes of dis-satisfaction relation with the employer etc.

   v. **Details of social development i.e.** : Individuals relations with parents, brothers and sisters other relatives, playmates, class-fellows teachers, friends etc.

vi. **Details concerning mental abilities** : i.e. details concerning intelligence, aptitudes and other mental abilities should be collected with the help of various tests and examinations intended for the purpose.

vii. **Details concerning other qualities of personality** : Like emotional maturity, interests, motives, ambitions and ideals should be collected.

2. **Diagnosis of the problem** : After collecting information concerning individual the guidance worker has to analyse the information in order to find out the ways and means of solving the problem.

3. **Prognosis** : Prognosis consists is visualizing the extent to which the guidance worker will succeed in solving person's problem. Guidance worker visualizing the result of the guidance which he proposes to offer to the individual in order to solve his problem.

4. **Therapy** : Here the guidance worker comes forward with a satisfactory solution of the problem various techniques which are used in therapy are suggestions, sublimation through substitutions, rational persuasion, re-education, play therapy, change in environment psycho analysis, group therapy, occupational therapy and non-directive therapy.

5. **Follow-up** : After giving guidance, it is essential to know that upto what extent the problem has been solved. The following methods are used in follow-up studies :

i. **Card file method** : In card file method, details of interview like name, his age, sex, address, purpose of interview and details of problem are indicated.

ii. **Questionnaire method** : Guidance worker sends questionnaire to the counselee. In this questionnaire those items are included which are concerned with various aspects of the progress of problem concerning which the advice was given.

iii. **Contact through letters** : In this method, counselee is contacted through letter. These letters can be used even to give further guidance to the person.

3.5 LEISURE TIME GUIDANCE

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Meaning

The dictionary meaning of the word leisure is ease, relaxation, freedom from employment or duties. So it can be considered free time. Every person experiences leisure in his daily life in some form. The progress of a person depends upon the way he utilizes his leisure.

Definitions

According to Layman's: Layman's view about leisure is the time left after he has completed all his responsibilities or duties – the time left after work.

According to Craven, "Leisure means simply freedom from activities centering round the making of a likelihood. It is a time during which one does what one wishes."

According to Varnier, "Leisure is what a person does in his free time. It is recreation through activity that brings immediate satisfaction."

3.5.1 Objective or Purposes of Leisure Time Guidance

1. To assist the students in making leisure time valuable and purposeful.

2. To help pupils prepare for participation in wholesome recreational activities.

3. To assist pupils in evaluating their capacities and interests in leisure time activities.

4. To encourage pupils to learn about desirable facilities in the community available to adolescents and others.

5. To encourage pupils to make wise use of leisure time and to develop skills that will be of value to them in later leisure time living.

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6. To help the individual to revitalize their physical, emotional and spiritual strength.

7. To enable him to make sensible choices of using free time.

8. To help the individual satisfy his psychological needs.

9. To inculcate the value of self-discipline among the students.

10. To inculcate leadership qualities like integrity, courage, initiative and planning etc. in individual.

3.6 LETS SUM UP

In this chapter we have studied the meaning, purposes of educational, vocational, personal and leisure time guidance. We have also studied the procedure that how to impart the educational vocational and personal guidance to an individual or student at various stages of school or life. Through guidance individual is helped in making desirable progress in his educational and vocational career. He is also helped in successive progress of his personal life.

3.7 CHAPTER END EXERCISE

1. Define the Educational Guidance. Discuss its procedure in detail.
2. Explain the procedure of Vocational Guidance.
3. Explain the purposes of Personal Guidance. Describe the technique of imparting Personal Guidance.
4. Explain the purposes of Leisure Time Guidance.

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UNIT – II

CHAPTER – I

TESTING AND NON-TESTING TECHNIQUES

STRUCTURE

1.1 Objectives

1.2 Introduction

1.3 Testing Techniques

1.3.1 Intelligence Tests

1.3.2 Aptitude Tests

1.3.3 Personality Tests

1.3.4 Interest Inventories

1.3.5 Achievement Tests

1.4 Non-Testing Techniques

1.4.1 Observation

1.4.2 Interview

1.4.3 Case Study

1.4.4 Cumulative Record Card

1.5 Lets Sup Up

1.6 Chapter End Exercise

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UNIT – II

CHAPTER – I

TESTING AND NON-TESTING TECHNIQUES

1.1 OBJECTIVES

This chapter is meant to help you to understand testing and non-testing techniques of data collection for students or an individual. After going through this chapter you will able to:-

- Describe meaning of testing and non-testing techniques.
- Describe different types of testing techniques.
- Describe different types of non-testing techniques.

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1.2 INTRODUCTION

These are those techniques or services which are used to gather information about student that will and them in understanding themselves and make meaningful decisions about their future career.

1.3 TESTING TECHNIQUES

These techniques are used for collecting information about mental abilities, aptitudes, achievements, personality. The testing techniques are :

1. Intelligence Test
2. Achievement Test
3. Aptitude Test
4. Interest inventories
5. Personality test

1.3.1 Intelligence Tests

Intelligence test can be divided into two types :

1. Individual test
2. Group test

1. **Individual Tests** : Individual intelligence tests are given to individuals. They are meant to test the intelligence of individuals. These are of two types.

    1. Verbal individual intelligence tests
    2. Non-verbal individual intelligence tests.

Verbal individual intelligence tests : In these tests adequate use of language is made. Some of the verbal individual intelligence tests are.

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1. **Binet-simon tests** : French psychologists, Binet-simon have done a pioneer work in the field of intelligence testing. In 1905 they published a scale of intelligence tests, known as Binet-simon scale. This scale was prepared to test feeble-minded children. In this scale some 30 tasks, from simple to complex were prescribed in a serial order some of the items which were included in Binet's 1911 scale are as under

    At an age-3

    i. Point to nose, eyes and mouth
    ii. Repeat two digits
    iii. Enumerate objects in a pictures
    iv. Give family name

    At an age-4

    i. Give own sex
    ii. Repeat three digits
    iii. Compare two lines

At an age-8

i. Counts from 20 to 0
ii. Give day and date
iii. Repeal five digits

At an Age-12

i. Compose one sentences containing three given words.
ii. Names 60 words in three minutes
iii. Interpret pictures

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At an Age-15

i. Repeat seven digits
ii. Repeat sentence of 20 words
iii. Interpret pictures

2. **Benet's tests and American Revision** : In 1990 Goddard revised, modified and translated the Binet's scale in English. Goddard revised scale was used to direct mental deficiency of the children. It was further revised in 1916 and 1937.

3. **The Stanford-Binet test** : The revision by Terman has been named as standford-Binet Test. He placed 6 tests in each age group from 3 to 10, 8 tests at age-12, six tests at age-14, and six tests at age-16 and 6 at age-18.

4. **Non-verbal individual intelligence tests** : Verbal tests can not be used in case of illiterate individuals illiterate individuals are tested with the help of non-verbal individual intelligence tests. These tests make use of performances and not language. Some of these tests are :

i. **Merit palmar scale** : It consists of 38 items. It was designed for pre-school age from 13 months to about 5 ½ years.

ii. **Pinter-peterson performance scale** : In this test, 15 form board tests were included. They were for the use of 4 to 16 years.

iii. **The Minnesota pre-school scale** : For the age group of 18 months to 5 years.

iv. **Van Alstyne picture vocabulary test** : It is meant for pre-school children. It consists of 45 illustrated cards.

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v. **Good enough's drawing – a man test"** Intelligence is appraised by evaluating the characteristics of the child's drawing of a man.

vi. **Detroit test of learning aptitude** : It is used for age 3 to adult level.

vii. **Gesell Development Schedule (S.D.S.)** : It is a good to appraise the development of a child from year to year.

viii. **Porteus Maze Test** : In it paper and pencil mazes are used. Porteus created mazes for children from 3 to 14 years.

ix. **Form Board Tests** : There are numerous blocks and a board which there are whales corresponding to this block. The subject has to lift the blocks in these corresponding holes in the boards. Mistakes committed and time taken by the subject are being noted and the scope of the test is calculated.

x. **Wechsler Bellevue intelligence scale (mixed tests – verbal and non-verbal)** : This scale has two tests – one for children and the other for adults. Each test is comprised of 10 or 11 interrelated sub-tests classified into verbal and performance tests. The Wechsler

intelligence scale for children (WISC) is designed for ages 5 to 15. The wechster adult intelligence scale (WAIS) measures intelligence of adults. Below is given the verbal and performance scale of (WAIS).

a) **Verbal scale**

i. Information
ii. Comprehension
iii. Arithmetic reasoning
iv. Digit forward and backward
v. Similarities
vi. Vocabulary

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b) **Performance Scale**

i. Picture
ii. Picture arrangement
iii. Block design
iv. Object assembly
v. Digit symbol

Group Tests of intelligence

Verbal Group Tests

1. **Army Alpha Tests** : This is the most famous verbal group test. This test was applied to the new recruits in the American Army in the first world war. It consists of the following sub-tests which are

i. Following instructions
ii. Arithmetical problems
iii. Common-sense problems

iv. Pairs of words to decide synonyms and antonyms

v. Jumbled sentences to be arranged

vi. Number series

vii. Word relationships

viii. Information

2. **Army General classification Test** : It was developed during the second world war. It was administered to about 10 million army personnel. It contains 9 number of vocabulary, arithmetic reasoning and block counting items.

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3. **Terman Group Test of Mental ability** : It was published in 1920. It consists of 10 sub-tests.

Non-verbal group tests of intelligence

1. **Army Beta test** : This is also known as paper and pencil test. It includes tracing a line through mazes, counting blocks in given piles, substituting symbols for numbers, completing pictures by supplying parts omitted and solving geometrical puzzles.

2. **Reven's progressive matrics scale** : This test have 5 sections, each having 12 items. It takes about 20 minutes. The manual gives the key and norms for the various age levels, which makes it easy to interpret tests jeares.

3. **Cattel's culture free test** : It is available for three levels in the different series (i) 4 to 8 years (ii) 8 to 12 years (iii) High Schools to adults. Each series consists of four sub-tests which are series, classification, matrices, conditions.

Uses of Intelligence Tests

i. Educational uses
ii. Selection of courses
iii. Admissions purposes
iv. Classification of pupils
v. Detection of various types of pupils
vi. Award of scholarships
vii. Promotion of pupils
viii. Prediction of success
ix. Assessment of the Teacher's work
x. Evaluation of Teaching methods and material of instruction.
xi. Educational guidance
2. Uses in vocational guidance
3. Uses in Army and civil services
4. Uses in Research
5. Uses in Industry

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Limitations of intelligence tsts

1. Shortages of standardized intelligence tests
2. Not reliable
3. Not accurate
4. Put premium on speech
5. Culture bound
6. Not comprehensive
7. Prejudice

Check your progress

1. What is meant by intelligence tests?
2. Uses of intelligence tests?

1.3.2 Aptitude Test

Aptitude

Aptitude refers to those qualities characterilizing a person's way of behaviours which serve to indicate how well he can learn to meet and solve a certain specified kind of problem. It is a potential for specific ability and skill.

Aptitude Tests

Aptitude tests can be divided into two categories :

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1. Multifactor batteries
2. Specific aptitude tests

1. **Multifactors Batteries** : These are based on factor analysis techniques which recognize that intelligence comprises of a number relatively in dependent aptitudes such as verbal comprehension, numerical reasoning, space relations, abstract thinking etc. Following are same important multifactor batteries.

    1. Differential Aptitude Tests (DAT)
    2. General Aptitude Test Battery (GATB)
    3. Specific Aptitude Tests

1. **Differential Aptitude Tests (DAT)** : This test battery comprises of eight tests is developed by G.K. Bennet, H.G. seashore and A.G. Wesiman in 1947 for use in educational and vocational counselling of high school students. DAT contains following eight tests : Verbal reasoning, mechanical reasoning, numerical ability, abstract reasoning, space relations, clerical speed and accuracy, language usage spelling and language wage-sentences.

2. **General Aptitude Test Battery (GATB)** : This test battery was established by united states employment service. It contain 12 tests

(1) Name comparison (2) Computation (3) Three Dimension space (4) Vocabulary (5) Tool matching (6) Arithmetic reasoning (7) Form matching (8) Mark matching (9) Place (10) Turn (1) Assemble (12) Disassemble.

3. **Specific Aptitude Tests**

i. Mechanical Aptitude Tests
ii. Clerical Aptitude Tests
iii. Musical Aptitude Tests
iv. Aritistic Aptitude Tests
v. Teaching Aptitude Tests
vi. Medical Aptitude Tests
vii. Scientific Aptitude Tests

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Uses of Aptitude Tests

1. **Help to know the individual** : To complete the picture of the individual aptitude tests along with other psychological tests help the experts in the field so the accurate guidance may be provided.

2. **Selection of subject** : Aptitude tests helps the guidance worker to assist the student in choosing a subject a school level as well as at college level.

3. **Selection of curriculum/stream**: Guidance experts on the basis of information provide by aptitude test and other relevant test helps the students choose a stream suited to him/her.

4. **Admission to professional course** : The entrance tests for the selection of students for B.Ed. course, includes teaching potential paper (Teaching aptitude test) along with general mental ability, general awareness and languages proficiency paper.

5. **Selection to various professions** : Banking requirement selects personnel for clerical and higher positions (probationary officers) with the help of tests. For including clerical aptitude test. Pilot Aptitude Test Battery (PATB) is used to select pilots for Indian air Force.

6. **Selection of hobbies** : Information provided by aptitude tests, equip the teacher/guidance worker to assist the student in choosing a hobby according to their potential.

7. **Planning Curriculum** : These tests help the administrator to plan different curriculum in the institution to satisfy the different aptitudes of the students.

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8. **Helpful for placement** : These tests are helpful the guidance worker to recommend the name of students of different employers.

9. **Helpful for employers** : Employers can use aptitude tests for the selection of the employees. These tests can be used to dialogue the causes of low efficiency of the employer.

1.3.3 Personality Test

Meaning of Personality : Etymological, the origine of 'personality' is 'persona, the mask warn by an actor in Roman Theater for the purpose of playing a certain role on the stage. This means, 'personality' refer to the outer appearance of a person. A person play many roles in his life. The same person exhibits varied behaviour in the same or in identical situations. When we talk of behaviour implicity, we talk of personality. Hence personality may be considered in terms of the sum total of man's behaviour.

Ac. To H.C. Warren : "Personality is the entire organization of human being at any stage of his development."

Acc. To Allport : Personality is a dynamic organization within the individual of those psycho-physical systems that determine his unique adjustment to his environment."

Technique of Testing Personality

- Interview
- Observation
- Self ratings and personality inventories
- Checklists
- Rating scale
- Situational tests
- Projective techniques
- Anecdotal Records
- Autobiography
- The Daily Diary

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Checklist : in the check list number of items related with the behavioural characteristics or problems faced by individuals in different fields such as family, school, health, social relations, sex, moral, religious etc. are listed subject goes through the list and tick (P) which are applicable to his personality.

Situational tests : Individual is given same activity to perform. Artificial situation is created and behaviour of the individual is observed by the psychologist.

Projective Techniques : Through projective techniques the subject is asked to describe 't' the picture' presented, or required to complete the open ended sentence. The response of the subject reveals the inner feelings, desires, repressed wishes etc. as the stimulus presented is ambiguous. The response given by the subject is interpreted by trained psychologist. Some important projective techniques are :

1. Rorsdel 't' chach Inkblot Test
2. Thematic Apperception Test (TAT)
3. Children's Apperception Test (CAT)
4. Word Association test

5. Sentence completion test
6. Play techniques
7. Draw a man test

Anecdotal Record : Anecdotal record is observed behaviour of student on same specific moment. Acc. To Ruth strong, an anecdotal record is a report of significant episode in the life of student." It is description of episode in daily life of the students. Teacher or counsellor observe the behaviour of student in specific situations such as games, social service, youth festival and keep in written form. It helps to understand child's behaviour in diverse situations. It tells about the personality of the student.

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Uses of personality tests :

1. To diagnose student problems.
2. To provide mature professional help to achieve development task.
3. Development of values
4. To know the child
5. To provide educational and vocational guidance.
6. To remove emotional conflicts
7. Useful for selection
8. Helpful for clinical psychologists

Check your progress

1. What do you mean by Aptitude Test?
2. What are the uses of Personality Tests?

1.3.4 Interest inventories

Meaning of interest : The word interest has originated from a Latin word, 'Interesse' which means be important. The dictionary meaning of the word interest is the state of wanting to know about something as someone.

Acc. To Shertzer and stone, "Interests are the 'likes' and 'dislikes' of an individual or the feeling of intentness, concern or curiosity about some objects."

Important interest inventories

1. **Strong Campbell interest inventory 1974** : It is a suitable for adolescents and adults. It has 6 general occupational themes, 23 basic interest scales, 124 occupational seales, 3 types of administrative indices and 2 special seales. There is no time limit but normally takes 0 to 60 minutes to complete. In all it has 325 items the subject respond to 281 of them on a 3 point key. Like (1) Dislike (D), indifferent (I).

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3. **Kuder vocational preference record** : It contains to interest scales and verification scale. Interest scales are outdoor, mechanical, scientific, musical, literacy, artistic etc. each item includes three activities subject is tick the most liked and 'least liked.' It is usable for school children. It comprises of 100 items.

4. **Ohio vocational interest survey (OVIS)** : It was designed for student for 8^{th} to 12^{th} grade. It contains 280 items on five point scale like very much, like, neutral, dislike and dislike very much. The time limit is 1 hour to 1.50 hours.

5. **Educational interest record** : It was developed by Dr. S.P. Kulshrestha contains 98 activities divided into 7 education fields – agriculture, commerce, finearts, humanities, science and technical education. It is divided 49 rectangles. Each rectangle contains two educational activities. Subject has to tick (✓) the preferred or cross (x) are not liked ones. Raw scores of each education field is added and profile is prepared. There is no limit to complete EIR, average subject takes 7 to 10 minutes to complete it.

1.3.5 Achievement Test

Meaning: Achievement tests are very helpful and important tool in school evaluation programme. It is necessary for the teacher to know how for the pupils have excelled in a particular subject-area. Pupils differ in the attainments. In school evaluation programme various form of achievement tests are used to measure the extent learning of the pupils.

Acc. To N.W. Downie, Any test that measures the attainment or accomplishment of an individual after a period of training or learning is called achievement test.

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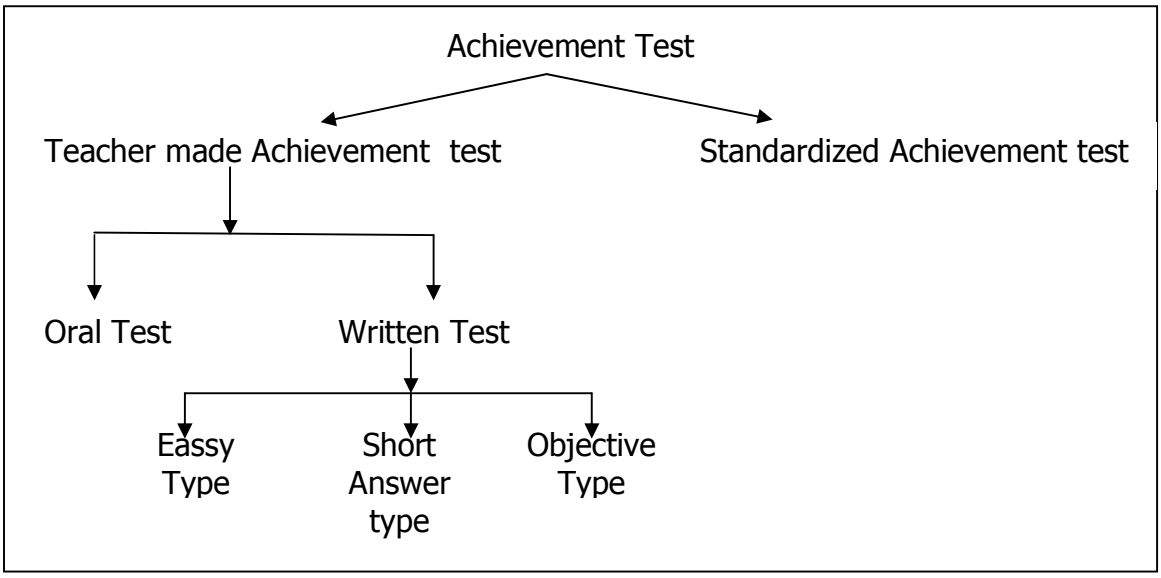
Types of Achievement tests

1. Teacher – made Achievement Test

   (a) Written test (b) Oral Test

2. Standardized Achievement test.



Teacher made achievement tests

1. **Essay type tests** : Essay type test is thought to be synonyms with examination. Examinations are said to be good servants but bad masters. They have been called as necessary evil and so on.

2. **Objective type tests**: They are usually the short answer type test they includes :

   (i) True false tests (ii) Multiple choice tests
   (iii) Matching tests (iv) Completion tests

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   b) **Oral Test** : They useful in testing certain skills like pronunciation, comprehension, verbal expression in language etc. In oral test both the examiner and examinee sit face to face with each other and the examiner can give a proper turn to the test; as the situation demands.

3. **Standardised Achievement Tests** : A standardized test is produced by some test publishing agency and is the result of the joint effort of a number of experts standardized test deals with larger segments of knowledge or skills than the teacher made test.

General Achievement Test Batteries : These tests are designed to provide a general survey of pupil's academic achievement, skills and knowledge. These test batteries are :

i) Metropolitan Achievement Test (MAT)
ii) The Stanford Achievement Test (SAT)
iii) Sequential Test of Educational Progress (STEP)

i) **Metropolitan Achievement Test (MAT)**

This test consists of five batteries designed for specific grade. Their relavent grades are as under :

1. Primary-I, for Grade-I
2. Primary-II, for Grade-2 and designing grade-3
3. Elementary, for Grade 3,4 and beginning grade-5
4. Intermediate for Grade 5,6 and beginning grade-7
5. Advanced, for Grade 7,8 and beginning grade-8

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These tests covers specific areas as reading, arithmetic, language, social studies, science.

2. **Stanford Achievement Test** : This test consisted of four batteries :

i. Primary, five tests for grade 2 and 3
ii Elementary, six tests for grade 3 and 4
iii. Intermediate, nine tests for grade 5 to 7
iv. Advanced, nine tests for grade 7 to 9

The area wise test are

1.	Language Arts	Reading Paragraph meaning Word meaning Spellings
2.	Arithmatic	Arithematic Computation Reasoning
3.	Social studies, 4 Sciences, 5 study skills	

3. **Sequential test of education progress** :

These tests have been designed to measure achievement of those basic skills that all students possess at the time of leaving school. The STEP tests covers four areas of communication skills (reading, writing, essay writing and listening comprehension) and in mathematics, science and social studied). These tests are available for levels 4-6, 7-9, 10-12 and 13-14.

The following batteries are also in use :

- California Achievement Tests
- SRA Achievement Tests

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Check your progress

1. What do you meant by interest inventories?
2. What are the types of achievement tests?

1.4 NON-TESTING TECHNIQUES

1.4.1 Observation

Meaning : Observation is one of the important techniques of collecting information about the individual observation is looking outside on self. Teacher/counsellor collect facts by observing the over behaviour of individual. The overt behaviour is representative of the covert behaviour of the individual. Types of observation.

1. Natural and Artificial observation
2. Participant and not participant observation
3. Direct – indirect observation
4. Scheduled – Unscheduled observation

Steps involved in observation

1. **Selecting the aspects of behaviour**

   If we try to observe everything then we may miss some important things hence a limited number of aspects of behaviour (obedience, honesty, co-operation) should be selected for observation.

2. **Define the behaviour selected** : After defining the number of behaviours to be observed, we should early define each behaviour.

3. **Planning** : There should be planning regarding the length of observation, time interval between the two observations and the number of observations.

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4. **Suitable questionnaire** : Suitable ready made questionnaire should be prepared so that time and energy may not be wasted on irrelevant things.

5. **Natural setting** : Behaviour should be observed in natural setting and the observer must adopt an objective attitude. It should be free from biases and predudices.

6. **Experts** : Observation should be conducted by experts and well trained observers.

7. **Recording** : Immediate and accurate recording should be there. Tape recording and taking photographs are some of the methods. The observer should not record anything in the presence of the child, when he is noticing him, otherwise he will not act in a natural way.

8. **Interpretation** : Result should be interpreted continuously and judiciously after taking into account various limitations of planning, sampling or procedure.

Merits of observation

1. It is time saving techniques.
2. It is economical as it needs no laboratory
3. It provides accurate, valid and reliable data
4. This methods can be used for individual or group
5. It is a flexible technique
6. This technique can be used by teachers effectively with little training.
7. Data collected in natural settings is real representative of the behaviour.

Demerits of observations

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1. It is very difficult to get trained observers.
2. It is subjective. Observer may become lenient
3. Sometimes artificiality comes in the behaviour.
4. Recording error decreases the effectiveness of the observation.
5. Sometimes, observer has to wait a long to record the desired behaviour of the student.
6. Some personal problems and experiences can not be observed.
7. With this technique we just observe the external behaviour of the student. Internal behaviour of the student can not be studied.

1.4.2 Interview

Meaning : Interview is called 'conversation with a purpose.' It is face to face relationship between the interviewer and the interviewee.

Types of Interview

1. Diagnostic interview
2. Administrative interview
3. Employment interview
4. Admission interview

5. Informative interview
6. Research interview
7. Counselling interview

1. **Steps in Interview**

   i. **Preparation for the interview** : Schedule of interview should be prepared in advance. The date and time of interview of each pupil in the class should be notified.

   ii **Physical setting** : It should be conducted in a private room free from noise. A properly lighted room and a comfortable seat for the counselee must be ensured.

   iii. **Organized material** : Material required for the interview should be organized. Even the opening sentence must be thought of.

   iv. **Pre-interview conversation** : Pre-interview conversation is essential where the interviewee is received. Appropriate topics for discussion for pre-interview are hobbies or school events.

   v. **Establishing report** : Report should be established. Report is characterized by mutual respect, co-operation, friendliness, sincerity and mutual confidence.

2. **Unfolding the problem** : Means to achieve at the problem. Methods of unfolding the problems are :

   i. **Observation** : Two things should be observed

      a) Physical reaction of the client.
      b) Observation of clues for understanding the problem

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ii. **Listening** : Interviewer should ask important, suitable and limited questions.

iii. **Talking** : Problem can also be unfold with the help of talking or mutual conversation between the counsellor and the counselee.

3. **Joint working of the problem** : Here counselee is taken into the confidence, pros and are explained to him and the solution is arrived at through joint efforts. The counsellor should increase rapport with the help of the following techniques.

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(i) Sympathy (ii) Assurance (iii) Humour (iv) Personal references
(v) Non-personal references (vi) Reference to counselee's words
(vii) Threat (viii) Approval

4. **Closing the interview** : See that the client is satisfied and summaries the whole issue in a few sentences. Fix time if there is need for another interview. Interviewer should see that he has recorded all the necessary facts so that he can prepare as report.

5. **Evaluation and follow-up** : Some authors suggest this step. It is a post interview step.

Advantages of Interview

1. It is most flexible way of understanding the individual.
2. It is natural like conversation.
3. It helps the counselee to understand the himself and solve his problems.
4. It can be practice on illiterate persons.
5. It is relatively easy to
6. It can be used for variety of purposes.

Demerits of Interview

1. It is subjective
2. It is time consuming
3. It needs experts
4. It is placed in an artificial situation.
5. Degression may take place during the interview and spell our results.
6. Some times its difficult to interpret the results of an interview.

To conclude, we can say that interview is essential in counselling. As it has some limitations it must be supplemented by other techniques.

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Check your Progress

1. What do you mean by observation?
2. What do you mean by interview?
3. What are the types of interview?

1.4.3 Case Study

Meaning : Case study means systematic, complete and intensive study of the pupil – his family background, his physical, social, emotional and intellectual environment. The material for the case study is collected through the following tools :-

1. Psychological tests
2. Self-report
3. Report of parents, teachers and friends
4. Home visit
5. Check list
6. Interview
7. Direct observation

8. Comulative record
9. Anecdotal record

Steps involved in case study

1. Location the case
2. Formulation of hypothesis
3. Collection of data from pupils, parents, friends, teachers, headmaster and community at large.
4. Analysis of data
5. Removing the causes
6. Follow-up of the case to determine the effectiveness of remedial.

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Types of cases : Problem children, delinquent children, backward children or slow learners, maladjusted children, lifted children, children with exceptional talent in particular skill, children with educational difficulty and children with vocational difficulty.

Data of case study

1. Identifying data – Name, class

2. Family history – Father's, Mother's, sibling interrelationship, physical condition of home, discipline at home.

3. Personal History : Birth, Health history, developmental history, emotional habits, social history, educational history, vocational history, psychological record, problem history.

Characteristics of good case study

1. Completeness of data
2. Continuity of data
3. Validity of data

4. Confidential recording of data
5. Scientific synthesis and analysis of data

Merits of case study

1. Basis for diagnosis and treatment
2. Useful research technique
3. Suitable adjustment
4. For social workers

Limitations of case study

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1. It is a subjective technique
2. It is very time consuming technique
3. It is difficult to prepare case history. Parents and beaches etc. may not co-operate.
4. We need experts and trained persons preparing case history. Experts are generally not available.
5. It is very difficult to interpret the results.

Check your progress

1. What is case study?
2. What steps are involved in case study?

1.4.4 Cumulative Record Card

Meaning : A cumulative record is a permanent record of a student which is kept up-to-date by the school. It is his educational history with information about his school achievement attendance, health, test scores and similar pertinent data.

In other words the document which present a complete, detailed and growing picture of the personality of a child. It begins as soon as the child enters the school and continuous till he leaves the school for good.

Types of cumulative record

1. **Folder type** : Folder type is a broad card which can be folded into many parts, say eight parts having sixteen pages. The first four parts will be reserved for record of permanent nature, the next four for achievements and the remaining parts will be kept blank for annual entries.

2. **File Type** : The outer cover of the fill should be strong and durable. The permanent record is written on printed columns of the cover. The achievement and activities is entered in the separate sheets of paper for each period.

3. **Envelop type** : The above type of fill when close on three sides and kept open on one side will form an envelop. The permanent data will be entered on the front and the back cover, the achievement record will be entered on separate leaves tagged together and inserted into the envelop.

Contents of the cumulative record

1. Identifying data
2. Home and family background
3. Health
4. Psychological data
5. Educational data
6. Vocational data
7. Personality traits
8. The personal opinion of the counsellor, teacher or head of the institution.

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Advantages of cumulative record card

1. Knowledge of pupil
2. Migration cases
3. Selection and promotion
4. Location and diagnosis
5. Link between teachers and parents
6. Preparing certificates
7. Improving methods of teaching
8. Providing educational and vocational guidance
9. Useful for new teachers
10. Useful for evaluation
11. Useful for the employer
12. Helpful in self-understanding

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Problems in the maintenance that use of cumulative record.

1. Who should maintain the records
2. Where to keep cumulative record cards
3. When to fill up cumulative record cards
4. How to check the maintenance of the cumulative record.
5. What should be the design of records
6. Problem of new admission and
7. Problem of teacher in discharging the function.
    i. Training
    ii. Model forms
    iii. Adequate time
    iv. Provision for safe custody
    v. Adequate inspection

1.5 LETS SUM UP

In this chapter we have studied the different testing and non-testing techniques. These techniques are used to studying and appraising the individual. These techniques are developed by psychologists. Testing techniques are used for collecting information about intelligence, aptitude, achievement, interests and personality of the individual. Non-testing techniques are known as non-standardized techniques. Non testing techniques for studying an individual are interview, observation, case study, cumulative record, questionnaire, rating scale, anecdotal record, sociometric and autobiography.

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1.6 CHAPTER END EXERCISE

1. Define testing techniques. Explain intelligence and Aptitude tests in detail.
2. Explain the personality tests.
3. Describe the observation as non-testing technique. Discuss its merits and demerits.
4. What do you mean by interview? Explain its merits and demerits.
5. What is cumulative record card? Explain its merits and demerits.

CHAPTER-II

Educational and Occupational Information Services

STRUCTURE

2.1 Objectives

2.2 Means of Educational Service

2.3 Meaning of occupational information service

2.4 Objectives of educational and occupational information service.

2.5 Techniques of disseminating educational and occupational information.

2.5.1 Group Techniques

2.5.2 Individual Disseminating method

2.6 Lets sum up

2.7 Chapter end exercise

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CHAPTER-II

EDUCATIONAL & OCCUPATIONAL INFORMATION SERVICES

2.1 OBJECTIVES

This chapter is meant to help you to understand the meaning, objectives and techniques of disseminating the educational and occupational information. After going through this chapter. You will able to.

- Describe the educational information services.
- Describe the occupational information service.
- Explain the techniques of disseminating the educational and occupational information services.

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2.2 MEANING OF EDUCATIONAL SERVICE

Information Service is the guidance service which collect information concerning the world of education and the world of work and disseminates it among pupils.

Educational Information is information about elementary and secondary schools, colleges and other higher institutions for example, information about courses, curricular and co-curricular activities, school policies and traditions and admission requirements of different schools and colleges.

2.3 OCCUPATIONAL INFORMATION SERVICE

Information about different occupations and their requirements practiced by people in the community, state or country as a whole. For example description concerning occupations, local, within a state or region, or in the country as a whole.

2.4 OBJECTIVES OF EDUCATIONAL AND OCCUPATIONAL INFORMATION SERVICE

1. Developing students interest in the world of work and in the many activities used by people for earning a living.

2. Stimulating students to give careful consideration to the many educational and vocational possibilities open to them.

3. Providing experiences and wholesome atmosphere by which healthy attitudes of respect for all kinds of useful work are developed.

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4. Helping students in making wise choicely educational experiences, by which personal development may be enhanced and adequate preparation realized for future experiences.

5. Providing information about opportunities open to young students in various colleges, universities and technical training schools, among which choice may be made.

6. Providing a continuous programme of experiences well integrated with the instructional programme experiences which provide strength and continuity for the total educational process.

7. Keeping to a minimum frustrations and indecisiveness and eliminating waseful trial and error approaches in decision making.

8. Improving self-understanding of students from which a greater appreciation for other people many emerge.

Check your progress

1. What do you mean by educational services?
2. What do you mean by occupational information services?

2.5 TECHNIQUES OF DISSEMINATING EDUCATIONAL AND OCCUPATIONAL INFORMATION

There are two types :

i) Group Techniques
ii) Individual Techniques

2.5.1 Group Techniques

1. **Occupational Information as a regular school Subject**: One of the main advantages of this arrangement is that every pupil will have the chance to study briefly about all the important field of work which can be helpful to him in making a suitable and the choice.

2. **Career conferences**: It the one of the most frequently scheme. The procedure of generally to invite a number of representatives of particulars occupational groups to come and school or colleges and discuss their occupations. To original career conferences usually follows one of four patterns as to set aside an hour (b) To devote while day (c) To schedule one meeting each week (d) Career work.

3. **Through Special Subject Teacher:** Another useful method of imparting occupational information is that the subject teachers such as severe teachers, how science teachers, all teachers, music teachers, agriculture teachers, mathematics and social studies teachers and others should discuss details of occupations to which the study of specific subject leads.

4. **Through School clubs**: Like hobby clubs, career clubs. In such clubs the discussion of various occupations can be taken one by one.

5. **Home rooms or tutorials**: Home doors and tutorials provide an informal occasion for imparting occupational information. As the group is usually

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small, students may be encouraged to laise problems regarding the particular field of occupations under discussion.

6. **By inviting specialists**: Invite specialists of different occupations in school. They may be asked to give a talk about their respective occupations. They can discuss the works and limitations of a particular occupation in the best way.

7. **Field trips and visits**: Occupational information can be passed on by arranging field trips and visit to the places of work, factories, farms, offices or business establishment's meeting and interviews with representatives of workers may give students some opportunity to ask questions and get certain items of information that individual needs.

8. **Work Sample Project**: Students may be asked to spend a day or two on the job of their choice. This will make them familiar with working conditions.

9. **Charts and posters**: Information may be given to the child through charts, graphs and posters. The number of job available in each occupation every year and the emoluments offered may be indicated in such charts and posters for the guidance and information of childrens.

10. **Film and filmstrips**: Film and filmstrips can be used for imparting occupational information films like – The farm and field, in workshop and laboratory, pensioners is business etc.

11. **Bulletin board**: Bulletin board announcement and other techniques may be used to impart occupational information. Important newspaper cutting should be displayed on the board.

12. **Through Library**: Library can also impart occupational information. There should be separate section in the library. In occupational information. It should have the last publications especially of the institutes of vocational guidance publication. Prospectus of various institutions and colleges may be included.

13. **Through co-curricular activities**: For example Red-cross an interest in the medical field, the camera club towards comes in photography and the film industry, the radio club towards careers in the radio and electronics.

14. **Exhibitions**: Exhibitions of different categories of technical crafts may be arranged.

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15. **Career talks**: Career talk implies a pre-planned presentations of occupational information to a known group of applicants or students of one or two classes.

16. **Information Corner**: We are living in the age of science and technology. In this age information corners are gaining more and more importance and popularity in both public and private sector.

(1) Employment exchanger (2) Employment bureaus (3) University Guidance Bureau (4) Public sector (5) Industrial colleges (6) Medical colleges etc.

2.5.2. Individual Disseminating Method:

Methods of interview: This method can be used for disseminating occupational information individually.

2.6 SUM-UP

In this chapter we have studied the meaning of educational and occupational information services. We have also explained the objectives of

educational and occupational information services. We also explained the techniques of dissemination of educational and occupational information services. These services can be disseminated individually as well as in groups techniques includes those activities of guidance which are carried out in a group situations. Some of activities of group information are career conferences, field trips visits, career talks, exhibitions, class falts, orientations and group discussions etc. and in individual technique we can use interview method for disseminating the educational and occupational information services.

2.7. CHAPTER END EXERCISE

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i. Define the educational and occupational information services. Explain the techniques of dissemination the educational and occupational information.

CHAPTER-III

COUNSELLING SERVICES

STRUCTURE

3.1 Objectives

3.2 Meaning of counselling service

3.3 Characteristics of counselling

3.4 Purposes of counselling

3.5 Steps in counselling

3.6 Approaches of counselling

3.6.1 Directive counselling

3.6.2 Non-Directive counselling

3.6.3 Eclectic counselling

3.7. Characteristics of counselling

3.8. Lets sum-up

3.9. Chapter end exercise

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CHAPTER-III
COUNSELLING SERVICE

3.1 OBJECTIVES

This chapter is meant to help you learn the counselling service its steps and approaches of counsleling service and also understand the characteristics of counsellor.

After going through this chapter you should be able to

- Describe the concept of counselling services.
- Discuss the characteristics and steps of counselling service.
- Describe the different approaches of counselling service.
- Discuss the characteristics of counsellor

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3.2 MEANING

Counselling is the process in which the pupil is approached on an individual level. He is helped in educational, vocational on psychological field only at problem point. In counselling the subject matter is pupil's needs, abilities, aims, aspirations, plans, decisions, actions and limitations. It is sort of specialized, personalized and individualized. Service which makes effective use of information gathered about any individual.

Strang's View: "Counselling is face to face relationship in which growth takes places in the counsellor as well as the counselee."

Myer's View: "Counselling implies a relationship between two individuals, in which one gives a certain kind of assistance to the other."

3.3 CHARACTERISTICS OF COUNSELLING

1) Counselling is a person to person relationship.

2) It involves two individuals one seek help and the other, a professionally trained person who can help the first.

3) The objective is to help the counsellor to discover and solve his personal problems independently.

4) The counsellor in order to help and assist properly must establish a relationship of mutual respect, co-operation and friendliness between the two individuals.

5) The counsellor discover the problems of the client and guidance him through difficulties and problems.

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6) the main emphasis in the whole of counselling process is on the counsellor's self-direction and self acceptance.

7) Counselling is a democratic.

3.4 PURPOSES OF COUNSELLING

i) Self-direction and self-realization of the client.

ii) The development of the insights and understandings of the relations of self and environment.

iii) To improve study habits and skills

iv) To make suitable career choice

v) To study the aptitudes and abilities of students.

vi) To provide sex education to students

vii) To give the information to students on matters important to his success.

viii) To get information about the students which will be of help in solving his problems.

ix) To establish mutual understanding between students and teachers.

x) to help the students work out a plan for solving his difficulties.

xi) To help the students to know his interests, abilities, aptitudes etc.

3.5 STEPS IN COUNSELLING

1) Calm and attractive place: There should be a calm and an attractive place for providing counselling to the student (the counselee).

2) Rapport: Rapport should be established between the counsellor and the counselee. Rapport is characterized by mutual respect, co-operation, sympathy, freedom pleasantness and congenial environment.

3) Relevant questions: The questions to be asked to the client should be brief and to the point. All embarrassing questions should be avoided as far as possible.

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4) Co-operative attitude: There should be a co-operative attitude of the counsellor.

5) Respecting the counselee: Due respect should be shown towards the individual's feelings, sentiments etc. and he should not feel embarrassed.

6) Locating causes and finding solutions: Causes of problem should be found and subsequently solutions should be offered.

7) Many meetings: Because of complexity of human problems and behaviour, many sittings may be needed with the counselee to solve the problems.

8) Self-understanding: After collecting and analyzing the data the counselee is assisted in understanding, the problem in right perspective and relationship.

9) Self-development: The counselee should be helped in taking right decisions to develop insight for self-analysis, self-direction, self-management and self-counselling.

CHECK YOUR PROGRESS

1. What do you meant by counselling?
2. What are the characteristics of counsleling?
3. What are the purposes of counsleling?
4. What steps are involved in counselling process?

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3.6 APPROACHES OF COUNSELLING

There are three approaches

1) Directive counselling
2) Non-directive counselling
3) Eclectic counselling

3.6.1 Directive counselling: It is known as counsellor-centred counselling. It is called problem centered. It is counsellor who prepares entire plans and sees through the process.

Assumptions

1) All of efforts should be focused on the problem of the counselee.

2) Counsellor is more competent than the counselee, counsellor plays more active role than the clients. He is said to be the pivot, the centre or the leader of the situations.

3) Counselling is primarily an intellectuals rather than emotional process.

Steps in Directive counselling

i) **Analysis** : Collect of data from a variety of sources by using a variety of tools and techniques. The data is needed for an adequate understanding of the client.

ii) **Synthesis** : Summarising and organizing the data so as to reveal the client's assets, liabilities, adjustments and maladjustments.

iii) **Diagnosis** : At this stage we are to find out the root cause of the problems exhibited by the client.

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iv) **Prognosis** : At this stage we Predict the future development of the client's problems.

v) **Counselling** : It may include of the following procedure.

(i) Establishing rapport with the student.
(ii) Interpreting the collected data to the students.
(iii) Programme of action with the student.
(iv) Assisting the student in carrying out the plan of action.

6. **Follow-up** : Here the counsellor helps the client with new problems or with recurrence of the original problem, and determines the effectiveness of counselling provided to him.

Advantages

1) It is economical in time.
2) Emphasis on the problem and not on the individual.
3) Directive counselling puts more emphasis on the interactual rather than the emotional aspects of the personality of the individual.

4. In directive counselling methods used are direct, persuasive and explanatory.

Limitations

1. The counselee never becomes independent of the counsellor.
2. Problem regarding emotional maladjustment can better be solved by non-directive counselling and not by directive counselling.
3. It lacks information regarding the pupil.
4. Directive counselling does not keep the counselee away from making mistakes in future.

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3.6.2. Non-Directive counselling

It is also called permissive counselling or client-centred counselling. Carl Rogers is the chief exponent of this school of thought. In this counselling counselee is the pivot or the centre. It is the counselee who plays the primary role. Counsellee achievely participates in the process, gains insight into his problem with the help of the counsellor and takes decisions as to the action to be taken.

Assumptions:

1) Independence and integration of the client is more important than the client.
2) Emotional aspects are more significant than the intellectual.
3) Creating an atmosphere in which the client can work out his understanding is more important than cultivating self-understanding in the clients.
4) Counselling leads to a voluntary choice of goals and conscious selection of course of action.

Steps in Non-directive counselling

1) **Seeking help**: The client recognizes the need of counselling and comes for help.

2) **Defining the situation**: The counsellor defines the situation and creates congenial atmosphere.

3) **Friendly attitude**: Attitude of counsellor is of friendship, sympathy and affection.

4) **Understanding**: The counsellor tries to understand the feelings of individual (client)

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5) **Acceptance**: The counsellor accepts and recognizes the positive as well as negative feelings.

6) **Negative Self-feeling to positive Self-feeling**: The counsellor pays attention to negative self-feeling of the client and leads him from negative self-feelings to positive self-feelings.

7) **Insight into action**: The counsellor helps the client to translate his insight into action.

8) **Positive step**: Positive steps towards the solution of the problem situation being to occur.

9) **Decreased need for help**: A decreased need for help is felt and the client is the one who decides to end the contact.

Advantages

1) It is a slow but sure process to make the individual capable of making adjustment.

2) No tests are used

3) It removes the emotional block

Limitations

1) It is time consuming process

2) The counselee is in immature to make the decisions himself.

3) There are individuals who will like to lead from stage to stage. The counsellor's passive attitude might irritate the counselee so much that be might hesitate to express his feelings.

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Eclectic counselling

3.6.3 Eclectic counselling is the synthesis and combination of directive and non-directive counselling. It represent a middle position between the two extremes as represented by the non-directive technique on the one hand and 'directive' technique on the other hand.

In eclectic counselling the counsellor first takes into consideration the personality and needs of the counselee and then select the directive or non-direction demands, the counsellor may switch over to the non-directive counselling. The attempt is made to adjust of the situation and the individual.

Steps in eclectic counselling

1) Diagnosis of the causes

2) Analysis of the problem

3) Preparation of a tentative plan for counselling

4) Securing effective conditions for counselling.

5) Interviewing and stimulating the client to develop his own resources.

Generalizations

1) In general, passive methods should be used whenever possible.

2) Active methods should be used with specific indications.

3) Passive techniques are usually the method of choice in the early stages when the client is telling his story. This permits emotional release.

4) Complicated methods should not be attempted until simpler methods have failed.

5) All counselling should be client-Centred.

6) It is desirable to give every client an opportunity to resolve his problems non-directly.

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7) Directive methods are usually indicated in situational maladjustment where a solution cannot be achieved without co-operation of other persons.

8) Some degree of directiveness is inevitable in all counselling even in reaching the decision to use passive methods

Limitations of eclectic counselling

1) It is said eclecticism is not possible because directive and non-directive concepts cannot be merged together.

2) Eclecticism is vague, superficial and opportunistic.

Check your progress

1. What are the steps of Directive counselling?
2. What steps should be involved in man-directive counselling?
3. What is electic counselling?

3.7 Characteristics of a counsellor

1) Good basic Intelligence

2) Intensive special information
3) Made general information
4) Knowledge of people
5) Special skills : like
    a) Technique of testing
    b) Technique of interview
    c) Technique of finding jobs
    d) Technique of placing people in those jobs
6) Special personal qualities
7) Respect of the client
8) Beliefs in client's capacity of adjustment
9) Tolerance and acceptance of clients difference of opinion
10) Balanced personality
11) Scholastic and educational background
12) Good health
13) Leadership qualities
14) Professional dedication
15) **Educational Qualification**: General Bachelor's Degree

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Professional Qualification: Master's degree in Psychology/Master degree with Post-graduate Diploma in Guidance and counselling M.Ed. (Guidance and Counsleling/M.Ed. with Specialization in guidance and Counselling).

3.8 LET SUM-UP

In this chapter we studied the about the counselling service and different approaches of counselling service. Counselling is a process and involves a relationship between professional trained counsellor and an individual in need to help counselling as a scientific techniques is based on a set of principles and assumptions also its steps. There are three main approaches (1) Directive (2) Non-directive (3) Eclectic certain areas in counsleling requires special expertise.

3.9 CHAPTER END EXERCISE

1. Define counselling. Explain the different steps of counselling.
2. Explain the different approaches of counselling.
3. Explain the various characteristics of counsellor

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CHAPTER - IV

PLACEMENT AND FOLLOW UP SERVICE

STRUCTURE

4.1 Objectives

4.2 Meaning of placement services

4.3 Purposes of placement services

4.4 Organizing placement services

4.4.1 Fundamental principles in organizing placement services.

4.4.2 Organizing educational placement

4.4.3 Organizing vocational placement

4.5 Meaning of follow up service

4.6 Purposes of follow up service

4.7 Techniques of follow up activities

4.8 Lets sum up

4.9 Chapter end exercise

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CHAPTER-IV

PLACEMENT AND FOLLOW UP SERVICE

Educational and vocational placement activities provide students with assistance in choosing courses and in making decisions on job opportunities.

4.1 OBJECTIVES

This chapter is meant to help you learn the concept, its broad principles and organizing the placement and follow up services. After going through this chapter you should be able to.

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- Describe the concept of placement and follow up services.
- Explain the principles of organizing placement services.
- Explain the organizing vocational placement
- Describe the concept of follow-up service
- Explain the techniques of follow-up activities

4.2 MEANING OF PLACEMENT SERVICE

Acc. To downing: Placement is a service with the guidance programme designed to asset students in the selection of suitable courses or curricular extra class activities and part time as full time employment.

Placement Service assist pupils in finding jobs, also helps them find their place in appropriate extra curricular activities. In essence, it helps them make use of their opportunities.

4.3 PURPOSES OF PLACEMENT SERVICE

1. Logical selection of courses and curricular.
2. Encouraging extra class activities participation.
3. Assistance in locating part-time employment.
4. Providing full time employment.

5. Assistance in suitable training programmes.

4.4 ORGANIZING PLACEMENT SERVICE

4.4.1 Fundamental Principles in Organizing Placement Service:

1. The type of organization should be in harmony with the existing school organization.

2. Functions of the service should be predetermined on a basis satisfactory both to the school and employees.

3. The service objectives and policies should be in harmony with the purpose of training objectives of the school whose product it serves.

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4. The duties of the placement workers should be clearly defined.

5. An advisory committee composed of representatives of school administrators, teachers, counsellor, placement markers and representatives from labour and management should recommend policies concerning (a) The objectives of service (b) Co-operation with other placement agencies and integration of the service with educational and vocational agencies, business personnel and community organizations.

Check your progress

1. What is placement service?
2. What are different purposes of placement service?
3. What are fundamental principles of organizing placement service?

4.4 ORGANIZING EDUCATIONAL PLACEMENT

Educational Placement primarily deals with helping the pupils in making intelligent choices of educational courses and curriculum. This kind of placement requires the participation of the teachers, counsellor and principal, all have

particular functions to perform. The most important function with in educational placement as we have already stated that placement in appropriate educational curricular, placement in extra class activities of vocational training placement. These responsibilities will usually be met in the following ways:-

1) **Keep uptodate information**: Keep all information on course offering upto date and immediately available for use with student groups and individuals.

2) **Develop good working relationship**: Develop a good marking relationship with all staff members and utilize their talents and knowledge in all phases of the placement service.

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3) **Conduct personal interviews**: Conduct Regional Interview with students in order to determine their needs and interests.

4) **Maintain a file**: Maintain a file on membership possibilities in clubs and other school organizations.

5) **Hold counselling sessions**: Hold counselling sessions with individual students, test and other data may be interpreted for students during these sessions plans formulated for future action.

4.4.3 Organizing Vocational Placement: Vocational Placement is mainly concerned with

1) Helping students in obtaining part-time or full-time employment.

2) Helping students in gaining appropriate vocational training in order to prepare for job placement.

Suggestions for organizing and operating a job placement service.

1) **Setup a filling system**: Set-up a filling system that classifies available jobs.

2) **Establish co-operative relationship with Prospective employer**: For this a placement officer should write brief and to the point letters to employers. Best of all he can visit and talk with them.

3) **Obtaining notices of vacancies**: From employers, obtain notices of their job vacancies and their specifications for these jobs. For each notices make out a card and place it in the employer's card file.

4) **Interview and Register job Seekers**: Secure as complete information as possible concerning the qualifications of each registrant. The information should include vital data, school record, offices held in school or community organizations hobbies and other interests and work experiences. The registrant should supply most of these facts when he fills up his biographical form.

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5) **Organize filling system of registrants data**: Organize an efficient filing system of registrants data.

6) **Secure definitive statements**: Statements from the references listed by each registrant should be secured.

7) **Check upon accuracy of information**: This can given by each registrant on his registration card and on his biographical form.

8) **Select registrants to be recommended**: For a vacant position announced by an employer, select the registrant to be recommended by the placement office.

9) **Notify registrants and secure approval**: Notify registrants of job vacancies and secure their approval before recommending them for these jobs.

10) **Send copy of biographical form**: Send to the prospective employer a copy of each recommended candidate's biographical form. Include a covering letter.

11) **Check the prospective employers**: Later, check with prospective employer's to find out.

a) Whether be offered the job to the recommended candidates and if he did so.

b) Whether the candidate accepted that job.

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12) **Record the result**: Record the results of a job application in the employer's card fill and in the candidate's card file.

13) **Prepare a summary report**: At the end of each academic year, prepare a summary report of the work of the placement office.

14) **Conduct follow-up studies**: From time to time, conduct follow-up studies to evaluate and to improve the services of the placement office. These studies may include two types of questionnaire are to be filled out by former students, the other, by their employers.

4.5 FOLLOW UP SERVICE

Follow up is an integral part of guidance programme and without this the utility of guidance programme is reduced to half. The guidance worker help individual in making progress in occupation and if necessary to help him to change to another job wherein he may make better adjustment.

Meaning of Follow up Service: The follow up service is a basic element of the guidance programme designed to provide information needed to assist youngsters in making a better adjustment to school, to a vocational training programme or to a job.

4.6 PURPOSES OF FOLLOW UP SERVICES

1. To find out the progress made by the students within the various class rooms, courses and co-curricular activities.

2. To determine the appropriateness of decisions made prior to entry into a particular course of study.

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3. To ascertain the areas of education, occupation and life in which the individual has made proper adjustment.

4. To discover the areas of education occupation and life in which the individual has not been able to make successful progress.

5. To readjust the guidance programme as to went the needs of the individual better.

Check your progress

1. What do you meant by vocational placement?
2. What do you mean by follow-up service?
3. What are different purposes of follow up service?

4.7 TECHNIQUES FOR FOLLOW-UP ACTIVITIES

1) Questionnaire: With the proper use of questionnaire useful information can be obtained. In the questionnaire the main items of information that are to be asked for are as under :-

a) Educational or training institutions attended by the individual after completing his high school course.

b) Employment information occupation previously followed and followed by him at present.

c) Difficulties faced by him in achieving his goal.

2. **Check-lists**: Check list differs from the questionnaire in the sense that the possible responses are included on the instrument and the respondent has only to indicate his choice. It may be used for getting opinions and gaining facts. The check list has the advantage of being easier to complete and taking less time. More people will respond to this instrument than to a questionnaire.

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3. **Interviews**: Personal interviews with individual students are useful in gathering follow-up information. These are also helpful in ascertaining educational and vocational progresses and students of the students. On the basis of interview suggestions can be given by the guidance worker as to how the interviewer might proceed to achieve better results.

4. **Group discussions**: Group discussions encourage exchange of ideas and personal contact, indicates a genuine interest on the part of the school and suggest improvements.

5. **Letters**: Letters to and from the individuals is an other useful device for an effective follow up work.

6. **Visits**: Visits to the places of occupation is also useful mean far an effective group work.

4.8 LETS SUM-UP

In this chapter, we have studied about the various services in a school guidance programme. There are orientation, counselling, placement and follow-up services. Each of these services have district functions and objectives. The activities are also organized keeping in view the need and characteristics of the students.

4.9 CHAPTER END EXERCISE

1. Describe in detail the organizing of educational placement services.
2. Describe in detail the vocational placement.
3. What do you mean by follow-up service discuss the follow-up service in detail.

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UNIT-III

CHAPTER - I

ORGANIZATION OF GUIDANCE PROGRAMME AT SECONDARY LEVEL

STRUCTURE

1.1 Objectives

1.2 Meaning of Organizing Guidance Programme

1.3 Importance of guidance programme

1.4 Principles of organizing guidance programme

1.5 Essential requisites of guidance programme

1.6 Lets sum up

1.7 Chapter end exercise

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UNIT - III

CHAPTER - I

ORGANIZATION OF GUIDANCE PROGRAMME

1.1 OBJECTIVES

This chapter is meant to help you learn the concept of guidance programme and organization of guidance programme at school stages.

After going through this chapter you should be able to

- Describe the concept of guidance programme.
- Explain the importance of guidance programme
- Discuss the various principles of organizing guidance programme
- Discuss the essential requisites of organizing guidance programme.

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1.2 MEANING

Organization of guidance programme means to utilize the human resources and material resources for in a organized way for providing guidance and counselling to the students. The head of the institution plan, supervise and co-ordinate efforts of counsellor and teachers to utilize material resources for guidance activities. The aim of guidance are both adjustive and developmental. It helps the students in making the best possible adjustment to the situation. In the educational institution, in the home and the society at the same time which facilitates the development of all aspects of his personality.

1.3 IMPORTANCE OF GUIDANCE PROGRAMME

1) It helps the students for better adjustment in home, school and society.

2) To assists the pupils to solve their problems.

3) It helps to identifying the gifted and slow learner and backward students and to provide special education them.

4) It helps in retaining potential dropouts

5) It helps in discovering the abilities and potentialities of pupils and also helps in developing their potentials.

6) It helps in developing insight.

7) It helps to make capable to students to understand the different opportunities of education and occupations.

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8) It helps the pupils in preparing their future plans regarding education and vocations.

9) It assist the pupils in all round development.

Check your Progress

1. What is the concept of guidance programme?
2. What is the importance of guidance programme?

1.4 PRINCIPLES OF ORGANIZING GUIDANCE PROGRAMME

1) It should be universal

2) It should be based on child centredness because guidance services are meant for the students and students are not meant for guidance service.

3) It is a continuous process

4) It should be based on principle of wholeness means it should be related with in whole environment of individual his needs and his whole personality.

5) It should be based an principle of finding the solution.

6) It should be based on specialization.

7) Guidance is a self development and self.

8) It should be based on the principle of securing the recording adequates information.

9) Principle of utilization of resources

10) Guidance services should be simple and flexible at secondary level.

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11) Guidance programme should be based on co-operation of parents, teachers and head of the institution.

12) Data should be collected and analyzing properly.

13) Latest ways and means should be used in guidance programme.

1.5 ESSENTIAL REQUISITES OF GUIDANCE PROGRAMME

1) **Minimum Services**: Data collections services, occupational information services etc.

2) **Time Table and Budget**: There should be proper arrangement of guidance programme in school budget and time table.

3) **Guidance Committee**: There should be co-operation between counsellor and staff members. A committee should be there for co-operation of guidance.

4) **Trained Counsellor**: In every school there should be a trained counsellor for 200 students.

5) **Facilities**: Proper facilities should be provided for teachers for guidance programme, Orientations courses should be arranged

6) **Guidance Bureau**: In every school guidance bureau should be arranged and a trained psychologist should be leader of this bureau.

1.6 LETS SUM UP

In this chapter we have studied about the organization of guidance programme at school level. To organize a guidance programme some of the preliminary steps to be undertaken are formation of guidance committee, arrangements of required facilities and budget and orienting the students, parents and community. Various guidance activities can be conducted for the secondary and higher or senior secondary school students.

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1.7 CHAPTER END EXERCISE

1. Describe the concept of guidance programme.
2. Explain the importance of guidance programme at school level.
3. Discuss the essential requisites for organizing guidance programme at school level.

CHAPTER - II

ROLE OF HEADMASTER, COUNSELLOR, TEACHER AND GUIDANCE WORKER IN ORGANIZING GUIDANCE PROGRAMME

STRUCTURE

2.1 Objectives

2.2 Introduction of Guidance Personnel

2.3 Role of Headmaster in organizing guidance programme

2.4 Role of Counsellor in organizing guidance programme

2.5 Role of Teacher in organizing guidance programme

2.6 Role of Guidance worker in organizing guidance programme

2.7 Lets sum up

2.8 Chapter end exerciser

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CHAPTER – II

ROLE OF HEADMASTER, COUNSELLOR, TEACHER AND GUIDANCE WORKER IN ORGANIZING GUIDANCE PROGRAMME

2.1 OBJECTIVES

This chapter is meant to help you to understand the guidance personnel and their role in organizing guidance programme. After going through this chapter you will able to:-

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- Describe about guidance personnel
- Describe the role of Headmaster, Counsellor, Teacher and Guidance worker in organizing guidance programme at school level.

2.2 INTRODUCTION OF GUIDANCE PERSONNEL

Guidance is a joint-venture. Many people are involved in the process of guidance. It includes specialized persons – specially person – those who have no special training in providing guidance but play significant for the purpose. The specialized persons – counselor, career master, psychologist, physician, placement worker etc. are professionally competent persons. Teachers, headmasters, social workers, parents etc. are involved in the process of guidance. But they have no specialized training in the field of guidance. Every member of guidance team plays a significant role in his / her own is assisting the pupils in need. All these persons are called guidance personnel.

In fact, the guidance is a function of the whole school. Hence the activities of the whole staff must be coordinated. The main objectives of guidance programme should be organized keeping in mind that purpose and how best it can be achieved depends on all people responsible for executing the programme.

2.3 ROLE OF HEADMASTER

Headmaster / administrator is person around whom every activity of the school revolves. His personality is reflected in every activity of the status of guidance depends upon the recognition given by headmaster. He is initiator, motivator, leader, director and co-ordination of guidance programme. The success or failure of any activity depends upon his personality, his interest in the activity and his influence on his colleagues. The functions of the principal are as under:-

1. **Have Faith in Guidance:** First of all the principal should develop a faith in the worthwhileness of the guidance program. He should recognize that in the changed conditions of the modern times, it is necessary to provide guidance facilities to the students. So, he should draw up a plan limited in scope or comprehensive depending upon the conditions prevailing in the school.

2. **Providing Leadership:** The principal has the responsibility for providing constructive leadership in developing better guidance services. He should provide leadership through self-study of the values, purposes and organization of guidance. It is the principal, who forms the philosophy of the school. He passes to his staff definite understanding and workable philosophy of guidance.

3. **Recommends Appointment of the Counsellor:** He recommends to the authorities, the employing of competent counsellor in the school

4. **Appointing a Guidance Committee:** For the successful implementation of guidance programme a small committee with the principal or chairman should be formed. The main function of this committee would be to plan the program of activities and to evaluate them from time to time to see whether these are worthwhile or just a wastage of time, energy and

money or to see whether any improvement is needed to make these activities more useful.

5. **Assigning Duties:** After selecting the personnel of the committee he assigns definite tasks to each member of the committee. This avoids confusion and duplication of duties and responsibilities. He can assign any duty to the personnel such as one person is responsible for occupational information file or the testing plan etc.

6. **Providing Facilities:** The principal has the responsibility for providing the time scheduling and necessary facilities to the counsellor, guidance worker and staff connected with guidance, so that they can work more efficiently.

7. **Policy Maker:** He draws plans and formulates policies regarding organization of guidance program and makes discussions with psychologists, psychiatrists, teachers and with other competent experienced, wise and able persons in the field with higher authorities.

8. **Informing Parents:** The principal has the responsibility of interpreting the programme of guidance to the school and to the community and to keep the parents informed about the guidance activities and facilities available in school.

9. **Encouraging Teachers:** He should encourage the members of the staff to attend special guidance courses and seminars.

Check your progress

1. What do you mean by guidance personnel?
2. Describe the role of headmaster in organization of guidance programme?

2.4 ROLE OF COUNSELLOR

The role of the counsellor can be summed up in one line, "The counsellor is the leader and consultant of the school guidance and appraisal program."

A counsellor is a specialist having received some technical training in the field of guidance work or in some particular aspect of it. His primary responsibility is to counsel student and administer the entire program. He is in a way that resource for parents and teachers. He should concentrate only on serious problem cases leaving minor cases to the teachers. Every school which provides diversified courses must have one-staff members, specially trained in guidance and counselling work.

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1. **Carrying out Guidance Policies:** He is to carry out guidance policies providing counselling services to those children who require them and to those who have been referred by the teachers to specialists.

2. **Technical Leadership:** He is to provide technical leadership and assistance to teachers for personal and group guidance and to those individuals and groups which determine guidance policies in the school.

3. **To assist Teachers in Discovering Individual Differences:** He is to assist the teachers in discovering individual difference i.e. difference in respect of capacities, capabilities, interests, aptitudes etc. among students and their implications in the educational process and in meeting individual needs.

4. **To Orient other Staff Members:** He is to assist and encourage other staff members for guidance work. He can also provide orientation of guidance work to those teachers who have recently joined the school.

5. **To Gather Information about Individual Students:** The more he knows about the individual, the more he will be able to assist him. Hence a skillful counsellor will know what data is important, how that data can

organized and recorded, so that it is readily available whenever it is needed.

6. **Assistance to the Principal:** He can also assist the principal in organizing guidance program in school.

7. **To make Students Mature:** He assists the individual students to achieve an increasing degree of maturity in working towards the solution of his various personal problems.

8. **Assistances to School Staff:** He is to assists the school staff in securing, interpreting and using information concerning students.

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9. **Providing Counselling:** He is to provide counselling service to all students who desire it or who are referred to the counsellor by other teachers.

10. **Interpretation of Data Collected:** The counsellor must have the ability to interpret data and make tentative diagnosis and prediction.

11. **Insight and Training in Techniques and Tools:** The competency of the counsellor lies in his skill in spotting students who need help and who would be benefited by counselling. This will enable the counsellor to gather information about individual students.

12. **He is to conduct Psychological Tests and Evaluate:** Pupil achievements, interests, aptitudes and mental abilities objectively. He is also to interpret the results of the psychological tests.

13. **Follow-up Work:** He is to take follow-up work with a view to assessing the outcome of guidance services in regard to students who have received guidance.

14. Group Guidance: He is to arrange for group guidance through class meetings, sessions with guest speakers, films, activities to promote social adjustment. Career conferences are also arranged when considered appropriate.

15. He is to confer with parents and arrange group meeting as needs arise.

16. He is to assist students to develop initiative and independence so that they may progress in self direction.

2.5 ROLE OF TEACHER

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Recognizing the importance of guidance for the teacher, almost every university has included "Guidance and Counselling" as a compulsory paper in preservice education of secondary school teachers. Teachers has good rapport with students. In the school environment, teacher is the person who inspires and influences the student most. Teachers remains 'guru' since ancient time in the history of Indian education. Without the assistance and cooperation of teacher, guidance services can never become an integral part of school programme. Teacher-counsellor teacher having qualification and training of a counsellor is boon for the programme of guidance at school level.

Functions of Teacher

1. Collecting information / data from students with the help of testing and non-testing techniques.
2. Establishing and maintaining cumulative records.
3. Assisting counsellor in preparing case histories of the students.
4. Solving classroom problems.
5. Collecting and disseminating educational and vocational information.
6. Sending school progress reports to the parents.
7. Organizing P.T.A meeting and activities.
8. Organize, guide and participate in co-curricular activities.

9. To identify low achievers and bright students and arranging special programme for them.
10. Assisting counsellor in providing educational, vocational and personal guidance.
11. Preparing case histories of problem children.
12. Helping the pupils to solve their problems.
13. Co-ordinating the activities of all persons engaged in the task of guidance.
14. Sending information to the principal and parents.
15. Maintenance of anecdol records and cumulative records.
16. Helping the pupils in making educational and vocational plans according to their abilities, capacities and aptitudes.

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Check your Progress

1. Describe the role of counsellor in organization of guidance programme.
2. Describe the role of teacher in organization of guidance programme.

2.6 ROLE OF GUIDANCE WORKER

A guidance worker is the most important part of a school guidance programme. Without him, we cannot even think of a guidance programme. He is the open of the guidance programme.

1. **To Frame Guidance Policies:** Undoubtedly every organized guidance programme is based upon some policy. These policies are framed by the guidance worker with the advice of the headmaster.

2. **Determining the Policies:** After getting the policies approved from the head master, the guidance worker decides the plan of action for various policies.

3. **Counsel:** He counsels the students with respect to their need, interests, aptitudes, abilities etc. The student can solve his various problems with the help of advice rendered by the guidance worker.

4. **To Identify and Analyse Merits, Demerits:** The guidance worker with the help of various psychological tests analyses behaviour of the students.

5. **To Orient other Staff Members:** He provides general information to different staff members including both teaching and non-teaching staff. He prepares them for physical, mental and emotional guidance and providing these kinds of guidance to the students with commitment.

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6. **To Help Children:** He helps the children to solve problems related to emotional and life. He develops the ability to solve problems in the child. To develop self understanding. To help solve problems related to education, vocations and personal life.

7. **To Help Teachers:** A guidance worker helps the teachers in various activities related to success of guidance programme is that he helps them to use various tools and techniques used in guidance programme helps in collecting useful and reliable information regarding students.

8. **Organize Guidance Programme:** A guidance worker plays an important role in organizing guidance programme in a school or any other educational institute.

9. **Evaluate Guidance Programme:** A guidance worker see whether the school guidance programme is a success or not. He evaluates the whole programme by considering the various facts and techniques associated with it.

10. **To Work with Cooperation:** He plays an important role in inculcating the feeling of cooperation among the teachers and other members of the staff.

11. **Technical Direction:** A guidance worker provides technical direction to the teachers. The technical support is provided in the matters of using various tools and techniques, scoring and analysis of the results etc.

12. **Establishing Contact with Other Agencies:** The guidance worker establishes contact with other agencies for organizing guidance services.

2.7 LETS SUP UP

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Guidance programme depends upon the persons associated with it. It is not possible to lay down any general principle as to how many persons should run guidance services in any school. It depends upon the size and type of the school and the facilities available. Each school should develop the guidance programme in keeping with its own needs of bringing about the greatest possible growth in each individual pupil. They should be sure about their duties and responsibilities and they should all work in union as a cooperative team.

2.8 CHAPTER END EXERCISE

1. Explain the role of Headmaster in organizing guidance programme.
2. Describe the Role of Counsellor in organizing guidance programme.
3. Explain the role of teacher and guidance worker in organizing guidance programme in detail.

CHAPTER – III

GUIDANCE PROGRAMME FOR GIFTED AND BACKWARD CHILDREN IN STUDIES

STRUCTURE

3.1 Objectives

3.2 Meaning of Gifted Children

3.3 Guidance Programme for the gifted children in studies

3.4 Meaning of Backward Children

3.5 Guidance Programme for the backward children in studies

3.6 Lets sum up

3.7 Chapter end exercise

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CHAPTER – III

GUIDANCE PROGRAMME FOR GIFTED AND BACKWARD CHILDREN IN STUDIES

3.1 OBJECTIVES

This chapter is meant to help you understand the meaning of gifted and backward children and also guidance programme for gifted and backward children in studies. After going through this chapter you will be able to:-

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- Describe the meaning of gifted and backward children in studies.
- Explain the guidance programme for gifted children in studies.
- Explain the guidance programme for backward children in studies.

3.2 MEANING OF GIFTED CHILDREN

Gifted children should include all those children who give assurance of originality of an extreme array in any significant line of human attempt. There contribution to the society is worth-while in all field such as creative thinking, social leadership, graphic arts, music dramatics, mechanical skill, social skills and abstract reasoning. Goddard suggested 120 IQ as the lower limit of a gifted child. W. Tyler defined a child who can do much more work faster with much higher quality is called a gifted child. A gifted child having intelligence quotient 140 to 180.

According to Witty, "Gifted children are those children whose performance in a worth wide human endeavour is consistently remarkable and those who are academically superior."

3.3 GUIDANCE PROGRAMME FOR THE GIFTED CHILDREN IN STUDIES

1. **Acceleration:** Judging the extraordinary achievement of a gifted child in his class he may be given double promotion. Such promotion will help the child to set himself academically more advanced.

2. **Separate schools:** Separate schools with adequate provisions should be preserved where gifted children can amplify their potentialities fully.

3. **Ability grouping:** There should be a separate classes for gifted children so that they can satisfy their thirst for knowledge in such homogenous groups.

4. **Diversification of courses with enrichment of co-curricular activities:** The provisions of diversification of courses should be there. Ample opportunities should be provided to them in the selection of subjects and activities of their own choices and interest.

5. **Psychological support and security:** When students' worth is recognized properly by the teachers they feel a sense of psychological security. The competitions of different hobbies such as painting, stamp collection, photography and gardening should be organized from time to time.

6. **Library and hostel facilities:** Gifted students should be animated to make intelligent use of libraries so that they can acquire new knowledge. If the home atmosphere of gifted children is not compatible they must be provided free hostel facilities. Career exhibitions should be organized and provision of guest lectures should be there.

7. **Awards and prizes:** When gifted students show some extraordinary result of one or the other activities they must be given prizes.

8. **Summer schools:** Such schools are being successfully tried in U.S.A on the basis of psychological tests, interviews, case studies and previous

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school records talented children are selected from the whole country. Summer schools are opened in vacations for such children. The programme of summer school is organized in such a way that it is competed in the vacations. The students return to their regular classes after the programme is finished. The scheme of summer schools may be planned in our country also.

9. **Enrichment Programme:** These programmes may include special assignments, work on self-determing projects, independent library reading, construction of models and aid materials. Seminars and discussions should be organized.

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3.4 MEANING OF BACKWARD CHILDREN

Backwardness means retardness. Backward children can be acknowledged as slow learners or educationally retarded children. They develop a sense of inferiority complex. The presence of such children hinders the progress of the whole class and creates difficulty for the teacher too. A backward child is having IQ below 85. His intelligence quotient falls between 70 to 90.

According to Cyril Burt, "A backward child is the one who in the middle of his school career, is unable to do the work of the class which is normal for the age." So we can say that a backward child is shows educational impoverishment. He lags behind in all field such as social, emotional, academic, physical and moral.

3.5 GUIDANCE PROGRAMME FOR THE BACKWARD CHILDREN IN STUDIES

1. **By discovering the causes:** Achievement tests, intelligence tests, rating scales, case studies and medical tests should be applied to discover the backwardness.

2. **Proper size of the class:** Backward children should be taught in small groups so that a teacher can pay individual attention to them.

3. **Principal and concrete curriculum:** The students who have low general intelligence should be given practical curriculum. The subjects should be according to the interest and abilities of slow learners. They should be trained for some specific careers. Basic education should be highlighted in their curriculum. Abstract syllabus should be avoided.

4. **Special schools:** For avoiding inferiority complex in backward children special school should be opened for them.

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5. **Changing the environment:** Emotional trouble at home or school may be the cause of backwardness. So we must try to change the atmosphere. Various teaching methods should be adopted for different types of backward students.

6. **Use of audio-visual aids:** More experimental work should be allocated to them. They should be taught with the help of auditory and visual aids. Assignments given to them should be simple and small.

7. **Provision of co-curricular activities:** To make teaching work more productive and effective some interesting activities like music, art, painting, dramatic, games and sports, drawing should be included in their curriculum.

8. **Special coaching:** Such children need more rehearse, repetition, practice and review. Special coaching should be provided to them. They should be properly supervised.

9. **Principle of praise:** If the backward children accomplish their assignment well in time and show improvement in their achievement then they should be applauded by teachers.

10. **Method of teaching:** If these children are taught by the methods suitable to average children, they will not capture much. Different teaching methods should be adopted for different levels of backwardness. The teacher should teach backward children at a slow speed and he must repeat the lesson again and again according to the need of these children.

11. **Co-operation of all agencies:** Parents, teachers, administrators and society should have a caring, affectionate and benevolent attitude towards such children.

3.6 LETS SUM UP

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In this chapter we studied about the gifted and backward children in studies. We also studied the different guidance programmes which are organized for the gifted and backward children. As we have already noticed the important role of gifted children that they play in the society. They are the future leaders, musicians, scientists, writers, teachers, thinkers and artists. So there is an urgent need of a well thought scheme of guidance programme for them in studies. In the case of backward children in studies solving the problem of backwardness is a great challenge to the educationists and administrators of our country. Backwardness is the first stage of delinquency that is why it is the dire need of the hour to help such children. Special measures should be adopted by opening special schools for them.

3.7 CHAPTER END EXERCISE

1. Describe the meaning of gifted children and also explain the different guidance programme for them in studies.

2. Define the backward children in studies. Explain the different guidance programme for them in studies.