Centre for Distance & Online Education

UNIVERSITY OF JAMMU

JAMMU

SELF LEARNING MATERIAL
B.Ed.
SEMESTER-IV

SUBJECT : GUIDANCE & COUNSELING **UNIT : I-IV**

Course No. : 402 **LESSON NO. : 1 to 13**

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Printed and Published on behalf of the Centre for Distance & Online Education, University of Jammu, Jammu by the Director, CD&OE, University of Jammu, Jammu

http:/www.distanceeducationju.in

GUIDANCE & COUNSELLING

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Printed at : Mehjoor Art Press, Sidco Industrial Complex, Rangreth, Srinagar Ph : 9419009510

Bachelor of Education (B.Ed) through Open and Distance Learning (ODL)
Semester –IV
(For the examination to held in the year 2025, 2026 & 2027)

Course no. 302 (Theory) **Title: Optional Papers (D- Guidance & Counseling)**
Credits 4 **Total Marks : 100**
Maximum Marks Internal : 30 **Maximum Marks External : 70**
Duration of Exam : 3hrs

Course Objectives:

To enable the pupil- teachers to:

- To enable the students to understand the concept of guidance and counselling.
- To acquaint students about different agencies for guidance.
- To understand the role of parents, teachers, school administrator and family to solve behavioural problems of students.
- To know about different strategies to maintain mental health of students.

UNIT-I

Fundamentals of Guidance: Concept, Nature, need and importance of guidance. Historical perspective of guidance. Relationship with guidance and education.Types of guidance: Educational, vocational and Personal their meaning, need, objectives & functions. Role of teacher in academic, personal, health, leisure activities.Concept of Individual guidance and group guidance.Agencies for guidance : State level Agencies, National Level Agencies.

UNIT-II

Meaning, Nature, Objectives and importance of counseling. Different between guidance and counseling.Areas of counseling: Family counseling, Parental counseling, Peer counseling, adolescent counseling and relevance to the Indian situations.Role of teacher and school administrator as councelor.Characteristics of effective counseling.

UNIT-III

Role of teachers in dealing behavioral problems like aggression, anxiety, depression, truancy, delinquency, bullying, peer-pressure and inferiority complexes and maladjustment among student.Concept of mental health and behavior modification. Concept of mental hygiene. Non-testing techniques: interview, observation, individual inventory.

UNIT-IV

Role of Parents in solving behavioral problems of adolescents. Effective Parents learning programmes, parent-teacher meetings. Parental collaboration in educational guidance. School guidance: a collaborative effort of school and community. Role of relaxation stratigies, Yoga-meditation, music therapies for reducing stress.

Sessional Work:

Arrange parent-teacher meeting for 5 students & make a report.

Prepare individual inventory of students.

Interview school teachers and make a report about their contribution.

As councillor.

Note for Paper Setters

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 14 marks .The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 14 marks each. Unit IV having the sessional work/field work (section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship are to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness .

The Theory paper is to have 70 marks (external) . 30 Marks are for the In House activities

Books recommended

- *Crow & Crow: An introduction to Guidance, basic principles & practices, Delhi, Surjeet Publications.*
- *Gibson Mitchell: Introduction to Counseling & Guidance, New Delhi PHI Learning.*
- *J.C Aggarwal: Education vocational Guidance & Counseling, Delhi, Doaba House.*
- *Jones, J.A : Principles of Guidance, Bombay, Mc Graw Hill*
- *John S Koshy : Guidance and Counseling New Delhi, Dominant Publishers and distributors.*
- *Lester D. Crow & Crow: Introduction to Guidance and Counseling in India Delhi, Atlantic Publishers.*
- *Shashi Prabha Sharma: Career Guidance and Counseling, Principles and techniques, New Delhi, Kanishka Publishers.*
- *S.S.Chouhan: Principles and Techniques of Guidance, New Delhi, Vikas publication House.*

GUIDANCE & COUNSELLING

COURSE NO. : 402

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LESSON NO. 1 **UNIT- I**

FUNDAMENTALS OF GUIDANCE

STRUCTURE

1.1 Introduction

1.2 Objectives

1.3 Concept of Guidance

1.4 Nature of Guidance

1.5 Need of Guidance

1.6 Importance of Guidance

1.7 Let Us Sum Up

1.8 Lesson End Exercise

1.9 Suggested Further Readings

1.10 Answers to Check Your Progress

1.1 INTRODUCTION

Man is a social being and at times he/she needs advice/guidance of others. Guidance is as old as civilization. Since the ancient times, elders in the family have been offering guidance to the young and to persons in distress. Due to explosion of knowledge, industrialization and changes in socio-economic set up the need of professional guidance is felt in the present day society. Guidance in all places and at all levels has been a vital aspect of the educational, social and personal life.

In this unit you will be familiarized with concept, nature, need and importance of guidance

1.2 OBJECTIVES

After going through this lesson, you shall be able to:

- describe the concept of guidance,
- explain the nature of guidance,
- expound the need of guidance, and
- elucidate the importance of guidance.

1.3 CONCEPT OF GUIDANCE

The concept of guidance is as old as the man himself. This concept has gained a global status in the present time. Every individual needs guidance in various fields of life. Sharma (2013) mentioned, "It is wrong to think that guidance service is provided only by and for man. It is our common experience to observe many of the lower animals giving their young ones the guidance necessary to enable them to survive and to grow towards adulthood."

It is true that a very minor percentage of our total population is capable of handling its problems independently without the cooperation and guidance of others. We find that majority of the peopledo not have either confidence or insight to solve their problems.

There have always been people in the past who need occasional help from older or more experienced associates in meeting with their problems of daily life in the society.

Traditionally, in our Indian society, the leader of the family or the local community was supposed to provide the necessary guidance and advice whenever any member of the family or the community needed it. Needless to mention, too often informal advice given without a clear understanding of the problem involved was harmful and misleading to the individual. With the passage of time, revolutionary and evolutionary changes have taken place in all walks, of life. The variety of jobs, high aspirations of the people and vocational specialization have made the work of guidance very difficult. The head of the family or the leader of local community with the limited knowledge of changed conditions such as globalization, liberalization and consumerism is not capable of providing guidance to the youth of today.

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

Crow and Crow (1962) in "An Introduction to Guidance", have aptly stated that "Guidance is not giving directions. It is not the imposition of one person's point of view upon another person. It is not making decisions for an individual, which he should make for himself. It is not carrying the burdens of another life". If guidance is not all

these, then what is it really? Let us have a clarity of the concept through the following definitions:

Definitions

The term guidance represents the concept that is neither simple nor easily comprehensible due to the complexity of the human nature, the individual differences and personal-social problems associated with changing environmental conditions and cultural traditions.

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

According to Jones (1951), guidance involves personal help given by someone. It is designed to assist a person in deciding where he wants to go, what he wants to do, or how best he can accomplish his purpose. Guidance helps an individual in solving problems that arise in life. It does not solve problems for individual but helps him to solve them. The focus of guidance is the individual and not the problems; its purpose is to promote the growth of the individual in self-direction.

Traxler (1957) considers guidance as a help which enables each individual to understand his abilities and interests, to develop them as well as possible and to relate the life-goals, and finally toreach a state of complete and mature self-guidance as a desirable member of the social order.

In the words of Crow and Crow (1962), "Guidance is an assistance made available by personally qualified and adequately trained men or women to an individual of any age to help them manage their own lifeactivities, develop their own points of view, make their own decisions, and carry out their own burden".

Downing (1964) points out towards a common problem in defining guidance that is one of keepingthe definition short and sufficiently broad to be informative. He has attempted it by giving definitionof guidance in operational terms in two parts:

(i) Guidance is an organized set of specialized services established as an integral part of the school environment designed to promote the development of the students and assist them toward a realization of sound, wholesome adjustment and maximum accomplishments commensurate with their personalities.

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

Mathewson (1962) defines guidance as the systematic professional process of helping the individual through education and interpretative procedures to gain a better understanding of his own characteristics and potentialities and to relate himself more satisfactorily to social requirements and opportunities in accord with social and moral values.

Recently, Shepherd stated that (1) the immediate objective in guidance is to help each pupil meet and solve his problems as they arise; and (2) the ultimate objective of all guidance is self-guidance.

According to the Indian Education Commission (1964-66), "Guidance involves the difficult art of helping boys and girls to plan their own future wisely in the full light of all the factors that can be mastered about themselves and about the world in which they are to live and work."

National Vocational Guidance Association defined guidance as the process of helping a person to develop and accept an integrated and adequate picture of himself and of his role in the world of work, to test this concept against reality and to convert it into reality with satisfaction to himself and benefit to society.

A thorough analysis of above mentioned definitions reveals the following elements in it:

1. Guidance programme is organized; it has a structure, system and personnel.
2. It is an integral part of the school system.
3. It consists of specialized services of testing, counseling, educational and vocational information, placement and follow-up scheme.
4. Its major aim is the promotion of student development.
5. It helps children to develop and promote their ability to deal with their own problems.
6. It provides for the identification and development of talents and potentialities.
7. The intangible elements of guidance are recognized as a point of view or as an attitude.

Check Your Progress-1

Note: a) Answer the questions given below.

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

I. Choose the correct option for the following questions:

1. According to Jones (1963), "The focus of guidance is the _____ and not the_____".

   a) Individual, problems

   b) Problems, individual

   c) Problems, society

   d) Society, problems

2. National Vocational Guidance Association defined guidance as the process of _____.

   a) helping the individual through education and interpretative procedures to gain a better understanding of his own characteristics and potentialities and to relate himself more satisfactorily to social requirements and opportunities in accord with social and moral values

   b) assistance made available by personally qualified and adequately trained men or women to an individual of any age to help them manage their own lifeactivities, develop their own points of view, make their own decisions, and carry out their own burden

   c) helping every individual through his own efforts to discover and develop his potentialities for his personal happiness and social usefulness

   d) helping a person to develop and accept an integrated and adequate picture of himself and of his role in the world of work, to test this concept against reality and to convert it into reality with satisfaction to himself and benefit to society

II. State whether the following statements are 'true' or 'false'(T/F):

   1. In the words of Crow and Crow (1962), "Guidance is an assistance made available by personally qualified and adequately trained men or women to an individual of any age to help them manage their own life activities, develop their own points of view, make their own decisions, and carry out their own burden". (T/F)

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

3. Guidance is not giving directions. (T/F)
4. In guidance, there is the imposition of one person's point of view upon another person. (T/F)
5. Guidance is a help and suggestions for progress and showing the way. (T/F)
6. Major aim of guidance is the promotion of student development. (T/F)
7. Guidance does not develop ability to solve their problems in children. (T/F)
8. Guidance is an integral part of the school system. (T/F)

1.4 NATURE OF GUIDANCE

After going through the concept of guidance, its nature can be discussed in the following points:

1. Guidance is a process:

Guidance is a process of helping every individual, through his own efforts, to discover and develop his potentialities for his personal happiness and social usefulness.

2. Guidance is a continuous process:

Guidance is a continuous process for a favorable directional influence upon appropriate social behavior, personal effectiveness in every day affairs, academic competence and assimilation of right values and attitudes.

3. Guidance is an individualized education:

Guidance is, in fact, an individualized education which aims at helping the students to develop themselves to the maximum possible degree in all respects.

4. Guidance is an understanding a person:

Guidance is an understanding a person and making him understand himself, so that he may bring about in himself and in his environment such changes through which his proper development becomes possible.

5. Guidance is developed of capacities:

During the process of guidance the individual is assisted in such a way that he makes himself enabled to develop his capacities maximum from all angels. Hence guidance helps in self-realization by stressing on complete development of the individual.

6. *Guidance is an educational service:*

The nature of guidance also includes educational touch. It has been defined as educational service. The meaning of guidance is explained in the context of problem occurring in the field of education.

7. *No imposition of one's view point:*

It depends upon the wish of an individual how he acquires the benefit by fully accepting/ partially accepting/ not accepting the decision of guidance worker. In guidance, there no imposition of one's view point on other.

8. *Guidance is an organized service:*

Baquer Mehdi (1978) in his book entitled "Guidance in Schools" mentioned that guidance is an organized service. It is not a single activity of the school. It is a process with broader base and a definite objective. In order to achieve the objective of guidance curriculum is used and changes are brought in the curriculum from time to time.

9. *Guidance is for all:*

Every person needs guidance at all the stages of life situation from childhood to old age. He needs guidance for solving problems to adjust in the family as well as in the society.

10. *Guidance helps in developing the ability of self-guidance*:

The nature of guidance also includes the characteristic of developing self-guidance in a person with the help of guidance process. This enables him to gain self-dependency in solving the problems of life.

11. *Guidance is both specialized as well generalized service:*

Guidance is both specialized as well generalized service in which a teacher, a parent and a counsellor play important roles (Mehdi, 1978). But, like other services, guidance service also needs trained staff so that this process may work smoothly. Specialized persons include counsellor, psychiatrist, psychologist, curriculum expert, placement worker etc.

12. *Guidance is a dynamic process:*

Guidance is a life-long process at all the stages of life problems. The nature of problems changes so the type of guidance also changes. It is related to the whole man's life.

1.5 NEED OF GUIDANCE

Guidance and counselling services are becoming more and more important as the society and its various institutions are growing in complexity. The society and all its institutions are built of individuals as their units as a mansion is built of bricks. The strength and solidarity of the society and its institutions are, therefore, contingent upon the strength of these individual units. Hence, optimum development of these units should be the most cherished goal of every nation. From this point of view, guidance and counselling should be considered an essential service. Besides this, there are several others points which highlight the need and importance of guidance as given below:

1. *Guidance is needed in helping total development of the pupils:*

   In general, the existing system of education takes much attempts to develop intellectual aspect of the pupil through teaching process which goes in the school. Only this sincere job of school does neglect other aspects of pupils which are to be developed.

   In the present schooling system the innate potentialities, abilities, interests, skills, values of the students are not taken into considerations which do not invite total development of the pupils. So much more attention should be paid by the teachers or guidance personnel's to understand the pupil first and his innate abilities and talents then by which goals of guidance is achieved.

   Without the support of guidance service in the school it is not at all possible to study, understand, and offer attention to pupil and his hidden talents keeping in view the individual differences among the students. That is why the need of guidance service is highly felt for the total development of the pupils for the sake of personal and social benefits.

2. *Guidance is needed to enable students to proper choices of their educational career at different stages:*

   Very often it is found that most of the students go on rushing to the school without choosing a suitable course by which later on they become disappointed. Because they become unable to have a better choice regarding educational courses and syllabus. Naturally these students become frustrated as they do not receive a better suited courses for their further study.

For example, after completion of the high school education a student has to keep his feet in certain possible courses such as vocational courses, higher level of academic courses of study to enter into the first degree classes in the college or university etc.

It is sure to say that each and every individual student is a better kind of asset for family as well as society. So that no result or gain will be possible if any student does not go for better choice, preference and selection of courses after completion of ten years of high school education. In this context guidance service in the school comes forward to enable and guide students to choose proper and suitable courses for their future to achieve goal successfully and systematically.

At the same time school guidance services provide sufficient educational and occupational information's about dif-ferent educational and vocational possibilities for the students. Besides this a good guidance service makes students smart and cautious enough to have a better choice for educational and vocational courses and develops self-concept, self-knowledge, self-choice for job within them which shows them real path to achieve real goal of life.

3. *Guidance is needed to help students in choosing, preparing for, entering into a better career:*

The present society has become more complex and day by day where change is treated as a common characteristic of the modern society. To survive in the existing society has become a risky job for everybody. In the continuing social set up it has become a hard task for the student to choose and prepare himself for a suitable oc-cupation as the existing world is dominated by rapid change in industrial set up, changing market conditions, the change of para professional occupations and change in many other govt., and private service set up.

So that it is not easy to find out a suitable job keeping in view the nature of job, satisfaction in job, financial and other available facilities. In this context school guidance ser-vice provides a package of available information's, scope and prospectus about the various jobs which offers satisfactory hints to achieve occupation goal after entering in to a job by better selection and preparation for it.

It is also observed that most of the students are first generation learners those who are deprived of required occupational guidance due to weak family background and lack of experienced personnel's guidance. To overcome these problems guidance service organized in the school comes to picture to provide sufficient information to students to have a judicious selection for the suitable job in the world of works.

4. *Guidance is needed for the vocational development of the students:*

No credit will go to an individual if he simply joins somewhere in a particular job. Because an individual has to achieve success and satisfaction through various stages from starting point to its end. So guidance service offered in the school not only helps to the students to know their innate abilities, interests, and efficiencies but also it assists the students to make aware of the world of work. Availing this guidance service in the school, students achieve vocational development in the field of vocation utilizing the previous knowledge received in the school campus.

5. *Guidance is needed to help students for better school adjustment:*

Really school is a new set-up for a fresh and new student where he has to face different situations unlike home. So he has to tackle the situation properly which will make him well adjusted in the school. But the question of maladjustment comes in case of a student if he fails to know how to study, how to prepare for tests, how to adjust with class mates and teachers etc. That is why school guidance service is urgently needed to make students well-adjusted in the school situations.

6. *Guidance is needed to help students for better home adjustments:*

Family is the first smallest society of child which acts as the first school of the child. Generally, it includes parents, brothers, sisters and other related members. Here the life of the child begins and he/she grows in the same surroundings. Also child spends most of his times in the family where he has to adjust and cooperate properly with parents, siblings and other members of the family.

Just after four or five years child starts on going to the school, where he gets much scope to adjust with the new circumstances. Besides that sometimes child does not adjust in the family situation and faces adjustment problems. Due to this reason school guidance service helps the child how to adjust in the home and with family members smoothly.

7. *Guidance is needed to supplement the efforts of family:*

The present society undergoes certain changes due to rapid industrialization, political and social changes in the occupational structure, population explosion, science and technological development, need and demands of modern life including growing complexity of life and effect and pressure of home etc. Being a primary institution, home takes initiative to provide all sorts of supports and help to child. But due to rapid social changes home is not in position to

offer adequate service to the child. Because almost all the members of family generally busy in their own work and get less time to guide the child.

On the other hand, parents and other well-wishers may not be able to give adequate guidance to child as they are ignorant about up to date information's of new careers, and courses in relation to occupation and education. To satisfy this purpose school starts guidance service to supple-ment the efforts of home for the betterment of the students.

8. *Guidance is needed to reduce the mismatching between education and employment and to help for best use of man power:*

Today, as never before, thousands of youngsters with certain diplomas and degrees are applying for employment for the purpose of their engagement. But unfortunately they are not opting for a service which does not command any relevance to the job specification.

At the same time the number of the applicants for service is much more in comparison to the vacancy of the post. So it is an unnecessary wastage of time and money that the youngsters are coming to the floor of job having no efficiency and interest for the job. In this context school guidance service offers valuable advices regarding well suited job for the students and to utilize man power properly by which both the individual and as well as society gets maximum benefits.

9. *Guidance is needed to help students from weaker section of society for their school and social adjustments:*

In most of the cases it is observed that students from weaker sections of the society do not adjust and cooperate with school situations and society. They are having innumerable problems and needs relating to their socio-economic status, family back-ground, educational and occupational status etc.

Due to these causes they face difficulties in adjustment with peers, senior mates; junior mates, teachers of school and social environment. Also they do not feel active and sound in communicating, making friends, gaining knowledge from class room teachings, participat-ing in different co-curricular activities set by school. So that guidance service is required to motivate and encourage these students to adjust better in school and his environments.

10. *Guidance is needed to help students in need of special help:*

In a school, we find different categories of exceptional students such as gifted, backward and handicapped those who need special help and guidance for

their personal development. That is why the guidance service offered in the school takes special initiative to provide special help and guidance looking to their problems and needs.

11. *Guidance is needed to help students to make best possible use of extra times besides school hours:*

"Time and tide wait for none" is a common saying—which gives hints is not to mutualize time. So that every student should make best, possible use of extra times which he gets after school hours. Really misutilization of time leads to the failure in both academic prosperity and personal development of the students. Owing to this reason guidance service of the school offers positive direction to the students to utilize extra times properly.

12. *Guidance is needed to check wastage and stagnation in the country:*

At present, wastage and stagnation are two rising problems which directly injure the educational system of the country. Of course, several obstacles are responsible for it. At primary school stage some students leave educational campus being changed into drop outs and some of students complete their educational ladder taking much of time and money with lower divisions. To minimize wastage and stagnation, the good guidance service comes forward to suggest the students for better achievements.

13. *Guidance is needed to attach more importance to the school to attract the students:*

Besides school students, there are many children those who are away from track of education. To attract them school sphere and system should be better organized and education given to the students should be mean-ingful and relevant for both individual and community life. In this context the good guidance service can play better role in making school attractive and effective by which the goals of school and education is achieved.

14. *Guidance is needed to organize secondary and higher secondary education systematically and successfully:*

The existing pattern of education framed a new curriculum to be implemented in the country which included different branches of knowledge such as social sciences, life sciences, mathematics, languages, arts, music, work experience and other aesthetic ac-tivities. So that the secondary and higher secondary school cur-riculum are overcrowded by different subjects.

It also disappoints the students for their confusion and controversy regarding choice of proper courses and vocational career. Due to this reason guidance service extends its hand of cooperation in organizing secondary and higher secondary education successfully in the country.

15. *Guidance is needed to check indiscipline of the students:*

Really discipline invites a better individual life and a cultured social life. Sometimes it is found that students lack of sense of direction, a sense of responsibility, a sense of integrity and a sense of fulfilment create disturbances in the school and outside also.

So that school guidance service provides real direction to the students to utilize their inner energy in some creative ways. As a result of which both individual as well as society become free from the burden of indiscipline.

Above all, to achieve individual, social and national development to an optimum level, guidance needs to be entered in to educational system with its urgent implementation. Guidance also shows accurate path to the students for higher courses and career considering their abilities, aspirations, interests, aptitudes etc. Therefore, sincere, systematic and scientific guidance service should be entertained in the school to satisfy personal interest, social interest of the individual as well as national interests.

1.6 IMPORTANCE OF GUIDANCE

In the past guidance was not formal, systematic and planned one. In the form of advices the Guidance was offered to the children informally in the form of advices by the parents, teachers or experienced people.But over time, due to the rapid human explosion, the influence of rapid industrialization, the impact of science and technological development, the entry of modernity and social change, life human has become more complex, forcing him to receive help in the form of guidance occasionally or always.

Nowadays guidance occupies an important place in the human life as it helped in-dividual student in paying individual attention, giving special help and instruction to exceptional children, providing scope to choose suitable subjects of study, helping in the development of study habits, selecting proper occupation, solving personal problems and so on.

Besides this the importance of guidance service provided in the school is clearly known from its needs and helps which is previously elaborated. However in the present century the importance of guidance is highly realized due to its various needs and demands by every Indians and as well as the people of entire humanity.

In the past, guidelines were not formal, systematic and planned. In the form of counseling, advice was offered to children in an informal and relaxed manner by experienced parents, teachers or lawyers. But over time, due to the rapid human explosion, the influence of rapid industrialization, the impact of science and technological development, the entry of modernity and social change, life human has become more complex, forcing him to receive help always or occasionally driving.

Today, guidance occupies an important place in human life because it has helped each student to pay individual attention, providing special help and instruction to exceptional children, giving them the opportunity to choose appropriate subjects, by helping to develop the habit of studying, choose a job, solve personal problems, etc.

In addition to this, the importance of the guidance service provided in the school is clearly known by its need which has been elaborated previously. However, in the present century, the importance of driving is highly regarded because of its different needs and demands on the part of all Indians and people of all mankind.

Check Your Progress-2

Note: a) Answer the questions given below.

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

I. Choose the correct option for the following questions:

1. Which of the following statement/s is/are correct.
   a) Guidance is a process
   b) Guidance is a continuous process
   c) Both a) and b) options are incorrect
   d) Both a) and b) options are correct
2. Guidance is needed to _____ the mismatching between education and employment and to help for best use of man power.
   a) Reduce
   b) Increase
   c) Satisfy
   d) AugmentI

II. State whether the following statements are 'true' or 'false' (T/F):

1. The present society undergoes certain changes due to rapid industrialization, political and social changes in the occupational structure, population explosion,

science and technological development, need and demands of modern life including growing complexity of life and effect and pressure of home etc. (T/F)

2. School guidance service is not urgently needed to make students well-adjusted in the school situations. (T/F)
3. The present society has become more complex and day by day where change is treated as a common characteristic of the modern society. (T/F)
4. Guidance is needed to enable students to proper choices of their educational career at different stages. (T/F)
5. With the support of guidance service in the school it is not at all possible to study, understand, and offer attention to pupil and his hidden talents keeping in view the individual differences among the students. (T/F)
6. To achieve individual, social and national development to an optimum level, guidance needs to be entered in to educational system with its urgent implementation. (T/F)
7. Guidance is needed to check indiscipline among the students. (T/F)
8. With the help of guidance, it is not possible to enable the student to use of extra time besides school hours in useful manner. (T/F)

1.7 LET US SUM UP

- Guidance is a process of helping every individual, through his own efforts, to discover and develop his potentialities for his personal happiness and social usefulness.
- Guidance refers to the helping the students to make more favorable adjustment.
- Guidance is, in fact, an individualized education which aims at helping the students to develop themselves to the maximum possible degree in all respects.
- Guidance is a process and technique through which a person is able to receive help needed in solving his personal and other problems.
- Guidance is a process through which an individual is able to solve his problems and pursue a path suited to his abilities and aspirations.
- Guidance refers to assisting the individual to choose prepare for, enter upon, and progress in courses of action pertaining to the educational, vocational, recreational and community service groups of human activities.
- Guidance is an understanding a person and making him understand himself, so that he may bring about in himself and in his environment such changes through which his proper development becomes possible.

- Guidance helps an individual to develop his personality fully and enables him to serve the society to the best of his capabilities and talents.
- Guidance is a process through which an individual or groups of individuals are helped to make necessary adjustments to the environment inside or outside the school.
- Guidance seeks to help the individual discover his own talents in comparison to the opportunities of the world and help him prepare himself so that he can find or develop his place in which he can live a well-balanced life and Contribute his part to the welfare of his fellow men.
- Guidance involves personal help given by someone; it is designed to assist, a person in deciding where he wants to go, what he wants to do and how he can best accomplish his purposes.
- Guidance is a continuous process for a favorable directional influence upon appropriate social behavior, personal effectiveness in every day affairs, academic competence and assimilation of right values and attitudes.
- Guidance is an assistance made available by personally qualified and adequately trained men or women to an individual of any age to help him manage his own life activities, develop his own point of views; make his own decisions and carry his own burdens.
- Guidance is a process of dynamic interpersonal relationships designed to influence the attitudes and subsequent behavior of a person.
- Guidance is an educational service designed to help students make more effective use of the school's training programs.

1.8 LESSON END EXERCISE

Q.1. Describe the concept of guidance?
Q.2. Explain the nature of guidance.
Q.3. Expound the need of guidance.
Q.4. Elucidate the importance of guidance.

1.9 SUGGESTED FURTHER READINGS

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1.10 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress-1

I. Choose the correct option for the following questions:

1. a)
2. d)

II. State whether the following statements are 'true' or false' (T/F):

1. True
2. True
3. True
4. False
5. True
6. True
7. False
8. True

Check Your Progress-2

I. Choose the correct option for the following questions:

1. d)
2. a)

II. State whether the following statements are 'true' or false' (T/F):

1. True
2. False
3. True
4. True
5. False
6. True
7. True
8. False

LESSON NO. 2 UNIT- I

HISTORICAL PERSPECTIVE OF GUIDANCE

STRUCTURE

2.1 Introduction

2.2 Objectives

2.3 Historical Perspective of Guidance

2.3.1 Guidance Movement in USA

2.3.2 Guidance Movement in different Countries

2.3.3 Guidance Movement in India

2.4 Relationship with Guidance and Education

2.5 Let Us Sum Up

2.6 Lesson End Exercise

2.7 Suggested Further Readings

2.8 Answers to Check Your Progress

2.1 INTRODUCTION

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

Guidance in India, is comparatively a new field within the larger and more inclusive field of education and is used as a technical term as a specific meaning. It covers the whole spectrum of education, which starts from the birth of the child and

continues till his death. This is a wide meaning of the term, which includes all types of education such as formal, non-formal, informal and vocational etc., which aims to adjust the individual in his environment in an effective way.

In this lesson, historical perspective of guidance and its relationship with education has been discussed.

2.2 OBJECTIVES

After going through this lesson, you shall be able to:

- give details about the historical perspective of guidance with reference to USA, other countries and India, and
- establish the relationship between guidance and education.

2.3 HISTORICAL PERSPECTIVE OF GUIDANCE

The history of school counseling formally started at the turn of the twentieth century, although a case can be made for tracing the foundations of counseling and guidance principles to ancient Greece and Rome with the philosophical teachings of Plato and Aristotle. There is also evidence to argue that some of the techniques and skills of modern-day guidance counsellors were practiced by Catholic priests in the Middle Ages, as can be seen by the dedication to the concept of confidentiality within the confessional. Near the end of the sixteenth century, one of the first texts about career options appeared in *The Universal Plaza of All the Professions of the World,* (1626) written by Tomaso Garzoni. Nevertheless, formal guidance programs using specialized textbooks did not start until the turn of the twentieth century.

The factors leading to the development of guidance and counseling in the United States began in the 1890s with the social reform movement. The difficulties of people living in urban slums and the widespread use of child labor outraged many. One of the consequences was the compulsory education movement and shortly thereafter the vocational guidance movement, which, in its early days, was concerned with guiding people into the workforce to become productive members of society.

Guidance, as an organized professional activity, dates back to 1905 and the credit for the same goes to Frank Parsons of Boston, U.S.A. At the end of his career, Parsons actively engaged himself in social work in a Boston settlement house where he worked directly with young people struggling to find work for themselves. He founded the Vocation Bureau and wrote his classic *Choosing a Vocation.* These two

achievements, in the last years of a varied and eventful career made him pioneer in the field of guidance in America. Parsons work was followed by a number of social reformers like Jesse B. Davis, Anne Reed and Eli Weaver who considered guidance as a means of developing human beings who could build a better society. The development of guidance movement in USA, other countries as well as in India has been discussed as under:

2.3.1 Guidance Movement in USA

Since 1910 a number of professional organizations made significant contributions to the development of guidance movement in America. The National Education Association helped a lot in giving adequate recognition to guidance during annual conventions of this association. The national society for promotion of Industrial Education conducted and published vocational surveys and urged legislation to promote vocational education. This resulted in the passage of an Act in 1917which provided federal aid to certain types of vocational education in public schools.

The first national conference on vocational guidance was held at Boston in 1910. After that, for the next 25 years, a large number of independent guidance associations came up. A Council of Guidance and Personnel Associations was set up in 1934 to coordinate those guidance associations' work. The World War I indirectly made a significant contribution to the development in guidance movement. It necessitated scientific selection and training of men. Intelligence tests, aptitude tests, interest inventories were developed for use with many people at a time. Gradually, the concept of guidance expanded to include civic guidance, social guidance, religious guidance, recreational guidance and health guidance.

In 1958 the National Defense Education Act (NDEA) was enacted, providing aid to education in the United States at all levels, public and private. Instituted primarily to stimulate the advancement of education in science, mathematics, and modern foreign languages, NDEA also provided aid in other areas, including technical education, area studies, geography, English as a second language, counseling and guidance, school libraries, and educational media centers. Further support for school counseling was spurred by the Soviet Union's launching of Sputnik and fears that other countries were outperforming the United States in the fields of mathematics and science. Hence, by providing appropriate funding for education, including guidance and counseling, it was thought that more students would find their way into the sciences. Additionally, in the 1950s the American School Counselor Association (ASCA) was formed, furthering the professional identity of the school counselor.

The work of C. Gilbert Wrenn, including his 1962 book The Counselor in a Changing World, brought to light the need for more cultural sensitivity on the part of school counselors. The 1960s also brought many more counseling theories to the field, including Frederick Perl's gestalt therapy, William Glasser's reality therapy, Abraham Maslow and Rollo May's existential approach, and John Krumboltz's behavioral counseling approach. It was during this time that legislative support and an amendment to the NDEA provided funds for training and hiring school counselors with an elementary emphasis.

In the 1970s, the school counselor was beginning to be defined as part of a larger program, as opposed to being the entire program. There was an emphasis on accountability of services provided by school counselors and the benefits that could be obtained with structured evaluations. This decade also gave rise to the special education movement. The educational and counselling needs of students with disabilities was addressed with the passage of the Education for All Handicapped Children Act in 1975.

The 1980s saw the development of training standards and criteria for school counseling. This was also a time of more intense evaluation of education as a whole and counseling programs in particular. In order for schools to provide adequate educational opportunities for individuals with disabilities, school counselors were trained to adapt the educational environment to student needs. The duties and roles of many counselors began to change considerably. Counselors started finding themselves as gatekeepers to Individualized Education Programs (IEP) and Student Study Teams (SST) as well as consultants to special education teachers, especially after passage of the Americans with Disabilities Act in 1990.

The review and revision in the field of guidance services clearly indicate increasing popularity of guidance work in America. This popularity has played significant role in improving the educational practices in America.

2.3.2 Guidance Movement in different Countries

From America, the movement spread to other countries including Australia, Britain, Canada, Sri Lanka, France, Germany, India, Japan, Norway and Switzerland. The people in France, Belgium, Norway, Denmark are becoming guidance-minded. In most of these countries, adequate guidance services are available in nearly every major town. In Britain, counselling centres, guidance clinics and bureaus have been doing useful work and the guidance services are undergoing rapid process of improvement, refinement and expansion. The remarkable progress made during the

present century by people in the west in the fields of education, science, arts and industry is, to a large extent, the result of proper organization and utilization of their guidance services.

Check Your Progress-1

Note: a) Answer the questions given below.

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

I. Choose the correct option for the following questions:

1. Guidance, as an organized professional activity, dates back to 1905 and the credit for the same goes to ----------_____ of Boston, U.S.A.
   a) Frank Parsons
   b) Jesse B. Davis
   c) Anne Reed
   d) Eli Weaver
2. Near the end of the sixteenth century, one of the first texts about career options appeared in _____ written by Tomaso Garzoni.
   a) The Universal Professions of All the Plaza of the World, (1626)
   b) The Universal Plaza of All the Professions of the World, (1626)
   c) The Universal Programme of All the Professions of the World, (1626)
   d) The World Plaza of All the Professions of the Universe, (1626)
3. In the _____, the American School Counselor Association (ASCA) was formed, furthering the professional identity of the school counsellor.
   a) 1940s
   b) 1960s
   c) 1950s
   d) 1970s
4. A _____ was set up in 1934 to coordinate the guidance associations' work.
   a) Committee of Guidance and Personnel Associations
   b) Council of Guidance and Personnel Associations

c) Council of Guidance and Counselling Associations

d) Council of Guidance and Personnel Activities

II. State whether the following statements are 'true' or 'false' (T/F):

1. Parsons work was followed by a number of social reformers like Jesse B. Davis, Anne Reed and Eli Weaver who considered guidance as a means of developing human beings who could build a better society. (T/F)
2. The work of C. Gilbert Wrenn, including his 1962 book The Counselor in a Changing World, brought to light the need for more cultural sensitivity on the part of school counselors. (T/F)
3. In 1978 the National Defense Education Act (NDEA) was enacted, providing aid to education in the United States at all levels, public and private. (T/F)
4. The 1980s saw the development of training standards and criteria for school counselling. (T/F)
5. Counselors started finding themselves as gatekeepers to Individualized Education Programs (IEP) and Student Study Teams (SST) as well as consultants to special education teachers, especially after passage of the Americans with Disabilities Act in 1990. (T/F)

2.3.3 Guidance Movement in India

In attempts towards strengthening guidance and counselling services in the country, a historical summation is imperative. As far as India is concerned, the techniques of guidance- informal and incidental- can be traced far back to ancient times. Historically, the first professional counselor is Lord Krishna. He used *Gita Updesh* as purposive counseling for Arjuna, removing his doubts and conflicts, teaching all mankind through Arjuna, the meaning of life and death, self-realization, meaning of justice and protecting the weaker section of society from injustice. Counseling is not a novel institution in the Indian context. The first Counselor is Lord Krishna himself and Bhagavad Gita embodies the finest principles of counseling for people of all lands, all ages and all times. In the ancient Gurukula system of education, there were harmonious relations between the teacher (Guru) and the taught (Shishya).

Guidance as an organized activity is nascent in India, through it was in vogue in developed western countries since very long. A view at guidance and counselling, as emphasized in various policies/curriculum frameworks, indicates that concern for

providing guidance and counselling services in schools for school students has continued throughout the years after independence. The provision of guidance services by trained personnel or counsellors, or teachers and training of teachers for the purpose has also been emphasised. A number of Education Commissions and Curriculum Frameworks have laid special emphasis on guidance and counselling in school education. A brief look at the recommendations is mandated to augment efforts in this direction.

The privilege of introducing the guidance movement in this country goes to **Calcutta University** which set up the first psychological laboratory in India in the year 1915. A separate section of research in applied psychology was opened under the direction of G.S. Bose, then Head of the Department in 1936, to conduct researches in the field of educational and vocational guidance.

In 1941, **Baltiboi Vocational Guidance Bureau** was established with the efforts of a retired accountant and a psychologist from Calcutta University.

In 1945, a **Department for Psychological Services and Researches** was established in Patna University to offer personal and vocational guidance to students.

The trustees of the Parsi Panchayat Funds and Properties established**Parsi Panchayat Vocational Guidance Bureau**in 1947. It published the first journal of Vocational and Educational Guidance.

In 1947, Uttar Pradesh Government established the **Bureau of Psychology** at Allahabad was established on the recommendation of Acharya Narendra Deo Committee.

In 1950, the Bombay Government set up **Vocational Guidance Bureau**which was renamed in 1957 as Institute of Vocational Guidance.

In March 1953, Dr. W.L. Barnette, an American Fulbright Professor, held a workshop for guidance workers at the Central Institute of Education, Delhi. Another seminar was held in November 1954, at the same venue. It was decided to form an All India Educational and Vocational Guidance Association and to affiliate it to International Association of Vocational Guidance.

Secondary Education Commission (1952-53) also known as Mudaliar Commission, recognized the importance of proper guidance for students as part of education. The specific recommendations included:

(i) establishment of centres in different regions of the country for training of guidance officers and career masters, and

(ii) Central Research Organization for carrying out research in educational and vocational guidance. As an outcome of the recommendations of the Commission Central Bureau of Educational and Vocational Guidance (CBEVG), a Central agency, was set up in 1954 under Ministry of Education and several such bureaus at state level also. Establishment of All India Educational and Vocational Guidance Association in 1956 was a result of this. This gave impetus process to the idea of providing guidance services in the country in an organized manner.

In 1954, the Ministry of Education, Government of India, set up the **Central Bureau of Educational and Vocational Guidance (CBEVG)** with the following specifications:

- Production and distribution of tools and aids serviceable of guidance bureau in schools.
- Technical assistance for setting up education and vocational guidance bureaus in the states.
- Training guidance personnel, particularly psychologists and counselor.
- Preparation of manuals for dealing with educational and vocational guidance careers and occupations.

This bureau has been rendering valuable service ever since it's established in the field of guidance. The bureau is now part of the Department of Psychological Foundations of the National Institute of Education under the National Council of Educational Research and Training.

State Bureaus of Educational and Vocational Guidance were established to perform the following functions:

- Organization of sample group guidance activates for a few schools.
- Collection of occupational information and production of information material.
- Development and adaption of translation of tests, questionnaires, etc.
- Training of guidance workers.
- Planning, coordination and supervision of guidance service within the state.
- Consultative and field service.

Education Commission (1964-66) expanded the scope of guidance services beyond educational and vocational guidance. Guidance was viewed as both adjustive and developmental; therefore it was regarded as an integral part of education and not

a special psychological or social service peripheral to educational purpose. Guidance, therefore, was seen as a continuous process aimed at assisting the individual to make decisions and adjustments from time to time. A detailed framework of guidance services describing the functions and strategies of guidance at primary and secondary school stages as well as training of guidance functionaries was given. It recommended guidance at the Primary Stage "to begin from the lowest class of the primary school to help pupils make satisfactory transition from home to school; to diagnose difficulties in the learning; identify pupils in need of special education (e.g., the gifted, the backward, the physically handicapped); and to guide pupils to develop insight into the world of work and favourable attitudes towards work". Guidance at the Secondary Stage aimed to identification and development of the abilities and interests of adolescent pupils. The emphasis was laid on trained counsellor to provide guidance services in all secondary schools. However, it also recommended adopting a short-range programme consisting of

(i) A minimum guidance programme for all secondary schools through a visiting school counsellor assisted by the school teachers in the simpler guidance functions;

(ii) Comprehensive guidance programme in selected schools (one in each district) to serve as models;

(iii) Provision of necessary supervisory staff in the State Bureaus of Guidance to inspect and offer consultation to the school workers; and

(iv) All secondary school teachers to be introduced to guidance concepts through pre- or in-service training.

National Policy of Education (NPE, 1986) and **Programme of Action (POA, 1992)** linked guidance services with the vocationalization of education and the POA (1992) stated emphatically the need for a parallel infrastructure of guidance and counselling: "the centrally sponsored scheme envisages that vocational guidance will be available in the school for providing necessary guidance to the students, parents and teachers regarding suitable educational and vocational choices. The guidance programme should be directed at informing the students about job opportunities in various courses, facilities for on-the-job training and placement by working in collaboration with employees". The policy also recommended responsibility of Vocational Guidance Teachers for general foundation course and appointment of trained counsellor at district level (at state's cost) to organize career advise centre and existing bureaus to train teachers. Later the revised scheme of Vocationalisation of Secondary Education (VOSE) (1993) suggested that Vocational Guidance Teacher (VGT) be appointed in each school for the purpose.

National Curriculum Framework for School Education (NCFSE, 2000) mentioned guidance services mainly for providing assistance to students for choice of courses and selection of a suitable career required at school leaving stage and not as an intervention to facilitate holistic development throughout the school years. Accordingly, NCFSE laid stress on provision of a guidance counsellor for every higher secondary school and one visiting school counsellor for a cluster of 3 to 4 secondary schools. In addition, it also laid stress on providing a career teacher for each secondary school wherever counsellor could not be appointed.

National Curriculum Framework (NCF, 2005) provided guidelines for facilitating healthy growth and development of students across are school stages and scope for guidance /counselling at each of these school stages from elementary through secondary and higher secondary stages. Recognizing the elementary school years as one of tremendous cognitive and affective development, NCF advocates the teacher's guidance approach:

"Teachers with background in guidance and counselling can design and lead activities to meet the developmental needs of children, thus laying the foundation for necessary attitudes and perceptions towards self and the world of work. They can also provide needed support and guidance to children belonging to various groups and strata of society for their sustenance through the elementary school areas". At secondary stage NCF states: "The courses at this level generally aim at creating an awareness of the various disciplines and introduces students to the possibilities and scope of study in them. Through such engagement, they also discover their own interests and aptitudes and begin to form ideas on what courses of study and related work they might like to pursue later. Such needs could be effectively met by Guidance and Counselling interventions of an organized nature with support of trained teachers and professional counsellors".

Further focusing on Higher Secondary stage NCF states: "Given the developmental nature of this stage, guidance and counselling by trained professionals must be made available to children. Interventions to enhance self/career awareness, career exploration and planning are also essential. Besides, this stage coincides with adolescence, a period in an individual's life that is marked by personal, social and emotional crises created due to the demands of adjustment required in family, peer group and school situations. The provision of these services in schools would help create the support system required to cope with increasing academic and social pressures". NCF emphasizes that teacher education should develop the needed counselling skills and competencies to be a 'facilitator' and 'helper' of children needing specific kinds of help in finding solutions for day-to-day problems related to educational,

personal and social situations. In the context of 'Reducing stress and Enhancing Success in the X and XII publication examination' it emphasizes G&C (Guidance and Counselling) be made available in schools to deal with stress related problems and to guide students, parents and teachers to lessen the students stress. Help lines in boards can also help students and parents".

To meet the desired goals of guidance and counselling services the NCF delineates the responsibilities of states to augment guidance and counselling services. "The roles and functions of SCERTs need to include providing support not only in purely academic areas but psychological aspects as well. SCERTs must take steps to strengthen the guidance bureaus/units already existing with them by setting them up as resource centres at the state level for in-service teacher training in this area, production of psychological tools/tests, career literature, etc. and make counselling services available at district/block and school levels by positioning professionally trained guidance personnel."

Rashtriya Madhyamik Shiksha Abhiyan(RMSA, 2012) an initiative of government of India committed to Universalize Secondary Education at Secondary and Higher Secondary stage lays emphasises on guidance and counselling as one of the important areas to achieve the goals of USE, quality concerns and improvement in education at secondary stage. As mentioned below:

"Guidance and Counselling, both as an approach and as service, will be an important strategy for promoting Universalization of Secondary Education in terms of its pro-active as well as remedial role. Guidance and Counselling services can help in promoting students' retention and better scholastic performance in curricular areas, facilitating adjustment and career development of students, developing right attitudes towards studies, self, work and others".

Counsellors, especially trained in theory and practice of counselling, can guide the students and help them develop the right attitudes and competencies to cope with educational, personal, social and career related problems and issues. The provision of these services in schools particularly at this stage would help students cope with increasing academic and social pressures. A multi-pronged strategy is needed to make available guidance services at school stage across the country".

In an attempt to make available guidance and counselling services to school students, **Rashtriya Madhyamik Shiksha Abhiyan (RMSA)** has laid stress on strengthening of state level guidance agencies and appointment /utilization of trained guidance personnel and in service training / orientation programmes and has made the following suggestions:

i. Strengthening the existing, Bureaus of Guidance, by adequate staff in training provision, resource materials and other aids for effective implementation. Appointment of full time school counselors of PGT level by the state government and UTs at cluster/block/district level".

ii. Every school to have at least one teacher and preferably two (one male and one female) teacher trained in guidance and counselling. Teacher Counsellors already trained should be utilized for extending training further at state level.

iii. The Guidance and Counselling should be an essential part of pre service and in-service training programme for teachers and principals/vice principals.

iv. Every State Department of Education / State Bureau of Guidance is expected to ensure creating a cadre of trained guidance personnel as Guidance Officers.

v. Sensitization programmes for Principals/Heads of Schools at state level and enrichment programmes for trained guidance personnel should be a regular feature.

vi. The scheme provides funds to states for strengthening of Guidance Bureaus for appointment of staff, development of Guidance Resource Centre and organizing different programmes for strengthening guidance bureaus.

Recently launched scheme namely **Samagra Shiksha (2018-19)** subsumes the three Schemes of Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Teacher Education (TE).

It cogitates that guidance and counselling is an important aspect of school education which aims at providing educational, personal and vocational guidance and counselling service to children. States and UTs may consider framing a special strategy for guidance and counselling in schools. It would be desirable to have teachers qualified on guidance and counselling services and thereby capable of conducting varied guidance and counselling programmes in schools. Moreover, the existing teachers should also be trained for this purpose, besides arranging Guest Lectures by prominent people in different fields. (5.5.2.5, p. 88)

Standardized tests may be used for identifying the needs, interests, strengths and weakness of the learners and accordingly provide the required guidance and counselling services. Linkage of guidance services with vocational education, etc. as per requirements may be considered.

Samagra Shiksha (2018-19) defined vocational guidance as a process of

assisting an individual to select an occupation, prepare for it, enter upon and progress in it, will be critical in ensuring requisite enrolment of students in various vocational courses and for assisting the students in making an informed choice of vocational courses. It emphasized that specific counselling drives should be organized in the school involving suitable experts. It shall be the responsibility of the principal of the school to invite / involve the counsellors / resource persons/experts from the industry from time to time for providing necessary guidance to students and parents regarding market trends and suitable vocational choices. The counselor would also inform students about the various job opportunities, possibilities of vertical and horizontal mobility and also opportunities for self-employment. (8.12.3.1, p147)

Samagra Shiksha (2018-19) categorically mentioned adequate career guidance and counselling provisions for adolescents. Some of the components under this are learning enhancement programmes, curriculum reform, aptitude tests, exposure to vocational skills. Students are provided with suitable assistance and guidance in accordance with their abilities and learning needs, so that they can develop their potential to the maximum extent.

The scheme provides for choice of courses by the girls in such a manner that gender stereotyping is avoided. Special guidance and counselling session would be organized for girls as per need. The Principal of the school is expected to take necessary steps to remove gender bias, if any, in the minds of employers/ financiers against giving the girls employment or loans. 17 trades including Agriculture, Apparel Made-ups and Home Furnishings, Automobile, Beauty & Wellness, Banking, Financial services and Insurance (BFSI), Construction, Electronics, Healthcare, Information Technology and Information Technology Enabled Services (IT & ITeS), Logistics, Media/Entertainment, Multi Skill, Physical Education & Sports, Retail, Security, Telecom & Travel & Tourism and Physical Education and Sports have been approved for schools under the scheme. Course in Gems and Jewellery designing has also been approved for few schools keeping in view the interest of girl students.

In National Education Policy (2020) also, it has been mentioned that efforts will be made to involve community and alumni in volunteer efforts for enhancing learning by providing at schools: one-on-one tutoring; the teaching of literacy and holding of extra help sessions; teaching support and guidance for educators; career guidance and mentoring to students; etc. In this regard, the support of active and healthy senior citizens, school alumni and local community members will be suitably garnered. Databases of literate volunteers, retired scientists/government/semi government employees, alumni, and educators will be created for this purpose. (3.7, NEP 2020)

2.3 RELATIONSHIP BETWEEN GUIDANCE AND EDUCATION

The purpose of any education system is not only to foster academic learning but also all-round development of children. Besides cognitive development, schooling also involves appropriate socio-affective development (i.e., self-reliance, self-discipline, taking initiative, independence of thought, understanding relationships with people and environment, responsible action, etc.). Development of such personal-social qualities includes knowledge and understanding, abilities and skills in relation to oneself and others. The school, besides the family, is a major influence in children's personal-social development. As students' progress through primary and secondary stages of schooling, they need an environment that is secure, warm, caring and nurturing. Teachers in order to foster personal-social competence need to develop an understanding of their students and ensure that all students are treated fairly, are valued, and are exposed to a wide range of personal and social learning experiences.

Education aims at promoting optimum development of students in all spheres – educational, vocational, personal, social, moral, physical etc. so as to make them productive and useful citizens. Guidance and counselling in harmony with the goals of education, aims to facilitate maximum personal development of children in all spheres of life. In its attempt to meet the needs of all students, guidance and counselling makes education a meaningful and satisfying experience. Learning and understanding about self is as important as learning about various school subjects. Every child has the potential to develop self-understanding which includes understanding of abilities, interests, behaviours, attitudes, values, conflicts, anxieties, likes, dislikes, impulses / emotions, goals, one's role in society etc. The National Curriculum Framework (NCF, 2005) views guidance and counselling as part of curriculum. In this view guidance and counselling functions can be carried out through the curriculum by integrating guidance philosophy and practices through curricular offerings thereby adopting a proactive and preventive approach. Educational career and personal-social development of children can be promoted by creating stress-free environment for learning, encouraging students to understand themselves, relating subject matter to self and needs of students, helping children learn independently and cope with demands and challenges, facilitate development of healthy peer relationships through group activities and classroom climate, etc.

According to author of *Principles of Guidance* Arthur J. Jones, "All guidance is education but some aspects of education are not guidance. Their objectives are the same the development of the individual but methods used in education are by no means the same as those used in guidance."

According to the Education Commission (1964-66), "Guidance should be regarded as integral part of education and not as a special, psychological or social service which is peripheral to educational purposes. It is meant for all students not just for those who deviate from the norm in one direction or the other.

So, it can be said that guidance is an integral part of education. Guidance helps to achieve the goals of education which include enabling a person to realize his innate potential. The main objective of education is the overall development of an individual and guidance helps to realize this objective. There is an intense relationship of guidance with education.

Check Your Progress-2

Note: a) Answer the questions given below.

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

I. Choose the correct option for the following questions:

1. As an outcome of the recommendations of the Secondary Education Commission, _____, a Central agency, was set up in 1954 under Ministry of Education.

   a) State Bureau of Educational and Vocational Guidance (SBEVG)

   b) Central Bureau of Educational and Vocational Guidance (CBEVG)

   c) Indian School Counselor Association (ISCA)

   d) Bureau of School Counselor Association (BSCA)

2. How many trades have been approved for schools under the Samagra Shiksha scheme for the girls?

   a) 17 b) 18 c) 16 d) 193.

II. Recently launched scheme namely ---------- subsumes the three Schemes of Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Teacher Education (TE).

   a) Samagri Shiksha (2018-19)

   b) Vikagra Shiksha (2018-19)

   c) Ekagra Shiksha (2018-19)

   d) Samagra Shiksha (2018-19)

4. _____ laid stress on provision of a guidance counsellor for every higher secondary school and one visiting school counsellor for a cluster of 3 to 4 secondary schools.

   a) National Curriculum Framework for School Education (NCFSE, 2000)

   b) National Curriculum Framework (NCF, 2005)

   c) National Policy on Education (NPE, 1986)

   d) Rashtriya Madhyamik Shiksha Abhiyan (RMSA, 2009)II. State whether the following statements are 'true' or 'false' (T/F):

1. According to author of *Principles of Guidance* Arthur J. Jones, "All guidance is education but some aspects of education are not guidance." (T/F)
2. Education aims at promoting optimum development of students in all spheres – educational, vocational, personal, social, moral, physical etc. so as to make them productive and useful citizens. (T/F)
3. Samagra Shiksha (2018-19) defined vocational guidance as a process of assisting an individual to select an occupation, prepare for it, enter upon and progress in it, will be critical in ensuring requisite enrolment of students in various vocational courses and for assisting the students in making an informed choice of vocational courses. (T/F)
4. As students' progress through primary and secondary stages of schooling, they don't need secure, warm, caring and nurturing environment. (T/F)
5. The National Curriculum Framework (NCF, 2005) does not view guidance and counselling as part of curriculum. (T/F)

2.5 LET US SUM UP

- Guidance, as an organized professional activity, dates back to 1905 and the credit for the same goes to Frank Parsons of Boston, U.S.A.
- Parsons work was followed by a number of social reformers like Jesse B. Davis, Anne Reed and Eli Weaver who considered guidance as a means of developing human beings who could build a better society.
- In 1958 the National Defense Education Act (NDEA) was enacted, providing aid to education in the United States at all levels, public and private. Instituted primarily to stimulate the advancement of education in science, mathematics, and modern foreign languages, NDEA also provided aid in other areas, including

technical education, area studies, geography, English as a second language, counseling and guidance, school libraries, and educational media centers.

- From America, the movement spread to other countries including Australia, Britain, Canada, Sri Lanka, France, Germany, India, Japan, Norway and Switzerland.
- A number of Education Commissions and Curriculum Frameworks have laid special emphasis on guidance and counselling in school education.
- In 1954, the Ministry of Education, Government of India, set up the Central Bureau of Educational and Vocational Guidance (CBEVG).
- Education Commission (1964-66) expanded the scope of guidance services beyond educational and vocational guidance. Guidance was viewed as both adjustive and developmental; therefore it was regarded as an integral part of education and not a special psychological or social service peripheral to educational purpose.

- National Policy of Education (NPE, 1986) and Programme of Action (POA, 1992) linked guidance services with the vocationalization of education and the POA (1992) stated emphatically the need for a parallel infrastructure of guidance and counselling.
- National Curriculum Framework for School Education (NCFSE, 2000) mentioned guidance services mainly for providing assistance to students for choice of courses and selection of a suitable career required at school leaving stage and not as an intervention to facilitate holistic development throughout the school years.
- National Curriculum Framework (NCF, 2005) provided guidelines for facilitating healthy growth and development of students across are school stages and scope for guidance / counselling at each of these school stages from elementary through secondary and higher secondary stages.
- Rashtriya Madhyamik Shiksha Abhiyan (RMSA, 2012) an initiative of government of India committed to Universalize Secondary Education at Secondary and Higher Secondary stage lays emphasise on guidance and counselling as one of the important areas to achieve the goals of USE, quality concerns and improvement in education at secondary stage.
- Samagra Shiksha (2018-19) cogitates that guidance and counselling is an important aspect of school education which aims at providing educational, personal and vocational guidance and counselling service to children.

- Guidance and counselling in harmony with the goals of education, aims to facilitate maximum personal development of children in all spheres of life. In its attempt to meet the needs of all students, guidance and counselling makes education a meaningful and satisfying experience.

2.6 LESSON END EXERCISE

Q.1. Give details about the historical perspective of guidance with reference to USA. India.

Q.2. Describe the historical movement of guidance in India.

Q.3. Establish the relationship between guidance and education.

2.7 SUGGESTED FURTHER READINGS

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2.8 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress-1

I. 1. a) Frank Parsons

2. b) The Universal Plaza of All the Professions of the World, (1626)

3. c) 1950s

4. b) Council of Guidance and Personnel Associations

II. 1. True

2. True

3. False

4. True

5. True

Check Your Progress-2

I. 1. b) Central Bureau of Educational and Vocational Guidance(CBEVG)

2. a) 17

3. d) Samagra Shiksha (2018-19)

4. a) National Curriculum Framework for School Education (NCFSE, 2000)

II. 1. True

2. True

3. True

4. False

5. False

LESSON NO. 3 **UNIT- I**

TYPES OF GUIDANCE

STRUCTURE

3.1 Introduction

3.2 Objectives

3.3 Types of Guidance

- 3.3.1 Educational Guidance
  - 3.3.1.1 Meaning
  - 3.3.1.2 Need
  - 3.3.1.3 Objectives
  - 3.3.1.4 Functions
- 3.3.2 Vocational Guidance
  - 3.3.2.1 Meaning
  - 3.3.2.2 Need
  - 3.3.2.3 Objectives
  - 3.3.2.4 Functions
- 3.3.3 Personal Guidance
  - 3.3.3.1 Meaning
  - 3.3.3.2 Need
  - 3.3.3.3 Objectives
  - 3.3.3.4 Functions

3.4 Role of Teacher in Academic, Personal, Health, Leisure Activities

3.5 Concept of Individual Guidance and Group Guidance

3.6 Let Us Sum Up

3.7 Lesson End Exercise

3.8 Suggested Further Readings

3.9 Answers to Check Your Progress

3.1 INTRODUCTION

Dear students, in the previous chapters you have studied about concept, nature, need and historical perspective of guidance. So, now you are quite aware about the fundamentals of guidance. The word "guidance" literally means 'to direct', 'to point out', to show the path'. It is the assistance or help rendered by a more experienced person to a less experiences person to solve certain major problems of the individual (less experienced). Guidance is a concept as well as a process. As a concept guidance is concerned with the optimal development of the individual. As a process guidance helps the individual in self-understanding (understanding one's strengths, limitations, and other resources) and in self-direction (ability to solve problems, make choices and decision on one's own). In this lesson, you will be familiarized about different types of guidancei.e. educational guidance, vocational guidance and personal guidance. Teacher's role in academic, personal, health, leisure activities has also been dealt with.

3.2 OBJECTIVES

After going through this lesson, you shall be able to:

- describe meaning, need, objectives and functions of educational guidance,
- expound meaning, need, objectives and functions of vocational guidance,
- explain meaning, need, objectives and functions of personal guidance,
- elucidate the role of teacher in academic, personal, health, leisure activities, and
- elaborate the concept of individual guidance and group guidance

3.3 TYPES OF GUIDANCE

Guidance mainly divides into 3 types namely educational guidance, vocational guidance and personal guidance. These three types of guidance are the main tools that guide a teacher or student in its working. So, now we will discuss these types of guidance one by one.

3.3.1 Educational Guidance

Educational guidance has secured an important place in the field of guidance meant for the students. It is concerned with every aspect of education especially meant for the students. It is an intellectual attempt which is concerned

mainly with different problem relating to choose suitable courses for students, to complete it smoothly, to prepare students for future vocations etc.

It is designed to help students to achieve success in different phases of education starting from primary education to its end including vocational preparation. Before highlighting on different relating facts regarding educational guidance first of all we must know what educational guidance is. Several authors have defined educational guidance in different ways as stated under:

3.3.1.1 Meaning

Brewer (1932) defined, "Educational guidance is concerned strictly with the pupil's success in his educational career".

According to Hamrin and Erikson (1939), "Guidance in the secondary school refers to that aspect of the education programme which is concerned especially with helping the pupil to become adjusted to his present situation and to plan his future in the line with his interests, abilities and social needs."

According to Dunsmoor and Miller (1949), "Educational guidance is primarily concerned with the student's success in his educational career. It relates to the student's adjustment to school and to the preparation and carrying out of suitable educational plans in keeping with his educational needs, abilities and career interests."

Myers (1954) said, "Educational guidance is a process concerned with bringing about, between an individual pupil with his distinctive characteristics on the one hand, and differing groups of opportunities and requirements on the other, a favourable setting for the individual's development or education."

In the words of Jones (1951), "Educational guidance is concerned with assistance given to pupils in their choices and adjustments with relation to schools, curricula, courses and school life."

Ruth Strang defined, "Educational guidance is intended to aid the individual in choosing an appropriate programme and in making progress in it."

The above cited definitions given by different experts reveal that educational guidance is a continuous and conscious effort made by guidance workers to assist students those who are facing problems pertaining to choosing a suitable institution for study, selecting courses and subjects of their own interests and objectives, improving study habits, gaining scholarships, achieving satisfactory progress in studies, carrying examinations properly, continuing higher education successfully including college and university education and managing school and college life with due adjustments in day to day affairs.

However, educational guidance is mainly concerned with such problems of education as are faced by pupils engaged in the study of different courses and subjects for their vocational preparation. The main interest of educational guidance is to see the students on successful floors of life making them better in the educational career and life. It is a fact that several problems in the school or educational institutions are faced by the young students which check the development of the pupils so far educational success is concerned. Therefore, the success in educational career is blocked if the faced problems are not tackled properly by the students. For the solution of the educational problems much more careful attention should be paid by teachers or guidance workers to show the real path for the progress of the students.

Nature of Educational Guidance

The nature of educational guidance can be stated in the following terms:

(1) Educational Guidance is Offered to Students:

Out of the many problems that the students is often faced with, there are some that he fails to solve of his own accord, and they do not even admit of any fruitful assistance from the teachers or the parents. Solution of these problems calls for the intervention of the specialist, and this specialist is none other than the psychologist.

(2) *Intended for Educational Selection:*

One part of the student's education consists in making a variety of selections, the first of them being the kind of college or school in which he would like to be educated. Another problem that confronts him is the choice of the subjects that he wishes to study.

(3) *Rendered for Adjustment in Education:* A student finds a peculiar atmosphere in the college, the like of which he cannot find outside, and he has to adjust himself to his atmosphere. This atmosphere is a composite of his friends, teachers, daily routine of the institution, method of teaching, curriculum, subjects taught, extracurricular programmes etc. This environment is the same for every individual students, whatever his personal capability or drawback. One student finds the teaching terribly dull while his more enterprising partner runs away from school. Another child might find himself tired most of the time while another is constantly bored stiff. Some of them indulge in systematically destroying discipline while others turn of crime and delinquency.

(4) *Making Education as Child-Centred*:

It is the educational guidance which makes the educational process as child-centred. The selection of courses and instructional strategies areused according to the need and requirement of child.

3.3.1.2 Need

(1) *To Solve Wastage and Stagnation Problems:*

Most of the wastage occurs at the primary stage of education. It is found that many children get admission in primary education. They go to school for some period, but due to one or the other reasons they fail to complete their primary education and their parents withdraw them from the school due to their financial problems. Similarly, the problem of stagnation has become equally serious. Pupils stick to one educational level for more than desired duration. Its reason may be any—such as, illiteracy of parents, narrow attitude of parents, unsatisfactory, economic condition of parents, shortage of sufficient schools, lack of favourable environment in schools etc. The problems of wastage and stagnation are more frequent in rural areas as compared to urban areas.

(2) *Appropriate Selection of Subjects:*

At present, the comprehensiveness of the curriculum and multiplicity of subjects are an indication of expansion and enrichment of the knowledge. From psychological view-point, if we observe an individual or a pupil, we see that all individuals or pupils are not alike with regard to intelligence levels, interest and aptitude. If the selection of subjects and curriculum does not occur according to their intellectual level, their interests and aptitudes, the pupils fail to gain that much success in that subject or curriculum which they should have.

Sometimes high expectations of the pupils or their parents encourage them for the wrong selection of the curriculum or subjects, such as many pupils try to achieve very unsatisfactorily in science subjects, but their achievement level increases appreciably in arts subjects.

(3) *Adjustment in School:*

The problem of adjustment is very deep. No one can make desirable progress in any field without proper adjustment However, maladjustment may lead to damages. Whenever any pupil enters as new school he has to

face adjustment problem first of all. For example, if a pupil moves from Hindi medium school to English medium school, then it becomes difficult for him to adjust in that environment because of much difference in language as well as teaching methods.

(4) *Information about Future Education:*

The entering behaviours of pupils must be studied in order to enter any level of education. If these behaviours are identified properly, only then the pupils can be guided properly for their future education. The parents and the pupils with that they should be guided properly in order to enter from one level to the other level of education so that the pupils may prepare themselves for selecting their higher education and entering those courses. Such a situation comes usually after high school or (+2) stage. Guidance given at this stage changes the entire life of a pupil.

(5) *Providing the Awareness about Various Opportunities:*

In our country, many five year plans were prepared after independence. For various trainings and many courses were increased appreciably in these plans. In order to provide the knowledge of such opportunities, the existence of education guidance services is very essential. The pupils are gaining one type of education. They don't know the scope of that education. This has created the problem of unemployment in the country and now this problem has become so much uncontrolled that the other plans of the country have become imbalanced. Every vocation is related to some specific curriculum and subjects. Knowledge of such vocations and subjects must be provided to the pupils.

(6) *Making Busy in Learning Activities:*

If the pupil is not kept busy in the learning process, the sequence of the learning process will break up. That pupil will lag behind the other pupils. In order to keep the pupil busy, the motivation of the pupil plays a very important role. By motivating the pupils for learning their achievement level also increases.

(7) *Change in School Administration and Teaching Methods:*

On one side, knowledge expanded in the field of education, while on the other side important changes have taken place in school organization, administration and teaching methods. In educational administration, narrow

mindedness has been replaced by broad mindedness these days. Formerly, education was merely a process of intellectual development but these days, knowledge is being considered as a means of solving individual and social problems.

(8) *Identify Reasons for Increasing Percentage of Delinquents:*

When a person deviates from the social norms, he is termed as a delinquent. Guidance can be given to a delinquent student after knowing the reasons and helping him to adjust in the educational environment well.

In view of above discussion, educational guidance is required for the following reasons:

(1) Due to individual differences.

(2) Selecting study courses or subjects.

(3) Adjustment of students in the school.

(4) To solve the problem of wastage and stagnation in education.

(5) Providing awareness for future job opportunities.

(6) Awareness about the vocations.

(7) Organizing co-curricular activities.

(8) Helping slow learners and under achievers.

(9) Overcoming causes for unsuccessful students.

(10) Solving the problem of indiscipline.

(11) Providing remedial instruction for teaching-learning.

3.3.1.3 Objectives

It is obvious that the objectives of educational guidance can be easily determined the broad sketch of objectives of education. Keeping same thing in the mind the physical, mental, social, emotional and spiritual development of the individual can be considered as the most important objectives of educational guidance. In this context the proper and due care must be taken for the all-round development of the students.

The following objectives may be kept in the mind to determine the objectives of educational guidance:

a. The objective of self-realization.

b. The objective of human relationship.

c. The objective of economic efficiency.

d. The objective of civic responsibility.

The above four objectives especially give much emphasis on the personal and social development of the students as a result of which they may be able to achieve healthy social relationship and economic prosperity in the society so that one is recognized as a good citizen of the nation. Besides above points, it is note-worthy to cite objectives of educational guidance given by Crow and Crow (1962) so far high school level is concerned.

These are as follows:

a. Select the curriculum that best fits his abilities, interests, and future needs.

b. Develop work and study habits that enable him to achieve satisfactory success in his studies.

c. Gain some experience in learning areas outside the par-ticular field of his special interests and talents.

d. Understand the purpose and the function of the school in relation to his needs.

e. Discover all that he has to offer and plan a programme of studies accordingly.

f. Learn about the purpose and function of the college or school he may wish to attend later.

g. Elect, try out courses or exploratory courses in order to gain insight in to learning areas that still lie ahead.

h. Participate in out-of-class activities in which he can develop potential leadership qualities.

i. Appraise his fitness for continued study in a college or other school or in a particular vocation.

j. Develop an attitude which will stimulate him to continue his education in a school selected for its worth to him in relation to his talents and training.

k. Adjust to the curriculum and the life of the school.

After a careful and intensive study of the objectives discussed above, certain important objectives of guidance can be cited as under:

(i) To help the student to choose suitable and appropriate courses for study according to his interest, abilities, needs and goals.

(ii) To enable the student to know about various types of courses available for higher and technical education.

(iii) To make the student cautious to know about new aims of education as the aims of education are changed from time to time.

(iv) To enable the student to adjust and co-operate with the curricular activities of the school.

(v) To inspire the student to participate in different co- curricular activities organised by the school.

(vi) To enable the student to improve proper study habits for the purpose of attaining better learning.

(vii) To assist student for better utilization of leisure time available in school and home situations.

(viii) To help student to overcome his day to day problems pertaining to his study.

(ix) To enable the student personally evaluate his strengths, weaknesses, needs, abilities and interests.

(x) To help student to know and co-operate teachers, class-mates, school-mates and other official members of the school.

(xi) To assist student about admission procedure and prospectus for different available courses and institutions of new higher study.

(xii) To enable student go through courses both intensively and extensively with proper acceptance and motivation.

(xiii) To provide student adequate information about sources of scholarships and stipends for the purpose of financial help meant for them.

(xiv) To help student to adjust with hostel situations and friend in case of boarder of the hostel.

(xv) To assist adolescent boys and girls to adjust and co-operate with the members of opposite sex with positive attitudes.

(xvi) To enable the student to attend examinations properly with due preparation for same.

(xvii) To acquaint the student to proceed in his self-direction, self-expression and self-development in accordance with his best possible capacities.

3.3.1.4 Functions

The functions of educational guidance have been discussed stage wise (elementary, secondary and higher secondary stage) as under:

Functions at Elementary Stage:

Educational guidance carries out the following specific functions for the pupils at the elementary stage of schooling:

(i) Educational guidance helps pupils to make a better beginning in their educational career by which they can be able to have a better start and stay in a preferable type of education.

(ii) Educational guidance assists pupils for creating positive attitude towards their academic work.

(iii) Educational guidance enables pupils to achieve best according to their abilities and interests overcoming the learning difficulties which come to arrest the development of students.

(iv) Educational guidance prepares pupils for successful entry into the secondary stage of schooling as a result of which the pupils achieve their goal of education through better start for the same.

Functions at Secondary Stage:

Educational guidance performs the following specific functions at the secondary stage of schooling:

(i) Educational guidance makes acquainted the students with the new purposes of education in relation to nature, type, role and scope of education considering suitable employment, good leadership and better individual as well as social life.

(ii) Educational guidance helps students to choose suitable courses and activities according to their abilities and interests keeping in view to their admission for higher secondary schools, junior colleges, vocational institutions in order to receive employment and better social and cultural life.

(iii) Educational guidance enables students to make an appraisal of their abilities, interests, aptitudes and skills, and to tag them to curricular courses and co-curricular activities.

(iv) Educational guidance helps students to overcome difficulties in learning some subjects and to make them fit future progress in educational career.

(v) Educational guidance assists students to develop positive attitudes towards study and to motivate them for the same aiming at better learning.

Functions at Higher Secondary Stage:

Educational guidance has the following specific functions at the higher secondary stage:

(i) Educational guidance helps students in the selection of suitable courses for further study and vocations for future in accordance with their abilities and interests.

(ii) Educational guidance enables students to understand the clear-cut objectives of higher education as a result of which they will be able to decide about their further study.

3.3.2 Vocational Guidance

With due importance vocational guidance came to the picture first in the guidance movement. As the Director of Vocational Bureau of Boston Frank Parsons did a lot of useful work in this field. Vocational guidance assists students to solve the problems pertaining to vocational choices, plans, developments, adjustments and maturity with utmost satisfaction. Vocational guidance is more careful for the development of vocational career of students.

However, vocational guidance has become an appreciable attempt by the guidance workers and teachers to take proper care for vocational career of students.To be clearer about the concept of vocational guidance certain definitions are cited here.

3.3.2.1 Meaning

In the words of National Vocational Guidance Association (U.S.A., 1937),

"Vocational guidance is the process of assisting the in-dividual to choose an occupation, prepare for it, enter upon and progress in it. It is concerned primarily with helping individuals make decisions and choices involved in planning a future and building a career decisions and choices necessary in effecting satis-factory vocational adjustment."

According to International Labour Organisation (I.L.O.),

"Vocational guidance is the assistance rendered by an individual to another in the latter's solving of problems related to his progress and vocational selection keeping in mind the individual's peculiarities or special abilities and their relations with his occupational opportunity".

In the words of Myers (1941),

"Vocational Guidance is fundamentally an effort to conserve the priceless native capacities of youth and the costly training provided for youth in the schools. It seeks to conserve these richest of all human resources by aiding the individual to invest and use them where they will bring greatest satisfaction and success to him and greatest benefit to society."

According to Super (1949),

"Vocational Guidance is the process of helping a person to develop and accept an integrated and adequate picture of himself and of his role in the world of work, to test this concept against reality and to convert it into reality with satisfaction to him and benefit to society."

From the analysis of above definitions it can be said that vocational guidance plays a major role in the life of students. Also, it is a process of helping the student or individual to take right decision in case of occupational choice, prepares himself for a suitable job and achieve vocational development and maturity with a satisfactory progress and adjustments after completion of his study or related training.In other words, it can be envisaged as the process of fitting-round pegs in round holes and square pegs in square holes.

3.3.2.2 Need

In this complex and competitive world vocational guidance is highly needed for youngsters owing to various following reasons:

1. *Rapid Industrialisation*:

In course of time the present world has received enormous changes such as rapid industrialisation, excess population explosion and scientific advancement etc. Among that rapid industrialization implies a higher man power requirement as it gives scope, hope and inspiration for both public and private sector to establish varieties of industry to satisfy the present demands of the people. So, that to challenge this man power requirements everybody has to be cautious from very beginning as it prefers to right type of personnel. Keeping this in the mind vocational guidance should proceed in the school to assist students to choose a right type of job for them in future. Then the question like "what shall I do in life" can be easily answered.

2. *Individual Differences:*

Just mere placement in a particular job is not the mission of life. Therefore before entering into a job, a student should realize the question such as "What am I best suited for". All the psychologists and scientists agree regarding individual differences. No two persons are alike in this universe. Like the occurrence of variations in the vocations, variations in the individuals also occur. It is almost decided that every person cannot do every type of tsk. At present due to family and financial problems; many youngsters join in a job not possessing that much of required abilities or capacities. Naturally this situation leads to failure, dissatisfactions and discontent in the occupational life. Due to this reason vocational guidance is highly needed.

3. *Variety of Vocations:*

At present, the vocational guidance is needed due to the multiplicity of vocations. Such number of vocations never existed before. A student before leaving the school must be made aware about different vocations so as to enable him/her to select appropriate vocation. In some cases it is found that young men and women are attracted to a particular type of employment due to handsome salary and other ample facilities offered by service authorities. They do not take abilities or capacities into account in relation to their fitness for the job. So that they do not achieve success and satisfaction in the service life which compels them to change from one occupation to another. So that this situation invites failure, frustration and discontent in the occupational life as well as in social life of the students.

4. *Vocational Progress:*

Merely entry into some vocation carries no importance. But, it is more important to know about a person's progress in that vocation after his/her entry into the vocation. Vocational guidance assists students how to adjust in occupational life, how to gain satisfactory progress in job and so on. For this reason vocational guidance is highly needed.

5. *Controlling Economic Damage:*

Economic problems arise when production of some establishments fail. The production fails when a person selects a vocation without thinking

deeply about it and enters into it. In the later stage, he/she fails to concentrate his/her mind in that vocation and does not contribute to the fullest which is expected from him/her.

6. *Health Issues:*

The importance of a person's health cannot be underestimated for his vocational success. If a person's health is being affected adversely, it means he/she is not well-adjusted in that vocation or that vocation not according to his/her capacities and physical limitations. Lack of interest in that vocation also affects his/her health. So, vocational guidance is needed from health perspective also.

7. *Stable Future:*

The choice and preference for the job should be made by students according to their abilities, limitations; interests and aptitudes judging the nature of the occupation; its demand, future prospective and requirement of occupation. One should not feel happy as just he got an appointment somewhere in the private or public sector. Because self-development, successful adjustment and occupational maturity are different missions of service life which should not be ignored in no ways so far occupational life of the students are concerned.

8. *Proper Development of Human Potentialities:*

The human energies can be well utilized if we place round pegs in round holes and square pegs in square holes. Vocational guidance is needed to set a right person for the right job taking individual difference into account so far the abilities, interests, aptitudes, training experiences and vocational capacities are concerned.

9. *Establishing Co-ordinationbetween Family and Vocational Life:*

A co-ordination between family and vocational life of a person is must. The professional success affect the family life very much. For good co-ordination between family and family life, vocational guidance should be offered to the individual to get into the appropriate vocation.

3.3.2.3 Objectives

Jones has pointed out certain important aims of vocational guidance which are as follows:

a. To assist the student to acquire such knowledge of the characteristics and functions, the duties and rewards of the group of occupation within which his choice will probably lie as he may need for intelligent choice.

b. To enable him to find what general and specific abilities, skills, etc., are required for the group of occupations under considerations and what are the qualifications of age, preparation, sex, etc., for entering them.

c. To give opportunity for experiences in school (try out cour-ses) and out of school (after school and vacation jobs) that will give such information about conditions of work as will assist the individual to discover his own abilities and help in the development of wider interests.

d. To help the individual develop the point of view that all honest labour is worthy and that the most important bases for choice of an occupation are:

   (a) The peculiar service that the individual can render to society,

   (b) Personal satisfaction in the occupation, and

   (c) Aptitude for the work required.

e. To assist the individual to acquire a technique of analysis of occupational information and to develop the habit of analyzing such information before making a final choice.

f. To assist him secure such information about himself, his abilities, general and specific, his interests, and his powers as he may need for choice.

g. To assist economically handicapped children who are above the compulsory attendance age to secure, through public or private funds, scholarships or other financial assistance so that they may have opportunities for further education in accordance with their vocational plans.

h. To assist the student to secure a knowledge of the facilities offered by various educational institutions for vocational training and the requirements for admission to them, the length of training offered, and the cost of attendance.

i. To help the workers to adjust himself to the occupation in which he is engaged ; to assist him to understand, his relationships to workers in his own and related occupations and to society as a whole.

j. To enable the student to secure reliable information about the danger of alluring short cuts to fortune through short training courses and setting propositions ; and of such un-scientific methods as phrenology, physiognomy, astronomy, astrology, numerology or graphology and to compare these methods with that of securing really trustworthy information and frank discussion.

According to Crow and Crow the specific aims of vocational guidance are the following:

a) Assisting a pupil to acquire knowledge of the functions, duties, responsibilities, and rewards of occupations that lie within the range of his choice.

b) Assisting a pupil to discover his own abilities and skills and to fit them in to the general requirements of the occupations under consideration.

c) Assisting the pupil to evaluate his own capacities and interests with regard to their greatest worth to him and to society.

d) Helping the individual to develop an attitude towards work that will dignify whatever type of occupation he may wish to enter. The important bases for choice should be per-sonally achieved satisfactions and the service that can be rendered.

e) Giving exploratory opportunities in different areas of school learning and vocational exploration that will enable the learner to get the feel of several types of ac-tivities.

f) Assisting the individual to think critically about various types of occupations and to learn a technique for analysing information about vocations.

g) Assisting the mentally handicapped, the physically hand-icapped, or the economically handicapped to make the adjustments that will be best for them in their struggle for a fuller life and for personal and social welfare.

h) Instilling in the pupil a confidence in the teachers and other guidance personnel that will encourage him when he confers with them on personal and vocational problems.

i) Assisting the pupil to secure the necessary information about the facilities offered by various educational institu-tions engaging in vocational training.

j) Providing information for the learner about admission re-quirements, the length of training, and the cost of attending and institution of higher learning to which he may wish to go after graduation from high school in order to continue his vocational preparation.

k) Giving assistance during school years so that the individual will be able to adjust on the job to work conditions and to other workers.

l) Assisting each pupil to appreciate his rightful place in a group of workers and to become a functional member of the team.

m) Alerting the pupil to the long range training needed to become proficient in most lines of endeavor.

n) Cautioning each learner concerning fads and pseudo-scientific short cuts to vocational competency.

o) Helping the learner to realize that the success is purchased at the price of effort, and that satisfaction on the job derives from doing his work conscientiously and com-petently.

The following are the various objectives of vocational guidance:

a. To enable students to gain knowledge of the features, functions, scope, nature and duty requirement of employ-ment in which they want to be engaged.

b. To assist students to receive up-to-date and useful infor-mation about abilities and skill as they possess in the context of related qualifications and competencies required to accept a preferable job.

c. To help students to know their potentials, abilities and interests related to identified vocation which they want to secure.

d. To enable students to develop capacities for analysing available vocational information's to have a better choice in relation to available information's in this regard.

e. To help students to avail information regarding scope and prospectus of various educational training, apprenticeship schemes and different vocational training.

f. To assist students to choose the right type of employment according to their liking and satisfaction.

g. To enable students to develop entrepreneurship abilities within them for keeping feet in the kingdom of self-employment.

h. To assist students to develop abilities and skills for achiev-ing successful progress and satisfactory performance in the occupation.

i. To enable students to gain maximum satisfaction out of his world of works.

3.3.2.4 Functions

1. Elementary Stage:

Vocational guidance has the following specific functions at the elementary stage.

(i) Vocational guidance assists students to develop their favourable attitude towards better habits, skills in relation to their own liking field of work.

(ii) Vocational guidance prepares students for better courses for a job those who leave educational campus after primary education.

(iii) Vocational guidance prepares students to participate in curricular and co-curricular activities which are carried on in the school to develop the pupil's skills and attitudes for successful work in future life.

(iv) Vocational guidance assists pupils to know their own abilities and limitations in regards to their preferable job.

(v) Vocational guidance assists to students providing a lot of occupational information's for the future of the students.

(vi) Vocational guidance helps students preparing them for secondary school courses so far vocational aspect is concerned.

2. Secondary Stage:

The followings are the different functions of vocational guidance at the secondary school level:

(i) Vocational guidance assists students to appraise their own abilities, interests, aptitudes, skills and other qualities as a result of which they can be able to know themselves and choose best so far their occupational choice is concerned.

(ii) Vocational guidance enables students to know vocational implications of various subjects and courses by which they can be able to choose suitable subject and courses for the purpose of study.

(iii) Vocational guidance provides all the information's and required data about employment situation, job trends, nature and conditions of job and its different benefits by which students make up their mind for a suitable job.

(iv) Vocational guidance helps- students to prepare them for a bright future so far their choice of job and further vocational training course are concerned.

3. Higher Secondary Stage:

Vocational guidance has the following specific functions at the higher secondary stage:

(i) Vocational guidance assists students to know about different opportunities given by private or public sectors so far job is concerned.

(ii) Vocational guidance enables students to understand the vocational implications of their subjects or courses which are to be studied by them.

(iii) Vocational guidance assists students to acquaint with different available scholarships, stipends, grants and fellowships.

(iv) Vocational guidance gives comprehensive outlook to the students about different types of vocations and careers.

(v) Vocational guidance is helpful for students from contact point of view so far different related agencies, institutions and programmes are concerned.

Check Your Progress - 1

Note: a) Answer the questions given below.

b) Compare your answers with those given at the end of this lesson. I. Choose the correct option for the following questions:

1. Who has defined, "Educational guidance is concerned strictly with the pupil's success in his educational career".

a) Brewer (1932)

b) Jones (1951)

c) Myers (1954)

d) Dunsmoor and Miller (1949)

2. In the words of _____, "Educational guidance is concerned with assistance given to pupils in their choices and adjustments with relation to schools, curricula, courses and school life."

   a) Brewer (1932)

   b) Jones (1951)

   c) Myers (1954)

   d) Dunsmoor and Miller (1949)

II. State whether the following statements are 'true' or 'false' (T/F):

1. For good co-ordination between family and family life, vocational guidance should be offered to the individual to get into the appropriate vocation. (T/F)
2. Vocational guidance assists students to develop their favourable attitude towards better habits, skills in relation to their own liking field of work. (T/F)
3. Educational guidance helps pupils to make a better beginning in their educational career by which they can be able to have a better start. (T/F)
4. The parents and the pupils with that they should be guided properly in order to enter from one level to the other level of education so that the pupils may prepare themselves for selecting their higher education and entering those courses. (T/F)
5. Vocational guidance does not provide all the information's and required data about employment situation, job trends, nature and conditions of job and its different benefits by which students make up their mind for a suitable job. (T/F)

3.3.3 Personal Guidance

In fact, personal guidance occupies an important place in the kingdom of guidance as well as in the life of individual. Each and every moment of life individual faces thousands of problems besides educational and vocational problems of life. However per-sonal guidance is concerned with the problems of health, emotional adjustment, social adjustment including recreation and leisure's time activities etc.

Especially personal guidance is a type of as-sistance offered to an individual to overcome his emotional problems and to help him to control his emotions which do occur in the individual's life. A sound and satisfactory personality of an individual can be developed if he becomes able to check and control different powerful emotions such as anger, fear, anxiety, jealousy, nervousness, joy and tensions in different context of life.

Personal guidance may be expressed as the help to the in-dividuals to divert his emotional powers and feelings into a positive direction in relation to his progress of life. It is also meant to solve the emotional problems which generally arise in the family and different situations of different organisations or institutions. It is found that problems of pre childhood age which come due to family also lead to dissatisfactory performance in the school career. On the same line low achievement of school does affect directly vocational adjustment and vocational career of one's life.

In this way the entire life span of individual does not achieve satisfaction as well as happiness. The same state of mind and situation does hamper seriously the progress of the individual. Of course several factors are responsible for individual's maladjustment in family and some other situations.

In the life of individual factors like jealousy among siblings, domination of elders, lack of love and affection, maltreatment of children, lack of a sense of belongingness, parental authoritarianism, conflict among family members, socio-economic status, parental dissatisfaction, (educational level of the family members, attitude of parents towards education play dominant role in context of maladjustment of the children.

Also problems like lack of friends, loneliness, failure, feelings of inadequacy, inferiority complex, maladjustment with friends, negative attitude towards friend and other typical problems do hamper the students' progress in academic life well as social life.

3.3.3.1 Meaning

According to Hopkins, "Personal guidance is that guidance which is concerned with the problems of health, emotional adjustments and social adjustment of an individual. It also includes his recreation and leisure-time problems."

Ruth Strang said, "Personal guidance is the assistance given to an individual to solve his personal problems, such as emotional and social adjustment, economic and social relationship and problems connected with his physical as well as mental health."

In the words of Wilson, "The purpose of personal guidance is to help the individual in his physical, emotional, social, moral and spiritual developments and adjustment."

Taking all such aspects into consideration personal guidance may be found to cover all the problems and aspects concerning the development and adjustment of a person.

Crow and Crow opine, "Personal Guidance refers to help given an individual toward a better adjustment in the development of attitudes and behaviour in all areas of life."

3.3.3.2 Need

An organised personal guidance programme in institutions would serve the following purposes:

a. Personal guidance assists students to know emotional problems which occur in day to day life of the students.

b. Personal guidance helps students to resolve their emotional problems of life.

c. Personal guidance enables students to explore different adjustment's mechanisms.

d. Personal guidance helps students to check the emotions which are not desired for the development of the individual student.

e. Personal guidance assists students.

f. Personal guidance enables students to carry out social and civic activities properly.

g. Personal guidance assists students to develop awareness about personal health and physical activities.

h. Personal guidance enables students to well use of leisure time.

i. Personal guidance helps students to carry out character building activities.

j. Personal guidance assists students to understand family situations and adjust accordingly.

k. Personal guidance helps students to understand different social setup and situations and deal effectively.

l. Personal guidance enables students to derive maximum satisfaction and pleasure out of different social activities and various institutions.

m. Personal guidance helps students to understand various emotional characteristics of adolescents such as hostility, fear, anxiety, jealousy, etc. and divert it in a positive and right ways.

n. Personal guidance enables students to study different types of emotional problems such as frustration, anxiety, nervousness, stress, neurosis etc. and find out solutions for it for happy life.

o. Personal guidance assists students to adjust and co-operate with the friends of opposite sex effectively in a positive direction.

3.3.3.3 Objectives

The objectives of personal guidance are as follows:

(i) To assist the individual in understanding himself.

(ii) To assist the individual in solving the problems related to his health.

(iii) To assist the individual in developing suitable habits, attitudes, interests etc.

(iv) To make individuals aware about the personal problems of life.

(v) To assist the individual in developing positive attitude and real self-concept.

(vi) To make individuals aware about the democratic qualities and values.

(vii) To assist the individual in developing the qualities of loyalty, co-operation, love, sympathy, tolerance etc.

(viii) To help the individual to become a man of sound moral character in future life.

(ix) To assist the individuals in his physical, social, moral, spiritual and emotional development.

(x) To assist the individuals in taking independent decisions and judgments.

(xi) To assist the individual to plan his leisure time activities properly.

(xii) To assist the individual to view the world and the social environment from the right track.

(xiii) To assist the individual in becoming a responsible member of his community.

(xiv) To assist the individual in developing the qualities of leadership.

(xv) To assist the individual in making sound adjustments to different problems faced in life.

(xvi) Personal guidance assists or helps every individual immensely about how to develop an integrated personality.

3.3.3.4 Functions

1. Elementary Stage:

Personal guidance has the following functions at this stage:

(i) It assists children to fulfil some of the basic needs such as good health, knowledge of fundamental skills, feeling of security and assurance, desire for friends and social acceptance, discipline, leisure time activities and vocational skills concerning general knowledge of the world of work.

(ii) It enables children to develop ability of self-discipline at home and schools.

(iii) It helps children to make them learn right from wrong in different situations.

2. Secondary Stage:

Personal guidance has the certain broad and important functions at this stage which includes both junior high school stage and high school stage:

(i) It enables students to adjust in their new school situations and environments.

(ii) It assists students to develop a feeling of belongingness and fraternity.

(iii) It helps students to inspire them for active leadership and group life.

(iv) It enables students to fulfil educational, vocational and personal needs and interests of life.

(v) It helps students to overcome the problems of adjustment in relation to adolescent age and other personal adjustment problems.

(vi) It enables students to know useful information's pertaining to sex life.

(vii) It assists students to develop leadership abilities and good citizenship.

(viii) It enables students to achieve social and moral development in life.

(ix) It helps students to carry out certain recreational activities for themselves.

3. College and University Stage:

Personal guidance has following functions at college and university stage:

(i) Personal guidance helps students to enable them have a satisfactory personal and social adjustment in their new environment.

(ii) It assists students to develop in young adults a sense of social service, social responsibility, patriotism and tolerance in the context of ethical and moral development.

(iii) It enables students to develop good relationship with community and college to overcome financial problems and some other related problems.

(iv) It assists adult students to appreciate the importance of religious and moral values in life.

(v) It enables adult students to perform duty rightly in relation to educational, vocational, social, moral and personal life.

3.4 ROLE OF TEACHER IN ACADEMIC, PERSONAL, HEALTH, LEISURE ACTIVITIES

According L.L. Bojkin, "The principal area of student personnel work is teacher-student relationship, not occasional interviews with specialized counsellor." As stated by Gordon, "The major task of the teacher is the study of student." Bojkin says, "Good teaching has emotional as well as intellectual objectives. It aims at the growth of the whole person as well as the mastery of the subject in hand."

Teacher plays very strategic role in bringing about an improved adjustment of pupils in academic and personal lives. He/she is also responsible in ensuring students' good mental and physical health. The teacher helps his/her students in using leisure time effectively. For doing all these things, the teacher must be acquainted with the following about the students:

1. The academic ability of each of his student.
2. Student's reading ability.
3. The important details of student's past academic work.
4. Student's parents and home situations.
5. The results of other tests the students has taken.
6. Vocational plans of the student.
7. Educational goals of the student.

8. Student's likes and dislikes.

9. Student's health condition.

10. Student's abilities and weaknesses.

11. Student's problems and frustration.

12. Student's social relationship- his friends, his group contacts.

13. Student's recreational activities.

14. Student's study habits and study conditions.

15. What other teachers think about the student.

According to Chisholm, "In the school in which the class-room teacher assumes responsibility for guidance, there is no forbidden ground dividing his instruction and guidance responsibilities. The teacher helps pupils study their own abilities, select work, appraise their own progress, and the other things necessary in an adequate programme of guidance. In the actual class-room work, then, the teacher is sensitive to and understands the level of interest and ability of the pupils and adapt the work to individual needs or helps the student revise his choice of school activities so as to get those experiences in harmony with his needs."

So, it can be said that the teacher is primarily concerned with the problems and needs of their students. He/she should try to detect the emerging maladjustment of pupils and should provide situations for maximum development of the pupil. The teacher should implement in right earnest the decisions made due to the pupils' contacts with counsellors. He/she should report about students who are experiencing special difficulties to the school counsellor.

3.5 CONCEPT OF INDIVIDUAL GUIDANCE AND GROUP GUIDANCE

Individual Guidance

Individual guidance is tailored to an individual. It is advice, strategy or planning designed for a singular person or thing and their unique situation. This is in contrast to general guidance which is frequently based on demographic information such as age or income or meant for the general population. The most common reference to individual guidance is in reference to children or students. This is ideally the role of guidance, educational or career counselors.

Individual guidance can be used to refer to any advice, usually professional advice, given to a person based on their unique circumstances. This could include legal services, career counseling, financial planning, medical or psychological advice or a number of other areas where a trained professional is looked to for direction in a given area.

Individual guidance is as described by Gilbert (1951) a personal and dynamic relationship between two people who approached a mutually defined problem with mutual consideration of each other to the end that the younger or less mature or more troubled of the two is aided to a self-determined resolution of his problems. It is an individual matter as there is only one person who is to be aided. It is a face-to-face situation in which one person helps the second one to "face, perceive, clarify, solve and resolve adjustment problems", say Williamson and Foley (1949).

Pepinsky and Pepinsky (1954) hold that it is a kind of interaction which occurs between two individuals called "counsellor" and "client" and which takes place within a professional setting. It is counselling situation of one-to-one relationship in which only two persons and no more than two can stand.

Individual guidance or counselling is a professional help offered to an individual by the counsellor. The individual to whom help is given is one who has some kind of educational, vocational or emotional (personal) problem. The counsellor tries to understand the problem and basing his diagnosis on the objective study of the counselee tries to help him understand himself, his problem and arrive at an objective solution of his difficulties. His guidance is based upon comprehensive information regarding the needs and characteristics of the individual being guided and is given in such a way to as to strengthen the individual rather than weaken him. The focus is on helping the individual to become more able to help himself. Efforts are made to strengthen his ego, his competence, his self-confidence and encourage him to see his problem in right perspective.

The precise techniques and devices that should be used by the counsellor depend upon the nature and complexity of the problem, the circumstances surrounding its appearance, the facts already available, the psychology of the individual and numerous other considerations. This type of guidance requires a high degree of skill which develops out of technical knowledge in the desired fields, a deep understanding of human psychology and immense amount of integrity on the part of the counsellor.

Group Guidance

Group refers to collection of people, interaction between individuals, development of shared perceptions, the development of affective ties and the development of interdependence of roles. For example many students and teacher/ teachers at one school may gather together to form a group.

Group guidance encompasses those activities of guidance which are carried on in a group situation to assist its members to have experiences desirable or even necessary for making appropriate decisions in the prevailing contexts. In a more specific term, it is guiding the individual in a group situation. Group could be of any type, but for guidance purposes a group should have a common goal. Just collection of individual may not be called a group for organizing guidance activities. Selection of group members will have to depend on sharing a common problem, volunteering to be members and willingness to group activities.

Jones, A.J. (1951) defined group guidance as any group enterprise or activity in which the primary purpose is to assist each individual in the group to solve his problems and to make his adjustment.

Robert H. Knapp stresses the importance of group guidance in these words: "If meaningful growth experiences are to be provided for a large number of children, the children must be grouped in some manner."

Crow and Crow use the expression guidance in group situation. "Guidance in group situation usually is thought of as referring to those guidance services that are made available by school personnel to large or small groups of pupils."

Group guidance is used to address the developmental needs of a functional group consisting of a number of students to implement programme that would benefit them at all time. Students in group with common problems and concerns are helped in groups i.e. small or large. In other words, if guidance is to be available to all, it should be planned in groups.

Some of the objectives of group guidance are:

1. To help people in identifying common problems, analyse them and find relevant solutions.
2. To place a wide range of information before people with common problems which could be useful for them for finding solutions.
3. To provide a platform where people with common problems could interact with each other and could be benefited by each other's perspectives, ideas and experiences.

4. To help in creating an atmosphere where people could get an opportunity to express themselves and in the process analyze themselves.

Organization of Group Guidance Activities

Planning of group guidance activity may focus the following points:

1. Need Assessment: The need assessment must be done to find out the common problems of individuals in the group. This can be done by administering questionnaire, checklists and interview.
2. Determining size of the group and time, venue for group activities: Depending upon the group activity the size of the group should be fixed. The size should be approachable and manageable. The venue should be selected taking in to account the group selected for activity.
3. Selection of members and role specifications: The participants' selection for group guidance activity is also very important. The students for example should be communicated about their roles in group activities.
4. Orientation of members: The group goals should be clarified. It should be stated in clear, objective and measurable terms.
5. Monitoring of activities and evaluation of outcomes: If we want to conduct the activities purposefully, it should be properly monitored taking into account the goal/s. Feedback about activity needs to be collected from participants.

Some of the common group guidance activities are: Class talk, career talk, displays and exhibitions.

Techniques of Group Guidance

A number of techniques are used in organizing group guidance.

Group Discussion:

For example at senior secondary stage students should have knowledge about different career. A group discussion may be organized in the school. For organization of the group discussion proper room/hall, group and relevant topic and expert/resource person should be selected. The group discussion will be useful only if the members participate effectively without the fear and all the members have the opportunity to participate. But the effectiveness of the group discussion depends upon the facilitator and the group selected.

Problem-solving:

For solving individual as well as common problems, problem solving can be applied as a technique. It comprises of the following steps;

- Existence of common problem
- Focused description of the problem
- Initiation of action for solving problem based on relevant facts
- Analysis of problem in the light of data collected
- Listing of possible solutions and their evaluation
- Acceptance of degree of acceptance of solution in the group

Role play:

In small group role playing can be adopted as a technique of guidance. Role playing is a method where real life situations are simulated by group members/ participants. This provides new insight, intuitions, skills and understanding of opposing viewpoints. The role playing may comprise of the following steps:

- Existence of common problem
- Orientation of group to role playing and the problem
- Assigning of roles
- Preparation of other members/audience to observe intelligently
- Assessing the role play
- Concluding session and feedback

Other methods like case study and socio-metric technique can be used as group guidance techniques.

Advantages of Group guidance

We have discussed about different activities and approaches of group guidance. Some of the advantages of group guidance areas follows:

Inspires learning and understanding: Interaction in group setting inspires learning and understanding of students. The student learns from other member of group.

Saves time and effort: Group guidance technique can save time and effort of both the counselor and students. The time saved can be used for the more difficult and complex problems of students.

Improvement of student's attitude and behavior: Development of wholesome and helpful awareness of unrecognized needs and problems of student/

Limitations of Group Guidance

Group guidance though serves a useful purpose, but they cannot be taken as a substitute for individual counseling. Group activities serve many of the objectives of the school guidance programme, but not all of these. Further students may feel hesitant to come out with their personal problems in the group. So, in these cases group guidance cannot be of help.

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

A rigid type of administration is often a major cause of trouble. Generally, when the counselor asks for time in the timetable for conducting these guidance activities, he/she may get a discouraging reply, the time table is already full. No periods are free. So the counsellor is left with no other choice than to take the substitute management period.

Lack of cooperation on part of the administration as well as the staff members may also create problems in organizing such activities. Teacher may feel this as an addition burden. Lack of adequate funds is another problem.

Check Your Progress-2

Note: a) Answer the questions given below.

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

I. Choose the correct option for the following questions:

1) In the words of _____, "The purpose of personal guidance is to help the individual in his physical, emotional, social, moral and spiritual developments and adjustment."

a) Jesse B. Davis c) Eli Weaver

b) Anne Reed d) Wilson

2) In which method real life situations are simulated by group members/ participants?

a) Role playing c) Group Discussion

b) Problem Solving d) Seminar

3) For organization of the _____, proper room/hall, group and relevant topic and expert/resource person should be selected.

a) role paying

b) group discussion

c) seminar

d) mike

II. State whether the following statements are 'true' or 'false' (T/F):

1. Lack of cooperation on part of the administration as well as the staff members may also create problems in organizing guidance activities. (T/F)
2. For solving individual as well as common problems, problem solving can be applied as a technique. (T/F)
3. Personal guidance enables students to derive maximum satisfaction and pleasure out of different social activities and various institutions. (T/F)
4. Individual guidance can be used to refer to any advice, usually professional advice, given to a person based on their unique circumstances. (T/F)
5. Robert H. Knapp defined group guidance as any group enterprise or activity in which the primary purpose is to assist each individual in the group to solve his problems and to make his adjustment. (T/F)

3.6 LET US SUM UP

In almost all the cases it is found that an individual student differs from his class-mates so far ability to learn, rate of learning, and motivation and interest for learning is concerned. Because the concept like individual difference is firmly believed as it is based on thousands of experiments. But in case of class-room teaching learning situations equal instruction is provided to the students which do not take individual difference into account.

Generally the gifted students and slow learners are neglected in normal class teaching as teacher does not get time to take initiative for them. So the

difference between gifted students and slow learners creates a great gap between them which is not expected. Keeping this thing in the mind, guidance worker and teachers welcome educational guidance just to overcome the problem of individual difference in the class-room situation.

In most of the cases it is seen that students are choosing their own subjects and courses not knowing their abilities and interests. Also some of the students like to obey their parent's word in relation to choose the subject on courses. Due to both the reasons students do not be able to achieve success in the examinations which brings frustration in their minds.

So in this context to arrest academic frustration, reduce the number of failures and check stagnation and dropouts from the educational situations, the educational guidance is highly preferred by the guidance workers and teachers in the school.

Vocational guidance helps a person to know her/his strength and weaknesses. Moreover, it helps them to choose a vocation for better adjustment with every situation. In other words, vocational guidance helps a person choose his career and other aspects related to it.

It is an assistance that helps students and children to know the world of vocation by getting in the school. Most noteworthy, it is an early exposure to students about the variety of job choices they would have later in life. It is a motivation for hard work in school or college studies.

Vocational Guidance helps children to know what they are capable of and what they can become in life. And this ultimately depends on what they are capable to do in their school life. In addition, they need to be on the right track to prepare them for life.

Group guidance is an integral part of the guidance programme. The most important objectives in the guidance process are to help the individual achieve self-direction, self-knowledge and self-realisation.

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

When more than one individuals are put together in a group for educational, vocational or personal guidance, the situation thus created is known as the situation of group guidance.

3.7 LESSON END EXERCISE

Q.1. Describe meaning, need, objectives and functions of educational guidance.

Q.2. Expound meaning, need, objectives and functions of vocational guidance.

Q.3. Explain meaning, need, objectives and functions of personal guidance.

Q.4. Elucidate the role of teacher in academic, personal, health, leisure activities.

Q.5. Elaborate the concept of individual guidance and group guidance.

3.8 SUGGESTED FURTHER READINGS

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3.9 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress-1

I. Choose the correct option for the following questions:

1. a) Brewer (1932)
2. b) Jones (1951)

II. State whether the following statements are 'true' or false' (T/F):

1. True
2. True
3. True
4. True
5. False

Check Your Progress-2

I. Choose the correct option for the following questions:

1. a) Wilson
2. a) Role Playing
3. a) group discussion

II. State whether the following statements are 'true' or false' (T/F):

1. True
2. True
3. True
4. True
5. False

LESSON NO. : 4 **UNIT- I**

AGENCIES FOR GUIDANCE

STRUCTURE

4.1 Introduction
4.2 Objectives
4.3 Agencies for Guidance
4.4 State Level Agencies
4.5 National Level Agencies
4.6 Let Us Sum Up
4.7 Lesson End Exercise
4.8 Suggested Further Readings
4.9 Answers to Check Your Progress

4.1 INTRODUCTION

Students of the present century are facing a number of problems due to the unprecedented changes in the school and social lives. These problems may be related to personal, behavioural, educational or vocational or personality factors. Enabling students to overcome these problems and become self-reliant in future is one of the major aims of the guidance programme. Various agencies at the state and national levelshave been established by the government for the planning and organisation of the guidance programme for the youth. In the present lesson, various agencies for guidance at state and national levels have been discussed.

4.2 OBJECTIVES

After going through this lesson, you shall be able to:

- describe the state level agencies for guidance, and
- explain about national level agencies for guidance.

4.3 AGENCIES FOR GUIDANCE

Different agencies i.e. government and private at international, national and state levels have been doing significant works in the area of guidance. These agencies are working in training / orientation, career guidance services or development of materials for guidance workers/functionaries.

4.4 STATE LEVEL AGENCIES

At state level, State Guidance Bureau, Directorates of Employment and Training, Foreign Employment Training Information Bureau, State Vocational Guidance Unit, University Employment Information and Guidance Bureaus (UEI&GBs),Directorate of Employment and Training work as guidance agencies. SCERT/State Guidance Bureaus coordinates guidance services at the state level. They organize state level training/orientation for guidance personnel. State Directorates of Employment coordinates vocational guidance programme through employment exchanges in states. They also develop publication on occupational information. In university employment bureaus facilities are provided for students.

State Guidance Bureau

Most of the state departments of education have set up organisations with different names for guidance at the state level. Some of them are administratively a part of the Directorate of Education, others are either a part of the State Council of Educational Research and Training as in Haryana and Andhra Pradesh, or of the State Institutes of Education as in Kerala, or of a training college or separate institute of Guidance which are subordinate officers of the Directorate of Education as in Punjab. Some of the Union Territories have also made a beginning by way of setting up an organization for guidance within the Directorate of Education or a part of training college. The functions performed by the State Guidance Bureaus are depending upon the numerical strength of the Bureau.

The State Guidance Bureaus are responsible for the planning and coordination of educational and vocational guidance activities in the schools of the state concerned. Their main functions are:

1. *Collecting, compiling and disseminating educational and occupational information:* The information is passed on to the schools in the form of bulletins, newsletters, leaflets or monographsand publishing information through its website.

2. *Training of teachers:* The training of teachers as part-time or full time counsellors is an important function of the state bureaus. The training programme include, besides the regular training courses, periodical conferences of guidance workers and refresher courses for staff members.

3. *Organising seminars:* Seminars of short duration are arranged by the bureaus for headmasters and principals, D.E.O.s, C.E.O.s, to acquaint them with their roles in the guidance programme.

4. *Publication of suitable literature:* This is an important function of the State Guidance Bureaus. The literature is published in the regional languages for the use of teachers and parents.

5. *Testing and counselling services to local and separate school:* The state bureaus are well equipped with psychological tests. Most of them have trained psychologists and counsellors in the staff. Cases of maladjustment are also referred to the bureaus for psychological treatment.

6. *Providing consultation service to the guidance units in the schools:* The educational institutions are encouraged to organize career/educational conferences where the staff of the bureaus serve as resource persons.

7. *Arranging group guidance sessions:* The bureaus arrange group guidance sessions for parents and senior members of the staff of the institutions, teachers and students.

8. *Maintenance of state level educational and occupational information centre:* The bureaus display occupational information material and other allied guidance material and also set up a library and reading room for the benefit of teachers and students.

9. *Providing liaison between the activities of the state bureaus and the department of labour and employment:* The bureaus collaborate with the department of labour and employment in organizing career planning fortnights, or weeks, career exhibitions, conducting courses, publication and circulation of literature, and publicizing the guidance programme through the mass media.

10. *Conducting research:* The members of the State Bureaus conduct research on problems connected with guidance. They construct, standardize and develop psychological tools for evaluation. A number of bureaus prepared norms on various tests. Some others have translated tests in regional languages for use among the local population. Still other have prepared adaptation of foreign tests.

Most of the bureaus perform, and are equipped to perform, only some of these functions.

Directorate of Employment and Training

The department serves the employers, the employment seekers and the parents/guardians through a network of employment exchanges spread all over the state. The following are the special programmes of the department.

State occupational units

At the state headquarters in each state, there is an occupational information unit which functions under the supervision of the state vocational guidance officer. It undertakes the publication of guidance material such as occupational field reviews monographs/ career pamphlets, handbooks on educational and training facilities in the state for use by the vocational guidance officers, teacher counsellors and career masters.The unit also compiles and disseminates information on job opportunities, occupations, scholarships and competitive examinations.

Occupational information programme

The information gathered from different sources after it is identified, classified and codified provides a central source of occupational information for use in international migration, employment, placement and related manpower activities.

Employment market information programme

This aims at collection, compilation, analysis and interpretation of employment information in different industries, occupations and areas and is collected with a view to identify deficiencies and facilitate estimation of future requirements of manpower for formulating educational and training programmes to ensure a regular supply of the required manpower for the country's economic development.

Career study centres

A career study centre is set up in the directorate of employment ensures that the literature concerned with the world of occupations and training facilities is kept up to date.

Foreign Employment Training Information Bureau

Some governments realizing the need of young people desiring to go abroad for employment or further studies have set up the foreign employment and training information bureaus for guidance and information on various aspects. The bureaus provide authentic information on foreign studies. These help in selection of courses and institutions, admission related matters, scholarships, fellowships, passport, visa, employment prospects and part time employment.

State Vocational Guidance Unit

The State Vocational Guidance Unit coordinates the services of Vocational Guidance units in the District Employment Exchanges.

Infrastructure in VG Units

- Laptop computer
- LCD Projector
- Broad band internet connectivity
- Career Library
- Career pamphlets etc
- Functions
- Career Guidance
- Career Class/Seminars
- Career Exhibition
- Career Library
- Coaching Class
- Education Guidance
- Career Publication
- Field Activities
- Job Fest

Vocational Guidance Unit is functioning in each District Employment Exchange for collection and dissemination of occupational information. They give proper guidance to job seekers and students. It also conducts Vocational Guidance classes in Schools, Colleges, ITIs, Orphanages, and Polytechnics and for all the institutes/libraries who need their services.

University Employment Information and Guidance Bureaus (UEI&GBs)

University Employment Information and Guidance Bureaus (UEI&GBs) have been set up at University level, to impart career guidance and occupational information to the candidates. Collection and dissemination of occupational information on job opportunities, educational training facilities, scholarship and fellowship are major functions of University Employment Information and Guidance Bureau.

UEI&GBs also conducts seminars on personality development, job fest etc in colleges. UEI&GBs also impart exhaustive coaching classes for Bank Recruitment Examinations, UGC/CSIR Exam for JRF/Lectureship, Civil Service Examination etc, etc. They also give practical training on mock interview and Group Discussion. Deputy Chief of this Bureau frequently visits educational institutions to deliver vocational guidance classes.

Another function of the Guidance Bureau is to conduct career seminars in colleges to create awareness among the students on career opportunities and skill developments. Seminars would focus mainly on career trends in India, career opportunities in India and abroad, opportunities for higher studies, techniques on facing the interview and on personality development. Eminent resource persons would be invited for the purpose.

Objectives

Specific objectives of Vocational Guidance in the Employment Service are:-

i) to suggest measures with a view to enhancing the employability of an individual or groups of individuals.

ii) to offer assistance to an individual or groups of individuals in preparing to choose, change and adjust to occupational life.

iii) to evaluate the strengths and weaknesses of the individuals and match them with the job requirements .

iv) to generate awareness and appreciation of the realities of employment market in the community.

v) to collaborate or co-operate with other agencies in the field of guidance to stimulate and promote joint efforts.

vi) to promote self-employment.

Directorate of Employment and Training

Directorate of Employment and Training (DET) abides by the maxim of "Work is worship". Conforming by this shared value, our vision is to develop quality and industry employable human resource through vocational training for a sustainable economic and social advancement of the state.

Directorate of Employment and Training (DET), has a mission to

- Enhance the quality of vocational training in the state.
- Create strong interfaces and engagements with Industry for demand driven skilling and better employ ability of skilled human resource.
- Create alignment with the national level skill initiatives for standardization of the course curriculum.
- Strengthen the existing skill ecosystem through monitoring and bench marking.

The responsibilities of the State Government are to:

- exercise full control over the Exchange in the States, including the power of appointment, control, promotion and punishment of all their staff as well as the staff of State Directorates;
- carry out inspection of Employment Exchanges to assess the effectiveness of their work and take appropriate action to bring about necessary improvements;
- organise and carry out training programmes for non-gazetted staff in accordance with national policies;
- organise vacancy and labour clearing in Employment Exchanges at the State level and
- co-ordinate with the central machinery;
- collect, compile, analyse and interpret statistical and employment market data in the
- prescribed manner and furnish such data and information to the Government of India as may be required;
- provide and disseminate information to public and private bodies in the State interested in such information;
- plan, develop and carry out at State and local levels a programme of employer and worker relations in accordance with national policies;
- arrange for co-ordination and consultation with departments of the State Government whose activities effect the employment situation in the State;
- set up, in accordance with national policies, Committees on Employment at State and
- local levels;

- refer to the Government of India for consideration recommendations of Committees on Employment involving major changes in policy or procedure;'
- carry out at State and local levels, a public relations and information programme in accordance with national policies; and
- provide full facilities to the authorised officers of the Government of India to evaluate the work of Employment Exchanges.

Check Your Progress-1

Note: a) Answer the questions given below.

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

I. Choose the correct option for the following questions:

1. What is the full form of UEI&GBs ?

   a) Universal Employment Information and Guidance Bureaus

   b) University Employment Information and Guidance Bureaus

   c) University Employers Information and Guidance Bureaus

   d) University Employment Inquiry and Guidance Bureaus

2. Directorate of Employment and Training (DET), abides by the maxim of "_____".

   a) Work is worship

   b) Employment is worship

   c) Individual development is the development of society

   d) War is worship

3. The State Vocational Guidance Unit coordinates the services of Vocational Guidance units in the _____.

   a) Block Employment Exchanges

   b) District Engagement Exchanges

   c) Central Employment Exchanges

   d) District Employment Exchanges

II. State whether the following statements are 'true' or 'false' (T/F):

1. The training of teachers as part-time or full time counsellors is an important function of the state bureaus. (T/F)
2. One of the functions of the Guidance Bureau is to conduct career seminars in colleges to create awareness among the students on career opportunities and skill developments. (T/F)
3. Directorate of Employment and Training serves the employers, the employment seekers and the parents/guardians through a network of employment exchanges spread all over the state. (T/F)
4. UEI&GBs also conducts seminars on personality development, job fest etc in colleges. (T/F)
5. Vocational Guidance Unit is functioning in each Block Employment Exchange for collection and dissemination of occupational information. (T/F)

4.5 NATIONAL LEVEL AGENCIES

At national level the following organizations work in the area of guidance and counseling.

National Council of Educational Research and Training(NCERT)

The Department of Psychology and Foundation of Education (DEPFE), a Department under NCERT, New Delhi and Pandit Sunderlal Sharma Central Institute of Vocational Education(PSSCIVE) Bhopal, a constituent of NCERT organize programme on guidance and Counselling. Some of the functions of PSSCIVE are:

- To advise and assist the Ministry of Human Resource Development, State Governments and Union Territory Administration in the implementation of the Vocational Education and Work Experience Programme.
- To function as the technical wing of the Joint Council of Vocational Education on all matters relating to Vocational Education Programme (VEP).
- To promote, supervise and guide the establishment of a comprehensive management system for VEP.
- To serve as a resource institution for both formal and non-formal VEP.
- To orient and train various key functionaries of VEP, including teachers.

- To evaluate and monitor VEP in States/UTs.
- To ensure uniformity and maintain quality standards in vocational teaching and learning.
- To provide guidance and counseling on Vocational Education and Training to the people at large.

DEPFE is the department of NCERT which coordinates guidance activities in the country. The department runs an International Diploma Course in Guidance and Counseling in collaboration with Commonwealth of Learning, Canada. This course is offered at the Department of Educational Psychology and Foundations of Education (DEPFE), NCERT New Delhi as well as five Regional Institutes of Education located at Bhubaneswar, Bhopal, Mysore, Shillong, and Ajmer. Besides, the department conducts training programme in the field of guidance and counseling.

Central Institute for Research and Training in Employment Service (CIRTES)

Central Institute for Research and Training in Employment Service (CIRTES) was established in October, 1964 under the aegis of Directorate General of Employment & Training (DGE&T),Ministry of Labour, Government of India. Later, in 1970 and in1987, the Institute was expanded with the added responsibilities of developing career literature and to provide guidance for the promotion of self-employment. The objectives of CIRTES are:

- Planning and conducting training programmes for Employment Service Personnel at State, National and International Levels.
- Conducting research into problems concerning the activities of the Employment Service.
- Development and publication of career literature and audiovisual aids for use in Vocational Guidance and Career Literature Programmes.
- Development of motivational material for promotion of self-employment.

There are four divisions of CIRTES i.e. training division, research division, career study center and self-employment guidance cell.

1. Training Division

Training Division caters to the training needs of all the Employment Officers of the country in placement, vocational guidance, employment market information,

self-employment promotional activities and other related matters. Instructional materials and training aids are devised and developed to assist the States in organizing training programmes for the staff of their employment exchanges. Besides, special training programmes for the employment officers of foreign countries under various ILO bilateral programmes are organized on request basis. The Division also associates with other training organisations for imparting training in the field of vocational guidance and self-employment.

2. Research Division

Research Division conducts studies on organizational, operational and procedural aspects of NES, labour market conditions and other related matters. Development of various tools and techniques and evaluation of various programmes of NES inter alia come under its purview.

3. Career Study Centre (CSC)

CSC develops and publishes the career literature in the shape of booklets and pamphlets/folders on various careers/occupations covering their job content, educational preparatory requirements, employment and self-employment opportunities, as a reference tool to meet the career planning needs of students, job seekers, Vocational Guidance Officers/Counsellors and others. These publications are disseminated to Employment Exchanges, University Employment Information & Guidance Bureaux (UEIGBx), Coaching-cum-Guidance Centre for SC/ST, colleges, schools and also to other agencies engaged in vocational guidance activities, through Employment Exchanges as per their jurisdiction.

4. Self-Employment Guidance Cell (SEGC)

SEGC prepares informative and motivational material to assist Employment Officers in guiding and confidence building among job seekers for adopting self-employment ventures. It also provides training to the Employment Officers on self-employment promotional related activities.

Directorate General of Employment (DGE)

The Directorate General of Employment (DGE) in Ministry of Labour is the apex organization for development and coordination at National level for the programmes relating to vocational training including Women's Vocational Training and Employment Services. Employment service is operated through a countrywide network of Employment Exchanges. Industrial Training Institutes are under the administrative and financial control of State Governments or Union Territory Administrations. DGE also operates Vocational Training Schemes in some of the specialized areas through field institutes under its direct control. Development of these programmes at national

level, particularly in the area concerning common policies, common standards and procedures, training of instructors and trade testing are the responsibility of the DGE. But, day-to-day administration of employment Exchanges and Industrial Training Institutes rests with the State Governments/ Union Territories Administrations. Distribution of responsibilities between Central Govt., State Governments and Industry has been shown in the table Tasks and Responsibilities.

National Employment Service (NES)

National Employment service(NES) came into the existence in July 1945 for the purpose of resettling demobilized defence service personnel and discharged War Workers in civil life through the network of employment exchanges controlled by the then Directorate General of Resettlement and Employment (DGR&E) now known as Directorate General of Employment (DGE). After Independence, the Directorate was also called upon to handle work relating to displaced persons from Pakistan. Subsequently, the scope of the Directorate was extended to cover, employment service to all categories of job-seekers in early 1948. In pursuance of the recommendations of the Training and Employment Service Committee (Shiv Rao Committee set up in 1952) the day-to-day administrative control of the Employment Exchanges was transferred to the State Governments/Union Territory Administrations with effect from 1.11.1956.

Present National Employment Service functions within the conceptual framework of the ILO Convention No.88 on Organisation of Employment Service. Employment Services are provided free of cost. The primary objective is settlement of job-seekers either through regular jobs or through self-employment. For furtherance of the employability of the job-seekers, collection of employment market information, career counselling and vocational guidance are inbuilt in the system. The network of the Employment Service consists of a total of 997 Employment Exchanges run by the State Governments (data as of 2017). Private placement agencies are also operating on a limited scale primarily in the urban area to cater to the requirement of the specialised fields in the organised sector. Such agencies which help in achieving the above objective charge fees of varying amount both from the jobseekers and the employers.

Functions of the National Employment Service(NES)

The National Employment Service and for that matter Employment Exchanges functions within the ambit of Employment Exchanges (Compulsory Notification of Vacancies) Act 1959 enacted within the framework of ILO convention no 88. According to the act Notification of vacancies arising in all the

public sector establishments and non-agricultural establishments in the private sector employing 25 or more workers is compulsory. The act also makes it obligatory on the part of such employers to furnish employment returns (called ER-I and ER-II) which give information on employment, vacancies occurred, mode of recruitment of persons in the vacancies occurred, occupational distribution of employees and educational requirements for those occupations etc. Therefore the objectives of the National Employment Service in brief are as follows.

- Collect, compile and disseminate information on vacancies notified, employment in various industries, types of occupations in existence, qualifications required for various occupations, emerging trend of employment in various industries etc.
- To have an assessment of demand (from notification of vacancies) and supply of labour (from registration of Jobseekers) in the Labour Market and adjust them.
- Create requisite data base for manpower planning and management, career counselling and vocational guidance with a view to effectively guiding the job-seekers.

In order to achieve the above objectives, the National Employment Service which operates through the network of Employment Exchanges, carries out the following functions:

- Registration and placement of job-seekers so as to ensure a proper balance between demand and supply.
- Collect comprehensive Employment Market Information on a quarterly basis for creation of data base for use in effective management of the demand and supply of labour, preparing career literature for counselling and vocational guidance.
- Career Counselling and Vocational Guidance.
- Conduct area specific specialised study/surveys to have an assessment of skills available and the marketable skills required for encouraging the job-seekers for self-employment particularly in rural informal sector.

Some of the State Governments arrange disbursement of unemployment allowance to certain specific categories of jobseekers out of their own resources through the employment exchanges as registered with them.

Private Placement Agencies

Private placement agencies normally consider placement in relatively large industrial establishments, utilize the data collected through the National Employment Service, data collected by their personal contact, public notifications in the News Paper and periodicals, internet etc. They generally charge fees from the job-seekers as well as from the employers for their services. These agencies function primarily in the Metropolitan cities. These agencies again are very small and concentrate on placement only. Fake placement agencies also exist. These fake agencies collect money from the jobseekers and arrange fake interview in connivance with some of the industries or agents. Jobseekers, therefore, may be careful in utilizing their services. Government of India, Ministry of Labour& Employment issued guidelines in the year 2003 to State Governments/UT administrations regarding regulation of functioning of private placement agencies. Some State governments are registering them under Shops & Establishment Act.

Employment Market Information Programme

The main objectives of the Employment Market Information (EMI) Programme are:

- to provide information at short intervals about the structure of employment in the public and private sectors at the area, state and national levels and also to monitor the changes in the level of employment.
- to present occupational composition and educational profile of employees in the public and private sector establishments.
- to identify the occupations which are characteristic to a given industry.
- to assess the manpower shortages in various industries and in various occupations in the organised sector.
- to make available information required for career counseling and vocational guidance through the National Employment Service.
- to monitor the progress in generating employment in organized sector during the five year Plans.

Other organizations like University Grants Commission (UGC), All India Council of Technical Education (AICTE) also works on guidance and counseling.

Check Your Progress-2

Note: a) Answer the questions given below.

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

I. Choose the correct option for the following questions:

1. What is the full form of CIRTES?

   a) Central Investigation for Research and Training in Employment Service

   b) Control Institute for Research and Training in Employment Service

   c) Central Institute for Rehabilitation and Training in Employment Service

   d) Central Institute for Research and Training in Employment Service

2. The _____ in Ministry of Labour is the apex organization for development and coordination at National level for the programmes relating to vocational training including Women's Vocational Training and Employment Services.

   a) Foreign Employment Training Information Bureau(FETIB)

   b) Directorate General of Employment (DGE)

   c) Directorate of Employment and Training (DET)

   d) University Employment Information and Guidance Bureaus (UEI&GBs)

3. Which of the following develops and publishes the career literature in the shape of booklets and pamphlets/folders on various careers/ occupations covering their job content, educational preparatory requirements, employment and self-employment opportunities, as a reference tool to meet the career planning needs of students, job seekers, Vocational Guidance Officers/Counsellors and others.

   a) Career Study Centre (CSC)

   b) Self-Employment Guidance Cell

   c) Research Divisiond) Training Division

II. State whether the following statements are 'true' or 'false' (T/F):

1. DEPFE is the department of NCERT which coordinates guidance activities in the country. (T/F)
2. Private placement agencies generally charge fees from the job-seekers as well as from the employers for their services.(T/F)
3. National Employment service(NES) came into the existence in July 1945. (T/F)
4. There are four divisions of CIRTES i.e. training division, research division, career study center and self-employment guidance cell. (T/F)
5. The National Employment Service and for that matter Employment Exchanges functions within the ambit of Employment Exchanges (Compulsory Notification of Vacancies) Act 1999 enacted within the framework of ILO convention no 98. (T/F)

4.6 LET US SUM UP

At state level, State Guidance Bureau, Directorates of Employment and Training, Foreign Employment Training Information Bureau, State Vocational Guidance Unit, University Employment Information and Guidance Bureaus (UEI&GBs), Directorate of Employment and Training work as guidance agencies.

SCERT/State Guidance Bureaus coordinates guidance services at the state level.

They organize state level training/orientation for guidance personnel. State Directorates of Employment coordinates vocational guidance programme through employment exchanges instates.

They also develop publication on occupational information. In university employment bureaus facilities are provided for students.

The Department of Psychology and Foundation of Education (DEPFE), a Department under NCERT, New Delhi and Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE). Bhopal a constituent of NCERT organize programme on guidance and Counselling.

The Directorate General of Employment (DGE) in Ministry of Labour is the apex organization for development and coordination at National level for the programmes relating to vocational training including Women's Vocational Training and Employment Services.

National Employment service(NES) came into the existence in July 1945 for the purpose of resettling demobilized defence service personnel and discharged War Workers in civil life through the network of employment exchanges controlled by the then Directorate General of Resettlement and Employment (DGR&E) now known as Directorate General of Employment (DGE).

Private placement agencies normally consider placement in relatively large industrial establishments, utilize the data collected through the National Employment Service, data collected by their personal contact, public notifications in the News Paper and periodicals, internet etc. They generally charge fees from the job-seekers as well as from the employers for their services.

4.7 LESSON END EXERCISE

1. Describe the state level agencies for guidance.

2. Explain about national level agencies for guidance.

4.8 SUGGESTED FURTHER READINGS

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4.9 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress-1

I. Choose the correct option for the following questions:

1. a) University Employment Information and Guidance Bureaus

2. a) Work is worship

3. a) District Employment Exchanges

II. State whether the following statements are 'true' or 'false' (T/F):

1. True

2. True

3. True

4. True

5. False

Check Your Progress-2

I. Choose the correct option for the following questions:

1. a) Central Institute for Research and Training in EmploymentService

2 a) Directorate General of Employment (DGE)

3. a) Career Study Centre (CSC)

II. State whether the following statements are 'true' or false' (T/F):

1. True 2. True

3. True 4. True

5. False

LESSON NO. 5 **UNIT- II**

MEANING, NATURE, OBJECTIVES, IMPORTANCE OF COUNSELING, DIFFERENCE BETWEEN GUIDANCE AND COUNSELING

STRUCTURE

5.1 Introduction

5.2 Objectives

5.3 Meaning of Counseling

5.3.1 Definitions of Counseling

5.4 Nature of Counseling

5.5 Objectives of Counseling

5.5.1 Activities involves in Counseling

5.5.2 Types of Counseling

5.5.3 Process of Counseling

5.6 Importance of counseling

5.7 Difference between Guidance and Counseling

5.8 Let Us Sum Up

5.9 Lesson End Exercise

5.10 Suggested Further Readings

5.11 Answers to Check Your Progress

5.1 INTRODUCTION

Counseling is the central aspect of the whole guidance programme. All the activities and Services of the guidance programme leads to and help in the Counseling process. Counseling is aimed at helping the individual in solving problems in future and also enhancing personal, social, emotional, educational and vocational development. Counseling has Remedial, Preventive and Developmental value. The meaning of counseling in the professional sense differs from the popular understanding of the term. Now let us examine the meaning of counseling more closely.

5.2 OBJECTIVES

After going through this lesson, you shall be able to:

- reproduce the meaning of counseling,
- explain the nature of counseling,
- enumerate the objectives of counseling,
- describe the activities involves in counseling,
- classify the types of counseling,
- state the importance of counseling, and
- differentiate between guidance and counseling.

5.3 MEANING OF COUNSELING

The word counseling comes from the Latin root word '***consilium***' which means '***advice***.' Thus counseling is a process of enabling the individuals to know himself and his present and possible future situations in order that he may make substantial contributions to the society and to solve his own problems through a face to face relationship with the counselor. Counseling is a learning oriented process carried out in a social environment in which the professionally competent counselor attempts to assist the counselee using appropriate procedures to become a happy and productive member of the society by formulating realistic and purposeful goals for total personal growth.

5.3.1 Definitions of Counseling

Counseling is a developing science whose terms and concepts have not yet been standardized. Concepts are interpreted and defined in several ways. Below are some definitions of the concept of counseling;

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

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

iii. **According to Shertzer and Stone (1974),** "Counseling is an interactional process which facilitates meaningful understanding of self and environment and results in the establishment and/or clarification of goals and values for future behaviour."

iv. **According to Blackham (1977),** "Counseling is a unique helping relationship in which the client is provided the opportunity to learn, feel, think, experience, and change in ways that he or she thinks is desirable."

v. **According to British Association for Counseling (1991),** "Counseling is the skilled and principled use of a relationship to facilitate self knowledge, emotional acceptance and growth, and the optimal development of personal resources. The overall aim is to provide an opportunity to work towards living more satisfyingly and resourcefully."

vi. **According to Webster's Dictionary,** "Counseling; mental interchange of opinions; deliberating together."

vii. **According to Strang,** "Counseling is a face to face relationship in which growth takes place in the counselor as well as the counselee."

viii. **According to Traxler ,**"Counseling is the application of the personal resources of the school or other institutions to the solution of the problems of individuals."

ix. **According to Warner,** "Counseling is a personal and dynamic relationship between two individuals – an older, more experienced and wiser, and a younger, less experienced and less wise. The latter has a problem for which he seeks the help of the former. The two works together so that the problem may be more clearly defined and the counselee may be helped to self-determined solution."

x. **According to Wiley and Andrew,** "Counseling is a mental learning process. It involves two individuals – one seeking help and the other a professionally trained person who helps the first to orient and direct him towards a goal which leads to his maximum development and growth in his environment."

xi. **According to Kaplan,** "Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals."

5.4 NATURE OF COUNSELING

- Counseling is a dynamic relationship between the counselor and the counselee.
- Counseling is a continues process of a change, development and learning. It is also slow process. If the counselor is failure to understand this will result in annoyance and disappointment.

- Counseling is a formal, private and personal process. It involves two individuals-one seeing help and the other, a professionally trained person, who can help the first. There should be a relationship of mutual respect between the two. Counseling is a direct and face to face relationship. The counselor should be friendly and cooperative and the counselee should have trust and confidence in the counselor.
- The aim of counseling is to help a student take decision, make a choice or seek direction.
- It helps a counselee to acquire independence and develop a sense of responsibility, explore and utilize his potentialities.
- Counseling is not advice giving but it is more than advice giving. The progress comes through the thinking that a person with a problem does for himself rather than through solutions offered by the counselor.
- Its function is to produce changes in the individual that will enable him to extricate himself from his difficulties.
- Emotional rather than purely intellectual attitudes are the raw material of the counseling process.
- It helps an individual to know himself better, gives him confidence, encourages his self directedness and provides him with new vision to grow.
- Counseling helps the individual to become self-sufficient, self direct and self-dependent.
- Counseling makes an effort to solve the day to day problems. Its for enabling the client to do judicious thinking. The counselor simply assists the person to find solution on his/her own.
- It has very intense conversation between the two persons - counselor and counselee.
- Counseling is a personal or individual process. Counseling is a series of direct contacts with the individual which aims to offer him assistance in changing his/her attitude and behaviour. It is always personal. It cannot be performed with a group.
- Counseling is highly personal process. It has close contact of two persons.
- It is joint quest of counselor and counselee.

- Counseling deals the problems of abnormal behaviour and emotional problems.
  - Counseling releases from the feeling of inferiority and compulsion.
  - The purpose of counseling is to make counselee cheerful, to gain confidence for social responsibility.
  - Counseling is not interviewing but conversing with the client in order to help him/her develop self-understanding.
  - Counseling is not problem solving. The counselor simply assists the person to find solution on his/her own.
  - Counseling is not thinking for the client, but thinking with the client.
  - Counseling is based on certain fundamental assumptions;

a) Every individual in this world is capable of taking responsibilities for him/her.

b) Every individual has a right to choose his/her own path, based on the principles of democracy.

Check Your Progress-I

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

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

1. State whether the following statements are true or false.
   i. Counseling comes from the Latin word 'consilium'.
   ii. Counseling is a process of enabling the individuals to know themselves.
   iii. Counseling is not a formal process.
   iv. Counseling is a joint quest of counselor and counselee.
   v. Counseling is an advice giving process.
2. Fill in the blanks.
   i. Counseling is a face to face interaction between..... and.....

ii. .....is the basic technique for counseling process.

3. i. Why counseling is for all ?.....

ii. What are the assumptions of counseling?.....

5.5 OBJECTIVES OF COUNSELING

- To find out and make individuals aware of their basic personal prerequisites, abilities, assets, liabilities and potentialities.
- To provide usable information on vocation and to correct or clarify misinformation.
- To assess an individual's chances to success.
- To create awareness of clients in the availability of jobs and how to progress in it.
- To make available opportunities for further training and advancement in occupations.
- To suggest alternative careers and realization of priorities in school.
- To assist students in making appropriate and satisfying personal, vocational and educational choices also it helps students to make proper and satisfactory adjustments for improved academic pursuits and useful life.
- To assist student to acquire a positive image of self through self understanding the needs and problems. It develop in students to optimize and utilize their skills and correct the sources of their weaknesses and to improve the standard of education.
- To assist teachers and school personnel in understanding the needs and problems of each student.
- To assist school authorities/administrators in improving educational objectives and programmes of interpersonal relationships.
- To contribute to educational planning.
- To bring about the desired changes in the individual for self realization.
- To provide assistance to solve problems through an intimate personal relationship.

- To mobilize all the available resources of the school or home for satisfaction of the vocational, educational and socio-personal needs of the students.
- To supplement school instructional and administrative input into the learner.
- To help students develop proper attitude towards themselves, others, school, values, interests, morals, beliefs and discipline.
- To help learners live within the framework of an institution.
- To help people achieve independence with a minimum of conflict with institutional values.
- To promote in pupils good sense of awareness, ability to acquire a good knowledge of the world of work, possibility of continuing education and ability to make realistic decisions.
- To guard individual's mental health.
- To promote human effectiveness.

5.5.1 Activities involves in Counseling

Counseling constitutes the three activities such as;

1. **Informing:** Here the role of the counselor is to give appropriate and correct information to the clients. For example you are a student and you need counseling to select your course for the future. Here the role of the counselor is to give you information about the availability of different courses and its future prospects.
2. **Advising:** In this stage the counselor suggests appropriate courses of action. Here the counselor will offer you several options and recommends according to your aim or interest. For example if your aim is to be an engineer, the counselor will suggest you a course related to applied mathematics.
3. **Counseling:** In this stage the counselor helps the students to clarify his needs, felling or motivations so that he can make the appropriate decision for himself.

5.5.2 Types of Counseling

There are two major types of counseling given as below;

i. **Individual Counseling:** This is referred to as one-to-one counseling. It occurs between the professionally trained Counselor (Therapist) and his client (Counselee). The goal of this is to help the client to understand

himself, clarify and direct his thought, in order to make a worthwhile decision. Through this, clients' problems are alleviated.

ii. **Group Counseling:** This is a counseling session that takes place between the professionally trained counselor and a group of people. Number of this group should not be more than seven, or at least ten, in order to have a cohesive group and an effective well controlled counseling session. Members of the groups are clients/counselees whose tasks or problems that are meant for resolution are similar.

5.5.3 Process of Counseling

Counseling is a process. It means that Counseling involves a sequence of identifiable events spread over a period time. The time taken, the sequence of events, and dynamics, involved, the nature and extent of exploration, differ from individual to individual. However there are certain basic stages, which form the essentials of counseling processes. The process of counseling comprises of certain concepts, they are as follows:

i. **Readiness:** The counselee are of two types i.e. one who seeks assistance voluntarily and the other who are referred. The counseling presupposes a desire on the part of the counselee that makes him come for the assistance. This desire is referred to as readiness.

ii. **Counter Will:** People experience difficulty in asking for help and accepting it, because they are reluctant to face the consequences of change or an admission of inadequacy of failure. The negative feeling that holds back one from seeking help is referred to, as counter will.

iii. **Case History:** Case History is a systematic collection of facts about the counselee's past and present life. However focus of attention varies from case to case.

iv. **Rapport**: It is a warm friendly and understanding atmosphere created by the counselor, which is catalytical in the formation of an effective counseling relationship. Warmth of relationship and feeling of trust, which grows out of unconditional acceptance are important in contributing to the establishment of rapport.

v. **Transference:** It refers to the counselor transferring emotions originally felt toward someone early in life. The counselee is encouraged to express his/her feelings and emotions freely. The counselor acknowledges these feelings and handles in a therapeutic way.

vi. **Counter Transference:** This occurs when counselor project their unresolved conflicts upon the counselee. When counselor feels uncomfortable and experience felling of anger, resentment or become overemotional. This is unhealthy.

vii. **Resistance:** It refers to counselee's move to oppose the counselor's to work towards set goals. This influences counseling outcome positively. Resistance ranges from open hostility to passively resistant behavior like being late for an appointment.

Check Your Progress-II

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

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

1. State whether the following objectives of counseling are true or false.

   i. Counseling is to assess an individual's chances to success.

   ii. Counseling is to find out the basic personal prerequisites, abilities, assets, liabilities and potentialities.

   iii. Counseling is to guard individual's mental health.

   iv. Counseling is not to contribute to educational planning.

2. Fill in the blanks.

   i. Counseling constitutes the.....major activities.

   ii. Individual counseling referred to.....to.....counseling.

3 i. Group counseling constitutes how many members?.....

ii. The process of counseling comprises of certain concepts, what are those?

.....

5.6 IMPORTANCE OF COUNSELING

Every human being comes across challenges and stress that must be faced. Sometimes, we feel the need for assistance and support to manage the problems and find solutions. Traditionally, in India, such support was readily and easily available through the family, particularly the joint or extended family, and the strong social network. Besides these, moral and emotional support was also available from teachers, friends and spiritual / religious mentors. In the present, particularly urban, context there is an Increasing speed in the pace of life, fragmentation of family and socio-religious support systems, and competitiveness.

All such factors have led to a greater need for assistance to help individuals cope with their problems. Consequently, counseling may be concerned with addressing and resolving specific problems, making decisions, coping with crisis, improving relationships and developing personal awareness. It also involves working with feelings, thoughts, perceptions and conflicts. The overall aim is to provide counselees with opportunities to work in positive ways so as to live with essence of well being as individuals and as members of the larger society. Many students are adjusting to their environment or society which is changeable in all times. Educational system is not exception than that. So, nowadays we can feel the importance of counseling in various areas of human life. Following are the importance of counseling;

i. **Development of Balanced Personality:** Students development of intellect, physical development, mental development, emotional development etc. is indicated the development of personality. The importance of Intellectual development is given in classroom of school, but other fields do not get that too much importance, i.e. other areas of personality of development are neglected. Under the counseling process the emphasis is on the other developmental aspects of the students. So, it can be said that counseling programme is essential for the all round development of students.

ii. **Ensures Adjustment:** Students come to schools from various socio-economic status or environment, so the school environment seems to be new to them. In this new environment, they do not always have to adapt themselves, as a result of running away from school. Those who have such tendency, the counseling play an important role in adaptation to the school environment.

iii. **Maintenance of Good Mental Health**: Students may be pressurized for various activities of the school. For this, the mental health of students is interrupted. Due to the physical degradation of the student, mental health is also damaged. That's why counseling services are needed for these students. Because through this instruction, the students are overcome with various mental problems like stresses, frustration, conflict, etc.

iv. **Time Management**: Students think they have a lot of time. They spend most of their time lying down, sitting and sleeping. But when the examination comes, they were use the time properly. Some time they confused, how could be manage the time properly. Therefore, counseling is absolutely necessary for the students to be use time wisely.

v. **Decision Making**: When students face any problem, they going sometime choose the right decision, whether it is studying or personal life. So, there is no alternative to counseling to make the right decisions.

vi. **Achieve the Goal:** Students have a goal in life as well as educational life. It is not easy to achieve that goal. How able students are able to make themselves, see where there are errors. Thus the counseling process helps to reach just the right goal.

vii. **Knowing Individual Differences:** Every person or children are different from each others. It differs in I.Q, E.Q, attention, memory, thinking, imagination, attitude, abilities, interests, etc. Counseling is care of these aspects and fixes different functions in education.

viii. **Helps in Development of Life Skills:** Some qualities are needed for a healthy way of living, those qualities are life skills. Those qualities are self-realization, self-esteem, debate, self-respect, decision making, emotion control, tolerance etc. Through the curriculum, counseling is essential for the development of student life skills.

ix. **Helping in Career Selection:** The students can choose a career in learning to study. Good career selection depends on the right curriculum. Once again, the person gets the satisfaction in choosing the right profession. It is to be said that this curriculum of Counseling is accomplish through curriculum. In this way, the person is able to select and develop the right profession.

5.7 DIFFERENCE BETWEEN GUIDANCE AND COUNSELING

It is very difficult to make distinctions between these two terms. On the basis of similarities, the terms could be interpreted to mean the same thing because in terms of peoples' welfare the two words are out to achieve the same goals. Although they are both educational services but contextually, they can be differentiated. The table below shows some differences between the two terms;

Sr. No.	Basis	Guidance	Counseling
i.	**Meaning**	Guidance is defined as cognitive educational services (within or outside the school system) that help people understand themselves, provided the client reveals accurate, reliable and valid information about himself and his environment.	Counseling is a process of helping individuals or group of people to gain self-understanding in order to be themselves.
ii.	**Nature**	Counselor directed. Locus of control remains with the Tutor (Counselor).	Student (client) directed. Locus of control moves toward student (client). This means the client is more involved at every stage in counseling.
iii.	**Purpose**	Guidance is usually provided for education and career related problems.	Whereas counseling is generally provided for personal and social issues.
i.	**Source of Information**	The Tutor (Counselor) is information/advice giver.	The Tutor (Counselor) is a facilitator / enabler. He is not the decision maker.
ii.	**Medium**	Counselor determines objectives and methods.	Client and Counselor jointly negotiate a contract about agenda and methodology.
iii.	**Assessment**	Assessment/diagnosis and evaluation is in the domain of the counselor.	Client participates in assessing needs and evaluating progress.

iv.	**Main Concern**	Concern is with decision (decision seen as product). The way it is reached is not regarded as especially significant.	Concern is with the process of decision-making. Understanding how decision is reached is as important as the content of the decision.
v.	**Learning**	Learning is seen as specific to the problem in question.	Learning is seen as transferable. What is learnt in one context is seen utilizable in another e.g. the learning of a skill such as breaking down problem into its component parts.
vi.	**Approach**	Guidance is a broader and a more comprehensive approach.	Whereas counseling is a in-depth analysis and has a narrower perspective wherein the individual understands his problems in depth.
Vii	**Importance**	Feelings are not regarded as important in learning.	Counseling is seen as an emotional as well as a cognitive process. This means the behavior and the thinking are important.
viii	**Involvement**	In guidance service learning about a subject is not seen as involving self discovery.	In counseling process learning about a subject is seen as involving a process of learning about self.

ix.	**Focus**	Guidance focuses on finding a solution to the problem where by the solution may bring about a change in the attitude of the individual..	On the other hand, counseling focuses on making the individual understand the problem and, therefore, brings about behavioral changes in the individual so that he/she can adjust to the problem.
x	**Decision Maker**	In guidance the professional who offers guidance services is the decision-maker.	While in counseling, the counselor is not the decision maker.

Check Your Progress-III

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

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

1. Ensure the following statements of the importance of counseling are true or false.

   i. It helps in developing balanced personality.

   ii. It saves from maladjustment.

   iii. It helps in developing life skills.

   iv. It helps in knowing individual differences.

   v. It does not help in selecting career.

2. Fill in the blanks.

   i. Time can be best managed through……. Process.

3. i). Counselling is seen as an _____ as well as ____ process.

5.8 LET US SUM UP

Dear learners, we have come to understand that counseling as a scientific technique is based on a set of principles and assumptions. Counseling assumes that every individual is capable of taking his/her own decisions and also that he/she have a right to choose his/her path. The counselor does not give him/her advice or solves problems for him/her but only facilitates judicial thinking and decision-making.

Counseling is a learning oriented process carried in a simple one to one social environment in which the counselor, professionally competent in relevant psychological skills and knowledge seeks to assist the client by methods appropriate to the latter's needs and within the context of the total personnel programme, to learn bow to put such understanding into effect in relation to more clearly perceived, condition. Counseling aims at helping the clients understand and accept themselves "as they are", such that they are able to work towards realizing their potential. Often this requires modification of attitudes, outlook and behavior. The nature of the counseling process depends on the setting or the situation. Counseling is in its essence a 'helping relationship'. All of us seek to satisfy our personal needs.

Counseling is a helping relationship. Individual counseling is a personalized process in which the client and the counselor are in a one-to-one, face-to-face relationship working towards exploring and focusing on the various needs of the client. The relationship in individual counseling is characterized by mutual trust and respect which means the clients feel safe to disclose and explore their concerns. Group counseling can be of great advantage to persons who are shy or aggressive in their interpersonal interactions, who are anxious or uncomfortable in groups or who are unduly resistant of conforming to social expectations. We have discussed the structuring of groups and the stages involved in the process of group counseling. While many people view guidance as an integral part of counseling, there are others who consider counseling to beavital part of guidance. Infact, guidance and counseling often go hand-in-hand. The differences between guidance and counseling can, thus, be summarized as follows:

- Counseling is an inward analysis of the individual where as guidance involves an external analysis of the individual and his/her problems.
- Counseling in an in-depth analysis and has a narrower perspective where in the individual understands his/her problems in-depth where as guidance is a broader and a more comprehensive approach.

- Counseling is generally provided for personal and social issues whereas guidance is usually provided for education and career related problems.
- Counseling focuses on making the individual understand the problem and, therefore, brings about behavioral changes in the individual so that he/she can adjust to the problem. On the other hand guidance focuses on finding a solution to the problem where by the solution may bring about a change in the attitude of the individual..
- In counseling, the counselor is not the decision maker while in guidance the professional who offers guidance services is the decision-maker.
- While counseling lays emphasis on both learning as well as feelings, guidance gives no place to feelings and is more of an intellectual process.
- Counseling leads to what may be termed as self-discovery of the individual where as guidance does not lead to self-discovery of an individual.

5.9 LESSON END EXERCISE

1. Define Counseling.
2. What are the objectives of counseling in human life?
3. Discuss the nature of counseling in details.
4. Describe the need of Counseling in different human problems.
5. Explain Counseling as helping relationship.
6. Discuss different Counseling goals.
7. How does counseling help in achieve of positive mental health?
8. Explain the difference between counseling and guidance.

5.10 SUGGESTED FURTHER READING

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5.11 ANSWERS TO CHECK YOUR PROGRESS

Answers to Check Your Progress-I

1 (i) True (ii) True (iii) False (iv) True (v) True

2 (i) counselor and counselee (ii) interview

Answers to Check Your Progress-II

1 (i) True (ii) True (iii) True (iv) False

2 (i) three (ii) one to one

Answers to Check Your Progress-III

1 (i) True (ii) True (iii) True (iv) True (v) False

2 (i) Counseling

3 (i) Emotional, cognitive

LESSON NO. 6 **UNIT- II**

AREAS OF COUNSELING

STRUCTURE

6.1 Introduction

6.2 Objectives

6.3 Areas of Counseling

- 6.3.1 Family Counseling
- 6.3.2 Parental Counseling
- 6.3.3 Peer Counseling
- 6.3.4 Adolescent Counseling

6.4 Relevance of Counseling in the Indian Situation

6.5 Let Us Sum Up

6.6 Lesson End Exercise

6.7 Suggested Further Readings

6.8 Answers to Check Your Progress

6.1 INTRODUCTION

Counseling is a learning oriented process carried out in a social environment in which the professionally competent counselor attempts to assist the counselee using appropriate procedures to become a happy and productive member of the society by formulating realistic and purposeful goals for total personal growth. This unit deals with levels, goals and different areas of counseling. The unit starts with the counseling that how counseling plays a focal role in human life. Further chapter discuss that how counseling in day to day life is being used formally and informally. Areas of counseling are followed by the concepts of family, parental, adolescent, peer, school and educational, career and substance abuse counseling.

6.2 OBJECTIVES

After going through this lesson, you shall be able to;

- describe family counseling,
- examine parental counseling,
- enumerate adolescent counseling,
- analyze peer counseling, and
- discuss about school, career and substance abuse counseling.

6.3 AREAS OF COUNSELING

Counseling is a learning oriented process carried in a simple one to one social environment in which the counselor, professionally competent in relevant psychological skills and knowledge seeks to assist the client by methods appropriate to the latter's needs and within the context of the total personnel programme, to learn bow to put such understanding into effect in relation to more clearly perceived, conditions. The following areas of counseling are discussed in details;

6.3.1 Family Counseling

Family counseling is a program of providing information and professional counseling to members of a family concerning specific health matters, such as the care of a severely retarded child or the risk of transmitting a known genetic defect. Family is a group of people related by heredity, such as parents, children, and siblings. The term is sometimes broadened to include related by marriage or those living in the same household, who are emotionally attached, interact regularly, and share concerns for the growth and development of the group and its individual members. Family counseling is a program that consists of providing information and professional counseling to members of a family concerning specific health matters.

Legal Definition of Family Counseling

Family counseling is a process in which a family counselor helps. Family counseling is a process in which;

1. one or more persons to deal with personal and interpersonal issues in relation to marriage; or
2. one or more persons (including children) who are affected, or likely to be affected, by separation or divorce to deal with either or both of the following:

a) Personal and interpersonal issues;

b) Issues relating to the care of children.

Aims and Objectives of Family Counseling

In a family counseling process, irrespective of whom all constitute the family and its socio-cultural and educational background, and whosoever be the index client and the nature of problem concerned, the goal of the counseling process is to improve family functioning, and so to help the identified client. Whatever their method, family counselors have the following goals for family counseling;

- ✓ Improved communication.
- ✓ Improved autonomy for each member.
- ✓ Improved agreement about roles.
- ✓ Reduced conflict.
- ✓ Reduced distress in the index client.

Approaches to Family Counseling

i. **Psychodynamic Approach:** Psychoanalytically oriented family counseling focuses on object relations. Object relations is concerned with the way people form attachments to others and things around them. The theory assumes that the basis of preferences for certain objects as opposed to others is developed in early childhood in parent-child interactions. Individuals bring these unconscious forces into a relationship with other members in the family.

ii. **Systemic Approach:** Under this approach a family cannot be understood without knowing how the family functions as a whole unit as each family is a part of a larger system, a neighborhood, which is again a part of a larger system, a town and so forth. Individuals themselves are wholes that comprise smaller systems as organs, tissues, cells and so forth. If any part of the system changes, the whole system reflects a change. Important concepts in understanding the systemic perspective is through understanding the communication pattern within the family system. This implies that the pathology is typically seen as a failure of communication

among family members. The emphasis is not on the past experiences or on purported intra-psychic conflicts of each member or that of the family a whole but on present functioning of the family system in terms of the communication pattern and manner of feedback among the family members as a unit thereby facilitating the attainment of homeostasis within the system.

iii. **Intergenerational Approach:** According to this approach family counseling is rooted in systems approach to family counseling. However, it substantially differs from other systemic approaches in terms of its emphasis on family's emotional system and the history of this system as it may be traced through the dynamics of the parents' families and even grand parents' families. His theory laid specific emphasis on how families projected their own emotionality onto a particular family member, that member's reaction to other family members and how individuals cope with stress put on them by the way other family members cope with their anxieties. He is particularly concerned with the ways children distance themselves emotionally and physically from their families. Finally, one of the most significant aspects of this approach is how families transmit psychological characteristics that affect the interaction over several generations.

iv. **Structural Approach:** This approach refers that family structure is a set of unspoken rules that organize the ways in which family members relate to one another and the rules that determine the hierarchy of authority, responsibility and cooperation among family members. In responding to crises or dealing with daily events, families may have typical ways that subsystems within the family react. Alignments, according to this approach, the ways in which the family members join each other or oppose each other in dealing with an activity. Coalitions refer to alliances between family members against one another. Sometimes, they are flexible and sometimes they are fixed, such as when a mother and daughter work together to control a disruptive father. Thus, the power within the family shifts, depending upon alignments and coalitions. The goal of this kind of counseling is to alter the current family structure by working on the coalitions and alliances within the family based on the hypotheses about the structure and the nature of the problem. Families are helped to develop communication and social skills. They also work to establish boundaries

within the family that are neither too rigid nor too flexible. By supporting the parental subsystem as the decision-making system that is responsible for the family, counselors work to help the family system use power in a way that functions well.

v. **Strategic Approach:** In his approach, the interaction among family members focusing particularly on power relationships and to the ways parents deal with power. Viewing relationships as power struggles, in understanding how relationships are defined. Thus, a communication from one person to another is an act that defines the relationship. The goal in strategic approach to family counseling is to reduce anxiety and balance the power dynamics within the family system by stating concrete intermediate and final goals to the counseling process. There must be sufficient information available to the counselor to plan strategies to reach goals. For each goal, specific methods for accomplishing them are designed by the counselor.

vi. **Behavioral and Cognitive Behavioral Approach:** In this approach the role of the counselor is to generate a behavioral analysis of family problems. This analysis helps identify the behaviors whose frequency should be increased or decreased as well as the rewards that are maintaining undesirable behaviors or that will enhance undesired behaviors. Behavioral family counseling then becomes a process of inducing family members to dispense the appropriate reinforcements to one another for the desired behaviors. For example, a husband might earn four tokens if he does not watch television the whole day on a week end and instead helps his children with their home assignments and take them for an outing. Likewise, other family members may also earn tokens for exhibiting the desired behaviors that is fulfilling for other family members and contributes towards the growth of the family as a unit. Of course, the tokens so earned, may later be exchanged for the desired rewards that should have been decided in advance. The principle underlying is that the desired behaviors initially performed to earn tokens and rewards are later replaced by choice fully taken up conscious behavior patterns that would ensure integrity, harmony and growth in the family

Types of Family Counseling

i. **Conjoint Family Counseling:** In conjoint family counseling, the entire family is seen at the same time by one counselor. In some varieties of this approach, the counselor plays a rather passive, non-directive role while in certain others he might take the role of an active force, direct the conversation, assign tasks to various family members, impart direct instruction regarding human relations, and so on. Satir (1967) used such an approach and regarded the family counselor as a resource person and a communicator who observes the family process in action and then becomes a model of communication to the family through clear and crisp communication, thus illustrating the family members how to communicate better and bring about more satisfying relationships.

ii. **Concurrent Family Counseling:** In concurrent family counseling, one counselor sees all family members but in individual sessions. The overall goal is the same as that in conjoint family counseling. In some instances, the counselor may conduct traditional psychotherapy with the index client and might also see other family members intermittently.

iii. **Collaborative Family Counseling:** In collaborative family counseling, each family member sees a different counselor. The counselor's then get together to discuss their respective clients and the family as a whole. In variation of this approach, a counselor might assign his collaborates as co-therapists who then deal with specific family members under the supervision of the principal counselor and each member as well as the family is being discussed to work out the intervention goals and strategies

Check Your Progress-I

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

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

1. Ensures the following statements of the areas of counseling are true or false.

a) Family counseling is a program of providing professional counseling to the concerningmembers of a family.

b) Aim of the family counseling is a improved autonomy for each member.

c) Psychoanalytically oriented family counseling focuses on unit relations.

2 Fill in the blanks.

i. The entire family is seen at the same time by one counselor in the.....

ii. In.....family counseling, each family member sees a different counselor.

3 i) What are the different approaches of family counseling?.....

6.3.2 Parental Counseling

Parental counseling is a type of service that aims to provide the necessary knowledge, tools, counseling, and most especially support to parents without bias or judgment. This way, they become more fully equipped to take care of their children. Parental counseling offers modalities or therapies that help parents gain a better understanding of their parental style, face and eventually conquer their personal issues, and restore their family, bringing back harmony and peace in the household, with the ultimate motive being the improvement in socio-emotional functioning of the child. There are two ways on how someone can undergo Parental First; the parent may be referred by their doctor, psychologist, and a prominent member of the community or the child's school. Second, the parent personally may seek professional help. Either way, a parent counselor meets the parent at the appointed time. He/she conducts a thorough interview to identify the main issue, gain a better understanding of the problem, and assess the current behavior and state of the parent in order to provide maximum benefit. It is a multi-fold approach and multi-step process. Results cannot be expected immediately, although some parents respond to the programs within a few days or weeks.

Who Needs Parental Counseling?

Although, parental counseling is recommended to all parents, it is more of a necessity for those who are facing any of the following issues:

- Not being able to deal with children who refuse to take instructions.
- Not being able to connect with or communicate effectively with your child.
- A feeling of 'power struggle' with your child.
- Facing trouble in implementing routines for your family.
- Strategies to manage your child's behavior are not working effectively.
- Suffering from a health problem that is preventing you from spending time with your family, especially your children.

- Dealing with teenage issues being faced by your child.
- Problems in your marriage, such as finances and infidelity having a negative impact on your children.
- Grief or loss in the family.

6.3.3 Peer Counseling

As in counseling, peer counseling is a helping relationship and process. In peer counseling, two people or a group of people are in a helping relationship. Peer counseling is employed in situations where people have a number of things in common. The basis for peer counseling is that most people seek the help of their friends when they face challenging life situations, for making important decisions etc. In school settings, peer counseling means one student counseling another student or a group of students. Peer counseling gains importance as many schools do not have a regular full-time trained professional counselor. Even if the school has a regular counselor, it is difficult for a counselor to deal with the varied needs of so many students in a school. Then, there are many students who may not find it easy to open up to the teachers or counselors if they are in distress or trouble. Naturally, you may be thinking now if the peer counselors may be able to handle complex situations / issues. Your concern is well placed. The idea is to use peer counselors in appropriate situations. For example, we do not want a peer counseling a peer about sexual abuse or suicide. Here, the role of the peer counselor is limited to helping the peer in seeking professional help timely. Such an action by the peer counselor is very important as the peer would get timely help to cope with the situation, thus limiting the damage. Where as a peer can provide counseling to a peer about study skills, time management, socialization skills, regular attendance in the school etc. Peer counseling or peer mentoring is not a new concept although it is gaining Counseling in Schools momentum these days. Certain boarding schools have been practicing a type of peer mentoring for a long time. Often a senior student plays the role of a mentor / buddy to two or more new entrants in the school. This senior student provides mentoring to the new entrants by familiarizing them with the school routine, helping them to adjust socially and emotionally in the new environment away from home, guiding them in different academic tasks etc. In day scholar schools too, some teachers have always encouraged peer mentoring. Teachers often would ask a peer to 'tutor' other students who experience difficulty in any particular academic learning

activity. You would agree that peer counseling existed in a nascent form in many schools. Teachers used peer counseling in the school because they found it beneficial to their students welfare. Some of the benefits of peer counseling are;

Aims and Objectives of Peer Counseling

The aims and objectives of peer counseling are similar to those of individual counseling. It is therapeutic in nature. In peer counseling individuals develop understanding and learn adjustment by way of their interaction with each other and with the counselor. Individuals having similar problems discuss their problems with each other and this develops better insight into the problem.

- To assist in the identification of common problem.
- To provide information useful in the solution of adjustment problem.
- To provide opportunities for experiences that promotes self-understanding.
- To lay the foundation of individual counseling.

Benefits of Peer counseling

- Peer counseling benefits both the peer counselor (mentor) and the counselee (mentee).
- It is economical as the peer counselors are drawn from the student population.
- Peer counseling is easily available.
- Peer counseling is informal, therefore, the client can approach the counselor without any inhibition.
- Peer counseling enhances the school counseling programme.
- Peer counseling brings more students to the fold of the counseling programmes.
- Peer counselors bridge the gap between the students and the professional counselor.

Method of Peer Counseling

At different levels of education different kinds of peer activities are organized. A stage wise discussion is presented as follows:

i. **At Elementary Stage:** At the elementary stage orientation programmes can be organized before admission of students and after admission. Before

admission of students the programmer should explaining to the parents what the school stands for, what kinds of activities of organizes, and so on. It is, in fact, orientation of parents which aims at seeking the goodwill and cooperation of the parents, jointly planning of ways in which children are helped to adjust to the new school environment. It aims at discussing ways and means of happy transfer of children from home to the school. Post-admission orientation is meant for students in which efforts are made to acquaint the pupils with new surroundings, to make them feel at one and to help them in making social adjustment. The orientation of parents and the pupils is done through peer conferences. The teacher in the classroom also performs the function of a peer counseling worker. The teacher in the classroom also performs the function of a peer counseling worker.

ii. **At Secondary Stage:** At the secondary stage much of the peer counseling work has to be done as part of classroom activities by the teachers. If the teachers are properly oriented they can contribute much through classroom activities to develop realistic self-concepts, to recognize and deal with students strengths and weaknesses effectively and intelligently, to recognizing and understanding emotional responses and learning how to deal with them and face some of the problems and processes of social development and to learn how to get along better with peers, adult and younger people, they may also be assisted in learn good study habits and skills and to discover and gain some perspectives of the educational and vocational possibilities. Various aspects of the curriculum afford rich possibilities of instruction in occupational opportunities and vocational planning and adjustment. If the schools has the "house system" or "home room", the teacher can assist the pupils through house activities in realizing 'their potentialities, planning for jobs, giving experience in citizenship and becoming more skilled in dealing with their teachers, peers and friends. Besides teachers the counselor can supplement the work of the teacher by organizing special peer activities such as class talks, career conferences, field trips, etc. He can teach occupational information courses, particularly at the delta and the school leaving stages. Occupational information is necessary not only when the students make vocational. Peer counseling activities may be of either longitudinal nature or of cross-sectional nature. In case of longitude activities the process extends over a long period with

a view to develop a comprehensive awareness of various aspects of the world of work concern with long range vocational and educational planning. Cross-sectional peer counseling work is concerned with a peer at a particular time focusing mainly on evaluative and diagnostic programmes. It becomes more important when the realistic understanding of the world of work is called for, when individuals are about to enter their life work. The longitudinal peer counseling aims at developmental while cross-sectional peer counseling focuses on bringing about adjustment. Cross-sectional peer counseling activities, generally, take the form of peer counseling or multiple counseling, their objective being to bring about a change in the attitudes of the individuals and to help them in making better and stable adjustments.

Check Your Progress-II

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

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

1. Ensures the following statements of the areas of counseling are true or false.

i) Parental counseling is a type of service that aims to provide the necessary knowledge to parents.

ii) Peer counseling assist in the identification of common problems.

2. Fill in the blanks.

i) In peer counseling .....people are in a helping relationship.

ii) ..... can be useful in dealing with these feelings of isolation.

3. i) What are the different methods of peer counseling?.....

ii) Who needs parental counseling?.....

6.3.4 Adolescents Counseling

Children frequently experience learning difficulties in school as a result of inner turmoil. Some of these children suffer from anxiety over broken homes and disturbed family relationships. Children who display behaviour problems such as; excessive fighting, chronic tiredness, violent outbursts, extreme withdrawal, inability to get along with peers, and a neglect of appearance need to be properly managed. In small groups, children have the opportunity to express their feelings

about a wide range of personal problems. If the group is structured properly, these children can receive psychological assistance at an early age, and will stand a better chance of dealing effectively with the tasks they face later in life.

For most people, adolescence is a difficult period. It is characterized by paradoxes. Adolescents strive for closeness, and yet fear intimacy and often avoid it. They rebel against control, and yet want direction and structure. While they push and test the limits imposed on them, they see limits as a sign of caring. They are not treated as mature adults, and yet are expected to act as though they had gained complete autonomy. They are typically self-centered and pre-occupied with their own worlds, and yet are expected to deal with social demands and expand their horizons. They are asked to face and accept reality and, at the same time, many avenues of escape are available in the form of drugs and alcohol. With adolescence come some of these conflicts: dependence/independence struggles, acceptance/rejection conflicts, identity crises, the search for security, pressure to conform, and the need for approval. Because of the stresses of the adolescent period, these years can be lonely, and it is not unusual for an adolescent to feel that there is no-one who can help.

Group counseling can be useful in dealing with these feelings of isolation, because it gives adolescents the means to express conflicting feelings, explore self-doubts, and realize that they share these concerns with their peers. Children and adolescents facing trauma like physical, emotional or sexual abuse are the most vulnerable individuals in society. They have many emotional challenges, issues and concerns to deal with on a day-to-day basis. It is therefore extremely important to provide them with proper emotional care and counseling. Child and adolescent counseling is a process between a child or adolescent and a counselor in a trusting relationship to help that child or adolescent explore and make sense of a traumatic experience that has happened to them (e.g. death of a parent, abusive situations). Child and adolescent counseling focuses on supporting the behavioral, emotional and social growth of children and adolescents.

Child and adolescent counseling aims to assist children and adolescents recover their self-esteem and confidence. It helps them understand that the trauma was not their fault and to address any fear or anger they are feeling. If children have a positive counseling experience when they are young, they are more likely to ask for help at other times in their lives. Typically there are three main types of counseling: 3Individual counseling, Family counseling or Group counseling. Working with children and adolescents, counselors sometimes also use Play, Art

or Music Therapy, which encourages young people to express them in other ways apart from speech.

6.4 RELEVANCE OF COUNSELING IN THE INDIAN SITUATIONS

Counseling in its widest connotation existed in one form or the other from time immemorial. In all cultures the elders not only set the norms of behavior within that culture but also counseled the youngsters to follow the norms. In India, elders especially parents and teachers thought that imparting counseling in the form of advice and guidance was one of their fundamental, and sacred duty. The often repeated adage, ***"Mata, Pita, Guru, Deivam" (Mother, Father, Teacher, God)*** reminded the youngsters not only of the agents of counseling but also of the priority as to who should impart counseling at various stages of life. Ancient epics of India are replete with depictions of counseling. Elders were only too ready to take up the role of counselors and youngsters sought counseling with prompt compliance. Many such incidents could be explained away as mere acts of 'giving advice'. But in most of those ancient transactions it is not difficult to see the scientific practice and ethics of modern counseling techniques. The most widely acknowledged counseling situation in the epics is that of the dialogue between Krishna and Arjuna in the battlefield of Kurukshetra. Whether this dialogue had all the characteristics of modern counseling may have to be answered by committed researchers in this area. Many often ask questions regarding the relevance and suitability of modern counseling techniques in all cultures. Experts in this field are of the opinion that the culture of India with the above heritage is potentially oriented to the modern techniques of counseling.

Indian scholars have consistently pointed out that modern western psychotherapy and counseling have had a failure on Indian soil as the development of India has been a largely Euro-American enterprise. Historically, psychology in the west actively distinguishes itself from theology and metaphysics, separated itself from its earlier preoccupation with the soul, and oriented itself instead to the study of human behavior. It committed itself to logical positivism and chose as its tool the inductive process of logical scientific reasoning.

The discipline of psychology emerged from this framework in direct response to psychological needs that had their roots in western socio cultural milieu. This continues to be the ethos that is founded on materialist individualism: a culture that celebrates the individual's freedom for self determinism.

The notion of cultural preparedness is critical here. The methods of counseling that emerged in the west were created by members of a particular culture in response to needs expressed from within this culture. The approaches in effect were developed by a people and for a people with certain cultural orientations. Counseling needs in the Indian context emerge against the background of tremendous social change. In addition, the last ten years of economic reform have enhanced the pace of these changes and further transformed life styles. Counseling services are poorly defined and presently anyone at all with little or no training can offer these services. Available counseling services are largely based on Western approaches to psychology. These approaches have been widely criticized as not being relevant to the Indian cultural context. A relevant and culturally valid counseling psychology therefore has remained a fledgling discipline. Psychological thought is not new to India, and ancient traditions present ideas and constructs that are rich in possibilities for application.

Check Your Progress-III

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

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

1. Ensures the following statements of the areas of counseling are true or false.

i) Adolescent counseling aims to assist children and adolescent recover their self-esteem and confidence.

ii) Adolescent counseling focuses on supporting the emotional and social growth of children.

2. Fill in the blanks.

i) .....facing trauma like physical, emotional or sexual abuse are the most vulnerable individuals in the society.

ii) ..... is a difficult period in a life.

3. i) What is the benefits of adolescents counseling?.....

6.5 LET US SUM UP

Dear learners, in the light of above discussion we have come to know that Counseling is a learning oriented process carried in a simple one to one social environment in which the counselor, professionally competent in relevant psychological skills and knowledge seeks to assist the client by methods appropriate to the latter's needs and within the context of the total personnel programme, to learn bow to put such understanding into effect in relation to more clearly perceived, condition. The general public tends to view counseling as a therapeutic function and emphasizes immediate goals, such as problem resolution, tension reduction, and the like. Counselee may refer to the verdict of a particular rivalry or bad situation. However, the goals of counseling are appropriately concerned with such fundamental and basic aspects such as self-understanding and self-actualization. These help provide the counselee with self-direction and self-motivation. Counseling in its attitude and attribute is productive. It aims at assisting the individual to develop such that he becomes psychologically mature and is capable of realizing his potentialities optimally. Counseling has no miraculous solutions. The only concise, rational and pragmatic view of counseling is that it is not and cannot be everything to everybody. It is concerned with helping individuals find prudent and feasible solutions to their problems by helping them gain a vision into themselves so that they are able to apply their own potentialities and opportunities and thus become self-sufficient, self-directed and self-actualized.

6.6 LESSON END EXERCISE

1. What are the different areas of counseling?
2. Describe different approaches of family counseling in details.
3. Why parental counseling is necessary?
4. How does an adolescent achieve positive mental health?
5. What are different methods of peer counseling

6.7 SUGGESTED FURTHER READINGS

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6.8 ANSWERS TO CHECK YOUR PROGRESS

Answers to Check Your Progress-I

1	i) True	ii) True	iii) False
2	i) conjoint family counseling		ii) collaborative

Answers to Check Your Progress-II

1	(i) True	(ii) True
2	(i) two or group	(ii) Group counseling

Answers to Check Your Progress-III

1	i) True	ii) True
2	i) Child and adolescent	ii) Adolescence

LESSON NO. 7 **UNIT- II**

ROLE OF TEACHER AND SCHOOL ADMINISTRATOR AS COUNSELOR

STRUCTURE

7.1 Introduction

7.2 Objectives

7.3 Role of Teacher as Counselor

- 7.3.1 Teacher's Role in Counseling
- 7.3.2 Why Students Needs Counseling?
- 7.3.3 Who is Counselor?
- 7.3.4 Characteristics of Effective Counselor
- 7.3.5 Teachers' Qualities for Being Effective Counselor
- 7.3.6 Role of Teacher in Counseling at Various Levels

7.4 Role of School Administrator as Counselor

7.5 Characteristics of Effective Counseling

7.6 Lets sum up

7.7 Lesson End Exercise

7.8 Suggested Further Readings

7.9 Answers to Check Your Progress

7.1 INTRODUCTION

Counseling is a collaborative efforts between the counselor and the client. It is a two way process. There is a mutual relationship between the two individuals. It helps an individual's to gain self understanding, self acceptance and self realization. It is a way of healing hurts. It allows people to discuss their problems and difficult feelings they encounter in a safe and confidential environment. It is both a science and an art. It is a science because to offer counsel, advice or assistance, the counselor must have the knowledge of the basic principles and techniques of counseling. The counselor must be able to use any of these basic principles and techniques as paradigms in order for him to counsel well. However,

it is not enough to use know these basic principles and techniques. The other important aspect is for the counselor to know how to counsel-the art of counseling. This aspect considers counseling as a relationship, as a sharing of life, in the hope that the person who is hurting will be healed. In this unit we will briefly discuss the role of teacher and school administrator in counseling programme and characteristics of effective counseling.

7.2 OBJECTIVES

After going through this lesson, you shall be able to:

- enumerate the role of teacher as counselor,
- discuss the role of school administrator as counselor, and
- explain the characteristics of effective counseling.

7.3 ROLE OF TEACHER AS COUNSELOR

It is the teachers only who are responsible for the shaping the life of the students. In this context, their role is very important as they know a student better, their strengths and shortcomings that can help them find the possible change to bring in their personality. Counseling is an integral part of teaching and learning process and Teacher is a significant player in the counseling process. The counseling minded teacher is the one within the school who knows the most about the child. He/she observes the child in different situations and even out of the classroom. He/she notices the frustrating, boring and the stimulating situations. As a result of developing keen insight regarding the child's needs, the teacher becomes the key figure among the school counseling person. The teacher employs a number of techniques to affect pupil counseling. He/she gains knowledge of the pupil and his/her environmental opportunities. The teacher gains deeper understanding by testing, by observing, by keeping anecdotal records and by talking with pupils, with parents and with other individuals. Many facts of the life of the student are made clear to the teacher. Knowing the pupil is an indispensable basis for counseling. As the teacher becomes aware of the more difficult problems, he/she may be able to offer counseling him/herself or refer such cases to specialists.

7.3.1 Teacher's Role in Counseling

Teachers affects the lives and personalities of children, and their influence goes far beyond the academic area and what can be measured by achievement tests. "If the teacher will accept each pupil as he is, with all his strengths and

weaknesses, and will help him to improve where he needs to improve, the teacher will have many opportunities to help pupils understand and accept themselves and to aid them in defining reasonable life goals-two major aims of counseling. He may also influence the attitudes and feelings which contribute to making independent choice either easy or difficult."

(i) **Teacher Makes Better Planning**: Planning is to decide ahead of time what an individual wants to do, and the way he will do it. Part of a counseling teacher's role includes assisting the students plan their activities. In the counseling teacher helps students to plan their educational, vocational and personal social activities realistically in order to assist them in achieving their goals.

(ii) **Teacher Studies Children:** Child study is a basic teacher's role in counseling and is accomplished through the use to both formal methods involving tests and cumulative records and informal methods based upon observations of the pupil in his classroom and in other settings. The teacher learns much about the child as he studies the pupil's production, his oral and written work, his art work, and his reading record. The teacher seeks to observe hobbies and interests as an aid to motivation through understanding. Observations of behavior systematized through the use of the anecdotal record provide a rich source of data for child study.

(iii) **Teacher Collects Data about Children:** Early identification of pupils needs to make educational planning more valid. Identification and planning, however, must be continuous and not a one-time experience. Identification involves observation in many areas of behavior, a study of developmental records, and interviews with parents and children. The teacher will also participate in the collection of data by more formal methods and will utilize all the data in the cumulative record of the child. Such data usually cover personal and family background, health, attendance, scholarship, and activities both in and out of school. The cumulative record which the school develops is designed to help teachers function more effectively by grouping the data collected so that conclusions are more easily drawn. Effective use of pupil records is possible only when the information covers all the fundamental areas of human development and when it is so organized that developmental patterns are evident. Then the record can be analyzed with a reasonable expenditure of time and effort.

(iv) **Teacher Counsels:** The teacher works with individuals as well as groups, and there is a kind of counseling which is a legitimate function of the classroom teacher. Only in the classroom climate which is really conducive to learning can such a rapport be established, because it is based on respect for the individual and reflects attitudes and not processes. When the pupil is unable to relate to the classroom teacher, or when the case calls for techniques beyond the ability of the teacher, the child should be referred to the school counselor. Many teachers are including courses in guidance in their graduate programmes, and these teachers often possess skills which make for effective counseling. If a teacher finds it difficult to accept the basic philosophy of counseling, he cannot be expected to do counseling, as such, in his work. Each teacher will have to decide for himself what limits for counseling are imposed by his own personal values and needs, his professional development, and his group or class responsibilities. He has the responsibility for using all available counseling resources as they are needed.

(v) **Teacher Provides Useful Information's**: In counseling the teacher is always able to provide the school and the students with better knowledge of educational, vocational and personal – social opportunities in order to have the benefit of making informed decision and choices. This role of teacher as counselor involves the collection of data in diverse areas of education, career and social life for presentation to students in order to be informed so that they can make decisions with ease in increasingly complex society.

(vi) **Teacher Carries Out Placements:** The teacher carries out placement role in and outside the school setting. In the school setting, placement can be carried out by placing students in appropriate classes and/or schools, courses, training or vocations. He or she can also do placement for students who are to go for attachment, practical or industrial training outside the school setting. The teacher is always armed with tools that could be used for effective placement within or outside the school setting.

(vii) **Teacher Understands the Students:** In the guidance programme, the pupil or the person is considered a social point. The problem is secondary. Hence, it is essential to understand him, the teacher should be aware of Guidance Philosophy. To achieve this objective, a teacher should follow the following points:

(viii) **Teacher Does Orientation with Students:** This serves the purpose of acquainting new students in an academic environment with the facilities, challenges and problems and prospects in their new school. In counseling it allows the teacher to make the new students psychologically stable in the new environment (new school) because they will be meeting with new set of people, administration, rules and regulations and environment which may require adjustment for them to be able to cope perfectly.

(ix) **Teacher Uses Better Evaluation Techniques:** This enables the teacher to assess the effectiveness of his stewardship in the school system. The evaluation can be carried out through the use of interview, observation or questionnaire. These measurement instruments are used to gather data which will reveal whether or not the services provided are adequate in the school. The gathered information will enable the teacher to improve upon the services he/she is providing or modify or suspend anyone that is not achieving the desired result.

(x) **Teacher Offered Consultation:** Consultation here refers to interaction between the teacher and with other professionals in the school setting. It is an avenue through which technical assistance are offered to other professionals in the school in order to become more effective in the services they offer to the students.

(xi) **Teacher Holding Counseling Interview:** A teacher as counselor is responsible for providing counseling in accordance with the individual needs of the pupils. Through counseling interview, he helps the pupils by associating their experiences with their actual behaviors after evaluating these experiences. His major job is to provide educational and vocational guidance. The counselor helps the pupils in developing problem-solving skills, independent thinking, and planning ability to make decisions. For this, he can make their small groups too.

(xii) **Teacher Conduct Researches:** The teacher conduct researches and prepares a plan to know whether the counseling programme in school has actually achieved desired objectives and whether the pupils' needs have been fulfilled? In this way, the teacher as counselor performs many researches in school setting to evaluate the effectiveness of counseling programmes.

(xiii) **Teacher Develops the Personality:** The teachers remain in personal contact with all the pupils. They know them personally. The teacher can

take advantage of his closeness by collecting all types of information regarding pupils. They can collect information's very convenient concerning the family background of the pupils, behaviors towards their classmates. The result of all these problems may affect the personality for the pupil adversely.

(xiv) **Teacher Solves Maladjustment Problems:** On the basis of information's, the teacher does not allow to create such an environment in which the pupils feel themselves mal-adjusted or unadjusted. Hence, the teacher remains in-touch with the problems of the pupils. If these problems are not eliminated, inferiority complexes are created in the pupils who further develop unhealthy attitudes. These unhealthy attitudes adversely affect their studies and behaviors. For teacher, it is wrong to consider all the pupils alike. It is also wrong to expect similar success from all the pupils. It can prove harmful to the pupils. Such considerations may enhance the possibilities of mal-adjustment.

(xv) **Teacher Provides Assistance in Moral Development:** In counseling the teacher encourage the pupils to speak the truth frankly and can help them in their moral development.

(xvi) **Teacher Develops Interests and Healthy Aptitudes:** A teacher involved in the school counseling programme can search out the interests and aptitudes of the pupils and can prove helpful in providing them proper direction.

7.3.2 Why Students Need Counseling?

Counseling services in schools and colleges need to be administered to meet the administrational and educational needs of the students. Counseling is needed by students for the following reasons:

- Counseling helps in the overall development of the student.
- It ensures that the students make proper choices of courses.
- It ensures that the students make proper career choices and do not go wrong.
- It facilitates the students in their vocational development.

- It motivates the fresh graduates to carve a niche for themselves in society.
- Guidance and counseling services are necessary to help students face the situations of life and adjust to their environment physically, mentally as well as emotionally.
- It motivates students from weaker sections of the society to perform well at the educational and vocational levels.
- It encourages the students to take the right decisions in case of confusion and turmoil.
- To prevent wastage and stagnation of educational and vocational resources.
- To identity those students who need special help and assistance.
- Counseling ensures that students spend their leisure time and time spent outside the classroom in a productive manner.
- It helps to minimize indiscipline among students

7.3.3 Who is Counselor?

The term counselor has numerous meanings. Most often it is used to describe someone who is a therapist, which could mean a licensed clinical social worker, a marriage and family counselor, a psychologist or even a psychiatrist who conducts regular therapy sessions. Counselor is also a term used to describe lawyers, who advocate for others in court or give legal advice, a person working as a representative of a state, a person working at a children's camp, at a school to give academic advice, or for a church. An effective counselor can identify negative thinking patterns such as feelings of sadness, depression or anxiety. By encouraging you to build upon personal strengths and suggesting skills that can overcome self inflicted feelings of hopelessness, a counselor can help you develop a more positive attitude.

7.3.4 Characteristics of an Effective Counselor:

A good counselor can assist individuals in making positive changes in their relationships with others, helping them to recognize behaviours that may be contributing to a troublesome relationship. A counselor can teach effective ways of communicating, clearing the way for honest exchanges with people who may be causing you emotional pain. Counselor skills would certainly include knowledge

of the psychological theories underpinning our understanding of the human experience. Without that understanding, using the techniques proponents of a particular theory offer becomes robotic, and can diminish a client's experience of counseling. Counselor must have an awareness of theories of personality and abnormal personality. Counselor should be aware of multi-cultural issues. Following are the important characteristics of a counselor;

(i) **Self-Awareness:** Counselor's who are self aware are likely to have clear perception of their own and clients' needs and accurately assess both. Such awareness helps counselors' to be honest with themselves and others and build trust and communicate clearly and accurately.

(ii) **Empathy:** The quality of empathy is a must for the counseling process to succeed. It is the ability to emotionally understand what other people feel, see things from their points of view, and imagine self in their place. So, it is must to have the quality of empathy in counselor.

(iii) **Unconditional Positive Regard:** Rogers came up with a term called, 'unconditional positive regard' to refer to 'necessary and sufficient conditions for therapeutic change' in the counseling relationship. Rogers emphasized that the counselor's positive feeling for the client must never be conditional in nature. Counselor should have non-judgmental, positive and genuine dispositions towards the client irrespective of the client's feelings or emotions.

(iv) **Genuineness:** Genuineness is important part of counselor. It refers to a set of counselor attitudes and behaviours essential to a high level counseling process. A counselor can be genuine by having a behavioural understanding of what it is to be genuine, together with a moral quality which is essentially a human value.

(v) **Warmth:** The quality of being warm refers to a situation, where a person shows interest in other individual/group. There is an element of support involved in being warm. Warmth implies attentiveness as well as patience to listen. A word of caution here, a too warm counselor may lead towards the development of over-dependence on the part of the client. The ideal feeling of being warm is the one which demonstrates that the counselor is non-judgmental and is honestly interested in his/her client.

(vi) **Attentiveness:** Being attentive means giving all of physical attention to another person so that you are fully present for them. This will help to

notice what the client is not saying, by noticing their body language, and also their pace of voice.

(vii) **Concreteness**: It can be termed as a type of skill. It is an ability to listen, to what is being said by the client, instead of what is being implied. A counselor possessing the skill of 'concreteness' does not go for details (regarding psychological explanations) of what the client is speaking about, but instead tries to understand what the client is trying to express. A concrete counselor, invariably, listens to and accepts what the client is saying and does not quickly make his judgments.

(viii) **Objectivity:** To remain objective in the counseling process means to be able to stand back and observe whatever is happening from a neutral frame of reference and not distorted by perceptions, biases and expectations.

(ix) **Open Mindedness:** The open minded counselor is able to accommodate the client's values, feelings and perceptions even if they are different from his or her own. Open-mindedness also implies the ability to listen, to respond, and to interact with the client free from the constraints of imposing value criteria.

(x) **Sensitivity**: Sensitivity is a prime factor in contributing to counselor effectiveness. It implies that the counselor makes a deeper and spontaneous response (cognitive and emotional response) to the client's needs, feelings, conflict, doubts and so on.

(xi) **Non Dominance:** The non dominant counselor is one who is capable of sitting back and allowing the client to initiate and direct the course of counseling interview. Counseling requires counselor to be able to listen to whatever the client expresses and listening is possible only if the counselor controls any dominating tendencies.

(xiii) **Confrontation:** Counselor's ability to confront should not be understood in a negative connotation. In confrontation the counselor challenges the client to examine, modify, or control an aspect of behaviour that is improperly used. A good, responsible and appropriate confrontation produces growth and encourages an honest examination of oneself.

(xiv) **Sense of Humor**: Humor involves giving a funny, unexpected response to a question or situation. It requires both sensitivity and timing on part of the counselor. A sense of humor comes quite handy, in rescuing most of the sensitive or delicate situations. It is never aimed at demeaning anyone.

It also does not mean that a counselor should start taking the conversation during counseling session lightly. If used properly, it is a 'clinical tool that has many therapeutic applications' (Ness 1989). Humor can circumvent client's resistance, dispel tension and help clients distance themselves from psychological. Even subjects dubbed as 'taboos', can be easily confronted with the help of a sense of humor.

7.3.5 Teachers' Qualities for Being Effective Counselor

- The teacher should understand and accept the pupil's emotions. He should never think that providing guidance to all the pupils would be useless. The teacher should not be pessimistic regarding the pupil.
- The teacher should understand the variations in the pupils and should be familiar with their abilities. Some variations exist in them. Hence, each pupil should be considered independent entity.
- It is essential to have psychological background for the teacher in order to understand the abilities and characteristics of the pupils. The psychological study of the pupils is very essential.
- The teacher should behave with the pupils taking into consideration that their each behaviour has one or the other reason. As a result of this reason that pupil behaves.
- The teacher should contact those pupils personally who are facing problems in selecting the vocation after leaving the school or in selecting the subjects.
- The teacher should understand in detail the interests of the pupils, their aptitudes, needs, achievements etc.
- He should not be rigid in his method of approach. He should approach the problem from various angles and should be willing to change the method if he finds appropriate to do so.
- He should have patience. He should listen patiently to what the students say. Patient hearing will create confidence in the student.
- He should give due credit and recommendation for the work done by the pupils.
- He should show equanimity when mistakes are made by the students. He should not show surprise at any behaviour.
- He should have adequate up-to-date knowledge of educational and vocational areas.

7.3.6 Role of Teacher in Counseling at Various Levels

(i) **Elementary Level**: It is a common observation that children are happy and often ignorant about the problems of adjustment. They are usually enthusiastic and can become interested in things easily but their interests do not last long. Besides the home, the school engages them for most part of their waking lives. If the school experiences are unpleasant, it could be most unfortunate for the child. Counseling elementary school children involves helping them with their learning problems and making their experiences at school enjoyable and engaging. The major aim of counseling at this level is the prevention of emotional breakdowns. Children have problems of adjustment as they pass through a transitional stage of being the centre of the scene in their homes to being in a state of anonymity in the classrooms. The warmth and affective relations which are so vital at home are absent in the school and this sense of loss of importance may make them feel disappointed with the school. There could also be problems of learning if the curricular materials are not adjusted to the child's abilities. There could be problems involving other pupils and these may lead to bullying by a few and by a lot more of the children. It is increasingly recognized that many emotional problems experienced by people later in life can be traced to childhood years. Early identification and alleviation, if not elimination, of emotional problems will go a long way towards ensuring the healthy development of children into useful citizens.

(ii) **Secondary Level:** The Secondary school years for children are co-terminus with their early adolescence and post puberty years. The need for helping young boys and girls deal with problems of growing up is great. They tend to become emotionally highly strung, develop fads and fetishes, and if not suitably helped to outlive them may become emotionally crippled. It is during this stage that there is a tremendous all-round development in them. Unfortunately the only obvious aspect, namely, physical development, is given much attention. The adolescents have their individualistic ideas, interests and emotions and are keen to express them and look forward to proper recognition and encouragement. The counselor's role with the high school pupils lies in showing warmth, understanding and friendliness by which he can win the confidence and trust of the pupils and with the help of these, desirable attitudes, interests and goals can be inculcated. The counselor can help the pupil gain insight

into his problems and help resolve some of the problems which could assume tremendous proportions if neglected at this stage. Another important aspect is to help the pupil develop vocational consciousness, occupational interests and related goals. Most societies hold academic achievement to be an important goal for adolescents. At this level pupils have to be given vocational counseling to enable them to prepare themselves to choose an appropriate occupation and to progress in it. All educational guidance implies vocational guidance also.

(iii) **College Level:** A total Counseling progress at the collegiate level would comprise an extension of the various services provided to the students at the earlier stages of their lives. The collegiate student is for all practical purposes an adult with no adult responsibilities. The objectives of higher education include the development of (1) a sound philosophy of life. (2) an ability to enjoy life in many areas. (3) Sensitivity to the different aspects of the environment and (4) Capacity to be free willed individuals, that is individuals. Counseling service at the collegiate level is fairly comprehensive. It is culmination of the guidance the pupil receives at all the lower school levels. It emphasizes constructive self guidance among students in meeting adult responsibilities.

Check Your Progress-I

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

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

1. Ensure the following statements of the areas of counseling are true or false.

i. Teacher's support and participation is crucial to any counseling programme.

ii. In counseling programme teacher integrate occupational, educational, and personal-social information of students.

iii. Vocational counseling is given at elementary level.

2. Fill in the blanks.

i. Counseling interviews are held by the……

ii. At……student needs maximum counseling.

3. i) What are the important qualities of a teacher to being effective counselor?.....

7.4 ROLE OF SCHOOL ADMINISTRATOR / HEAD AS COUNSELOR

The school administrator (head/principal) is the chief executive within the school-system. He is by virtue of this position expected to provide leadership for all school-based programme, including school counseling programmes. In School counseling Services the school administrator have specific roles and responsibilities for the success and effectiveness of school counseling programme. It should, however, be restated that only through the team-approach could the counseling programme yield the best results. Perhaps, it is important at this junction to examine the functions of school administrator as counselor. Following are the role of school administrator/head as counselor;

- **Recognize and Appreciate the Need of Pupils**: The administrator should recognize and appreciate the need for and the importance of a comprehensive school counseling programme for all pupils.
- **Make Proper Budgetary Allocations:** He should make provision in terms of budgetary allocations and physical plant planning for effective delivery of school-counseling services.
- **Provide Administrative Support Systems:** To provide the needed facilities, equipment, supplies and clerical and administrative support-systems for effective school counseling.
- **Direct and Coordinate School Counseling Programme:** School administrator should direct and coordinate school counseling programme cooperatively with other members of staff within the school.
- **Setting-up the School Counseling Committee:** Take responsibility for setting-up the school counseling committee after consultation with the counselor and other staff in the school.
- **Consulting with Staff and other Members:** School head Take responsibility for consulting with members of staff to arrive at unanimous decisions on such matters pertaining to organizational structure, individuals' roles and functions of all personnel involved in school-counseling programme.
- **Make Planning:** Plan, initiate and develop a tradition of in-service training for school counselors.

- **Mobilize Community Based Resources:** School administrator coordinate and mobilize community based-resources to enhance school counseling programme.
- **Ensures Growth Promoting Environment:** The most important counseling role of the school principal is perhaps to ensure that the whole school climate becomes a growth-promoting environment where pupils and teachers are free to be themselves even while still in teaching-learning contexts.
- **Helps the Teachers:** The school administrator can help at least the teachers of his own school regarding the counseling programme and in understanding various problems.
- **Distributing Duties:** It is the important responsibility of the school administrator is to distribute the duties to the counseling workers according to their abilities and capacities and depute them needfully.
- **Make Supervisions:** The supervision of counseling process is the important step towards the success of counseling process.
- **Spare Sufficient Time for the Counseling Work:** The headmaster should spare sufficient time for the counseling work. Only then this programme will gain success. Once a week counseling programme is not sufficient. This may reduce confidence of the pupils towards counseling programme.
- **Take Financial Decisions:** The school head has financial powers. Hence, it is his responsibility to make financial provision for counseling programme.
- **Evaluating the Results of Counseling Programmes:** The school head helps the pupils by evaluating the effects or results of the counseling programme with the help of his fellow teachers.
- **Make Parents/Guardians' Familiar with Counseling Programme:** It is the main part of the school administrator to make the guardians and parents of the pupils familiar with the counseling programme.
- **Constitutes Counseling Committees:** School head constitute a counseling committee in the school. He should be the head the committee. All the members of the committee decide the counseling activities. The selection of the members of the committee should be made very carefully.

- **Organize in-Service Education programme:** The school head organize in-service education in order to provide training of counseling work to the teachers. For this, able and expert persons associated with this task should be invited. In schools too, part-time courses can be started.
- **Appoints Other Personnel:** To ensures effective implementation of counseling services appoints other related counseling personnel such as professional counselor, doctor, psychologist and many others.
- **Provides Infrastructural Facilities**: It is the responsibility of the headmaster to make all types of facilities available for the counseling programme, such as, sufficient furniture, counseling office, sufficient funds to purchase all types of materials.
- **Check the Teaching Workload of the Teachers:** School head check the teaching-work-load of the teachers before assigning them additional work of counseling. To whom the counseling work has been assigned, their teaching work-load should be reduced.
- **Explain the Objectives of Counseling Services:** It is the moral duty of the head that he should explain the counseling services to the school and the society.
- **Re-evaluate and Re-determine the Counseling Services:** The school head re-evaluate and re-determine the counseling services from time to time. He can hand over this duty to the counseling committee. The committee should make recommendations for the reforms or modifications in the programme. The execution of the recommendation should be the duty of the headmaster.
- **Modify Counseling Programme:** The school administrator modify counseling programme in consultation with the pupils and their guardians.
- **Manage the Counseling Literature:** The school head manage the literature related to the counseling and arrange its proper distribution.
- **Working Together:** School head and counselor working together and make plan an organized programme of counseling services which include the following; (1) in-service education for teachers; (2) consultation services for teachers and parents; (3) counseling services for children; (4) referral services for children; (5) follow-up and research activities, and (6) evaluation studies.

- **Coordination between Counseling Services:** Another role of a school head is to coordinate between various counseling services including testing and career information's.

Check Your Progress-II

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

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

1. Ensure the following statements of the areas of counseling are true or false

i. School head is the chief executive of whole education system.

ii. Only school head can make provision in terms of budgetary allocations.

iii. School head has no financial powers.

iv. School head makes supervision of counseling programme.

2. Fill in the blanks.

i. Results of the counseling programme are evaluating with the help of.....

ii. Counseling activities are decided by the.....

3. How a school head ensures growth promoting environment?.....

7.5 CHARACTERISTICS OF EFFECTIVE COUNSELING

Counseling involves a relationship. It involves a relationship between a professionally trained, competent counselor and an individual seeking help. This relationship is not casual, matter of fact or business like. Counseling is characterized by warmth, understanding, acceptance and trust. Following are the characteristics of effective counseling;

- **Dynamic:** The important characteristic of an effective counseling that it should be dynamic in nature. Here dynamic means the vibrant relationship between the counselor and the counselee.
- **Developmental and Preventive:** Another feature of an effective counseling that it is for all. Especially in the school situation counseling is meant for all the students and not only for those who are facing problems or other exceptional students. As we have already discussed in the school situation counseling is more developmental and preventive than remedial in nature.

- **Develop Decision Making Ability:** The aim of counseling is to help a student take right decision, make appropriate choices or seek direction.
- **Develops Sense of Responsibility:** Effective counseling helps a counselee to acquire independence and develop a sense of responsibility, explore and utilize his potentialities.
- **Comprehensive:** Effective counseling must be comprehensive. It is more than advice giving. The progress comes through the thinking that a person with a problem does for himself rather than through solutions offered by the counselor.
- **Emotional as well Intellectual**: Emotional rather than purely intellectual attitudes are the raw material of the effective counseling process.
- **Motivating:** A good counseling must be motivating. It helps an individual to know himself better, gives him confidence, encourages his self directedness and provides him with new vision to grow.
- **Learnability**: Effective counseling is a process of change, development and learning.
- **Formal as well as Informal**: Counseling is not a formal process. It is formal, private and personal.
- **Directing:** An effective counseling should be directed and face to face relationship.
- **Continuing in Nature:** Effective counseling always in continues process.
- **Behaviour Changing**: Counseling is a personal or individual process. Counseling is a series of direct contacts with the individual which aims to offer him assistance in changing his attitudes and behavior. It is always personal. It cannot be performed with a group. Counseling services in the school also help students relate behavior meaningfully to cognitive achievement and the chances of success in life.
- **Socially Responsible:** Another important characteristic of counseling is that the counseling is to make counselee cheerful, to gain confidence for social responsibility.
- **Judicious:** Effective counseling always judicious. Counseling is for enabling the client to do judicious thinking.

- **Develops Self Understanding:** Counseling is not interviewing but conversing with the client in order to help him/her develop self-understanding.
- **Develop the Skills:** Effective counseling should develop the skills of self study, self analysis and self understanding.
- **Helps in Developing Awareness of Opportunities:** Counseling services should help students develop awareness of opportunities in the personal, social, educational, vocational areas by providing them with appropriate, useful and useable information.
- **Helps in Acquiring Skills of Collecting Information's:** Also, counseling services in the school should help students acquire the skills of collecting and using appropriate information.
- **Assist in Making Appropriate Leisure Choices:** Effective counseling should assist all students in making appropriate and satisfactory personal, social, educational, vocational and leisure choices.
- **Develops Positive Attitude:** Counseling service should help students to develop positive attitude to self, to others, to appropriate national issues, to work and learning.
- **Develops Self Understanding and Self Direction:** Effective counseling programme should help students acquire as early as possible in their lives a positive image of selves through self understanding and self direction.
- **Develop Potentials:** Good counseling services should help students who are under achieving to use their potentials to the maximum.
- **Sharpen Students Perception:** Effective counseling help to build up or sharpen the students' perception of reality, development of a sense of autonomy and to whip up the motivation for creativity and productivity.
- **Develop Problem Solving Ability:** Counseling services in the schools should assist students in the process of developing and acquiring skills in problem solving.
- **Helps to Understand the Needs and Problems of Students:** To work with significant others in the life of students by helping them to understand the needs and problems of the students with the purpose of creating,

arousing and sustaining their interest in and their understanding of the students' needs, problems and goals so that the students can be optimally helped to attain their goals, handle these problems and those needs.

- **Helps in Using Human Resources in a Better Way:** Counseling helps to route the nation's human resources into appropriate, useful and beneficial channels thus preventing unnecessary economic wastage.
- **Identify and Nurture Human Potentialities:** Counseling services should help identify and nurture human potentialities in various fields or endeavors thus ensuring adequate manpower development in various sectors of the economy.

Check Your Progress- III

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

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

1. Ensure the following statements of the areas of counseling are true or false.

i. Teachers affect the lives and personalities of children.

ii. There is no need to have psychological background for the teacher.

iii. School administrator has to check the work load of the teachers.

2. Fill in the blanks.

i. Counseling is for enabling the client to do……..thinking.

ii. Effective counseling sharpens students……

3. i) What are the important characteristics of effective counseling programme?.....

7.6 LET US SUM UP

We have come to understand Counseling is a scientific technique is based on a set of principles and assumptions. Counseling assumes that every individual is capable of taking his/her own decisions and also that he/she have a right to choose his/her path. The school counselor does not give him/her advice or solves problems for him/her but only facilitates judicial thinking and decision-making. Teachers have multiple roles to perform nowadays. To fulfill their roles professionally, teachers need to be competent in their responsibilities towards their students inside and outside the classroom. One important teacher role inside

and outside the classroom is to provide counseling to students. In counseling programme school teachers engage in appraisal of pupil characteristics, adjustment of behavior, evaluation of individual performance, etc., and may even undertake some individual counseling. To the extent that these functions are performed professionally, teachers are participating in guidance practice. On the whole, the school counselor is expected to provide technical leadership for school counseling programme. Most of the functions highlighted above reinforce the role of the school counselor as the technical and professional leader of all counseling activities in the school.

7.7 LESSON END EXERCISE

1. What are the teachers' qualities for being effective counselor?
2. Discuss the role of a teacher as counselor.
3. What is the role of teacher in counseling at various levels?
4. How a school administrator plays his role in counseling programme?
5. Enlist the important characteristics of an effective counseling.

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7.9 ANSWERS TO CHECK YOUR PROGRESS

Answers to Check Your Progress -I

1. (i) True (ii) True (iii) True (iv) False

2. (i) teacher (ii) college level

Answers to Check Progress-II

1. i) True ii) Trueiii) False iv) True

2. i) fellow teachers ii) school head

Answers to Check Progress-III

1. i) True ii) False iii)) True

2. i) judicious ii) perception

LESSON NO. 8 UNIT- III

BEHAVIORAL PROBLEMS

STRUCTURE

8.1 Introduction

8.2 Objectives

8.3 Concept of Behavioural Problems

- 8.3.1 Definitions of Behaviour Problem
- 8.3.2 Signs of Behavioural Problems
- 8.3.3 Criteria of Problem Behaviour
- 8.3.4 Types of Behaviour problems
- 8.3.5 Causes of behavioural problems
- 8.3.6 Treatment of behavioural problems in children

8.4 Aggression

- 8.4.1 Forms of Aggression
- 8.4.2 Symptoms of Aggression?
- 8.4.3 The causes of aggression
- 8.4.4 Role of Teachers in handling Aggression in children

8.5 Anxiety

- 8.5.1 Types of anxiety disorders
- 8.5.2 Symptoms of anxiety
- 8.5.3 Treatment of anxiety disorders

8.6 Depression

- 8.6.1 Symptoms of depression
- 8.6.2 Causes of depression
- 8.6.3 Role of teacher in dealing with depression

8.7 Truancy

- 8.7.1 Causes of Truancy

8.7.2 Effects of Truancy

8.7.3 Preventing Truancy

8.7.4 Role of Teachers in minimizing truancy

8.8 Delinquency

8.8.1 Definitions of delinquency

8.8.2 Categories of Juvenile Offenders

8.8.3 Symptoms of Delinquency

8.8.4 Classification of Juvenile Delinquency

8.8.5 Causes of delinquency

8.8.6 Preventive Programmes of Juvenile Delinquency

8.9 Peer Pressure

8.9.1 Positive & Negative effects of Peer Pressure

8.9.2 Types of peer pressure

8.9.3 The causes of peer pressure

8.9.4 The effects of peer pressure

8.10 Bullying

8.10.1 Types of bullying

8.10.2 Characteristics of Bullying

8.10.3 Causes of Bullying

8.10.4 Role of Teacher

8.11 Inferiority Complex

8.11.1 Types of inferiority complexes

8.11.2 Signs of an Inferiority Complex

8.11.3 Causes of Inferiority Complex

8.12 Maladjustment

8.12.1 Characteristics of a Maladjusted Person

8.12.2 Causes of Maladjustment

8.13 Role of Teacher in Dealing with Behavior Problems

8.13.1 Functional Behavioural Assessment

8.13.2 Steps in Functional Behavioural Assessment

a) Direct Assessment

b) Indirect Assessment

8.13.3 Management of Problem Behaviour in School Children

8.13.4 Teachers and Behavior Problems of children

8.14 Let Us Sum Up

8.15 Lesson End Exercises

8.16 Suggested Further Readings

8.17 Answers To Check Your Progress

8.1 INTRODUCTION

This lesson will focus on classroom strategies and interventions that address the behavioural problems of students. Unique and individual interventions are more important than any prescribed behaviour program. Some examples of useful interventions include building relationships, adapting the environment, managing sensory stimulation, changing communication strategies, providing prompts and cues, using a teach, review, and re-teach process, and developing social skills. The classroom teacher needs to ensure acceptance for all students in the classroom.

Understanding the root cause of the child‘s behavior problem is essential, as without this it is unlikely that any behaviour strategy will be sustainable. There are five basic models in understanding child behaviour. These include: biological, behavioural, cognitive, systemic and psychodynamic.

Effective behaviour management is based on the teacher‘s ability to successfully create a well-managed, structured classroom environment so that learning can occur. Teaching a number of children with different needs, behaviours and attention spans can be challenging. However, when a positive learning culture is created, the children will learn better because they will know what is expected of them. The present lesson share with you information regarding role of teacher in dealing with behavioural problems like aggression, anxiety, depression, truancy, delinquency, bullying, peer pressure and inferiority complexes among maladjustment among students. The understanding you gain through reading this Unit will enable you to identify behavior problems in your students and help them in dealing with their problems and modify their behavior.

8.2 OBJECTIVES

After going through this lesson, you shall be able to:

- explain the concept of behavioural problems in children,
- Identify the causes of these disorders,
- categorize behaviour problems,
- explain the prevention and management of behavioural disorders,
- list the steps to be taken by the counselors in helping children with behaviour problems,
- describe the various preventive steps to be taken in regard to behaviour problems,
- examine the procedures of behaviour modification,
- propose suggestions for dealing with behaviour problems of students,
- explain the role of parents and teachers in the management of behaviour problems in students, and
- discuss role of teacher in dealing with behavioural problems like aggression, anxiety, depression, truancy, delinquency, bullying, peer pressure and inferiority complexes among maladjustment among students.

8.3 CONCEPT OF BEHAVIOURAL PROBLEMS

The growing years of a child are the most difficult phase of life. It is during these years that a child comes with various exposures of life, like family belonging, discipline, social norms etc. Sometimes these lead to child behaviour problems. Child behaviour problems can crop up from anything. Behavior problems can occur in toddlers as well as teenagers. Needless to say, toddler behaviour problems are a bit simpler as compared to teenage behaviour problems. When a child shows a permanent pattern of aggressive, negative or troublesome behaviour towards self or towards the society are signs of behaviour problems.

Behaviour means the way in which one acts or conducts oneself, especially towards others. Behavior is an action or reaction to the environment or to internal thoughts and emotions.

Behaviour is considered to be maladaptive when it is unsuitable, when it interferes with adaptive functioning, or when others misunderstand it in terms of cultural inappropriateness. Behavioral symptoms are persistent or repetitive behaviors that are unusual, disruptive, inappropriate, or cause problems

The term 'behaviour problem' is used to designate a deviation in behaviour from one expected or approved by the group. It is defined as when children cannot adjust to a complex environment around them, they become unable to behave in the socially acceptable way resulting in exhibition of peculiar behaviours and this is called the behaviour problem.

Problem behaviour is a hindrance that disrupts the continuity of processes within the individual or in a group. As such any behaviour that disrupts the teaching, learning processes or that which disturbs the individual and group interaction or which disrupts the individual's ability to function adequately will constitute a behaviour problem. Behaviour becomes a problem when it goes to an extreme, when it persists and develops and results in maladjustments of the individual

Every child shows some behavior problem at a particular stage or at different stages of development in his life. But in case of some children, behavior problems occur more frequently. Some of these behavioral problems persist over a period of time. In most cases, these problems interfere with their normal day-to-day activities and the activities of the classroom.

Problem behaviors are continuous behaviors that hinder social relations, communications and learning of a child and cause harm to them, their families, their peers and other adults.

The behavior problem refers to those behaviors of the child which create or which are likely to create difficulties in the learning activities of the child. As a result, the instructional program and discipline of the classroom get hampered.

For example, revolt against parents, teachers, and other authority figures is characteristics feature of adolescence. Similarly, stranger anxiety is a problem of infancy. Lack of interest in studies or negligence of duties may occur at any stage of development.

There is no known medical treatment for such behavioural problems in children. However, proper therapy at the proper time may help solve this problem to a certain extent.

8.3.1 Definitions of Behaviour Problem

i) Behaviour Problem is troublesome, risk taking, or disruptive behavior that is more extreme than occasional errors in judgment and requires professional intervention to avoid legal difficulties.

ii) Behaviour Problem is also termed as Problem Behaviour, behavioural problem, behaviour problems.

iii) It is often associated with adolescence but may manifest in the very young or in adults. Delinquency, drug use, academic failure, risky sexual behaviour, violence, property damage, vandalism and disregard of the rights of others are all problem behaviours. Because of changes within the brain and social issues that contribute to lack of control, problem behaviour rises dramatically in early adolescence. The rate of problem behaviour tends to fall after age 23 years.

iv) Certain behaviour can be regarded as a problem is the socio-cultural norms of the group to which the child belongs. All the members of the group are expected to conform to certain norms or standard. The behaviour of an individual has to be acceptable by the group. As such repeated nonconformance to the group standards will lead to a behaviour problem which involves social objection or concern from people may be parents, teachers, associates or neighbours. Thus a behaviour problem is viewed as a discrepancy between the behaviour of a child and the demands-placed on him by his associates. If parents, teachers and companions do not expect a child to steal, stealing will be regarded by them as a behaviour problem, but stealing is not a problem if the social setup to which the child belongs, encourages stealing and other antisocial behaviour.

v) A behaviour problem is the resultant of outcome of the interaction of forces within the individual, his motives, wishes and desires, and those coming from his environment resulting in an inability to adjust, prolonged strain or attempts at making faulty adjustments.

There is general agreement that Behaviour Problem refers to the following:

- Behaviour that goes to an extreme: behaviour that is not slightly different from the usual.
- A problem that is chronic: one that does not quickly disappear.
- Behaviour that is unacceptable because of social or cultural expectations.

8.3.2 Signs of behavioural problems:

- Harming or threatening themselves, other people or pets
- Damaging or destroying property

- Lying or stealing
- Not doing well in school, skipping school
- Early smoking, drinking or drug use
- Early sexual activity
- Frequent tantrums and arguments
- Consistent hostility towards authority figures.
- The learner does not attend school regularly;
- Exhibits obsessional and unhealthy eating habits;
- dependent on a drug or drug related substance;
- behaves in an uncontrolled, unanticipated, weird and disruptive way;
- inclined to bullying of other learners;
- mentally not healthy

8.2.3 Criteria of Problem Behaviour

Labeling child behaviour as 'problem behaviour', there should certain be some criteria:

Adaptive behaviour criteria: In order to label a behaviour as adaptive, it should be age, sex and culturally specific.

Age of the child: Wetting the bed is only a developmental aspect up to the age of the 1.5 yrs, but it is abnormal after the age of 5 years. It is also applicable to other habits like thumb-sucking or even stuttering.

Social and cultural background of the child: Absence from school or not going to school may not be considered as abnormal by parents of some slum dwelling, labourers etc.

Occurrence of problem behaviour: Certain behaviours occurring once or twice may not be regarded as problem behaviour.

The frequency: The frequency of problem behavior is also considered as problem. How many times in a day or week or month particular problem behavior appeared.

Intensity: An anger that boils up to violent, destructive behaviour or fainting spell is definitely abnormal.

8.3.4 Types of Behaviour Problems

More serious behavior Problems: These behaviour problems affect only a smaller percentage of learners and are usually related to psychiatric problems, such as anorexia or child schizophrenia,

Less serious behavior: being disruptive in class. These behaviour patterns seem to occur for a longer period of time. The causes of these problems are more often than not deep-seated and will thus require the professional assistance of a psychologist to unravel the underlying factors giving rise to the behaviour problem.

Minor behavior problems: such as not being punctual. These problems seem to be present for some time and can be ascribed to certain disruptive circumstances in the learner's life. They are however of a temporary nature and with necessary love, interest and support of elders within the life, can be readily solved.

Commonly observed behaviour problems in children are described below:

- **Classroom Disturbance**: The extent to which the child teases classmates, interferes with their work and is quickly drawn into noise making.
- **Impatience**: The child appears physically more active and restless.
- **Disrespect-Defiance**: the child speaks disrespectfully to teachers, resists doing what is asked of, belittles the work being done, and breaks classroom rules.
- **Achievement Anxiety**: The extent to which the child gets upset about tests and scores and is sensitive to criticism or correction.
- **External Reliance**: the child requires direction and has difficulty in making one's own decisions.
- **Inattentive-Withdrawn:** The extent to which the child loses attention, seems to be oblivious to what transpires in the classroom and seems difficult to reach, or is preoccupied.
- **Irrelevant-Responsiveness**: The extent, to which the child tells exaggerated stories, gives irrelevant answers, interrupts when the teacher is speaking and makes irrelevant comments during class discussion.
- **Need for closeness to teacher**: The extent, to which the child seeks out the teacher before or after class, offers to do things for the teacher, is friendly towards the teacher and likes to be physically close to the teacher.

- **Anxiety-Depression**: The child seems to be tense with face drawn and rigid, cries easily at the smallest pretext, does not talk to anyone, doesn't take interest in things. The child gets upset about test and test scores, sensitive to criticism or correction.
- **Quiet and Withdrawn**: The child is withdrawn and quiet in the class, doesn't have friends and is mostly isolated.
- **Aggression and Violence**: A hostile or angry behaviour directed to harm or injure a person or property.
- **Attention Deficit:** The child has difficulty in attending to tasks and instructions and gets easily distracted, fidgets excessively, has difficulty in sitting still.
- **Truancy:** The child frequently remains absent in school for vague/no reasons or minor ailments.
- **Physical Injury**: Recurrent and multiple injuries are observed for which no adequate reason is given by the child.

8.3.5 Causes of behavioural problems

A child may mistakenly be labeled as problematic if the child. The different pace of various developments, accident, injuries and illnesses as well as emotional development can lead to three types of situations.

- Uneven development
- Arrested development (temporary lag) and
- Defective development (enduring disability)

Uneven Development: A child of nine years, may be alright in his physical development but intellectually he may be like a eleven year old, but socially may be like a seven year old child and emotionally may be have emotionally like a six year old. This wide scatter may be particularly evident during one of the "unsettling cycles" and may also be caused by a variety of reasons. Parents and teachers need not panic unduly. Give time and encouragement. The child may catch up with the average growth levels by twelve years of age, provided of course the intellectual growth of the child does not suffer. This can lead to aggression and depression in child.

Arrested Development: Meeting an accident, illness or emotional deprivation a child may tends to slow down or even slip back in all aspects of intellectual,

social and emotional responses. The situational reactions are indeed temporary and with a little patient emotional support, care and love child can overcome the problem within a few weeks or months.

Defective Development: Brain damage due to head injury, infection of the brain or even genetic defect may leave permanent defects in the quality and quantity of development. These defects usually affect a large spectrum of cognitive functions. Some problems are rooted in the child's maturational processes and some others, in their interactional processes. John Bowlby has also shown convincingly that sudden deprivation of maternal love within the first five years of life (loss or separation of parent) may permanently alter the child's emotional responsiveness to other human being.

The child's language development and capacities for abstraction are somewhat limited and its ability to find substitute gratifications being very circumscribed, the child often expresses its problems as a physical complaint. For instanced if the child had not completed the school homework, the child may complain of tummy ache in the morning before going to school. This is called 'Somatisation' of psychological conflicts and tensions. Many a times child exhibiting behaviours like bedwetting, stomachache, tension headache, breathing difficulty is rushed to a doctor for checking the physical symptom but which may be due to or a result of psychological factors like anxiety, tension, parental quarrel.

8.3.6 Treatment of Behavioural Problems in Children

Untreated children with behavioural problems may grow up to be dysfunctional adults. Generally, the earlier the intervention, the better the outcome is likely to be. Carefully designed management and behavioral treatment can improve all measures of behaviour in school and at home. Treatment is usually multifaceted and depends on the particular problem

- **Parental education** – teaching parents how to communicate with and manage their children.
- **Family therapy** – the entire family can help to improve communication and problem-solving skills.
- **Cognitive behavioural therapy** – to help the child to control their thoughts and behaviour.
- **Social training** – the child is taught important social skills, such as how to have a conversation or play cooperatively with others.

- **Anger management** – the child is taught how to recognise the signs of their growing frustration and given a range of coping skills designed to defuse their anger and aggressive behaviour. Relaxation techniques and stress management skills are also taught.
- **Support for associated problems** – a child with a learning difficulty will benefit from professional support.
- **Encouragement** – many children with behavioural problems experience repeated failures at school and in their interactions with others. Encouraging the child to excel in their particular talents (such as sports, painting) can help to build self-esteem.
- **Medication** – help to control impulsive behaviours.

Check your Progress- 1

Note: a) Answer the questions given below

b) Compare your answers with those given at the end of these lessons

i) Behaviour is considered to be _____ when it is unsuitable.

ii) Punctuality is related with_____behavior problem

iii) Treatment of problem behavior is usually multifaceted and depends on the _____

iv) Cognitive behavioural therapy helps the child to control his _____ and _____

v) Untreated children with behavioural problems may grow up to be _____ adults

8.4 AGGRESSION

Aggression is a word that we use every day to characterize the behavior of others and perhaps even of ourselves. We say that people are aggressive if they yell at or hit each other,

In psychology, the term aggression refers to a range of behaviors that can result in both physical and psychological harm to yourself, others, or objects in the environment. This type of behavior centers on harming another person either physically or mentally. It can be a sign of an underlying mental health disorder.

Aggression is considered as a typical adjustment mechanism used as an attempt to hurt or destroy the source of frustration. Children exhibit aggression

by beating and bullying others, hitting, kicking, screaming and throwing things or being, verbally aggressive through shouting, yelling or ridiculing. The consequences of such behaviour can cause pain and injury to another person or to oneself.

According to Green (2001), aggression is defined as behavior in delivery an aversive stimulus from one person to another, with intent to harm and with an expectation of causing such harm, when the other person is motivated to escape or avoid the stimulus.

8.4.1 Forms of Aggression

Aggression can take a variety of forms, including:

- Physical
- Verbal
- Mental
- Emotional

While we often think of aggression as purely in physical forms such as hitting or pushing, psychological aggression can also be very damaging. Intimidating or verbally berating another person, for example, are examples of verbal, mental, and emotional aggression.

8.4.2 Symptoms of Aggression

- Anxiety, irritability and agitation
- Confusion or forgetfulness
- Depressed or flat mood
- Difficulty with concentration or attention
- Difficulty with memory, thinking, talking, comprehension, writing or reading
- Hallucinations or delusions
- Heightened arousal or awareness
- Personality changes
- Poor judgment
- Sleep disturbances
- Withdrawal or depression

- Appetite changes
- Fatigue
- Unintended weight changes

8.4.3 The Causes of Aggression:

Following are the few causes of aggressive behavior among children:

- **Physiological** - Deprivation of satisfaction of physiological needs such as hunger, lack of proper sleep and rest, discomfort and so on.
- **Socio-emotional** - Lack of love and warmth, sense of insecurity, lack of proper recognition, rejection by parents and so on.
- **Environmental** - Environment prevalent at home and outside, parents' attitude towards the child, parental favouritism, too strict or permissive handling, comparison between siblings.
- **Mass media** - Influence of mass media such as T.V. and films which show extreme violence as well as the aggressive behaviour of characters whom children identify with.
- **Inborn tendency:** Aggression is an inborn tendency which may be meant for self-defence.
- **Frustration:** People in frustrated situations show more aggression than those who are not frustrated. In an experiment children are frustrated by preventing them from getting attractive toys that are visible through a screen. These children are found to be more destructive than those children who are allowed to access the toys.
- **Observing an aggressive model:** Observing a model especially on television may make a person aggressive.
- **Anger-provoking action by others:** A person who is made to feel angry through insults or threats, physical aggression or dishonesty is likely to show aggression than who is not made to feel angry.
- **Availability of weapons:** Aggression is more likely if weapons such as stick, pistol or knife are easily available.
- **Personality factors:** People with low self-esteem and those who feel insecure are more likely to show aggression.

- **Cultural factors:** Individuals are more aggressive in cultures where aggressive behaviour is encouraged and praised rather than discouraged or criticised.

8.4.4 Role of Teachers in Handling Aggression in Children

- **Avoid power struggles**: Never ignore inappropriate aggression, but do not use power to tackle aggression among children
- **Be firm, but gentle**: The child who exhibits aggressive behavior can handle your tough side, but they will surrender to gentleness.
- **One-on-one**: Deal one-on-one with the child. They will thus receive the full attention they crave, their reputation in the class won't sink even lower, and they will feel loved and respected.
- **Be genuine**: Successful teachers know that when they establish a one-on-one relationship with the child, where the child feels genuinely cared for by the teacher.
- **Responsibilities and praise**: Provide opportunities for this child to act appropriately and get some strongly needed attention; give them responsibilities and provide praise.
- **Search for positives**: Catch the child behaving well and provide immediate, positive feedback. In time, you will see that the aggressive behaviors will start to diminish.
- **Leadership**: Provide the child with activities that bring forth leadership in a positive way, always let them know that you trust, respect, and care about them.
- **Help them own their behaviour**: Provide many methods for the child to take ownership of their inappropriate behavior. Help them devise a plan to take control of their own behavior.

Check Your Progress- 2

Note: (a) Answer the questions given below

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

i) In psychology, the term aggression refers to a range of behaviors that can have both_____ and_____ to yourself, others, or objects in the environment.

ii) Forms of Aggression are_____, _____, _____and _____

iii) Observing an aggressive model on _____may make a person aggressive.

iv) Individuals are more _____ in cultures where aggressive behaviour is _____.

v) Availability of weapons leads to_____

8.5 ANXIETY

Young people, who experience excessive fear, worry, or uneasiness may have an anxiety disorder. Anxiety disorders are among the most common of childhood disorders.

Anxiety is a feeling of worry, fear or nervousness. It is normal to worry about things that affect everyday life. As part of your body's natural defense system, healthy anxiety can help protect you by causing you to respond quickly to a dangerous situation, such as avoiding a car accident, or by helping you focus under stressful situations when you need to succeed, such as passing an exam. Mild, moderate or occasional, short-term severe anxiety is a normal reaction to stressors in daily life.

Anxiety can help people to recognize and more effectively deal with stressful situations, such as starting a new job or meeting a deadline at work. Anxiety may also occur when there isn't a clear physical threat, such as when a child is afraid of a monster in the closet.

Feelings of anxiety can range from mild uneasiness to full-blown panic attack. Anxiety becomes a problem when the levels of anxiety are so extreme, recurring or continuous that they interfere with one's ability to function effectively in everyday life. This level of anxiety may be caused by or can develop into an anxiety disorder

Anxiety is a normal emotion, and all people feel anxiety at some point in their lives. However, for some people, anxiety may get to a point where it interferes with their daily lives, causing insomnia and negatively affecting performance at work or school. Anxiety-related disorders are some of the most common mental health problems in children and adolescents.

Anxiety disorders include

- **Phobias,** which are unrealistic and overwhelming fears of objects or situations.

- **Generalised anxiety disorder**, which causes children to demonstrate a pattern of excessive, unrealistic worry that cannot be attributed to any experience or realistic situation.
- **Panic disorder**, which causes terrifying "panic attacks" that include physical symptoms like rapid heartbeat and dizziness.
- **Obsessive-compulsive disorder**, which causes children to become "trapped" in a pattern of repeated thoughts and behaviours.
- **Post-traumatic stress disorder**, which causes a pattern of flashbacks and other symptoms and occurs in children who have experienced a psychologically distressing event, such as abuse, being a victim or witness of violence, or exposure to other types of trauma such as wars or natural disasters.

8.5.1 Types of anxiety disorders which children usually suffer are mentioned below.

Generalized anxiety disorder (GAD)

Feel extreme and unrealistic worry and tension _____ even if there's nothing to trigger these feelings. Worry a lot about various topics, including health, work, school and relationships. Worry continues from one thing to the next. Physical symptoms of GAD can include restlessness, difficulty concentrating and sleeping problems.

School Phobia

Social phobia, sometimes called school refusal, has serious academic and social consequences for the child and can be extremely disabling. Two types of school phobia have been identified. They are:

- Separation anxiety
- Phobia or fear of school

Separation anxiety: School refusal is the most common symptom of children with separation anxiety disorder, only one third of all children who refuse to attend school because they have separation anxiety disorder. Starting of school is usually the first circumstance that requires lengthy and frequent separation of children from their parents. Separation anxiety is often a main cause of school phobia.

Fear of School: The second major type of school refusal is that associated with a true phobia of school i.e. either a fear specifically related to school. Children with this type of phobia generally begin refusing to go to school later in life and have more severe and pervasive avoidance of school. Their fear is more likely to be related to specific aspects of school environment, such as worries about academic failure or discomfort with peers. Psychologists agree that if it is not treated, school phobia in childhood can have long-term negative consequences as the person grows into adolescence and adulthood.

Social Phobia

Most classrooms have at least one or two children who are extremely quiet and shy. Often these children will play only with family members or familiar peers, avoiding strangers both young and old. Their shyness may prevent them from acquiring social skills and participating in a variety of activities enjoyed by most of their age mates, for they avoid playgrounds and games played by neighbourhood children. Extremely shy children may refuse to speak at all in unfamiliar social circumstances; this condition is called selective mutism. In crowded rooms they cling and whisper to their parents, hide behind the furniture, cower in corners, and may even have tantrums. At home they ask their parents endless questions about situations that worry them. Withdrawn children usually have warm and satisfying relationships with family members and family friends, and they show a desire for affection and acceptance.

8.5.2 Symptoms of anxiety

A key characteristic of an anxiety problem is it negatively impacts the ability to cope and function in everyday life.

For example, driving slowly and cautiously on a snowy day is a normal reaction to the stress of icy road conditions. On the other hand, being so anxious about snow that a person is unable to come out of the house on a snowy day is an excessive reaction that will negatively impact a person's life.

The symptoms of anxiety and anxiety disorders can manifest in one's mood, behavior, thoughts and emotions. Physical symptoms can occur as well. Typical symptoms of anxiety and anxiety disorders include:

- Diarrhea
- Difficulty falling asleep or staying asleep, or not feeling rested after sleep (insomnia)

- Feeling tense or irritable
- Excessive feelings of fear, panic, dread or alarm (known as anxiety attacks or panic attacks)
- Headache
- Muscle tension
- Nausea and vomiting
- Palpitations, chest pain, or chest discomfort
- Restlessness or excessive worrying
- Shortness of breath
- Sweating, or cold, clammy hands
- Trouble concentrating

8.5.3 Treatment of anxiety disorders:

The type of treatment offered will depend on your child's age and the cause of their anxiety.

Counselling can help your child understand what's making them anxious and allow them to work through the situation.

Cognitive behavioural therapy (CBT) is a talking therapy that can help the child to manage their anxiety by changing the way they think and behave.

Anxiety medicines may be offered to the child if their anxiety is severe or does not get better with talking therapies. They're usually only prescribed by doctors who specialise in children and young people's mental health.

Check Your Progress- 3

Note: (a) Answer the questions given below

(b) Compare your answers with those given at the end of the lessons

i) _____is a feeling of worry, fear or nervousness.

ii) Anxiety medicines may be offered to the child if their anxiety does not get better with _____

iii) Anxiety problem _____impacts the ability to cope and function in everyday life

iv) Two types of school phobias are _____ and _____

v) In Generalized anxiety disorder (GAD) individual feels extreme and unrealistic_____ and _____.

vi) Obsessive-compulsive disorder, which causes children to become "trapped" in a pattern of ———— and ————————

8.6 DEPRESSION

Feeling sad and upset in certain situations is normal, and everyone goes through this phenomenon. In case the feelings are severe, prolonged, unexpected, seem unusual, or have no apparent cause, there is a reason to be concerned. Depression is a condition filled with problems and uncertainties. These relate to every aspect of depression, from symptoms to diagnosis and from treatment to after-effects. The main problem in relation to the word 'depression' is that it is a word used too loosely and generally in a normal routine. This sometimes makes it ineffective in describing the mental health condition of the person that, in some cases, can be very serious.

It is now generally agreed that children can have depression, although it is thought that it may differ to that experienced by adults. This can have implications for many areas of their functioning and their life, but particularly for their involvement in activities at school. Most children may be fed up or unhappy some of the time and mood swings are particularly common during adolescence, but these are usually transient states. Some children may also develop some of the symptoms of depression in certain circumstances, for example following a significant loss. Depressive disorder, on the other hand, is more long term and pervasive and children with it tend to be emotionally flat rather than just unhappy or fed up. It is an intense state that significantly impairs the functioning of the individual and isolates him or her from normal life.

8.6.1 Symptoms of Depression: Following are the few symptoms of depression

- Loss of interest or pleasure in activities;
- significant weight loss or weight gain;
- Emotionally fragile cries easily, feelings of sadness, helplessness or hopelessness, experiences fear, tension or anxiety, sometimes losing temper
- Feeling of rejection by others, social isolation or losing friends

- Repeated emotional outbursts, shouting or complaining and sometimes feeling discouraged or worthless
- Irregular sleep and eating habits
- Sudden drop in school grades
- Experience of fatigue and loss of energy at all times
- Having feelings of restlessness/ Feeling restless
- Feeling frustrated, irritable and having emotional outbursts
- Having excessive feelings of guilt and inappropriate self-blame
- Repeated medical complaints without a known medical cause (headaches, stomach aches, pain in arms or legs)
- Too much or too little sleep
- Resorting to use and abuse of substances in some cases
- recurrent thoughts of death, suicidal thoughts or actions
- Depressed or irritable mood
- Difficulty sleeping or concentrating
- Change in eating habits
- Feeling angry or irritable
- Mood swings
- Feeling worthless or restless
- Frequent sadness or crying
- Withdrawing from friends and activities
- Low self-esteem

8.6.2 Causes of depression

Traumatic events, stress, and personal experiences- In some cases, it can be due to the loss of a loved one or financial problems in the family. Sudden changes in their life, like a change of school or house, family breakdown, neglect, abuse, bullying, and physical illness.

Family history and predisposing biological factors- There has been a strong evidence of depression being linked to genetic factors. Research also suggests that it is more common in girls as compared to boys.

Pessimistic Outlook- Children who have extremely low self-esteem and an overall negative outlook are generally at a higher risk of becoming depressed.

Physical conditions- Serious and prolonged medical conditions can lead to depression. Depression may make health worse, as it negatively affects immunity and can make pain hard to bear. Sometimes, depressive mood states can be caused by medications used to treat the illness.

Other Mental Health Conditions- Other condition like anxiety disorders, eating disorders, substance abuse are seen to coexist with this condition.

8.6.3 Role of Teacher in Dealing with Depression

Teachers have an important role to play in prevention, early identification and in supporting children with depression in school. There is a danger, because these children are often withdrawn and present no management problems for teachers that they do not get the help and support that they need.

Most children who become depressed respond to positive care and support. If the child and the parents agree, it can be helpful for teachers to consult the mental health professionals involved in the case as to how best to help. Whilst it is important to tell children that they have an important role to play in helping themselves, there is a lot that teachers can do in school to help to strengthen their self-esteem and prevent further problems.

Strategies might include, for example:

- Noting and observing which signs in children are showing up in their behavior.
- a daily programme of planned activities;
- encouraging positive thinking;
- recording achievements, thoughts and feelings;
- giving children responsibility;
- using listening skills.

Check Your Progress- 4

Note: (a) Answer the questions given below

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

i) _____is a condition filled with problems and uncertainties.

ii) Children who have extremely _____are generally at a higher risk of becoming depressed.

iii) Teachers can prevent depression by encouraging _____.

iv) Depressed children are generally _____

8.7 TRUANCY

Truancy, or the habitual act of being absent from school without permission, is a major issue affecting the overall success of the school

It is the adjustment problem observed among some of the school going children. It means running away. Truancy is when a school-age child or adolescent frequently misses school without an adequate excuse. 'Truant children exhibit such behaviour as not attending school, instead they spend their time roaming around or indulging in socially undesirable activities such as lying and stealing.

While absenteeism and truancy are more common among middle school and high school students, truancy also occurs in elementary students.

Dynlacht (1994) define truancy as the "unexcused and unlawful absence from school without parental knowledge and permission"

8.7.1 Causes of Truancy

Truancy can be caused by a wide range of factors. Often, multiple factors may cause truancy.

Schools

A school is responsible for creating a safe learning environment, tracking student attendance, communicating with parents, and ensuring that all instructions are clear, consistent, and communicated. Causes of truancy in school may include:

- unmet needs
- undiagnosed learning difficulties
- unaddressed mental health issues and bullying
- poor relationships with teachers,
- boring classes,
- lack of interest in school.
- school climate issues—such as school size and attitudes of teachers
- inflexibility in meeting the diverse cultural and learning styles of the students

Family factors

These include

- lack of guidance or parental supervision,
- domestic violence, poverty,
- drug or alcohol abuse in the home,
- lack of awareness of attendance laws,
- differing attitudes toward education
- poor parenting skills
- inability to supervise children
- neighborhood violence
- abuse and neglect
- pressure to stay home or work to help the family
- placing little value on education

Youth: Causes related with youth for truancy are:

- peer pressure to skip school
- pregnancy
- bullying
- mental health issues
- boredom
- lack of ambition
- poor grades (especially being held back a grade)
- being behind on schoolwork
- low self-esteem
- participation in gang activity
- having no friends or social involvement at school
- drug and alcohol abuse,
- lack of understanding of attendance laws,
- lack of social competence,
- and poor physical health.

Economic causes: These include

- employed students,
- single-parent homes,
- high mobility rates,
- parents who hold multiple jobs,
- and a lack of affordable transportation and childcare.

8.7.2 Effects of Truancy

Children who routinely miss school have risk of:

- falling behind in school
- not graduating
- becoming socially isolated
- engaging in delinquent behaviors
- breaking the law
- substance abuse
- unstable relationships
- unemployment
- mental health issues
- violence
- going to jail
- lead to dropping out of school
- Getting low wages,
- high unemployment,
- living in poverty,
- and criminal behaviors.

8.7.3 Preventing Truancy

Preventing truancy requires a multifaceted approach that involves the school, teachers, the parents, and the child..The most effective programs **Preventing Truancy** include

- mentoring
- law enforcement involvement
- clearly communicating attendance policies
- Schools also need to keep proper records, communicate problems to parents, and work to improve poor conditions in the school
- Getting special attention from teachers when necessary.
- Outside of the school, preventing truancy begins at home, with open communication and problem solving.

8.7.4 Role of Teachers in minimizing truancy

- Create a positive classroom environment – with hands-on activities, group discussions, and active participation
- Build positive relationships with students and parents
- Discuss truancies with parents or guardians
- Implement incentives for attendance
- Implement options for credit recovery
- Identify students who are struggling early and respond positively to help them
- Identify socialization issues
- Maintain and communicate high expectations of all students
- Be objective with truant students

Check Your Progress- 5

Note: (a) Answer the questions given below

(b) Compare your answers with those given at the end of the lesson

i) Truancy is habitual act of being _____ from school without permission

ii) Causes of truancy in school may include _____ and _____

iii) Peer pressure to skip school is also a major cause of _____.

iv) Absenteeism and truancy are more common among _____ and _____ students.

v) Preventing truancy requires a _____ approach

8.8 DELINQUENCY

Delinquency has been a social problem since the industrial revolution. The word delinquency is derived from the Latin word "delinquere" meaning de i.e. away and linquere i.e. to leave thus, meaning to leave or to abandon. Originally, the word had an objective meaning as it referred to parents who neglected and abandoned their children. Delinquency is an act or conduct of a juvenile which is socially undesirable. Juvenile delinquency generally means the failure of children to meet certain obligations expected of them by the society. The juvenile delinquency is expression of unsatisfied desires and urges. For a delinquent, his deviant act is a normal response to his inner desire. Like a non-delinquent a delinquent is also conditioned by various attending and prevailing circumstances around him.

Juvenile **delinquency**, also known as "juvenile offending", is participation in illegal behavior by minors (juveniles, i.e. individuals younger than the statutory age of majority). Most legal systems prescribe specific procedures for dealing with juveniles, such as juvenile detention centers, and courts.

Delinquency is an act or conduct of a juvenile which is socially undesirable. Juvenile delinquency generally means the failure of children to meet certain obligations expected of them by the society. The juvenile delinquent has even been defined as "a child trying to act like a grown up". The action of the child can be seen as a childish foolish behaviour but it can cause serious worry and concern.

Delinquency is unwelcomed action, omission or moral behaviour of a juvenile which is socially not permitted in any society. Generally it means that if the child fails to meet certain social obligations anticipated from them by the people, then he is considered to be delinquent. Juvenile Delinquency is a legal term that was first defined in 1889, when Illinois passed the first law on Juvenile Delinquency: since then every state has passed the delinquency laws. Juvenile can be defined as a child who has not attained a certain age at which he, like an adult person under the law of the land, can be held liable for his criminal acts.

The age criteria for being a juvenile vary from country to country, state to state. In ancient India, a parent was supposed not to punish a child who is under five years of age for any offence. As per the law then prevailing a children of such tender age should be nursed and educated with love and affection only. After the age of five, punishment may be given in some suitable form such as

physical punishment or rebuke by the parents, towards the later half of the childhood, punishment should be gradually withdrawn and replaced by advice. From the age of sixteen upwards sons and daughters should be treated as friends by the parents.

In India, until passing of Children Act, 1960 there was no uniformity regarding age limitation of juvenile delinquent. Bombay Children Act 1948 defined "Child" to mean a boy who has not attained the age of sixteen years or girl who has not attained the age of eighteen years.

8.8.1 Definitions of Delinquency

According to social workers, "delinquency consisted of socially unaccepted acts".

A psychiatrist suggests that "delinquent behaviour is activity which deviates from the normal".

A lawyer would say "juvenile delinquency is what the law says it is".

According to W.H. Sheldon, it is "behaviour disappointing beyond reasonable expectations.

Cyril Bur says that, "delinquency occurs in a child when his antisocial tendencies appear so grave that he becomes or ought to become the subject of official action."

Prof. Walter C. Reckless has defined delinquency:

- as a social problem
- as a behavioural problem.
- as a legal problem.

8.8.2 Categories of Juvenile Offenders

Ferdinand presented two categories of juvenile offenders as under:

i. **Neurotic Offenders**- They are the offenders whose delinquency is the result of powerful unconscious impulses which often produces guilt which in turn, motivates them to act out their delinquency in their community so that they will be caught and punished. The delinquent act is sometimes considered symbolic. For example, if they steal, it is done for love and not for a material gain. To such delinquents, delinquency is a way of handling their internal problems by externalizing the problem within the environment.

ii. **Character Disorder Offenders** - This type of offenders feel very little guilty when they commit the acts of delinquency. Because of a lack of positive identification models in their environment, they have failed to develop self-control and do what they want to do when they feel like doing it. They are unable to sublimate their impulses in a socially acceptable manner. They have not developed an adequate conscience structure or superego. They come from disorganized families and have had a barren environment in their childhood. They are self-centered and feel to be aloof and have difficulty in forming meaningful relationships

8.8.3 Symptoms of Delinquency

- Immoral or offensive conduct
- Knowingly associating with immoral persons
- Visiting houses of bad reputation
- Visiting liquor shops
- Roaming in street in night
- Engaging in illegal and unlawful business
- Violation of any law of state
- Immoral conduct in school
- Habitually wandering on roads
- Driving without license.
- Habitually bunking from schools.
- Incorrigible
- Habitually using immoral language in Public Place.
- Running away from home without permission
- Smoking at public places
- Begging or receiving alms

8.8.4 Classification of Juvenile Delinquency

- Incorrigibility, which includes keeping late hours, disobedience, and so on.
- Truancy, which can be from home or school.
- Destruction of property, which includes both public and private property.
- Violence which is perpetrated against the community by using such means as knives and guns.
- Sex offenses which can range from homosexual activity to criminal assault and rape.

8.8.5 Causes of delinquency

Biological Causes: Ocular Ailments, Nose and throat problem, Hearing Problem, Speech Problem, Enuresis, Irritation, Headache, Excessive strength, Hypoglycemia.

Family: Family is the basic socialization agency for the children. Children learn basic concepts about good and bad from their family. Family can make or break the personality of the children. In the family the most important role is played by the parents. Broken families, single parent families, separated families, frequent. Parents fight, lack of trust and confidence among the parents' criminal parents can be the most important reasons behind juvenile delinquency.

Economic problems: The cause of juvenile delinquency is economic problem in family. They want to improve their status and for this purpose they use negative path.

Psychological problems in family: Mental illnesses or other psychological problems likes depression, frustration, aggression or hyper behavior showed by the parents can make the child feel deprived and inferior among friends.

Peer group influence: Peer group is very strong force that can cause delinquent behavior in the adolescents and children. Peer group rejection can also be the cause of juvenile delinquency.

Drug use: Drug use has become widespread among children boys and girls. Drug use in youth can be dangerous as they can commit violent crimes when they take drugs.

8.8.6 Preventive Programmes of Juvenile Delinquency:

There may be two kinds of programmes for preventing the juvenile delinquency;

(i) Individual Programme

Individual programme involves the prevention of delinquency through counseling, psychotherapy and proper education.

(ii) Environmental programme

Environmental programme involves the employment of techniques with a view to changing the socio-economic context likely to promote delinquency.

These two forms of preventive approaches are reflected in the following strategies

(i) Individual Programme

(a) Clinical programme

The objective of the clinical programme is to provide aids through Psychiatrists, Clinical Psychologists and Psychiatric Social workers to help the Juveniles delinquents in understanding their personality problems.

(b) Educational Programme

The impacts of educational institutions are very significant in the countries where almost every child going to school and preventive programme can be launched in an effective manner through the schools.

- Teachers should not discriminate among the students;
- They should be treated equally and provided the moral education which is very helpful to the students for their life stand.
- Moral education is a significant factor for the students, which decide their life.
- They should be trained to understand the difference between right and wrong ideas which are favourable for them and which are not.

(c) Mental Hygiene

This method is helpful in prevention and treatment of Juvenile delinquency. To prevent the mental conflict and to bring about a proper mental

adjustment in childhood and value of mental therapy in curing a mental disturbance cannot be over-emphasized. The mission of life must be determined and energies must be directed towards the fulfillment of the high mission.

(d) Parent education

Every community should ensure opportunities for parental educations, which will help making good homes, improve family relationship, and education and care of children. Some educational programmes inform parents on how to raise healthy children.

(e) Recreational programmes

The recreational programmes are a good check on delinquency. Recreation programs enable youths to mix up with other adults and children in the community and develop friendship. Youth recreational programs may include sports, dancing, music, rock climbing, drama, karate, bowling, art, and other activities. It is believed that the energies of youth can be very well channelised into pursuits like sport games and other healthy activities, which would counteract delinquent among the participants The establishment of recreational agencies like sports, playgrounds community centers, concerts drama, puppet shows are very necessary for preventing the delinquency and developing social group work and youth groups. In rural areas, recreational agencies should provide open air meeting halls, playgrounds for sports and cultural activities.

(f) Removal of inferiority complex

Inferiority complex, fear, apprehension may sometimes lead the child to commit crime under wrong and misplaced belief/impression of proving himself. Children deserve encouragement to become confident and good spirited person. Discouragement pulls them behind in their life. They should be properly to face various good and bad phases of life and their failures should not be criticized.

(ii) Environmental programme

(a) Community Programmes

Significance of this programme is that the participation of the local community is considered to be more important and role of professional

leadership is sought to be kept at the minimum level. Local people will participate in efforts to change neighborhood conditions. Because self-imposed changes in environment will have real impact to the resident and consequently will have more permanent effect.

(b) Publicity

This method can also be very useful in preventing the Juvenile Delinquency. The newspapers, magazines, radio, television and motion pictures etc. should show the juvenile delinquency in proper perspective honestly and should also present real reports about the various wrong done by the juveniles and analyze its true causes and also protect the juvenile against false and misleading reporting.

(c) Parental love and affection

Child needs unconditional, immediate and true love, care and protection of his parents.. On account of deprivation of such love and care the child may develop frustration and dissatisfaction leading to crime. So parental love, care and protection is very necessary for the child to prevent him for committing or doing the crime.

(d) Family Environment

Family factors which may have an influence on offending includes the level of parental supervision, the way parents discipline a child, parental conflict or separation, criminal parents or siblings, and the quality of the parent-child relationship.

(e) Role of Police

The police have an important role in apprehending and protection of juvenile delinquents. The police have more contact with the juvenile than any other agency dealing with the juvenile delinquents.

(f) Enforcement of Law

Constant surveillance is one of the ways in which law and order is maintained and delinquency and crime is substantially reduced in amount and seriousness. The regulatory activities are protective as well as preventive. Regular inspection and investigating may reduce the crime and delinquency in the places.

Check Your Progress- 6

Note: (a) Answer the questions given below

(b) Compare your answers with those given at the end of the lesson

i) Delinquency is an act or conduct of a juvenile which is socially _____.

ii) The juvenile delinquent has even been defined as _____

iii) Juvenile Delinquency is a legal term that was first defined in _____

iv) A _____suggests that "delinquent behaviour is activity which deviates from the normal".

v) Two kinds of programmes for preventing the juvenile delinquency are ———————— and _____

8.9 PEER PRESSURE

It is a natural human tendency to have the desire to fit in and want to be a part of a group that one likes or looks up to, especially during the young teenage years when children are looking for belongingness or acceptance as well as attention. However, more often than not, instead of leading to more friends, this desire results into an unwanted pressure. This pressure is referred to as the peer pressure. It is a social pressure that almost every person experiences at some point in their life. Peer pressure could be experienced due to external stimulation through the pressure from peers or internal encouragement to follow one's peers.

Peer pressure, or influence, comes in several forms, and these types of peer pressure can have a tremendous impact on a young person's behavior.

The maximum numbers of peer pressure cases are observed in adolescent years as every individual goes through a lot of internal as well as external changes during this time. Peers have a significant role in a child's development especially during adolescence. The influence peers make beginning from the earlier years only enhance through the teenage.

It is natural and even important for children to make friends, be with them or even be like them, which is good but at times this tendency can lead to some really pressuring impact. These days, the presence of social media has paved way for more instances of peer pressure among young children who want to make their presence felt on the social media platforms like their peers.

8.9.1 Positive & Negative Effects of Peer Pressure

- Peer pressure can direct a child's social behavior
- It also influences the child's emotional development
- Peer pressure can lead to self-doubt
- It can stimulate mental disorders like anxiety, depression
- Peers can be positive and supportive as well, helping each other develop new skills, or develop interest in books, music or extracurricular activities
- During teenage, peers can also nudge some negative habits in each other like skipping classes, steal, cheat, consume drugs, alcohol, etc.
- Most of the substance abuse cases have been observed to be an after-effect of peer pressure.

8.9.2 Types of Peer Pressure

i) Spoken Peer Pressure

Spoken peer pressure is when a child asks, suggests, persuades or otherwise directs another to engage in a specific behavior. If this is done in a one-on-one environment has a stronger chance of adhering to his or her core values and beliefs.

ii) Unspoken Peer Pressure

A teenager is exposed to the actions of one or more peers. This could take the form of fashion choices, personal interactions or 'joining' clubs, cliques, teams, etc. Many young children lack the mental maturity to control impulses and make decisions to adopt others behaviour. Young children are more vulnerable to influenced from older or more popular friends.

iii) Direct Peer Pressure

This type of peer pressure can be spoken or unspoken. Direct peer pressure is normally behavior-centric. Examples of these kinds of behavior would be when a teenager hands another teen an alcoholic drink, or looks at another student's paper during a test. The other teen is put in a position of having to make an on-the-spot decision.

iv) Indirect Peer Pressure

Similar to unspoken peer pressure, indirect peer pressure is slight but can still exert a strong influence on an impressionable young person. When

a teen overhears a friend gossiping about another person and then reacts to the gossip that is indirect peer pressure or if a middle school learners that the popular kids' parties include alcohol or drugs, that indirect pressure may prompt them to experiment as a way to gain acceptance.

v) Negative Peer Pressure

Asking a young teenager to engage in behavior that is against their moral code or family values is a type of negative peer pressure. Teens see the actions of other teens with stronger personalities and are put in a position of following the leader or walking away. It's not uncommon for teens with strong morals to find themselves engaging in behavior that goes against their beliefs, simply because they want acceptance. Young people often lack the skills to come up with an excuse or reason to say no to negative peer pressure.

vi) Positive Peer Pressure

A group dynamic can be a positive peer influence if the behaviors are healthy, age-appropriate and socially acceptable. For instance, if a peer group wants to make good grades, a young teen can be positively influenced to study. Or if a popular friend wants to earn money and save to buy a car, a less outgoing teenager may also be influenced to get a job and open a savings account. If members of the football team take a pledge to abstain from drinking alcohol to focus on staying healthy and having a winning season, other students may adopt the same behavior.

8.9.3 The causes of peer pressure

Why do teens show this strong tendency to conform to peer expectations? The reasons are multifaceted and complicated. They become exposed to learning about sex, drug use, and other taboo practices. Causes of peer pressure include things like:

- A desire to 'fit in.'
- To avoid rejection and gain social acceptance.
- Hormonal inconsistencies.
- Personal/social confusion and/or anxiety.
- A lack of structure at home.

- Personal confusion
- Mental issues
- Weak personality
- Religion
- Cultural values

Teens, however, even with exceptional parents and a healthy home life are susceptible to peer pressure. As life under parental rule begins to clash more and more, the need to develop a personal identity strengthens. As a result, teens join peer groups in an attempt to grow more independent.

8.9.4 The effects of peer pressure

- Academic performance.
- Fashion choices.
- Decisions regarding social groups.
- Willingness to have a boyfriend or girlfriend

Check Your Progress- 7

Note: (a) Answer the questions given below

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

i) Peer pressure can have a tremendous impact on a _____ person's behavior.

ii) Peer Pressure has both _____ and _____ effects on youth.

iii) Two major effects of peer pressure are _____and _____

iv) Teens join peer groups in an attempt to grow more _____

8.10 BULLYING

Bullying is aggressive behaviour that intentionally hurts or harms another person. It is repeated and involves a power imbalance, such that it is difficult for the victim to defend him- or herself. Bullying can include any of the following: hitting or punching; kicking, tripping someone up; taking or spoiling someone else's things; name calling and teasing; nasty looks or threats; spreading nasty

rumours or stories about another child; not letting someone join in; and isolating, or not talking to, someone.

Bullying causes long-term damage to self-esteem as it affects the child's physical or emotional health and, in some cases, psychological wellbeing. It involves physical, social as well as emotional damage. It has been observed that those who are bullied are at a higher risk of mental health problems, headaches, and adjusting to school. The most common issues seen in children or adolescents who are bullied are high risk for substance use, academic difficulties, or harm to self or others.

8.10.1 Types of Bullying:

- Direct: happens between the children who are involved in a given situation.
- Indirect: happens in the form of passing on insulting comments or spreading rumours about the child, damaging a child's social reputation, peer relationships, and attacking the child's self-esteem.

8.10.2 Characteristics of Bullying

Bullying is a complex phenomenon, but it has some essential features:

- It involves a conscious desire to hurt someone and put them under stress;
- It may be physical, verbal or psychological in nature;
- It may be conducted by an individual or a group of individuals;
- The victim is repeatedly singled out for hurtful treatment;
- It may cause distress or fear through the threat of future incidents;
- It is directed against an individual who is unable to defend him- or herself

8.10.3 Causes of bullying

- The child may be feeling powerless
- The child may be jealous or frustrated
- Lack of understanding or empathy in the child
- Looking for attention
- Bullying behavior of the other child is getting rewarded
- Inability of the child to regulate emotions.

8.10.4 Role of Teacher

Bullying can be reduced by implementing comprehensive programs that improve the overall school climate. Bullying prevention strategies in schools can be divided into two broad types:

i) Some programs executed in classroom should aim at improving students' social and problem-solving skills for dealing with conflict and managing emotions.

ii) To have **Zero Tolerance Policy** towards bullying. Anyone found involved in any form of bullying will have to bear consequences that are predefined and well communicated to all students. Closer supervision of the school grounds and other areas.

- Programs that effectively reduce Bullying are:
- Having a preventive approach for such situations
- Workshops for parents and students and the community
- Anger management workshops
- Regular classroom talk
- Teacher mentoring sessions
- Peer Education or Peer Counselling or Buddy System

Check Your Progress- 8

Note: (a) Answer the questions given below

(b) Compare your answers with those given at the end of this lesson

i) Bullying is _____ behaviour that intentionally hurts or harms another person.

ii) Types of Bullying are _____and _____

iii) Bullying causes long-term damage to _____

iv) Bullying can be reduced by implementing comprehensive programs that improve the overall _____

8.11 INFERIORITY COMPLEX

An inferiority complex is a fundamental feeling of inadequacy due to real or imagined social, psychological, intellectual, or physical defects. It is a feeling that one is inferior to others in some way. Such feelings can arise from an imagined

or actual inferiority in the afflicted person. To put it in simple terms, people with this condition feel that they are unable to perform specified acts even though they may be completely capable of doing so.

The American Psychological Association (APA) defines an inferiority complex as "a basic feeling of inadequacy and insecurity, deriving from actual or imagined physical or psychological deficiency." The term dates back to 1907, when it was coined by the influential psychoanalyst Alfred Adler to explain why so many people seem to lack the motivation to act in their own best interest and go after their goals in life.

8.11.1 Types of inferiority complexes

1. **Primary inferiority** is experienced by children as a result of their helplessness. This inferiority can be increased when children are compared unfavorably to others, and may lead to an inferiority complex in adulthood.
2. **Secondary inferiority** occurs when an adult cannot reach the goals he or she has established to cover up the feelings of inferiority he or she has left over from childhood.

8.11.2 Signs of an Inferiority Complex

The essence of an inferiority complex is having a collection of negative thoughts, feelings, behaviors, and tendencies. Following are the symptoms of **Inferiority Complex**

- One of the most common symptoms of individuals who have an inferiority complex is a feeling of being withdrawn from society.
- Isolation from others.
- Don't do eye to eye contact
- Repetitively focusing on thoughts that are upsetting
- Shutting down out of shame, guilt, embarrassment, or an inward sense of defeat
- Withdrawing from friends, coworkers, colleagues, or family members
- Demeaning others as a way to transfer their feelings of isolation and failure
- Feel responsible for other people's shortcomings and failures
- Attention seeking behaviour is quite a common inferiority complex symptom. When in a public place, those with inferiority complex behaviour will begin to do their best to seek attention from others.

- Avoid any type of competition. People with very low self-esteem don't take risks. They don't try things and they miss many opportunities.
- Be extremely sensitive to both compliments and criticisms
- Exhibit personality traits, such as perfectionism and neuroticism (a tendency toward anxiety, depression, and other negative feelings)

8.11.3 Causes of Inferiority Complex

Psychologists believe that full-fledged inferiority complexes are not just based on childhood experiences, they usually stem from a combination of factors, including:

- Childhood experiences
- Lessons we learn as adults
- Personality traits
- Cultural messages we receive about our perceived inadequacies
- Parental attitudes and upbringing – disapproving, negative remarks and evaluations of behavior emphasizing mistakes and shortcomings determine the attitude of the child before the age of six.
- Physical defects – such as disproportional facial and body features, weight, height, strength, speech defects and defective vision cause inferiority complexes.
- Mental limitations – cause feelings of inferiority when unfavorable comparisons are made with the superior achievements of others, and when satisfactory performance is expected.
- Social disadvantages and discriminations – family, alleged race, sex, sexual orientation, economic status, or religion.

Check Your Progress- 9

Note: (a) Answer the questions given below

(b) Compare your answers with those given at the end of this lesson

i) An inferiority complex is a fundamental feeling of _____

ii) The term inferiority complex was coined by the influential psychoanalyst_____

iii) _____ occurs when an adult cannot reach the goals he or she has established.

iv) Common symptoms of individuals who have an inferiority complex is a feeling of being _____from society.

v) _____ and mental limitations are the two main causes of inferiority complex.

8.12 MALADJUSTMENT

Maladjustment' is a process whereby an individual is unable to satisfy his personal needs biological, psychological or social needs successfully and establishes an imbalance between and expectation of the society resulting in the disturbance of Psycho –social equilibrium.

8.12.1 Characteristics of a Maladjusted Person

There are numerous reasons in and out of the school which produce disappointment and lead to maladjustment. Following are the symptoms which will help in detection of maladjusted student:

- Withdrawn and timid
- Shy and self-conscious
- Fearful
- Sensitivity
- Anxious
- Fantasy
- Extremely aggressive
- Tension
- High aspirations
- Feeling of inferiority
- Emotionally disturbed
- Isolated
- Temper-tantrums

8.12.2 Causes of Maladjustment

a. **Unhealthy home environment** – Include separated family, divorced family, step parent, drunkard or drug addicted parents, single parenting, low moral and social standard of family.

b. **Heredity causes** – One may feel inferior because of inherited defective mental set up, physiological structure, colour of the skin (dark) which could lead to maladjustment.

c. **Poverty** – When poor children meet rich children in the school, they sometimes develop jealousy, worry and inferiority complex which lead to emotional disturbance.

d. **Environment causes** – The forces of the environment begin to play their role from the conception of the child in the womb of the mother in the form of defective nourishment available to him. Uncongenial physical environment, adverse physical environment leads to maladjustment.

e. **Faulty method of teaching** – Faulty methods of teaching do not motivate students. The Lesson becomes dull and drudgery. Students begin to hate every process of education. It creates emotional tension which leads to mental illness.

f. **Strict Discipline** – Some traditional schools impose strict discipline, such schools are just like jails and the teachers jailors. Those students are always suffering from fear and worry.

g. **Lack of facility in school-** In some schools, there is lack of furniture and proper equipments. Over crowded classes and poor facilities leads to frustration and mental tension.

h. **Lack of guidance and counseling** – Mastery over content and subject matter only without caring for the interest of students causes maladjustment. No guidance is provided for various areas at different levels. Students became confused, frustrated and become maladjusted.

i. **Lack of recreational facilities** – Children who do not get facilities after class in the forms of play, library, debates, discussion, puzzles etc. may have adjustment Problems.

j. **Mass media** – Children are exposed to mass media, explosion of knowledge, adult issues now a days. It the child witnesses films which adult issues now a days. It the child witnesses films which depict low sexuality and violence, it may lead to maladjustment.

k. **Social laws and bindings** – The social laws and legal binding are the most common source of frustrations in one‘s life. Similarly restrictions imposed by parents, teachers, ethical and other groups are common sources of maladjustment.

l. **Bad company / neighborhood** – Neighbourhood is an important conditioner of child's behaviour. Many of our youngsters develop delinquencies because such patterns of behaviour are seen in their neighborhood patterns like lying, stealing, obscene talk, promiscuous sex interest.

m. **Peer-group related causes:** Usually, students ask for recognition from their peer group during later childhood and adolescence. Though, popularity among the peer group depends on various factors, such as good looks, athletic abilities, social class, academic performance, and special talents. If the student lacks these qualities, he may fail to get status amongst his/her peer group and gets frustrated and maladjusted.

n. **Teacher-related causes:** An imbalanced personality in the teacher has its impact on the behaviour of the children. If the teacher is unjust, partial or not involved with the students, it certainly affects the behaviour of the children in the school.

o. **Personal causes:** The individuals who are physically, mentally and visually handicapped respond abnormally to the situation. Even children with partial deficiency, such as defective eye sight, poor hearing and impaired speech may find it difficult to adjust under normal situations. When they cannot compete with their peers, they develop an inferiority complex.

p. **Psychological causes:** When the psychological needs are not met, children get frustrated and develop problems like nail biting, day-dreaming, fear of dark, lack of self-confidence, flickering of eyes, etc. Those parents who threaten, nag, punish and humiliate their children before others are directly responsible for their children's isolated and rejected behaviour. Psychological instability of parents is directly responsible for maladjusted behaviour of their off-spring. If parents are over-possessive, highly authoritative, unrealistic in their expectations, incompatible, abusive and prejudiced, this will have a deleterious effect upon their children.

q. **Birth Order:** The birth order of children in the family and their relationship with siblings also influence the mental instability of children. Case studies show that psychoneurotic adolescents are from families where there is large a number of siblings.

8.13. ROLE OF TEACHER IN DEALING WITH BEHAVIOR PROBLEMS

As a teacher, what is your role towards your students when they face such problems or situations? It is common for children to violate or break rules or misbehave. But some display patterns of negativity hostility and defiance that are frequent, intense and disruptive than the norms. They are considered to have behaviour problems. These problems lead to difficulty for the child in adjustment, makes the child inadequate, unhappy and uncomfortable. These behaviour problems have to be corrected by detecting the typical problems ahead in advance. If these problems are left untreated, they are likely to become more serious and chronic disorders. To overcome these problems, one of the remedial measures is behaviour therapy which has been demonstrated time and again to be of value and quite effective in treating these problems. Before behaviour therapy begins, there must be a behavioural assessment. The treatment strategies are individually tailored to different problems in different individuals.

The implications are analysed and discussed as follows. Your role is to:

Assessment of problem behaviour in school children

Children with personal inadequacies and who are maladjusted in the school environment should be identified / recognised. Problem children require special attention in the school in general and in the classroom in particular. Students who suffer from physical disabilities should be asked to sit in the front row so that they are under direct observation of the teacher. Moreover they should be referred to physicians for appropriate medical check-up, if so required.

Assessment is very crucial in understanding and managing the problem behaviours in school children. It has the following steps:

1. Defining the problem
2. Selecting the appropriate treatment
3. Specifying the treatment objectives
4. Setting the goals

A problem behaviour can be in 'excess' or 'deficit', i.e., when the behavoiur occurs with very high frequency or duration, it is called as excessive behaviour; and when it occurs at a very low rate, it is called deficit behaviour.

Thus problem behaviour is a disruptive or maladaptive behaviour that hampers the normal functioning of the child and has a negative impact on those around him.

Assessment of the problem helps in clearly identifying the problem, defining and describing the behaviour in terms of what is being observed. Functional analysis is a crucial part of assessment procedure.

8.13.1 Functional Behavioural Assessment

It is conducted to identify the basic causes of problem behaviour. It helps in finding out specific causes of the problem observed in the child. The first step in the process is to define the problem behaviour, i.e., to describe it in concrete terms. It includes describing the behaviour in such a way that it is easy to communicate, simple to measure and record. It helps in deciding the appropriate intervention.

The child's behaviour is observed carefully and systematically in different situations such as in the classroom, on the playground, during assembly, at lunch break, at home, etc. and the specific characteristics of the behaviour are recorded minutely. For this, functional behavioural assessment is conducted in systematic manner

8.13.2 Steps in Functional Behavioural Assessment

a) Direct Assessment:

This follows the A-B-C approach.

- A refers to Antecedents (what happened before the behaviour),
- B refers to Behaviour (description of the behaviour as it happened),
- C refers to Consequences (what happened after the behaviour)

B is modified by controlling A and altering C. This is done by identifying not only the conditions that precede and trigger the behaviour, but also the reinforcing consequences that sustain it. The antecedents and consequences of the target behaviour may be overt, objectively observable conditions or covert mental events reported by the person, whose behaviour is to be modified. The frequency, duration and severity of the behaviour are also recorded. Journal of specific behavior occurred may be maintained by the teacher/teachers and the parents.

b) Indirect Assessment:

Structured interview technique can be used to collect information about the problem behaviour from parents, teacher/teachers, peer and any other closely associated person in the child's life. The child may also be interviewed.

The information focuses on:

- When does the behaviour occur
- Who was present when the behavior occured
- Where it does occur
- What precedes the behavior i.e., the nature of the interaction or activities that happened before the behaviour
- What happened after the behaviour
- What can be the acceptable behaviour from the child

a) Data Analysis: All the information gathered either through direct or indirect mode is compiled and analyzed.

b) Tentative Hypothesis: Based on the analyzed data, tentative hypothesis or solutions are framed and tested out. Once the causes of the problem behaviour are known, the hypothesis predicts the conditions under which the behaviour is most and least likely to occur (the antecedents) as well as the consequences that maintain the behaviour. Environmental manipulation is done to test the hypothesis. If the hypothesis is found correct, it'll lead to the planning of behaviour intervention plan. If the hypothesis is not proved, then a new hypothesis needs to be formulated after analyzing the data again.

c) Behaviour Intervention Plan: Intervention plan is devised to decrease or modify the maladaptive problem behaviour. It focuses on teaching more appropriate behaviour by manipulating the antecedents and/or the consequences of the behaviour.

In assessing the problem behaviour, to make it reliable collect information from multiple sources and methods, and focus on specific contextual factors. Socio-cultural and environmental factors play an important role in contributing to the origin and maintenance of the behaviour. Careful analysis of all the factors will lead to an effective behaviour intervention plan. A single problem may have

a number of causes, e.g., refusal to go to school may be due to punitive class teacher, inability to understand classroom teaching, bullying or abuse etc.

Assessment Techniques

There are various techniques can be used when doing functional behavioural assessment. The major assessment procedures that can be used are interviews, record reviews, observation methods, check lists and rating scales. The selection of the procedure depends on the nature of the problem, attributes which the child exhibits and the environment in which the child lives and the facilities available at the school. In most cases a combination of several assessment procedures is desirable.

Record Reviews: These provide a historical content for the problem. The record reviews describe incidents or behaviours observed in the particular child. These types of recording gives insight about the cause and effect by detailing what occurred before the problem behaviour.

Interviews: These are used early in the assessment process because these procedures focus and inform the assessment process. Interviews are used to define the problem, analyse, the causes of the problem, select intervention and evaluate the intervention outcomes.

Observation Method: Observation is used commonly as a part of the diagnostic assessment. Assessors use observation method to redefine their definition of the problem, generate and test hypotheses about why the problem exists, develop intervention within the classroom and evaluate the effects of an intervention.

Check lists: The assessors use checklists to get the parent and the teacher perspectives on the child's problems. A checklist requires the observer to note whether a particular characteristic is present or absent. Revised Behaviour Problem Checklist (RBPC) - can be used to screen behaviour disorders in school and to measure behaviour change associated with psychological intervention. It identifies conduct disorders, aggression and attention problems, immaturity anxiety, withdrawal; motor tension excess etc.

Peer nomination checklist can also be used in the schools. The students are asked to respond to items like who in your classroom is most likely to fight with others or who would you like to work with to identify maladaptive and pro-social behaviours.

Self report techniques: Self reports of behaviour are also used from students to help them monitor and identify the problem.

Rating scales: A rating scale requires the observer to note the degree to which a characteristic is present or how often the behaviour occurs. Behaviour Rating Scale and Social Skills Rating scales can be used by the parents and teachers to evaluate problem behaviours of students in educational and family settings.

Projective techniques: may be used as a screening test for children suspected of behaviour problems and emotional disturbances.

8.13.3 Management of problem behaviour in school children

Management of the problem behaviour is multi-faceted. All the stakeholders including parents, teachers, the peer group, and the child himself need to be involved in the management of problem behavoiur. Following are the general techniques for the management and prevention of the problem behaviours.

i) Counselling and Psychotherapy

Counselling aims at establishing a warm and genuine relationship with the child. It facilitates the child opening up and expressing his fears, anxieties and concerns in the secure atmosphere of counselling. Counsellor analyzes the problem, understands it from different perspectives, and suggests intervention plans to manage and overcome the problem behaviour.

Approaches to counseling are:

Psychoanalytical counselling: The catharsis technique is used for free association and focuses on the early childhood experiences of the client. It uses play, drawing, painting, drama and dance as medium that facilitate free expression of child's feelings and emotions.

Person- centered counseling: It is a non directive approach to counselling. The therapist emphasizes the innate potential of the individual to solve his problems and extend unconditional positive regard and genuineness in the counselling relationship.

Cognitive behavioural therapy: Focuses on cognitions and thoughts of the child that is causing the problem beahviour. The child is helped to identify the irrational and dysfunctional thought patterns and change them to rational positive thoughts and through self talk. A daily record of thoughts can be maintained by the child/adolescent.

8.13.4 Teachers and Behavior Problems of children

i) As a teacher, what is your role towards your students when they face such problems or situations? The implications are analysed and discussed as follows. Your role is to:

ii) **Reinforce the isolated:** Special care should be given to students who isolate themselves from others. Regulated boosting of their ego may help them overcome the feeling of isolation. School activities should be designed in such a way that every student receives attention from the teacher and get praise for creditable achievements

iii) **Reform the inferior:** Identify the students who are poor in specific subjects and diagnose their specific problems and identify the special abilities, and provide them maximum opportunity to excel in their special abilities. By compensating for their inadequacy you can help them cope with their inferiority complexes.

iv) **Refer to counselors:** Teachers can refer the problem children to professional counsellors. The trained counsellors may diagnose the case and provide appropriate guidance and counselling to students.

v) **Smarten up the skills of counselling** : Teachers are motivated to acquire extra knowledge about counselling and refurbish it. Attend the orientation programmes which focus on the nature and causes of various problems, disorder of emotions such as extreme shyness, over-anxiousness or depression, disorder of conduct such as lying, stealing and truancy. As an effective teacher, should enrich his/her knowledge by attending professional programmes.

vi) **Train in will-power:** The family as an institution is undergoing changes in the value system. Adolescents often experience conflicts, whether in observing the traditional familial values or in adhering to new emerging values. In such a situation y a teacher can play his/her role effectively. He/she can adopt certain new approaches to develop value judgment amongst students. There are certain interesting approaches like value analysis, value discussion and value judgement through which students can reach the solution. These approaches develop will-power, reasoning ability and rational judgement amongst students.

vii) **Encourage healthy growth of self:** If a teacher possesses values like honesty, truthfulness, sincerity and perseverance, naturally the students will develop same and admire the teacher. Apart from this, a teacher can encourage the students to read autobiographies of great personalities like Mahatma Gandhi. Vlvekananda, Maulana Abdul Kalam Azad, Rabindranath Tagore etc.

viii) **Transform aggression:** The mission of converting the aggressive and hostile feeling of maladjusted students lies in the teacher's hands. The socially useful outlets for energy as that of athletic contest, painting, dramatics and stage plays will assist the aggressive students to overcome from the depression and anxiety.

Check Your Progress- 10

Note: (a) Answer the questions given below

(b) Compare your answers with those given at the end of this lesson

i. A Problem behaviour can be in _____ or _____

ii. _____ is conducted to identify the basic causes of problem behavior.

iii. Direct Functional Behavioural Assessment follows _____

iv. Indirect Functional Behavioural Assessment involves_____ technique to collect information about the problem behavior.

v. Person- centered counseling is a _____ approach to counseling

8.14 LET US SUM UP

In this lesson, you have studied:

The behaviour problem is any behaviour which is disruptive persistent and intense and against the norms of the group to which the child belongs and makes the child inadequate unhappy, discomfort able and leads to difficulty in adjustment.

To deal effectively with behaviour problems a teacher must understand the factors and situations that lead to the problems. Some of these factors are attempts to satisfy personal or social needs, the teacher and classroom conditions, home, social and cultural environment.

Some common behaviour problems observed in children such as aggression, anxiety or phobias, bullying, depression, truancy, delinquency, maladjustmentl defiant behaviour, peer pressure, depression etc. These problems are assessed through functional behavioural assessment before behaviour therapy is given. Functional behavioural assessment involves behaviour analysis and behaviour assessment. Behaviour analysis consists of identifying the antecedent conditions and the consequences of the target problem behaviour using an A-B-C approach.

8.15 LESSON END EXERCISES

1. What do you mean by behavioural problems? Discuss the role of teacher in dealing with behavioural problems.
2. Define Aggression. What are the symptoms of aggression?
3. Mention some positive approaches teachers/parents can use to improve or correct behaviour problems.
4. Define the term anxiety. Explain the symptoms and treatment of anxiety disorders.
5. Discuss in detail the causes and role of teacher in dealing with depression in children.
6. Explain the procedure for conducting a Behavioural Assessment.
7. Define truancy. Discuss the role of the teacher in dealing with truancy.
8. Discuss in detail the positive and negative effects of peer pressure.

8.16 SUGGESTED FURTHER READINGS

Choudhury, J. (2014). *Behavioral Problems In Children & Adolescents.* Jaypee Brothers Medical Publishers: India.

Cipani, E.(2017). *Functional Behavioral Assessment, Diagnosis, and Treatment: A Complete System for Education and Mental Health Settings (*3rd edition). Springer Publishing Co Inc: India.

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Henggeler, S.W. et al. (2009). *Multisystemic Treatment of Antisocial Behaviour in Children and Adolescents* (2nd ed). Guilford Press: New York.

Kapur, M. (2016). *Counseling Children with Psychological Problems.* Pearson: India

Shaffer, D.(2012). *Developmental Psychology: Childhood and Adolescence(*9th edition). CENGAGE Learning Custom Publishing.

Tripathi, A., & Alva, M.H. (2019). *Young Mental Health*. Simon & Schuster Publishers India Pvt Ltd.

8.18 ANSWERS TO CHECK YOUR PROGRESS

Answers to Check Your Progress-1

i) Maladaptive

ii) Minor behavior problem

iii) Particular problem

iv) Thoughts and behavior

v) Dysfunctional

Answers to Check Your Progress-2

i) Physical and psychological harm

ii) Physical, Verbal, Mental and Emotional

iii) Television

iv) Aggressive, encouraged

v) Aggression

Answers to Check Your Progress-3

i) Anxiety

ii) Talking therapies

iii) Negatively

iv) Separation anxiety and fear of school

v) Worry and tension

vi) Thoughts and behaviours

Answers to Check Your Progress-4

i) Depression

ii) Low self-esteem

iii) Positive thinking

iv) Withdrawn

Answers to Check Your Progress-5

i) Absent

ii) Unmet needs undiagnosed learning difficulties

iii) Truancy.

iv) Middle school and high school

v) Multifaceted

Answers to Check Your Progress-6

i) Undesirable

ii) “A child trying to act like a grownup”

iii) 1889

iv) Psychiatrist

v) Individual Programme, Environmental programme

Answers to Check Your Progress-7

i) Young

ii) Positive & negative

iii) Academic performance and Fashion choices.

iv) Independent

Answers to Check Your Progress-8

i) Aggressive

ii) Direct and indirect

iii) Self-esteem

iv) School climate

Answers to Check Your Progress-9

i) Inadequacy

ii) Alfred Adler

iii) Secondary inferiority

iv) Withdrawn

v) Physical defects

Answers to Check Your Progress-10

i) 'Excess', 'deficit'

ii) Functional Behavioural Assessment

iii) A-B-C approach

iv) Structured interview

v) Non directive

LESSON NO. 9 UNIT- III

MENTAL HEALTH

STRUCTURE

9.1 Introduction

9.2 Objectives

9.3 Concept of Mental Health

- 9.3.1 Definitions of Mental Health
- 9.3.2 Components of mental health
- 9.3.3 Theories of mental health
- 9.3.4 Characteristics of a mentally healthy person
- 9.3.5 Factors affecting Mental Health
- 9.3.6 Challenges to Mental Health
- 9.3.7 Tips for Staying Mentally Healthy
- 9.3.8 Importance of Mental health
- 9.3.9 Role of school and teachers in Mental health promotion

9.4 Concept of Behaviour Modification

- 9.4.1 Characteristics of Behaviour Modification
- 9.4.2 Principles of Behaviour Modification
  - To develop a new behavior
  - Strengthen a new behavior

- Stop inappropriate behavior
- Modify emotional behavior

9.4.3 Observing and Recording Behaviour

9.4.4 Procedure of Behaviour Modification

9.4.5 Techniques of Behaviour Modification

- Positive reinforcement
- Negative reinforcement
- Aversive conditioning
- Punishment
- Flooding
- Systematic desensitization
- Aversion therapy
- Extinction
- Token economy methods
- Cognitive behaviour therapy
- Family Counseling Therapy
- Play therapy
- Shaping
- Biofeedback
- Preventive measures
- Referral
- Fading

9.4.6 Steps in Behaviour Modification

9.4.7 Role of Teachers/Parents In Behavior Modification

9.4.8 Areas of Behaviour Modification

9.4.9 Potential of Behaviour Modification

9.5 Let Us Sum Up

9.6 Lesson End Exercise

9.7 Suggested Further Readings

9.8 Answers To Check Your Progress

9.1 INTRODUCTION

In lesson 8, we have discussed about concept of behavioural problems, their factors, symptoms and treatment. You have also come to know various types of behavioral problems in children like aggression, anxiety, depression, truancy, delinquency, bullying, peer pressure and inferiority complexes and maladjustment. You have also come to know the role of teacher in dealing with behavior problems, Functional Behavioural Assessment, Steps in Functional Behavioural Assessment and Management of Problem Behaviour in School Children.

In this lesson you will study about Concept of Mental Health, its Components, Theories, Characteristics of a mentally healthy person, Factors affecting Mental Health, Tips for Staying Mentally Healthy, Importance of Mental health and Role of school and teachers in preventing and promotion of mental health. In addition to this you will also study about Behaviour Modification principles and procedure. Behaviour modification is structured learning in which new skills and other behaviours are learned, undesired responses and tendencies are reduced, and the person becomes more motivated for the desired changes. Behaviour modification is experimentally based. The goal of this unit is to describe basic principles of behaviour so that you can learn how environmental events influence human behaviour and to describe behaviour modification procedures so that you learn the strategies by which human behaviour may be modified. In

this unit you will learn about behaviour modification, the principles and procedures used to understand and change human behaviour.

9.2 OBJECTIVES

After studying this lesson, you shall be able to:

- explain the concept of mental health,
- identify the components of mental health in a child,
- analyze the theories of mental health,
- evaluate factors affecting mental health of a child,
- elaborate importance of mental health,
- formulate role of school and teachers in mental health promotion,
- discuss concept of behaviour modification,
- explain the main characteristics of behaviour modification,
- discover the principles of behaviour modification,
- adopt procedure of behaviour modification,
- construct the steps in behaviour modification,
- elaborate the role of teachers/parents in behavior modification, and
- analyse the applications of behaviour modification techniques in different areas.

9.3 CONCEPT OF MENTAL HEALTH

One of the most important aims of education is to help the individual in making adjustment with the changing environment. It is the mental health which helps the person to adjust in the environment. It is a state or condition on which an individual feels a sense of well being. This condition also provides an individual the capacity to be resilient to the stresses her / meets and to respond to these challenges without having to compromise his well being. This also makes him productive and fruitful for himself and his community.

Mental health means striking a balance in all aspects of your life: social, physical, spiritual, economic and mental. Reaching a balance is a learning process. At times, you may tip the balance too much in one direction and have to find your footing again. Your personal balance will be unique, and your challenge will be to stay mentally healthy by keeping that balance.

What today is broadly understood by "mental health" can have its origins tracked back to developments in public health, in clinical psychiatry and in other branches of knowledge. Although references to mental health as a state can be found in the English language well before the 20th century, technical references to mental health as a field or discipline are not found before 1946. During that year, the International Health Conference, held in New York, decided to establish the World Health Organization (WHO) and a Mental Health Association was founded in London. Before that date, found are references to the corresponding concept of "mental hygiene", which first appeared in the English literature in 1843, in a book entitled Mental hygiene or an examination of the intellect and passions designed to illustrate their influence on health and duration of life.

In 1948, the WHO was created and in the same year the first International Congress on Mental Health took place in London. At the second session of the WHO's Expert Committee on Mental Health (September 11-16, 1950), "mental health" was defined as follows, "Mental health is a condition, subject to fluctuations due to biological and social factors, which enables the individual to achieve a satisfactory synthesis of his own potentially conflicting, instinctive drives; to form and maintain harmonious relations with others; and to participate in constructive changes in his social and physical environment."

Mental health refers to cognitive, behavioral, and emotional well-being. It is all about how people think, feel, and behave. People sometimes use the term "mental health" to mean the absence of a mental disorder.

Mental health is a state of well-being in which an individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and is able to make a contribution to his or her community.

Mental health is fundamental to our collective and individual ability as humans to think, emote, interact with each other, earn a living and enjoy life. On this basis, the promotion, protection and restoration of mental health can be regarded as a vital concern of individuals, communities and societies throughout the world.

Mental health is a positive concept related to the social and emotional wellbeing of individuals and communities. Which is influenced by culture, but it generally relates to: Enjoyment of life, Having the ability to cope with and 'bounce back' from stress and sadness, being able to set and fulfill goals, having the capability to build and maintain relationships with others.

9.3.1 Definitions of Mental Health

Mental health which today is recognised as an important aspect of one's total health status is a basic factor that contributes to the maintenance of physical health as well as social effectiveness.

According to the World Health Organization (WHO), mental health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity. Three ideas central to the improvement of health follow from this definition: mental health is an integral part of health, mental health is more than the absence of illness, and mental health is intimately connected with physical health and behaviour.

Recently World Health Organization (WHO) has proposed that mental health is a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community.

According to Vaillant & Vaillant (2009), "Mental health may be conceptualised along the following six constructs

a) Mental health is above normal

b) Mental health as maturity

c) Mental health as positive or spiritual emotions

d) Mental health as socio-emotional intelligence

e) Mental health as subjective well-being

f) Mental health as resilience

Menninger (1945) defines, "mental health as adjustment of human beings to the world and to each other with a maximum of effectiveness and happiness. It is the ability to maintain an even temper, an alert intelligence, socially considerate behaviour and a happy disposition."

Carter V. Good in the dictionary of Education (1959) has termed mental health as, "The wholesomeness of the mind." It is for the health of the mind.

According to Hadfield 'mental health is the full and harmonious' functioning of the whole personality.

From this one can conclude that mental health has two important aspects. It is both individual and social. The individual aspect connotes that the individual is internally adjusted. He is self-confident, adequate and free from internal conflicts and tensions or inconsistencies. He is able to adapt himself to the new situations. But he achieves this internal adjustment in a social set up.

9.3.2 Components of mental health

According to Keyes there are three components of mental health:

Emotional well-being includes happiness, interest in life, and satisfaction

Psychological well-being includes liking most parts of one's own personality, being good at managing the responsibilities of daily life, having good relationships with others, and being satisfied with one's own life;

Social well-being refers to positive functioning and involves having something to contribute to society (social contribution), feeling part of a community (social integration), believing that society is becoming a better place for all people (social actualization), and that the way society works makes sense to them (social coherence).

According to Jahoda mental health is subdivided into three domains:

- Self-realization, in that individual is able to fully exploit their potential;
- Sense of mastery over the environment;

- Sense of autonomy, i.e. ability to identify, confront, and solve problems.

9.3.3 Theories of mental health

There are a number of major theories relating to understanding mental health:

- **Developmental theories**: Theories of development provide a framework for thinking about human growth, development, and learning. For example Theories of Freud, Jung, Eriksson, Kohlberg conveys what motivates human thought and behavior. These theories can provide useful insight into individuals and society.
- **Behavioural theories:** Behavioural psychology, also known as behaviourism, is a theory of learning based upon the idea that all behaviours are acquired through conditioning. Advocated by famous psychologists such as John B. Watson, Ivan Pavlov and B.F. Skinner. Behavioral techniques are widely used in teaching-learning and teacher training to learn new skills and behaviours.
- **Cognitive theories:** Cognitive psychology is the branch of psychology that studies mental processes including how people think, perceive, remember, and learn. Advocated by Theorists: Tolman, Piaget, Chomsky, etc.
- **Social theories**: Social psychology looks at a wide range of social topics, including group behavior, social perception, leadership, nonverbal behaviour, conformity, aggression, and prejudice. Social perception and social interaction are also vital to understanding social behavior theorists are Bandura, Lewin, etc.

9.3.4 Characteristics of a mentally healthy person

Burmham who emphasizes the importance of integration or wholeness of personality said "a mentally healthy person is one who has a balanced personality, free from schism and inconsistencies, emotional and nervous tension, discords and conflicts. a well adjusted person can deal with his potentialities as well as he can accept his limitations."

- **Life Satisfaction**

  A person's ability to enjoy life is frequently used as an indicator of mental health and wellness. It is often defined as the degree to which a person enjoys the most important aspects of their life.

  Some factors that have been found to play an important role in life satisfaction include the absence of feeling ill, good relationships, a sense of belonging, being active in work and leisure, a sense of achievement and pride, positive self-perceptions, a sense of autonomy, and a feeling of hope.

- **Resilience**

  The ability to bounce back from adversity has been referred to as "resilience." People who are resilient also tend to have a positive view of their ability to cope with challenges and seek out social support when they need it. Those who are more resilient are better able to ycope with stress in adverse situations.

- **Support**

- Social support is important to good mental health. Loneliness has been shown to have a number of negative health effects.

- **Flexibility**

  Having rigid expectations can sometimes create added stress. Emotional flexibility may be just as important as cognitive flexibility. Mentally healthy people experience a range of emotions and allow themselves to express these feelings.

- **Feels Comfortable**

  He feels comfortable about himself, that is, he feels reasonably secure and adequate. He neither underestimates nor overestimates his own ability. He accepts his shortcomings. He has self-respect.

- **Self sufficient**

  A mentally healthy person is able to meet the demands of life. He reacts to the problems as they arise. He is able to think for himself and takes his own decisions. He sets reasonable goals for himself. He shoulders his daily

responsibilities. He is not bowled over by his own emotions of fear, anger, love or guilt.

- **Optimum health**

  Nothing called perfect mental health – No person is with perfect mental health rather it is optimum mental health.

- **Dynamic concept:** Mental health denotes a state of balance or equilibrium of our mind, this balance is not static, it is quite dynamic.

9.3.5 Factors affecting Mental Health

Every child is unique. Individual differences among children are due to genetic, environmental, and socio-cultural factors. Children may experience disturbance in emotions, behaviour, and relationships which may affect their social functioning. The **bio-psycho-social** model has a strong legitimacy in the understanding of any challenge or struggles on the mental health of an individual. These factors interact in complex ways. These include:

a) Biological Factors

Mental health has been associated with the performance of nerve cells or neural pathways that connect various parts of the brain. Defects or injury to certain areas of the brain have been associated to many mental health conditions. A few biological factors that are involved with mental health conditions are given below:

Genetics (heredity): the disposition of many mental health conditions may be transferred through genes from one generation to the next. These conditions are linked to faulty genes and the way these genes interact with the environment. Stress, trauma or abuse may also influence or trigger.

Infections: brain damage and infections also affect mental health.

Brain defects or injury: Injury caused by physical damage to brain may also be linked to certain mental health.

Prenatal damage: Disruption in the early stages of fetal development or trauma at the time of birth are also probable causes of mental health.

Other Factors like poor nutrition or exposure to toxins such as Lead may be linked as one of the leading causes of mental health conditions.

b) Psychological Factors

Fulfillment of Fundamental or Basic Needs: Mental health in childhood and later depends very much on the adequate satisfaction of fundamental or basic needs. The physical needs are to be satisfied for maintaining physical well-being "Hunger, thirst, fatigue, lack of sleep, physical pain, exercise, heat or cold and the like set up certain tensions in the individual which must be relieved."

Emotional needs are also called 'ego needs' which must be satisfied to maintain 'self'. They are as important as the organic needs. There are two main ego needs. Firstly, we have the need for a sense of security thought love and affection of those who are important to us — our parents, our friends and our fellow men. We wish to have a warm and satisfying relationship with other people.

Feeling of security: mostly comes through love which consists of such elements as understanding, trust, cooperation and overt affection. The child feels secure when, he is assured that his parents care for him, want him and accept him as he is. Accepted in this way and the child can establish healthy relationship with the world outside. To the person with a feeling of security, the world is a friendly and safe place. Such a person likes people and feels comfortable with them.

Satisfaction: The adequate satisfaction of this need gives a sense of adequacy, a feeling of self-enhancement. In order that this need is satisfied in the child, parents and others have to demonstrate their affection and their approval and evince in what the child does. Once the child has a feeling of adequacy and importance, he will be able to cope with, and if possible, solve the problem which confronts him.

c) Social Factors

Social factors pertain to the individual's society in which he lives, the interactional processes, and his social functioning with other persons. The social

environment shapes the knowledge, the skills, interests, attitudes, habits, values and goals that he acquires. Every individual is born into a society which influences the content of his behaviour.

Of the social factors, the most important are the home, the school and the community.

Home

- A child who is living in an orphanage, foster home, or any sort of institutional care may be at risk of developing mental health problem.
- Parents who give affection and security to their children contribute to their mental health. Parents who are nervous, tense or self-centered, over-protective rejecting, domineering or inconsistent in disciplinary practices or who are partial in dealing with their children are laying the foundations of mental inadequacy or ill-health. On the other hand, parents who share their life and time with their family and children, who show interest in the development of their children, play with them or work with them, help them to develop mentally healthy attitudes.
- A good home, on the other hand, where there is a harmonious relationship between parents, where parents understand the needs and interests of their children and where there is an atmosphere of happiness and freedom, contributes greatly to the mental health of every member.
- Sometimes extreme neglect shown by caregivers may push children to a higher risk of developing mental health problem.
- Parents or caregivers themselves battling mental health concerns or issues like drug abuse or anger management.
- Separation from parents in the context of a job transfer, change in partners, temporary care of grandparents, or other relatives.
- Any form or degree of physical, sexual, or verbal abuse may become the reason for a child to show such concerns.

School

The school can also develop a sense of personal worth, social growth and social competence, if its experiences are satisfying and evoke affectional responses. A good school provides an atmosphere in which each pupil is respected as an individual. It provides a curriculum enriched by activities, satisfying needs and interests of pupils, co-curricular activities such as dramatics, athletics, debates which promote the physical and emotional development of its pupils. Such a school is a positive factor in the development of sound mental health.

Community factors

A positive sense of belonging, community connectedness, activities highlight and embrace diversity, social support, and participation in society.

The community provides the framework and climate within which the family lives and develops. It ought to provide, therefore, a healthy atmosphere and a well-organised network of public and private community services of the highest possible quality. These services, will satisfy such needs as those of love and affection, will give to its members a feeling of belongingness, and will provide opportunities for group anticipation and for emotional release.

Some of these community services could be libraries and reading-rooms for the general public, social education centres, and well round recreational programmes, vocational and educational guidance bureaus for youth, child-guidance clinics, Bal-bhavans, hospitals for the mentally and physically ill, arrangements for family counselling like family-life institutes, maternity and child welfare centres in the urban and rural areas.

9.3.6 Challenges to Mental Health

The National Alliance on Mental Illness (NAMI) states that an estimated one in five U.S. adults experiences a mental health problem each year. There are a number of risk factors that can increase the likelihood that a person may experience poor mental health.

Risks to mental health can include:

- Discrimination
- Exposure to trauma
- Family history of mental illness
- Low income
- Medical illness
- Poor access to health services
- Poor self-esteem
- Poor social skills
- Social inequalities
- Substance use

Some of the factors that can help offer protection against poor mental health including having supportive social relationships, strong coping skills, opportunities for engagement in the community, and physical and psychological security.

9.3.7 Tips for Staying Mentally Healthy

The following are some tips to stay mentally healthy

- **Get enough sleep and rest**. Sleep affects physical and mental health, but can be the first thing get affected when we get busy or stressed
- **Enjoying life**. Balance in life is important, so taking time out for things you enjoy can make a difference to how you think and feel
- **Be active and eat well.** Our physical and mental health is closely linked, adding exercise and nutritious food every day can make to feel better
- **Nurture relationships and connect with others**. Our connection to others is what builds us up and keeps us strong
- **Learn to manage stress**. Managing thoughts by relaxation, yoga or writing feelings down are helpful in managing stress.

- **Get involved and join in**. Being part of a group with common interests provides a sense of belongingness. Sports, music, volunteer or community service helps in maintaining mental health.
- **Build confidence**. Learning improves mental fitness and taking on a new challenge can build confidence and give a sense of achievement
- **Be comfortable in your own system**. Everyone is unique and should be celebrated. Know who you are and what makes you happy.
- **Set realistic goals and deal with tasks one at a time.** It is good to be specific when you set a goal to help keep you on track
- **Reach out for help when you need it**. Everyone needs support from time to time. Talking to a family member, a friend, your doctor or one of the many services available can make all the difference.

9.3.8 Importance of Mental health

1. **Helps in the development of desirable personality** – Mental health helps in the development of a wholesome, well-balanced and integrated personality.
2. **Helps in proper emotional development** – The individual who enjoy good mental health are supposed to demonstrate proper emotional maturity in their behaviours. On the other side, those who are tense, disintegrated and mentally unhealthy demonstrate sudden emotional outburst.
3. **Helps in proper social development**- Ones mental health helps one in becoming sociable and establishing proper social relationships in the society.
4. **Helps in proper moral development** – The individuals who enjoy sound mental health are usually found to behave as a man of integrity and character by following the ethical standards of the society.
5. **Helps in proper aesthetic development** – Proper mental health helps the individual in the development of appropriate aesthetic sense, artistic taste and refined temperament.

6. **Helps in seeking proper adjustment** – A mentally healthy individual is an adjusted person. He is able to adjust his needs as per the demands of the situation and well being of the society.

7. **Helps in seeking goals of life** – Optimum mental health always helps the individuals to divert his energies in full capacity for the realization of the goals.

8. **Helps in progress of the society** – Mental health helps the individual to develop as well balanced useful citizens who are conscious not only of their rights but also of their responsibilities.

9. **Helps in prevention of mental illness** – A sound mental health and balanced personality have enough resistance to fight against the odds of life and bear the accidental stresses and strains of life in comparison to those with impaired mental health.

9.3.9 Role of school and teachers in Mental health promotion

Almost all children attend school and spend 6-7 hours of their time every day in that learning environment. Incorporating mental health into the school curriculum can have substantial influence on well-being of the students. A school that makes conscious effort to constantly promote mental health and wellbeing of its children strengthens its capacity as a healthy setting for living and learning. The increase in the reports of bullying and school violence emphasizes the importance of early recognition and response to the situations. In the last decade, school mental health has expanded to address school violence, bullying, substance abuse, discrimination and maintaining healthy discipline.

Educational settings promote mental health when they provide children and adolescents with a sense of identity and self-respect, direction and meaning in life, mastery, belonging, safety, social support and participation. Good mental health is associated with better educational and behavioural outcomes. A range of effective interventions are available to promote mental health and to prevent and reduce mental illness. However, very few children and adolescents receive such interventions in the school setting. Mental health promoting pre-schools

and schools have a wide range of positive impacts on children's development, including large impacts on educational outcomes and equity. Incorporating mental health into educational policies contributes to developing, maintaining and protecting society's most potent and least developed resource, the mental health of children.

Teachers and school staff have a responsibility to promote mental health in schools. Often, even small changes can go a long way in helping somebody feel better.

Building rapport: The teacher must allow the student to be comfortable around him/her. Verbal (by giving positive feedback) and non-verbal (by gestures like consistent eye contact) reassurances work best.

Encourage unmasked expression of emotions: having an open conversation in which the child can vent out and paraphrasing the content shared helps children to assimilate better.

Non-judgemental listening and feedback: by showing empathy and compassion towards students.

Ensure complete confidentiality: Going by the dictum- "whatever you say to me will stay with me unless you are in danger or you may put others in danger."

i) Social and Physical Environment

- Allow and encourage students to participate in decision-making.
- Encourage an atmosphere of trust, tolerance, co-operation and empathy.
- Have a friendly, student-centred environment (e.g. decorative plants, student artwork, quotes and photos on display).
- Showcase student achievement and unity.
- Design physical spaces so that students can access facilities, maneuver within them, and participate fully in planned learning activities.

ii) Teaching and Learning

- Provide students with an enhanced understanding and appreciation of diversity.
- Incorporate culturally-relevant themes into instructional practices and activities.
- Offer students the chance to learn and practice social skills.
- Accommodate individual learning needs and preferences.
- Support autonomy by minimizing control, listening to and validating student perspectives.

iii) Healthy School Policy

- Provide alternatives to zero-tolerance policies that allow for continued school connectedness and restoration.
- Ensure that all students and staff members are held accountable for upholding and modeling rules pertaining to respectful behaviour.
- Have policies that contribute to the physical and emotional safety of all students.
- Accommodate the learning and social needs of all students, including those with exceptionalities.
- Offer ongoing professional development related to positive mental health. Establish a Healthy Schools Committee to look at creating healthy school policy.

iv) Partnerships and Services

- Interact with the home regarding student learning issues.
- Collaborate with families in the design of school improvement and learning initiatives.
- Adopt policy to ensure collaboration with community and government organizations.

v) **Social Inclusion**: The first determinant is social inclusion. This refers to social relationships, involvement in group activities and civic engagement.

vi) **Freedom from discrimination and violence:** This is the second determinant that focuses on valuing diversity, physical security, self-determination and control over one's life.

vii) **Access to economic resources:** The determinant of assess to economic resources deals with work, education, housing and money.

Check Your Progress -I

Note: a) Answer the questions given below

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

1) Define mental health.

_____

_____

2) Spell out any two characteristics of a mentally healthy person.

_____

_____

3) Enumerate the factors which affect mental health of a person

_____

_____

9.4 CONCEPT OF BEHAVIOUR MODIFICATION

"Behavior modification," also known as "behavior management" and "behavior analysis," all stems from the work of B.F. Skinner.

Behavior modification is also defined as "the alteration of behavioral patterns through the use of such learning techniques as biofeedback and positive or negative reinforcement." More simply, you can modify your child's behavior with positive

consequences and negative consequences. Behavior modification is based on the idea that good behavior should lead to positive consequences and bad behavior should lead to negative consequences.

Behavior modification assumes that observable and measurable behaviors are good targets for change. All behavior follows a set of consistent rules. Methods can be developed for defining, observing, and measuring behaviors, as well as designing effective interventions.

Behavior modification refers to the techniques used to try and decrease or increase a particular type of behavior or reaction. This might sound very technical, but it's used very frequently by all of us. Parents use this to teach their children right from wrong. Therapists use it to promote healthy behaviors in their patients. Animal trainers use it to develop obedience between a pet and its owner. We even use it in our relationships with friends and significant others. Our responses to them teach them what we like and what we don't.

It employs empirically tested behaviour change techniques to improve behaviour and/or reduce maladaptive/undesirable behaviour. It refers mainly to techniques for increasing adaptive behaviour through reinforcement and decreasing maladaptive behaviour through extinction or punishment.

Behavior modification relies on the concept of conditioning. **Conditioning** is a form of learning. First time the term behaviour modification has been used by Thorndike in the year 1911. He talked about the Law of Effect where responses followed by satisfying state of affairs were strengthened whereas responses followed by dissatisfying state of affairs were decreased or discontinued. The learning theories of classical conditioning by Pavlov and operant conditioning by Skinner have further contributed to the development of behaviour modification. Classical conditioning recommends that our behaviour /responses are conditioned, i.e., there is an association between the stimulus which elicits the response. When this association becomes strengthened on the basis of reward, conditioning happens and the behaviour is learned. Operant conditioning is based on the law of effect. This conditioning consists of behaviour that is followed by consequences that are satisfying to the organism, will be repeated. Behaviour that is followed by unpleasant consequences will be discouraged.

The behaviour modification approach involves the development and encouragement of desirable behaviours and removal and reduction of undesirable behaviours by methods based on the learning and reinforcement principles. In simple terms, behaviour modification assumes that behaviours can be acquired/ learned and can also be unlearned. Hence if the child has learned any negative behaviour, it can also be unlearend and new desirable behaviour can be learned. Thus the relationship between observable stimuli and response is important; and reward and punishmnet can be used to control and regulate this relationship between stimulus and response. According to Operant conditioning theory, greater or lesser reinforcement can be used to modify behaviour.

Before we try to understand what behaviour modification is, we first need to understand the term behaviour. Behaviour can be described as any overt manifestation of the individual. It can be related to what is said or done by the individual behaviour can be further described in terms of behaviour deficit or behaviour excesses. Behavior is anything that a person says or does. Educational psychologists/ counsellors generally talk very precisely about the behaviour. This helps in focusing on the particular aspect of behaviour which needs to be changed. Behaviour refers to the response made by an individual. The response may be the result of influence of external factors. The external factor is termed as stimulus and the action taken by the individual is known as response. Both heredity and environment determine the behaviour of an individual

Behaviour also needs to be described either as behavioural deficits or behavioural excesses. Behavioural deficit refers to something lacking, e.g., the child is not able to mix and interact with his classmates; the child has not learned how to eat in lunch break with frinds/classmates; the teacher is not able to manage her anger if some child disturbs her class; Behavioural excesses refer to behaviour which is out of control, for example, a child showing tantrums; an adult engaged in continuous smoking or drinking; a child eating candies and toffees frequently; or seeing television continuously.

Behavior modification is also used often to treat obsessive-compulsive disorder (OCD), attention deficit hyperactivity disorder (ADHD), irrational fears, drug and alcohol addiction issues, generalized anxiety disorder, and separation anxiety disorder.

Behaviour modification is the field of psychology concerned with analysing and modifying human behavior.

Analysing means identifying the functional relationship between environmental events and a particular behaviour to understand the reasons for behaviour or to determine why a person behaved as he or she did.

Modifying means developing and implementing procedures to help people change their behaviour. It involves altering environmental events so as to influence behaviour.

Behaviour modification procedures are developed by professionals and used to change socially significant behaviours, with the goal of improving some aspect of a person's life.

9.4.1 Characteristics of Behaviour Modification

You can't force a child to change their behavior but you can change the environment so they'll be more motivated to change. Behavior modification is about modifying the environment in a way that the child is more incentive to follow the rules. Keep in mind that behavior modification should be customized to your child's specific needs. The strategies that work well for one child might not work with another

- **Focus on behaviour:** Behaviour modification procedures are designed to change behaviour, not a personal characteristic or trait. Behavioural excesses and deficits are targets for change with behaviour modification procedures. In behaviour modification, the behaviour to be modified is called the target behaviour. A behavioural excess is an undesirable target behaviour the person wants to decrease in frequency, duration, or intensity. Smoking, truancy, anger are examples of a behavioural excess. A behavioural deficit is a desirable target behaviour the person wants to increase in frequency, duration, or intensity. Exercise and studying are possible examples of behavioural deficits.
- Procedures based on behavioural principles: Behaviour modification is the application of basic principles originally derived from experimental

research conducted in psychology in laboratory setting on animals. The scientific study of behaviour is called the experimental analysis of behavior or applied behaviour analysis.

- **Emphasis on current environmental events:** Behaviour modification involves assessing and modifying the current environmental events that are functionally related to the behaviour. Human behaviour is controlled by events in the immediate environment, and the goal of behaviour modification is to identify those events. Once these controlling variables have been identified, they are altered to modify the behaviour. Successful behaviour modification procedures alter the functional relationships between the behaviour and the controlling variables in the environment to produce a desired change in the behaviour. The causes of the behaviour must be found in the environment".

- **Consistency is the key to making behavior modification effective**. If you praise your child for doing their chores, use praise every time they do their chores until it becomes a habit. Then, you can gradually phase out your praise over time.

- **Negative consequences should needs to be consistent**. If your child only gets sent to time-out once out of every five times they hit someone, your consequences won't be effective. Your child needs to go to time-out each and every time they do the unwanted behavior.

- **Adults need to be united**. Behavior modification also works best when adults work together as a team. If teachers, daycare providers, and other caregivers use the same consequences and rewards, a child's behavior is likely to change even faster.

- **Precise description of behaviour modification procedures:** Behaviour modification procedures involve specific changes in environmental events that are functionally related to the behaviour. For the procedures to be effective each time they are used, the specific changes in environmental events must occur each time.

- **Implementation of Behaviour modification techniques**: Though, behaviour modification procedures often are implemented by people such as teachers, parents, job supervisors, or others to help people change their behaviour. Precise descriptions of procedures and professional supervision make it more likely that parents, teachers, and others will implement procedures correctly.

- **Measurement of behaviour change**: One of the hallmarks of behaviour modification is its emphasis on measuring the behaviour before and after intervention to document the behaviour change resulting from the behaviour modification procedures. In addition, ongoing assessment of the behaviour is done to determine whether the behaviour change is maintained in the long run. If a teacher is using behaviour modification procedures to increase academic performance would record the students' behaviours for a period before implementing the procedures. The teacher would then implement the behaviour modification procedures and continue to record the behaviours. This recording would establish whether there is any improvement. Long term observation would demonstrate whether the students continued to improve or whether further intervention was necessary.

- **Considering past events as causes of behaviour**: Behavior modification places emphasis on recent environmental events as the causes of behaviour. Though, knowledge of the past also provides useful information about environmental events related to the current behaviour. For example, previous learning experiences have been shown to influence current behaviour. Therefore, understanding these learning experiences can be valuable in analysing current behaviour and choosing behaviour modification procedures. Although information on past events is useful, knowledge of current controlling variables is most relevant to developing effective behaviour modification interventions because those variables, unlike past events, can still be changed.

- **Rejection of hypothetical underlying causes of behaviour**: Freudian

psychoanalytic approaches focuses on hypothesised underlying causes of behaviour, such as an unresolved Oedipus complex, behaviour modification rejects such hypothetical explanations of behaviour. Skinner (1974) has called such explanations "explanatory fictions" because they can never be proved or disproved, and thus are unscientific. These supposed underlying causes can never be measured or manipulated to demonstrate a functional relationship to the behaviour they are intended to explain.

9.4.2 Principles of Behaviour Modification

Behaviour modification principles and practices are used to assist individuals with developing new, desirable behaviours while eliminating behaviours that are no longer useful.

Reinforcement and punishment are the main principles of behaviour modification. Reinforcement strengthens behaviour, while punishment weakens a behaviour. Both can be either positive or negative.

i) To develop a new behavior

- **Successive Approximation Principle**: To teach a child to act in a manner in which he has seldom or never before behaved, reward successive steps to the final behavior.
- **Continuous Reinforcement Principle**: To develop a new behavior that the child has not previously exhibited, arrange for an immediate reward after each correct performance.
- **Negative Reinforcement Principle**: To increase a child's performance in a particular way, you may arrange for him to avoid or escape a mild aversive situation by improving his behavior or by allowing him to avoid the aversive situation by behaving appropriately.
- **Modeling Principle**: To teach a child new ways of behaving, allow him to observe a prestigeful person performing the desired behavior.
- **Cueing Principle**: To teach a child to remember to act at a specific time,

arrange for him to receive a cue for the correct performance just before the action is expected rather than after he has performed it incorrectly.

- **Discrimination Principle:** To teach a child to act in a particular way under one set of circumstances but not in another, help him to identify the cues that differentiate the circumstances and reward him only when his action is appropriate to the cue.

(ii) Strengthen a new behavior

- **Decreasing Reinforcement Principle**: To encourage a child to continue performing an established behavior with few or no rewards, gradually require a longer time period or more correct responses before a correct behavior is rewarded.
- **Variable Reinforcement Principle**: To improve or increase a child's performance of a certain activity, provide the child with an intermittent reward.

iii) Stop inappropriate behavior

- **Satiation Principle**: To stop a child from acting in a particular way, you may allow him to continue (or insist that he continue) performing the undesired act until he tires of it.
- **Extinction Principle:** To stop a child from acting in a particular way, you may arrange conditions so that he receives no rewards following the undesired act.
- **Incompatible Alternative Principle**: To stop a child from acting in a particular way, you may reward an alternative action that is inconsistent with or cannot be performed at the same time as the undesired act.
- **Punishment Principle:** To stop a child from acting in a certain way, deliver an aversive stimuli immediately after the action occurs. Since punishment results in increased hostility and aggression, it should only be used infrequently and in conjunction with reinforcement.

(iv) Modify emotional behavior

- **Avoidance Principle**: To teach a child to avoid a certain type of situation, simultaneously present to the child the situation to be avoided (or some representation of it) and some aversive condition (or its representation).
- **Fear Reduction Principle**: To help a child overcome his fear of a particular situation, gradually increase his exposure to the feared situation while he is otherwise comfortable, relaxed, secure or rewarded.

9.4.3 Observing and Recording Behaviour:

One fundamental aspect of behaviour modification is measuring the behaviour that is targeted for change.

Measurement of the target behaviour (or behaviours) in behaviour modification is called behavioural assessment. Behavioural assessment is important for a number of reasons. Measuring the behaviour before treatment provides information that can help determine whether treatment is necessary. Behavioural assessment provide information that helps in selecting the best treatment. Measuring the target behaviour before and after treatment allows determining whether the behaviour changed after the treatment. There are different methods for behavioural assessment.

9.4.4 Procedure of Behaviour Modification

The goal of behaviour modification is always to bring about a change in the behaviour. The change may be in terms of:

- a newly developed behaviour
- increase or strengthening of a behaviour
- maintaining a behaviour at a particular rate or pattern of occurrence
- decrease or change in a behavior.

Deciding the goal is only one part of the entire procedure for behaviour modification. First of all we need to analyse the problem behaviour through a process of behavioural assessment. Behavioural assessment helps us to

understand the problem in its different aspects, in different contexts and across different situations. The problem is studied in detail:

Frequency – how often the behaviour occurs, e.g., how many times the child has used abusive language in class duration

Duration – how long the problem behaviour lasts, e.g., the child goes on talking abusive language or uses it for a while only

Intensity – how severe is the behaviour, e.g., the child uses extreme abusive language or mild abusive language Thus baseline data forms an important step in the behaviour modification plan. Specific information about the behaviour is collected. The ABC model of behavioural analysis, also called functional analysis.

The ABC model refers to

- A antecedent it: describes what happens just before the occurrence of the behaviour
- B behaviour: it describes the behaviour of the individual
- C consequence: it describes the consequence, i.e. what happens after the behavior

The functional assessment helps in understanding the behavior. This facilitates in planning the appropriate intervention technique. The following steps can be used in the behavioural assessment process:

- All the antecedent factors are also elaborated.
- The consequences are noted down.
- The goals are specified.
- Accordingly the target response is stated in precise terms.
- The particular intervention to be used is finalised and implemented.
- Follow up and evaluation is done. If the intervention did not bring in the desired result, then we again go back to the first step of analysing the problem in detail in terms of the antecedent factors and then deciding on the intervention strategies to be adopted.

9.4.5 Techniques of Behaviour Modification

The purpose behind behavior modification is not to understand why or how a particular behavior started. Instead, it only focuses on changing the behavior, and there are various different methods used to accomplish it. Behaviour modification uses different techniques to modify a person's behaviour. It's based on the use of a reward system that targets specific behaviours. Rewards are used to reshape a person's motivations so old habits are eliminated and new, more beneficial habits are formed.

- **Positive reinforcement** is pairing a positive stimulus to behaviour. A good example of this is when teachers reward their students for getting a good grade with stickers.
- **Negative reinforcement** is the opposite and is the pairing of behaviour to the removal of a negative stimulus. A child that throws a tantrum because he or she doesn't want to eat vegetables and has his or her vegetables taken away would be a good example.
- **Punishment** is designed to weaken behaviours by pairing an unpleasant stimulus to behaviour. Receiving detention for bad behaviour is a good example of punishment.
- **Aversive Conditioning** helps break bad habits through associating aversive stimuli to the undesirable habit. Eventually, the undesirable habit becomes associated with the negative consequence and the behaviour is reduced.. This technique employs the principles of classical conditioning to lessen the appeal of a behaviour that is difficult to change because it is either very habitual or temporarily rewarding.
- **Flooding** involves exposing people to fear invoking objects or situations intensely and rapidly. Forcing someone with a fear of snakes to hold one for 10 minutes would be an example of flooding.
- **Systematic desensitization** is also used to treat phobias and involves teaching a client to remain calm while focusing on these fears. For example, someone with an intense fear of bridges might start by looking at a photo

of a bridge, then thinking about standing on a bridge and eventually walking over a real bridge.

- **Aversive Therapy** involves developing love towards a person nourishing positive thoughts about the person. Instead of finding fault of a person, one notice significant good aspects the person possesses, one may not tend to have an aversion to others. Aversion is a boomerang that returns and assaults the person who shot it. Hence it is wise to avoid aversion.
- **Extinction involves** making a person get rid of unwanted behaviour. A child who is put on a timeout because of bad behaviour may eventually stop that behavior. It involves eradicating undesirable behaviour by deliberately withholding reinforcement is another popular treatment method called extinction.
- **Token economy methods**: makes use of the principle of earning tokens by showing good behaviour which the child later on can exchange for rewards. Human behaviour is routinely motivated and rewarded by positive reinforcement. Token economy is based on systematic positive reinforcement where rules are established that specify particular behaviours that are to be reinforced, and a reward system is set up. A token economy is a highly effective behaviour modification technique, especially with children
- **Cognitive behaviour therapy**: involves teaching the individual to recognize his unrealistic or negative thoughts which distort him from reality. It includes role play, being asked to defend thoughts that distort reality etc.
- **Family Counseling Therapy:** The problem behaviour in the child is considered as a reflection of the dysfunction in the family system. The communication, interaction and interrelationship patterns within the family are examined to explain the origin and presence of the symptoms in the child. Parental education and training forms a crucial part about the child rearing practices, ways to engage the child, effective communication practices and management of the child's behaviour.

- **Play Therapy:** Children can express themselves better through the medium of play. When play is used in a systematic and therapeutic way to deal with the behavioural, social and emotional difficulties of children, it is called play therapy. Play helps them to open up and express their feelings, emotions, fears, anxieties and stress and find ways and means to deal with them. As the child engages in play, using various toys, the therapist tries to find out themes and patterns and derive meaning in the play. It is used successfully for various problems such as school problems, fear, excessive anger, excessive shyness, worrying, psychosomatic problems etc.
- **Shaping**: The process of shaping reinforces behaviors that are similar to a new, more desirable behavior. This usually occurs in steps and is often applied in cases where the ultimate goal is to overcome irrational fears or manage anxiety disorders.
- **Biofeedback** behaviour modification principles also can be used to treat emotional problems that are triggered by a physical symptom. It is a method that provides immediate feedback on a person's physiological state, be it heart rate, breathing rate or blood pressure. Feedback is provided by a mechanical device that lets the person know when a particular symptom is present. An example of this would be someone who has problems controlling anger. Once controlled, a person is better able to control an angry outburst.
- **Preventive Measures:** Prevention is the best form of intervention that is cost effective and, time and energy saving. The problem behaviour of the child will have its origin either in the home, family setting, school setting or it may be due to his own personality characteristics and predispositions. Hence if we present a proper environment to the child at home and school, it'll help him/her grow and develop optimally; the occurrence of problem behaviours in them will reduce significantly or can be eliminated completely.
- **Referral:** In some cases, the problem behavior becomes difficult to manage the same by parents, family members or teachers. In such cases

it is always advisable to refer the child to a professional counselor or mental health professionals such as clinical psychologists, trained counselors, psychiatrists or psychiatric social worker.

- **Fading** involves taking a behaviour that occurs in one situation and getting it to occur in a second situation by gradually changing the first situation into the second. A small child might be relaxed and cooperative at home, but frightened and withdrawn if suddenly put into a strange classroom. This fear can be avoided if the child is gradually introduced to situations that approximate the classroom. Shaping involves approximations on the response side, while fading involves approximations on the stimulus side.

9.4.6 Steps in behaviour modification

Behaviour modification approach focuses on the present and determines the factors responsible for the problem and addresses it accordingly. Following are steps in behavior modification:

1) **Defining the undesirable behaviour in a clear and precise manner and Setting of the goal:** The main goal of behaviour modifications is bringing about a change in behaviour, as discussed before, this change can be in terms of a behaviour that is newly developed like learning a new skill or further strengthening of a behaviour, for example, a person may have leadership skills but they can be further enhanced. It can also include maintenance of a particular behaviour like safety related behaviour and practices or hygienic behaviour and last but not the least, decreasing or eliminating the unwanted behaviour, aggressive behaviour, for example, can be completely eliminated.

2) **Analyzing the significance of the problem and Behavioural Assessment:** As discussed above, before the behaviour modification process is started, the goal has to be whether behaviour is to be strengthened or reduce or a new behaviour is to be developed or a particular behaviour is to be maintained is to be decided. This can be decided based on the behavioural assessment. A behavioural assessment

will help understand the problem in a better manner. This assessment includes the following: –

Frequency: How frequent is the behaviour. For example, if a person has been aggressive just once, we can say that it was due to the situation and the person may not be as such aggressive by nature. But if the person has been aggressive a number of times then this is a matter of concern.

Duration: For how long the behaviour has been persistent is also important to be noted. For example, the duration that the student has been aloof or upset or displaying lack of interest in educational activities.

Intensity: This has to do with the severity of the behaviour. For example, how extreme was the aggressiveness displayed by the student.

The behaviour is further analysed with the help of functional analysis, that can be done using ABC, A, that stands for Antecedent, that is, what happened before the behaviour B, stands for Behaviour, the behaviour of the employee C, stands for consequences. What happened after the behavior.

3) **Designing an appropriate behaviour intervention plan or techniques that could be used are specified**: To suggest or specify a particular intervention or technique it is necessary that – the antecedent factors are mentioned and described, – the consequences are also noted down, – the goals of behaviour modification are specified and, – target response that requires to be changed is noted Once this is done then suitable technique for behaviour modification can be used.

4) **Evaluation and follow up**: Evaluation and follow up are carried out to see if any change in the behaviour has taken place or not. If there are no changes in the behaviour after use of a particular intervention or technique, the same can be changed or modified.

5) Reinforcing the desirable behaviour consistently and clearly to shape behaviour

9.4.7 Role of teachers/parents in behavior modification

Behavior modification is often thought of in terms of children, students, or classroom management for teachers because it is used effectively with children. Teachers/ parents can use behavior modification techniques to break bad habits or create healthy habits. Many adults have used behavior modification programs to quit smoking, eat healthily, exercise regularly, work harder, and reach other various goals. Following are the measures for helping children to have a stable and balanced personality:

- Accept the child as she/he is
- Recognize his/her good qualities and strengths
- Praise the child for doing a good job
- Rules and consequences must be clear to the child and they should be followed consistently by both elders as well as children.
- Involve the child while framing rules and regulations
- Be firm and consistent in disciplining the child.
- Promote confidence and self esteem in the child
- Provide clearly established routines and structures
- Encourage, motivate and reward the child for good study and good behaviour
- Provide opportunities to the child to excel and succeed
- Provide guidance to the child when he is confused or find difficulty in handling a situation
- Teach the children life skills that are needed at different stages of development.

9.4.8 Areas of Behaviour Modification

Behaviour modification methods have been used in many areas to help people change a vast range of undesirable behaviours.

- **Developmental Disabilities**: People with developmental disabilities often have serious behavioural deficits, and behaviour modification has been used to teach a variety of functional skills to overcome these deficits. In addition, people with developmental disabilities may exhibit serious problem behaviours such as self-injurious behaviours, aggressive behaviours, and destructive behaviours.
- **Mental Illness:** Behaviour modification has been used with patients with chronic mental illness to modify behaviours as daily living skills, social behaviour, aggressive behaviour, treatment compliance, psychotic behaviours, etc. One particularly important contribution of behaviour modification was the development of a motivational procedure for institutional patients called a token economy. These are still widely used in a variety of treatment settings.
- **Education:** Because of behaviour modification techniques and research in the field there is improvement in student–teacher interactions in the classroom, teaching methods, and developed procedures for reducing problem behaviours in the classroom. Behaviour modification procedures have also been used in higher education to improve instructional techniques, and thus improve student learning.
- **Rehabilitation**: It is the process of helping people to regain normal function after an injury or trauma, such as a head injury from an accident or brain damage from a stroke. Behaviour modification is used in rehabilitation to promote compliance with rehabilitation routines such as physical therapy, to teach new skills that can replace skills lost through the injury or trauma, to decrease problem behaviours, to help manage chronic pain, to improve memory and performance.
- **Medical Problems:** Behaviour modification procedures are also used to promote behaviours that have a positive influence on physical or medical problems—such as decreasing frequency and intensity of headaches, lowering blood pressure, and reducing gastrointestinal disturbances — and to increase compliance with medical regimens.

- **Sports:** Behaviour modification techniques are used widely in the field of sports and are also used to promote health-related behaviours by increasing healthy lifestyle such as exercise, rigorous practice and proper nutrition and decreasing unhealthy behaviors e.g. lethargic attitude, smoking, drinking, and overeating.
- **Management of child behavior**: Numerous procedures of behaviour modification to the management of child behaviour exist. Parents and teachers can learn to use behaviour modification procedures to help children overcome bedwetting, nail-biting, temper tantrums, noncompliance, aggressive behaviours, bad manners, stuttering, anxiety, depression, aggression and other common problems in children.
- **Organizational behaviour modification**: Behaviour modification procedures have been used to improve work performance and job safety and to decrease delay, absenteeism, and accidents on the job. In addition, behaviour modification procedures have been used to improve supervisors' performances. The use of behaviour modification in educational system, business and industry has resulted in increased productivity and profits for organisations and increased job satisfaction for workers.
- **Behavior therapy:** In behavior therapy, psychological principles and procedures are applied to help people with personal problems. Typically, behavior therapy involves individual or group therapy conducted by a psychologist. Behaviour modification in behavior therapy, often called clinical psychology, has been applied to the treatment of a wide range of human problems.
- **Community Psychology**: Behavioural interventions are designed to influence the behaviour of large numbers of people in ways that benefit everybody in the community. Some targets of behavioural interventions include reducing wasting things, increasing recycling, reducing energy consumption, reducing unsafe driving, reducing illegal drug use, increasing the use of seat belts, decreasing illegal parking, wearing masks at the

public places, maintaining hygiene in the surroundings, reducing speeding, taking care of public property, etc.

9.4.9 Potential of Behaviour Modification

The purpose of behaviour modification techniques is to change undesirable behaviours and replace them with healthier and desirable ones. There are many advantages of the behavioural approach to counseling.

When applied properly, the technique can be effective in working with children, adults and animals also. In fact it can be used for changing the behaviour of any living beings. Animal trainers commonly use behaviour modification techniques to train them for good habits.

Behavioural approach focusses on the current behavioural problems in the context of the individual's current environment/situation. It does not analyse the past events/ happenings/situation.

Behavioural intervention spells out achievable behavioural goals in terms that enable to measure success. The intervention techniques follow a systemaic step by step procedure. A series of steps are delineated that to bring about change and lead to the desired behaviour.

There are a variety of therapeutic techniques and procedures associated with behaviour modification, specific techniques are used by specially trained, skilled practitioners.

Check Your Progress -2

Note: a) Answer the questions given below

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

1) Explain the meaning of 'behaviour'.

_____

_____

2) Fill in the blanks:

(Deficits, reinforcement, undesirable, unlearned)

a) Behaviour modification involves the reduction of _____ behaviours.

b) Behaviour modification makes use of the principle of _____to bring desirable changes in behaviour.

c) The basic premise of behaviour modification is that if a behavior is learned, it can be _____.'

d) Behaviour is described in terms of behavioural excesses and behavioural _____.

e) Behavior modification relies on the concept of ——————————.

f) First time the term behaviour modification has been used by _____ in the year **1911.**

9.5 LET US SUM UP

Schools and family are important social units which fasten the health and well-being of all individuals. Schools have the prime responsibility to promote and optimize the physical, social and also the mental health of students. Children's success in school and life is directly linked to their mental health. But, mental health and psychosocial wellbeing are one of the most neglected areas in our country. In this lesson you have studied about study about Concept of Mental Health, its Components, Theories, Characteristics of a mentally healthy person, Factors affecting Mental Health, Tips for Staying Mentally Healthy, Importance of Mental health and Role of school and teachers in preventing and promotion of mental health. In addit to this you have studied about Behaviour modification procedures which involve analysing and manipulating current environmental events to change behaviour. The behavioural approach is based on the two learning theories of classical conditioning by Pavlov and operant conditioning by Skinner. The principles and procedure of behavioural approach are described in detail. We also learned about the different behavioural techniques. One of the important techniques under behavioural counseling is systematic desensitization which aims

at shaping the behaviour of the person in a systematic manner. Behaviour modification procedures often are implemented by people in everyday life. Behaviour is measured before and after the behaviour modification procedures are applied to document the effectiveness of the procedures. Behaviour modification de-emphasises past events and rejects hypothetical underlying causes of behaviour.

Behaviour modification measures have been applied effectively to all aspects of human life, including developmental disabilities; mental illness; in the field of education, rehabilitation; community; group behaviour; organizational behaviour; child management; prevention; sports psychology and health-related problems.

9.6 LESSON END EXERCISE

1) What do you mean by mental health?

2) Describe in brief the characteristics of mentally healthy person.

3) Discuss the factors of mental health.

4) Critically analyze the role of school and teachers in mental health promotion of students

5) What do you mean by behaviour modification?

6) Discuss the principles of behavior modification.

7) Elaborate procedure and techniques of behaviour modification

8) What are steps in behaviour modification

9) Write an essay on role of teachers/parents in behavior modification

9.7 SUGGESTED FURTHER READINGS

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9.8 ANSWERS TO CHECK YOUR PROGRESS

Answers to Check Your Progress -I

1) Mental health refers to cognitive, behavioral, and emotional well-being.

2) Life satisfaction, Flexibility

3) Biological, Psychological and Social factors

Answers to Check Your Progress -2

1) Behaviour can be described as any overt manifestation of the individual. It can be related to what is said or done by the individual

2) a) Undesirable

   b) Reinforcement

   c) Unlearned

   d) Deficit

   e) Conditioning

   f) Thorndike

LESSON NO. 10 UNIT- III
MENTAL HYGIENE & NON-TESTING TECHNIQUES

STRUCTURE

10.1 Introduction

10.2 Objectives

10.3 Concept of Mental Hygiene

10.3.1 Definition of Mental Hygiene

10.3.2 Elements of mental hygiene

10.3.3 Objectives of Mental Hygiene

10.3.4 Functions of Mental Hygiene

10.3.5 Principles of Mental Hygiene

10.3.6 Tips for Maintaining Mental Hygiene

10.3.7 Role of Teachers and Educational System in maintaining mental hygiene

10.4 Non-testing Techniques

10.5 Interview

10.5.1 Types of Interview

10.5.2 General Principles of Interview in Counseling Situation

10.5.3 Steps or Components of an Interview

10.5.4 Suggestions for a successful interview

10.5.5 Advantages of an Interview

10.5.6 Limitations of Interview as a counseling technique

10.6 Observation Method

10.6.1 Characteristics of Observation

10.6.2 Planning Observation

10.6.3 Steps of Observation

10.6.4 Principles to be followed in observation

10.6.5 Types of Observation

10.6.6 Merits of Observation Method

10.6.7 Limitations

10.6.8 Essential guidelines for making good observation

10.7 Meaning of Inventory

10.7.1 Purpose of Inventory

10.7.2 Information required for the following reasons

10.7.3 Data collected in individual inventory

10.7.4 Tools and techniques to be used in gathering data

10.7.5 Steps of Individual Inventory Service

10.7.6 Advantages of Interest Inventories

10.7.7 Limitations of Interest Inventories

10.8 Let Us Sum Up

10.9 Lesson End Exercise

10.10 Suggested Further Readings

10.11 Answers to Check Your Progress

10.1 INTRODUCTION

In lesson 9 you have studied about concept of mental health, its components, theories, characteristics of a mentally healthy person, factors affecting mental health, tips for staying mentally healthy, importance of mental health and role of school and teachers in preventing and promotion of mental health. In addition to this you also studied about behaviour modification principles and procedures.

Children's success in school and life is directly linked to their mental health. But, mental health and psychosocial wellbeing are one of the most neglected areas in our country. In this lesson you will study about study about concept of Mental Hygiene, its objectives, its functions and role of school and teachers in promoting mental hygiene. In addition to this you will also study about Non-testing techniques such as interview, observation and inventory which are used for guidance and counseling services in schools to collect data.

10.2 OBJECTIVES

After going through this lesson, you shall be able to:

- explain the concept of mental hygiene,
- discuss the objectives of mental hygiene,
- analyze the functions of mental hygiene,
- evaluate factors affecting mental health of a child,
- elaborate importance of mental hygiene,
- formulate role of school and teachers in mental hygiene promotion,
- explain the meaning of observation,
- discuss the characteristics of observation,
- explain the types of observation,
- describe the advantages and disadvantages of observation method,
- explain the meaning of interview,

- discuss the types of interview,
- elaborate the purpose of interview,
- develop the process of an interview,
- explain the advantages and disadvantages of interview,
- explain the meaning of an inventory,
- analyze the purpose of an inventory, and
- describe the advantages and limitations of inventories

10.3 CONCEPT OF MENTAL HYGIENE

Mental hygiene is the science of promoting mental health and preventing mental illness through the application of psychiatry and psychological principles. It is also defined as "the process of investigation of the laws of mental health, and the taking of measures for its preservation". The History of mental hygiene is old as our civilization. In India, Ayurveda successfully developed a full fledged system for treating the mentally ill people long back. But in the West the mental hygiene movement started in the first decade of the 20th century. Clifford Beers, a graduate of Yale University can be regarded as the father of mental hygiene. He being frustrated with his life once attempted to commit suicide in the year 1908. But luckily he was saved and treated for his mental illness. After recovery he wrote a book entitled "A Mind That Found Itself"- where he described about his illness and the type of treatment he had received. This book created a revolution among the general public for the necessity of mental hygiene. Gradually many Institute of Mental Hygiene were established in India as well as in many other parts of the World to train personnel in the field of mental hygiene.

Mental hygiene is a Science which deals with the process of attaining mental health and preserving mental health in the society. The term mental health is closely related with the term mental hygiene as the main objective of mental hygiene is to attain mental health. In other words, mental hygiene is a means of mental health. That is why we can say that mental hygiene is the means and mental health is the end.

Concept of Hygiene The term 'hygiene' is derived from "hygeia", the goddess

of health in Greek mythology. Hygiene has been variously defined, such as hygiene is "the science of health and embraces all factors which contributes to health full living". According to other definition hygiene is "the science of preventing disease and promoting health". Thus the aim of hygiene is not only to preserve health but also to improve it.

We use the term hygiene to refer to keeping oneself and one's living and working areas neat and clean in order to prevent illness and disease. When we extend this concept to the domain of mind it stands for the art of developing, maintaining, and promoting necessary behavioural, emotional, and social skills to sustain good, effective and efficient mental health.

Mental hygiene is concerned with the establishment and maintenance of mental health. The maintenance of mental health among children requires that they make the necessary social developments needed to have a happy and satisfying school life.

Mental hygiene intends to aid the child in developing his personality to its fullest extent. It seeks to give him confidence in his own ability, to give him a feeling of security, to help him develop a respect for his own personality, to help him develop respect for others, and to help him gain the respect and acceptance of other children. In other words mental hygiene is a systematic body of knowledge which aims at attaining mental health.

10.3.1 Definitions of Mental Hygiene

There are many definitions of the term mental hygiene. Some of the definitions are mentioned below:

According to Klien, "Mental hygiene is an endeavour to aid people to ward off trouble as well as to furnish ways of handling trouble in intelligent fashion when it cannot be warded off." To him, these troubles may be: Illness. Finances, Social Position,Religion, Sex, Economic Security, Inadequate Shelter, etc.

American Psychiatric Association, "Mental hygiene consists of measures to reduce the incidence of mental illness through prevention and early treatment and to promote mental health".

Encyclopedia Britannia, "mental hygiene as the science of maintaining mental health and preventing the development of psychosis, neurosis, or other mental disorders".

According to Rivillin, mental hygiene means the application of a body of hygiene information and technique. It is taken from the sciences of Psychology, Child psychology, Education, Sociology, Psychiatry, Medicine and Biology. It cares for the purpose of the preservation and improvement of mental health of the individual and community.

Kolesnik, "Menial hygiene is a set of conditions which enables a person to live at peace with himself and others".

A.J. Rosanoff, "Mental hygiene endeavours to aid people toward off troubles as well as to furnish ways of handling troubles."

S.K. Dani, "Mental hygiene is the science of the principles of mental health derived mostly, from our understanding of the causation and pathology of mental illness".

Crow & Crow, "Mental Hygiene is a science that deals with human welfare and pervades all fields of human relationship".

Drever, "Mental Hygiene means investigation of the laws of mental health and the taking or advocacy of measures for its preservation".

10.3.2 Elements of Mental Hygiene:

(i) Physical health.

(ii) Intellectual health.

(iii) Emotional health.

(iv) Interest and aptitude.

(v) Good environment

10.3.3 Objectives of Mental Hygiene

Mental Hygiene is a science. It tries to develop the power of tolerance and praise and discourages the habit of blaming others. Hence, we can say that the approach

of mental hygiene. The main objectives of the mental hygiene can be summarized as shown below-is positive rather than negative.

- **To help to realizes one's potentiality:** Every individual possess certain potentialities. Mental hygiene tries to help each individual to develop his/her potentialities. The main goal of mental hygiene is to provide opportunity to the individual to develop his potentialities to the maximum. Every individual has some inherent potentialities which remain repressed through want of proper opportunities. Such individuals feel frustrated and consequently become the victims of mental illness.
- **To develop self-respect and respect for others:** Loss of self-respect is one of the factors for the great majorities of emotional disorders. A person who likes himself can like others and one who dislikes himself cannot like anybody. Hence, the main aim of mental hygiene is to help one to respect oneself.
- **To understand one's limitations and tolerate the limitations of others:** Mental hygiene helps one to understand his own limitations as well as to tolerate others' limitations.
- **To cause harmonious development:** Mental hygiene aims at the harmonious development of the physical mental and spiritual capacities of the individual so that he can adjust himself in the environment.
- **To create happiness:** Another objective of mental hygiene is to develop a positive attitude towards life so as to create a sense of happiness in a person who can live happily in this world. Happiness is a subjective criterion which is very difficult to define in operational terms. Here it means that the goal of mental hygiene is to develop a positive attitude towards life and work so that the individual may lead an efficient life by utilizing maximally his potential abilities.
- **To enable one to make effective adjustment:** Mental hygiene also prepares an individual for effective adjustment in all sphere of life and all situations such as in school, home, society work and also with self.
- **To enable one to know his or her self:** Many of us do not know our own

self. We are not at all aware about our potentialities, weaknesses, limitations etc. for which many individuals suffer from different types of confusion. Mental Hygiene helps an individual to know himself.

- **Effective Existence:** The last goal of mental hygiene is to prepare the individual for the existence in society. Indian society is moving very rapidly towards industrialization which is fraught with many problems of adjustment. Mental hygiene prepares the individual for effective adjustment in home, school, work and society. The scope of mental hygiene includes all behavior problems from infancy to old age.

10.3.4 Functions of Mental Hygiene

Mental hygiene is a recently developed science whose functions have not yet been clearly defined and delineated in our country. However, the following four functions have been given by mental hygienist in the literature on mental hygiene. These are:

- **Prevention or preventive** –The most important function of mental hygiene is to prevent mental health problems by developing some programmes as may check and reduce mental disorders.
- **Curative** – Another function of mental illness is to develop programme like counseling, psychotherapy. To develop programmes for those who have already become victims of mental illness. Such programmes of counselling/ psychotherapy may be developed for the individual or the group as may help in curing the patients
- **Preservative-** Not all people are mentally ill; rather many of them possess sound mental health. Mental hygiene is to prevent mental problems by developing such programmes as may check and reduce mental disorders in the population. It can be done through education programmes.
- **Training**- Another function of mental hygiene is to train a set of personnel who can help the people with psychological problem by trying to understand their problems and then helping them to meet their needs.

10.3.5 Principles of Mental Hygiene

To formulate general principles of mental hygiene is a really difficult task as there is a wide range of differences among the individuals. Human beings have multiple needs which grow in the course of development. These needs are contradictory in nature. There is no single, also absolute standard to judge human behaviour or action. However, in spite of these difficulties, we can formulate some general principles. These are:

- **Adjustment in home:** Every child should develop such type of behavior at home so that he can adjust himself in any type of situation. Parents should take utmost care because the behavior patterns that develop in early childhood leave permanent impression on the child. Parents should try to develop the desirable traits in their children and develop competence, security, adequacy, self esteem and discipline by catering to their basic needs.
- **Adjustment in school :** After home, school plays an important role in the development of personality. The school through its various activities can go a long way in creating an environment for the children to preserve and develop their mental health.
- **Adjustment to Society:** Man is a social animal and he has to adjust himself with the society. Without proper social interaction, harmonious development of personality cannot occur. Hence, parent's, teacher and society must provide socially acceptable channels for the release of pent up emotional feeling so that the children and adolescents develop healthy personality.
- **Adjustment to work:** According to Freud, one is mentally healthy, if one can work successfully. School through its programme, should develop the proper mental state towards work in child.

10.3.6 Tips for Maintaining Mental Hygiene

Mental hygiene begins with the individual and we all need to look after our emotions, as the WHO recommends. For this, mental health experts agree on the need to adopt a series of habits for emotional self-care. Practicing *mental hygiene* is

an ongoing process. Understanding what it is and how to practice it can help improve our quality of life.

- **Satisfy basic needs:** The first thing we need to do to feel OK is to satisfy our basic needs, such as eating and sleeping properly. These are important to psychological well-being and we should not ignore them.
- **Look after self-esteem and learn to trust:** To enjoy good mental hygiene it's important that we accept ourselves as we are. As well as having faith in ourselves, it's also important to trust others.
- **Manage emotions and learn self-control:** This isn't about blocking out our feelings or letting them take us over, but rather about knowing how to identify and interpret them and regulate their intensity in order to respond appropriately. That is why it's key to emotional intelligence.
- **Manage expectations and set objectives**: Maintaining motivation and set achievable goals. We don't have to abandon our dreams, but we do need to manage expectations and reality.
- **Think positively:** Sometimes, we're bound to be plagued by doubt and fears, but we can always counter them and limit their extent through positive thinking.
- **Learn to relax and handle adversity:** Stress is a very useful natural bodily reaction to cope with adverse situations. But it can be very harmful to health when things settle down and we must learn to switch off through techniques as mindfulness, meditation, etc.
- **Maintain social life:** As human beings we are sociable by nature and we need to interact with others to have fun and share our concerns.
- **Exercise regularly**: Regular exercise helps, not just to keep physically fit and improve our health, but also to relaxes our mind.

10.3.7 Role of Teachers and Educational System in maintaining mental hygiene

Mental hygienists viewed the educational system as a promising venue for preventive activities because it could potentially reach all children. A number of

educational reformers became interested in mental hygiene to provide a rationale for educational reform by claiming that the curriculum needed to be organized in conformity with insights in child development. In addition, many Progressive educators viewed the school as the place where children were trained for adjustment; they viewed the school as the preparation for life. The life adjustment movement in education claimed that the school should train the whole child and not just his or her intellect. Educational reformers criticized the traditional academic curriculum for its emphasis on mental discipline and rote learning, which they saw as irrelevant for most children. They advocated instead a variety of educational initiatives such as vocational training and project learning there is need to implement mental hygiene services in schools.

School-based prevention and intervention is necessary to bridge the gap between children's needs and the current availability of mental health resources.

'The purpose of mental hygiene in the school is to help the child to make the right and necessary adjustments to live satisfactorily, and to cope with problems in a changing World. The understanding of mental hygiene will aid the teacher in treatment of the problems already present within the child. The understanding of factors that tend to lead to the onset of mental hygiene problems may aid the teacher in preventing problems of maladjustment before they might occur.

Role of Teachers

- **Frontline professionals:** Teachers are frontline professionals who have daily contact with children, and are therefore most likely to have the biggest impact on their students.
- **Development of sound and emotional maturity**: The teacher, who is the key figure in the school, should have an understanding of children, and be able to start them on the way toward the development of sound and emotional maturity.
- **Consistent presence in the classroom:** Teachers have a consistent presence in the classroom, rendering them central in the development and generalization of positive mental health skills among children and adolescents.

- **Helping students:** Children with learning difficulties or poor academic performance should not be labeled as per preconceived notion. .
- **Using positive method of instruction**: The teacher who uses the positive method of instruction' whenever possible does much to promote individual well being, and gives hope instead of discouragement.
- **Listening to students**: Listening provides catharsis for the child—gives him a chance to release his emotions and provides insight into the pupils innermost self.
- **Building rapport**: For best results the teacher should establish good rapport among her pupils. Sometimes it can be done through warmth and responsiveness. Sometimes it helps the child to build rapport just by the fact that the teacher is listening to him.
- **Stimulating interest of students**: Careful and thoughtful planning of lesson material is the most essential way to stimulate the interest of the child, and to keep a healthy mental attitude of the students.
- **Providing guidance**: Teachers should recognize symptoms of mental problems in child behavior which need to be corrected or prevented, to gain a better understanding of child behavior, and to give guidance to pupils who are in need.
- **Accept the child as he is:** The teacher should realize that it is his duty to accept he child the way he is, and where he is, and guide him with the least possible conflict to attain the required standards of education and society.

Role of Schools

- **Closing the Gap**: however, there's a gap when it comes to mental health. Without proper education, students won't' know how to recognize the problem they're experiencing, open up about it, look for help, help other peers with similar or other mental health problem. This gap needs to be closed and the children need to have a chance of dealing with mental health problems just like they'll deal with any other problem.

- **Adopting a policy of mental hygiene:** Suicide is one of the leading causes of death ages 10-25, world-wide. In addition, most of the people who have committed suicide, have suffered from a mental illness. To lower the increasing suicide rate and prevent young people from taking their own lives away, we need to raise awareness about mental health and hygiene in our schools. Learning about mental health illnesses will leave a positive impact on the students struggling: they'll learn about therapy and how to treat their problem, they'll be more ready to talk about it, they'll acknowledge that they have a problem. It will hopefully lower the suicide rate and offer the young people a solution other than ending their life. Schools need to adopt the policy of advocating mental health awareness and speaking up about your problems. Our students need someone to push them in the right direction and help them start a journey of therapy and healing.
- **Early Intervention**: Just like any other health problems, early interventions are important in mental health and hygiene. Teachers, school counselors, school psychologists, and peers need to learn about: detecting the early signs of mental health issues, spotting the meaningful changes in behavior, detecting at the first sign of a potential mental health problem. If the mental illness is in its early stage, there's a chance of stopping it from being fully-blown.
- **Social Media Influence:** While we love using social media to get informed, find entertainment, and connect with our friends, there's a dark side to it. The truth is, social media can leave consequences and deep scars in the minds of the users, especially the younger generations. Watching rich, famous, successful, and celebrity people on social media can cause mental health problems with young children like low self-image, body issues, depression, anxiety, etc. Since social media is on its rise, with nearly 3.5 billion active users worldwide, the effect it has on the young people around our schools is mind-blowing. With this kind of a new threat, schools need to raise the bar in mental health awareness and ensure their students are learning about: self-love, system of values, loving everyone, not judging people, talking about their insecurities openly This would help for the proper development of students and preventing them to feel demoralized or depressed.

- **Eliminating the Cause:** While it's important to learn about the negative effects of mental health issues, and how to treat them, it's also important to learn about the main causes. Learning about the causes of stress, depression, or anxiety is important and the school can be a major trigger for most students experiencing mental health issues. Students feel stressed out due to: school pressure, peer pressure, bullying at school, overly strict teachers, too much workload, and the pressure to have high grades If everyone in school knew what stressed out the students the most, they would find a way to eliminate these stress factors and create a warmer and relaxing atmosphere at school. This will further help the children find their peace and balance and eliminate the feeling of pressure, anxiety, stressed.
- **Providing Services in schools**: Schools have an unprecedented opportunity to improve the lives of young people. Progressively, schools are finding it necessary to expand their role in providing services for overall child development and wellbeing.
- **Addressing the needs of Students**: Schools must recognise and respond to the diverse mental health & wellbeing needs of students, accommodating both different styles and rates of learning thereby ensuring quality education to all through appropriate curriculum, organisational arrangements, teaching strategies and resource support.
- **Providing comprehensive service in Community:** To provide comprehensive, integrated and responsive mental health and social care services in community-based settings.
- **Develop information system:** To implement strategies for promotion and prevention in mental health by strengthening information systems, evidence and research for mental health.
- **School as socializing Agent:** As a powerful socialising agent, the school plays a crucial role in the transformation of cognitive, linguistic and psychosocial competencies and creating happy, healthy and harmonious development of children.

From the above it can be concluded that it is highly important to raise mental health awareness in schools since young people are seriously affected by mental health issues every day. They need a system they can rely on and a source of information to guide them through the process of dealing with their inner issues. Schools need to initiate changes and get as many people, students, teachers, community and other school employees to work on raising mental health awareness.

Check Your Progress- 1

Note: (a) Answer the questions given below

(b) Compare your answers with those given at the end of the lessons

a) _____ is regarded as the father of mental hygiene.

b) Elements of Mental hygiene are _____, _____, _____, _____,_____

c) List Functions of mental hygiene

_____

_____

_____

d) Write three principles of mental hygiene

_____

_____

_____

e) Write four tips for maintaining mental hygiene in the space given below

_____

_____

_____

10.4 NON- TESTING TECHINQUES

The major goal of the educational system is to develop the potentials of individuals with a view to achieving overall national development. In doing this, the educational process is tailored towards achieving desirable changes in people's cognitive, affective and psychomotor behaviour, such that every individual is sufficiently equipped to contribute his or her quotas to overall national development.

Guidance and counseling are concerned with the individual and therefore, for Guidance and counseling programmes to be carried out successfully, it is essential to gather information about an individual using various techniques. Therefore non-testing techniques are used to collect individual information.

Non-testing techniques in guidance refer to those techniques which do not involve a test. Therefore many tests like aptitude test, achievement test, interest inventory, and personality tests are not part of it. Non-testing techniques are also called as non-standardized techniques. Furthermore, these techniques have common usage for individual analysis by counsellors.

Non-testing techniques are commonly employed for individual analysis by counsellors in various settings. These techniques provide a broader, varying and more subjective approach to data gathering and interpretation for human assessment. These techniques do not involve test. These are also known as non-standardized techniques. This technique was designed to allow the individual in emotional turmoil to talk out problems and resolve difficulties with a minimum of direction being provided by the person.

Non-testing techniques in guidance provide a broader and much more subjective approach to data gathering and interpretation. These are usually constructed by a teacher or trainer in a less formal manner for a single administration.

Non-testing techniques for studying and appraising an individual are:

(i) Interview, (ii) Observation , (iii) Case Study , (iv) Cumulative Record, (v) Socio-metric Techniques, (vi) Questionnaire , (vii) Rating Scales, (viii) Anecdotal Record , (ix) Autobiography, etc. Here we will discuss about three techniques i.e. interview, observation and inventory.

10.5 INTERVIEW

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

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

10.5.1 The following are the major types of interviews:

- **An Employment Interview:** The purpose behind such an interview is to assess the fitness of a person for the job. The interviewer talks too much and the interviewee too little. He simply answers the questions asked.
- **A Fact Finding Interview:** The purpose of a fact finding interview is the verification of facts and data collected from other sources.
- **Diagnostic Interview**: The purpose of a diagnostic interview is remediation. An effort is made by the interviewer to diagnose the problem of the interviewee and find out symptoms. Necessary information is collected to help the interviewee in solving a problem.
- **Counselling Interview:** The purpose of a counselling interview is to provide an insight, a suggestion, or a piece of advice to the interviewee. The counselling session begins with the work of collecting information and proceeds with guidance and finally ends with psychological treatment of the problem.
- **Groups versus. Individual Interviews**: When several persons are

interviewed in a group such an interview is known as a group interview, but basically all group interviews are individual interviews because it is not the group that is interviewee. The purpose behind a group interview is collecting information and the knowledge of common problems facing the group. In the individual interview the emphasis lies on the problems faced by the individual. Carl Rogers holds a divergent view about an individual interview. He says that in an individual interview it is not the problem faced by the individual which lies in the centre. The focus is on the individual himself/herself. The aim of an individual interview is not to solve one problem, but to help the interviewee to grow so that s/he may cope with the present and with problems that may arise in future in a better integrated manner.

- **Authoritarian Vs. Non-authoritarian Type:** In the authoritarian types of interview, the client and his/her problems are submerged and the interviewer dominates the interview because of the elevated position that he holds. The Techniques of Guidance non-authoritarian rejects the authoritarian role. The interviewee may still regard the interviewer as a man of authority, but the interviewer does not act as an authoritarian. S/he accepts the feelings of the client and does not reject them. S/he uses a variety of techniques during the interview such as suggestion, persuasion, advice, reassurance, interpretation and giving information.
- **Directive Vs. Non-directive Interviews**: In the directive interview the interviewer directs, shows the path through advice, suggestion, persuasion or threat. But in a non-directive interview it is assumed that the interviewee has the capacity to grow and develop. S/he has complete freedom to express his/her feelings and emotions. The interviewer does not try to probe into the past of the client, makes no suggestion. S/he does not try to re-educate or change the client.
- **Structured Vs. Unstructured Interviews**: In the structured interview a definite set of questions is predetermined. The interviewer confines himself/herself to pre-decided questions in the interview. In a structured interview definite questions are asked. In an unstructured interview there is no such

restriction. The interviewer is free to give expression to his/her ideas. The subject to be discussed is not determined in advance. The unstructured interview sometimes provides information which on the face of it, may appear to be trivial, but is extremely useful when an interpretation is made.

10.5.2 General Principles of Interview in Counseling Situation

The following are the guidelines to make an interview successful:

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

10.5.3 Steps or Components of an Interview:

A good interviewer adopts certain specified steps to carry out a successful and effective interview. These steps are called essential components of an interview. These steps are as follows.

i) **Preparation for an Interview**. Before starting an interview it is necessary to make suitable preparation keeping in view its objectives.

ii) **During the interview**, following are the essential things for successful interview:

a) **Maintaining Rapport**: the first interviewer should establish a friendly rapport with the candidate, element of intimacy in a rapport helps a candidate in answering questions without hesitation and fear.

b) **Compassion:** For generating a friendly atmosphere must show compassion towards the candidate so that he has the confidence that the interviewer is his well wisher.

c) **Confidence:** A candidate comes to the interviewer with various hopes. Hence, the interviewer should inspire confidence in him.

d) **Approval:** The interviewer either agrees with the candidate or, approves his actions. This approval is give to encourage the candidate to express his feelings unhesitatingly before the interviewee.

e) **Humor:** Humor is necessary to create a tension free atmosphere.

f) **Personal reference** : To clarify his points, the interview should give instances of his personal Notes experience

g) **Asking Questions**: To inspire the candidate the interviewer should also express surprise so that the candidate comes out with maximum information he carries.

h) **Threat :** Sometimes the interviewer may warn the candidate of the dangers of presenting doubtful information

i) **Surprise:** At the time of interview, the interviewer should also express surprise, so that the candidate gets the feeling that his information is influencing the interviewer by his views. This helps candidates to correct his statement or behaviour.

j) **Informal Start:** Interview should begin by putting aside the formal working

document. It should be spontaneous without referring to the main purpose of the interview.

k) **Permissiveness:** It means that the interview allows free flow of conversation without passing any judgment. This helps to ease the candidates' tension.

l) **Equal time for Conversation**: In an interview both the interviewer and the interviewee should get equal time to talk, otherwise the purpose of the interview will be compromised.

iii) The Body of the Interview

a) **Use Motivating Questions:** Motivating questions should be asked in the interview by the interviewer so that the candidate feels comfortable in answering them.

b) **Understanding Silence:** Silence should be understood in its correct perspective. While answering, if a candidate becomes silent it should not be misunderstood as ignorance.

c) **Limited Information**: The interviewer should not attempt to gather too much information in one sitting. Well planned and structured meetings will help to gather information.

d) **Understanding the Candidate/candidates feelings:** The interview should understand the candidate's emotions, his negative and positive reactions and respond clearly by saying 'good, ok', yes' etc.

e) **Control over Interview**: The candidate should be free to express his views. If the interviewer does not conduct the interview in a controlled manner he might fail to obtain necessary information.

iv) Closing the Interview

Sometimes an interviewer, impelled by his/her own interest, pulls on the interview to such a extent that the candidate starts feeling not interested. Therefore, during an interview care must be taken to make sure as to how to end the interview.

Interview can be closed in two approaches:

(i) Round off the interview in a way that the candidate gets fully contented

(ii) Conclude the interview in a way that it does not take much time to start the next interview session. If a candidate is to be called again, then at the end of the interview he must be informed that the current interview is being ended and can come again when suitable for further dialogue.

10.5.4 Suggestions for a successful interview

- Purpose of the interview should be specifically determined before the carrying out the interview.
- Whatever information is to be gathered during an interview the checklist should be prepared in advance.
- The interviewer should ensure that the place, time and date of interview are set in advance according to mutual consent.
- The interviewer should get ready, in advance, a cumulative record card for recording appropriate information.
- It is important to go after the principle of confidentiality during an interview.

10.5.5 Advantages of an Interview:

Process of guidance is deficient without interview. It is widely used in individual, social, educational and vocational spheres of guidance. The interview method has the following advantages.

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

It is a widely used technique in guidance because it has certain advantages

which are not possessed by other techniques of guidance. For example, personal data can be more easily collected in much shorter time by using this technique

- This method is more focused on problems and realization of purpose.
- It is simple to employ.
- It helps is promoting introspection in a candidate.
- Interview helps in complete understanding of the candidate, studying his instinctive behaviour, emotions and feelings.
- It can be employed on any individual.
- Interview also helps in obtaining detailed information about the past of the individual.
- It is very flexible. It is useful in almost all situations and with people having different backgrounds.
- It serves a variety of purposes. You may determine your purpose and have an interview for that purpose.
- It has a great therapeutic value. An interview establishes a face-to-face relationship between the interviewer and the interviewee. The direct relationship gives a great insight into the problem faced by the client.
- Interview is helpful in diagnosing a problem. It is very helpful in revealing the causes of a problem faced by the client. Hence some psychologists regard interview a very useful technique for diagnoses and remediation.
- The face-to-face contact gives very useful clues about the client's personality. The facial expressions, gestures, postures convey meaning and reveal feelings and attitudes indirectly.
- Interview is useful to the client also because it enables him to think about the problem and about his 'self'. It is the most useful situation in which the client gets a better understanding of his 'self', his abilities, skills, interests and also of the world of work, its opening and their requirements.

- Interview provides a choice to the client and the counsellor to exchange ideas and attitudes through conversation

10.5.6 Limitations of Interview as a counseling technique

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

Check Your Progress- 2

Note: (a) Answer the questions given below

(b) Compare your answers with those given at the end of the lessons

i) Non-testing techniques in guidance is subjective _____ to data gathering and interpretation

ii) Non-testing techniques are also known as _____

iii) _____ is a prevalent technique of gathering information in the field of guidance and counseling.

iv) _____ is done after diagnostic interview.

v) Success of an interview depends on the ability of the _____

vi) _____should be asked in the interview by the interviewer so that the candidate feels comfortable in answering them.

vii) After the initial liberal approach, the interviewer should draw the candidate into _____ by putting direct questions.

viii) During the interview, talk should be on _____ lines and strictly _____ .

10.6 OBSERVATION METHOD

Student we observe so many things in nature. We look at other person's behaviour, listen to their talks and try to infer what they mean. We try to infer the characteristics, motivations, feelings and intentions of others on the basis of these observations. With the development of psychology as an objective science of learning behaviour, the method of introspection was replaced by careful observation of human and animal behaviour to collect data by research workers. In introspection we can observe the mental process of ourselves only, but in observation, we observe the mental processes of others. Hence Observation is the most commonly used for the study of human behaviour.

Observation means viewing or seeing. We go on observing something or other while we are awake. Most of such observations are just casual and have no specific purpose. Observation means 'perceiving the behaviour as it is".

Facts are collected by observing overt behaviour of the individual in order to locate underlying problem .The overt behaviour is the manifestation of court conditions within the individual. The study of overt behaviour gives indirectly the clue to the mental condition of the individual. Observation means 'perceiving the behaviour as it is".

In the words of Goods, "Observation deals with the overt behaviour of persons in appropriate situations." Observation has been defined as "Measurements without instruments." For example students in classroom have been labeled as good, fair or poor in achievement and lazy or diligent in study etc. on the basis of observation, observation is indirect approach to study the mental processes of others through observing their external behaviour. For example if someone frowns, howls, grinds his teeth, closes his fists, you would say that the person is angry by only observing these external signs of his behaviour.

10.6.1 Characteristics of Observation:

Observation as a method non-testing technique of data collection has certain characteristics.

- **It is a physical as well as mental activity**. The observer's eyes 'catches' many things which are sighted, but attention is focused on the behavior which is to be observed..
- **Observation is selective**: The observer does not observe anything and everything, but select the range of things to be observed on the basis of the nature, scope and objectives of his observation.
- **Observation is always purposive:** It is made for the specific purpose for nothing things relevant to the aspect of the behavior to be observed
- It captures the natural social context in which persons' behaviour occurs.

10.6.2 Planning Observation: The use of observation method as non-testing technique requires proper planning.

- The observer should carefully examine the relevance of observation method to the aspects of behavior to be observed.
- Identify the specific investigative questions which call for use of observation method.
- Decide the observation content, viz., specific conditions, events and activities that have to be observed for the required data.
- The observation setting, the subjects to be observed, the timing and mode of observation, recording procedure, recording instruments to be used, and other details of the task should be determined.
- Observer should be trained and must have sufficient concentration powers, strong memory power and unobtrusive nature.

Requisites of Good Observation

- Proper Planning

- Proper Execution
- Recording of Observation
- Interpretation

10.6.3 Steps of Observation

(a) **Selection of the aspects of behaviour to be observed:** The first step involved in the method of observation is directly perceiving or observing the behaviour of individuals under study. While observing activities of an individual is a particular situation some activities may get left out for the purpose of observation some selected aspects of an individual's behaviour should be predetermined so that observer concentrates on these aspects only. For example, if we want to observe the social behaviour of children we can observe them in assembly, classroom or in the play ground while playing.

(b) **Making clear the meaning of selected behavior**: The meaning of determined behaviour should be made clear so that if two different observers are watching an individual's behaviour there is consistency and reliability is their conclusions.

(c) **Recording the behaviour observed:** The observation should be carefully and immediately noted and recorded. Minimum time should be allowed to pass between happening and recording. It will make the observation more objective

(d) **Training of observers**: It is important to train observers. It observers are not trained the observed behaviour shall not reflect the real position.

(e) **Quantifying Observation:** It is necessary to validate the observed behaviour. Keeping count of number of times a student repeats the some behaviour is substantiating the observation.

(f) **Analysis of behaviour**: When the notes of behaviour observed are completed, they are analysed objectively and scientifically in order to interpret the behaviour patterns.

(g) **Generalisation**: On the basis of analysis and interpretation of the data collected with the help of observation method, it is possible to make certain generalization. Social –development and behaviour of children have been described by child Psychologists on the basis of generalization based upon analysis and interpretation of the data gathered through the observation method.

(h) **Report writing:** It is necessary to immediately record an observed fact. It is ideal to use code words for different types of behaviour. Apart from this, tape recording on CD or floppy and photography are appropriate recording techniques.

10.6.4 Principles to be followed in observation

i. **Observe the whole situation**: While observing, the observer should not only limit his attention to the behaviour of the student but should also focus on the conditions under which is observing.

ii. **Observe in the routine activities:** Observation should be carried out in daily activities, for instance, how a student behaves while studying in the classroom, in the playground or in morning assembly.

iii. **Observation over a long period**: Any behaviour of any person should be observed over a long period. This will help the observer to arrive at any definite conclusion.

iv. **Observe the behavior in social context:** Capture the natural social context in which persons' behaviour occurs.

10.6.5 Types of Observation:

- Participant Observation
- Non-participant Observation
- Direct Observation
- Indirect Observation
- Controlled/structured Observation

- Uncontrolled/ unstructured Observation
- Natural Observation
- Structure Observation
- **Participant Observation**: In this observation, the observer is a part of the phenomenon or group which observed and he acts as both an observer and a participant. It discloses the minute and hidden facts.
- **Non - Participant Observation:** In this observation the observer observes in such a position, which is least disturbing to the subject under study, the specific behaviour is observed in natural setting without subjects getting conscious that they are observed by someone. Non-participant observation permits the use of recording instrument. This method calls for skill in recording observations in an unnoticed manner.
- **Direct Observation:** This means observation of an event personally by the observer when it takes place. This method is flexible and allows the observer to see and record minutely aspects of events and behaviour as they happen.
- **Indirect Observation**: This does not involve the physical presence of the observer, and the recording is done by mechanical, photographic or electronic devices.
- **Controlled / Structured Observation**: This type of observation is carried out either in the laboratory or in the field. It is typified by clear and explicit decisions on what, how, and when to observe. It is primarily used for inferring causality, and testing casual hypothesis.
- **Uncontrolled/Unstructured observation** This does not involve over extrinsic and intrinsic variables. It is primarily used for descriptive research. Participant observation is a typical uncontrolled one.
- **Natural Observation:** In natural observation we observe the specific behavioural characteristics of children in natural setting. Subjects do not become conscious of the fact that their behaviour is being observed by someone.

10.6.6 Merits of Observation Method

- Being a record of actual behaviour of the child, it is more reliable and objective.
- It is an excellent source of information about what actually happens in classroom.
- It is a study of an individual in a natural situation and is therefore more useful than the restricted study in a test situation.
- The method can be used with children of all ages. Younger the child, the easiest it is to observe him. This method has been found very useful with shy children.
- It can be used in every situation, physical- activities, workshop and classroom situations as well.
- It is adaptable both to the individuals and the groups.

Although observation is regarded as an efficient method for psychological studies, students yet it suffers from the following drawbacks limitations:

10.6.7 Limitations

- There is great scope for personal prejudices and bias of the observer. The observers interest, values can distort observation.
- Records may not be written with hundred percent accuracy as the observations are recorded after the actions are observed. Even if there is some time lag.
- The observer may get only a small sample of study behaviour. It is very difficult to observe everything that the student does or says. As far as possible observation should be made from several events.
- It reveals the overt behaviour only- behaviour that is expressed and not that is within.
- It lacks replicability as each natural situation can occur only once.

10.6.8 Essential guidelines for making good observation

Psychologists have suggested various guidelines to be followed for making good observation. So let us find out which are these essential guidelines for making good observation.

- Observe one individual at a time. It is desirable to focus attention on just one individual at a time in order to collect comprehensive data.
- Have specific criteria for making observations. The purpose of making observation should be clear to the observer before he or she begins to observe so that the essential characteristics or the behaviour of the person fulfilling the purpose can be noted.
- Observations should be made over a period of time. To have a real estimate of the true behaviour of a person it should be observed as frequently as possible. A single observation will not be sufficient to tell us that this is the characteristic of the individual.
- The observations should be made in differing and natural situations in natural settings to increase its validity. For example, a pupil's behaviour in the classroom may not be typical of him; therefore he should be observed in variety of settings to know the behaviour most typical of the person.
- Observe the pupil in the context of the total situation.
- The observed facts must be recorded instantly, that is just at the time of their occurrence otherwise the observer may forget some of the facts and the recording may not be accurate.
- It is better to have two or more observers.
- Observations should be made under favourable conditions. The observer should be in position to clearly observe what he or she is observing. There should not be any undue distraction or disturbances. One should also have an attitude free from any biases or prejudices against the individual being observed.
- Data from observations should be integrated with other data. While arriving at the final conclusion about the individual, one should put together all that we

know about the individual from the other sources then we can give an integrated and comprehensive picture of the individual. These precautions must be borne in mind in order to have reliable observations.

Check Your Progress-3

Note: (a) Answer the questions given below

(b) Compare your answers with those given at the end of this lesson.

1. i) Observation has been defined as _____ without _____

ii) Observation deals with the _____of persons in appropriate situation.

iii) Mention five types of observation: _____, _____, _____, _____, _____, _____.

iv) List the steps involved in observation method:

_____

_____

v) _____ is carried out either in the laboratory or in a field.

vi) _____ observation is a typical uncontrolled observation.

vii) _____ is flexible and allows the observer to see and record subtle aspects of events and behaviour

2. State whether the following statements are True or False

(i) Observation is looking and listening very carefully.

ii) Observational data usually does not contain detailed information about particular groups or situations.

(iii) Direct observation is flexible and allows the observer to see and record the aspects of events and behaviour.

(iv) Indirect observation involves the physical presence of the observer.

10.7 MEANING OF INVENTORY

This service aims to gathered information about the students to better understand them. The teacher/counselor keeps an organized & systematic record of each student. All personal information is kept confidential. The information gathered is used for the future references. Helps to keep update profile of every student and maintain individual records.

Individual inventory service is an important type of guidance service which may be recognized often as "pupil's" inventory service. It is very much essential for student as it assists to know the student "himself" at the time of taking any decisions so far his educational courses and careers are concerned. Really the student proceeds in his educational set-up as he has made proper choice regarding concerned subject or courses according to his own abilities, interests, aptitudes, attitudes and skills. The adequate and accurate data are collected for the same purpose.

10.7.1 Purpose of Inventory

- To provide teachers and counselors with information regarding the students preference and aversions which will help them acquire better understanding of students and their problems.
- To help the testes to identify and clarify their interests in terms of the demands of varied courses and careers and choose work and experiences consistent with their interests.
- To enable teachers, counselors and parents to know the kinds and intensity of the testers interests and assist him to prepare his educational and vocational plans consistent with their interests.
- To help to channelize the energies of the youth in different directions.
- To help in the selection of the right person for the right work, and thus save frustration.

10.7.2 Information required for the following reasons:

- The individual or student's information is needed to assist the student to know

the clear picture of his abilities, interests, aptitudes, skills, personality characteristics, achievement standard, level of aspiration and his physical health status as well as his mental capacities.

- It assists student to know himself from various point of view such as socio-economic-status, family background, educational status of family, will of parents and students etc.
- It helps student to provide a record of the academic standard and status and his progress in this regard.
- It enables guidance worker, and teacher to know about student adequately as a result of which they would be able to suggest for further progress of the students.

10.7.3 Data collected in individual inventory:

The Individual Inventory collects the following data:

- General Information
- Family Background
- Interest
- Achievement
- Personal-Social Adjustments

10.7.4 Tools and techniques to be used in gathering data in the Individual Inventory Service are:

a) **Observation:** An oral and visual way of measuring what a person says and what a person does. The effectiveness of the technique depends upon the skillfulness of the observer. Some aspects of behavior that can be observed are study habits, leadership qualities, desire to get attention, paying attention, acts of dishonesty, speech difficulties, ways of asking/answering questions.

b) **Autobiographical Sketches:** an individual life story. It is a means of securing information about an individual, which is an effective source in

the counseling process. An autobiography is a description of an individual in his own words.

c) **Anecdotal Records:** An anecdotal record contains short descriptive accounts about some events regarding a student. It is a Short description of a significant event/incident of a person's overt behavior. Also provides Provide descriptions of the person's spontaneous behavior in various situations. Criteria for Anecdotal records are Objectivity, Adequate Background, Selectivity, Reliability.

d) **Case Study:** An intensive investigation employing all types of research, making use of tests, checklists, interviews, and observation. Comprehensive information is collected with this technique. It is the most important technique and the-best method of studying the whole individual. It is a technique of obtaining facts for diagnosis or treatment of behavioural problems of students.

e) **Cumulative Records:** It is a record of information concerned with the appraisal of an individual student. It contain spaces for recording the data needed for what is called the inventory service of guidance and method of recording, filing and using information essential for the guidance of students. It is helpful in current and future guide in charting the progress of special needs of a child.

f) **Confidential Data**: The data which is kept in a separate file and place is classified as confidential by the counselor for providing the guidance to a specific child in specific problem. Examples of Confidential Data are Interview notes, Test results Personal data of the individual such as Home and family. This data have meanings only for the counselor which often prove to be the means of solving many problems of maladjustment among students.

g) **Interview:** An interview is a conversation with a purpose. A dynamic face-to-face relationship. It is an opportunity for an individual to make clear his confused thoughts and feelings and to bring out his inner conflicts. It is the most essential of all techniques in the counselling process.

h) **Standardised tests**: The most commonly used specialized technique in

guidance and counseling. These are tools of measuring interests, intelligence, aptitudes and personality traits. One of which a test is prepared by a competent group or group of persons. They provide reliable and valid information. They are reusable, less time consuming and can be scored easily.

i) **Case conference:** To gain understanding and of determining sound approaches to several problems of counselees such as: unwise choice of course, reading disability, social maladjustment, ineffective study habits, achievement below that which is expected of him.

j) **Sociometry**: The mapping of interpersonal likes and preferences within a classroom. The purpose of this is to study the nature of social relationship of individual within a group.

k) **Projective techniques:** These are expressive techniques where a child has to add meaning to a meaningless situation. The use of vague, ambiguous, unstructured stimulus objects or situations in which the subject "projects" his or her personality, attitude, opinions and self-concept to give the situation some structure. These are indirect and unstructured methods of investigation which have been developed by the psychologists and use projection of respondents for inferring about underline motives, urges or intentions.

l) **Rating scale techniques**: The behavior of the child may be known by means of assigning degrees of responses with corresponding scales or values. Presence or absence of a particular type of behavior or trait in a person is rated in terms of quantity or quality. Defined as a selected list of 'words, phrases, sentences, paragraphs, following which an observer records a value or rating based on some objective scale of values

10.7.4 Steps of Individual Inventory Service:

Data Collection: Data collection is the first and foremost step to be followed for good individual inventory service. Here necessary and adequate data regarding student's ability, interests, aptitudes, skills, habit patterns, family background, socio-economic-status, health, habits and conditions, vocational interest, educational

standard, interest for different curricular and co-curricular activities, parental aspirations etc. should be collected by guidance personnel with utmost care.

For the purpose of data collection about the students, the guidance worker should take the help of different tools and techniques such as interviews, observations, case study, incidental records, cumulative record cards, questionnaires, rating scales, standardized test, and inven-tories meant for measuring intelligence, creativity, adjustment abilities and other psychological traits.

The individual inventory service needs following data

(i) **General data:** Pupil's name, his father's name, age, date of birth, place of birth, permanent address, present address, name of the class in which he reads,

(ii) **Family data:** Home and school environment, number of the family members, number of the brothers and sisters, relation with family members, parental educational status, parental occupational status, socio-economic-status of the family, home situation (Rural/Urban) and health status of family members.

(iii) **Physical data:** Pupil's height, weight, body structure, complexion, eye sight, hearing condition, heart and lung condition, chronic disease, health status of the student etc.

(iv) **Academic data:** Present achievement records, past achievement records, progress of studies in different subjects, marks or grades obtained the position of student in the class-room so far his academic achievement is concerned.

(v) **Social data:** Manners of the student, his customs, values, social skills, participation in various social institutions, co-operation, fellow feeling, dealings with other members of society etc.

(vi) **Data about co-curricular activities:** Interest in games, sports, interest in participating different competitions such as drama competition, music competition, debate competition, essay competition, school exhibition, group discussion and spiritual discussion etc.

(vii) **Psychological data:** Involves mental ability, emotional maturity, reasoning power, thinking, aptitude, interest, attitude, vocational interest, self-concepts and other personality traits etc.

(viii) **Data regarding entertainment:** Involves leisure time activities, sources and means of entertainment, hobbies and other engagements.

2. **Maintenance of data:** The useful data about students should be organised and recorded properly in a cumulative record after collection of data. The cumulative record should be based on up-to-date, adequate and appropriate data about the student which must be carefully examined and looked by the teachers, counsellors and psychologists previously. Cumulative record gives a clear picture of the student's achievement and progress which presents all data about a student at a glance. The cumulative record is sent with the student to new school secretly when the student leaves the school.

3. **Use of data:** In the school proper guidance is given to the student after analysing and interpreting the data collected pre-viously by the guidance personnel. Due to this step taken by guidance worker, student becomes able to find out a better choice in regards to education, vocation and career planning.

4. **Self Inventory Service:** The purpose of know thyself can be fulfilled by self inventory service which helps students to develop awareness and self confidence within them. At the same time students become more conscious of their strength and limita-tions as a result of which they become able to carry on academic work and vocational work perfectly.

The data of self inventory is collected by self analysis, questionnaire, self ranking chart, self evaluation chart for the purpose of self appraisal and the same data becomes helpful in supplementing other sources of informa-tion about the student.

10.7.6 Advantages of Inventories:

(1) They are well-adapted to vocational counseling. The student expects his interests to be considered. The interpretation, when given, carries considerable force because the student can see that he is looking at himself in a mirror, that he is only receiving an analysis of what he himself has said.

(2) They are useful for the counselor too as they are less fraught with emotional significance. The subject can discuss the interest scores with the counsellee freely.

(3) They are helpful devices for the counsellee too – Students do not mind revealing their interests and are eager to have a report of their scores. A promise to interpret scores is an excellent, non-threatening gambit to entice the student into the counselor's office.

(4) They are economic devices — they can be given to a group interpretation of profiles can be carried out in group discussion.

(5) They provide excellent preliminary information either to further group study of careers or to individual counseling.

(6) They assist counselor in dealing with many other student problems.

10.7.7 Limitations of Inventories:

There are certain limitations to be found in interest inventories.

(i) Many students fail to show through their responses to interest inventories strong likes and dislikes or clearly defined preferences.

(ii) The inventories can have validity only with persons whose likes have been long and varied enough to have provided them with experiences of the kind which will enable them to choose between alternatives presented by each item in the inventories. These inventories are, thus, more useful with mature than immature students.

(iii) Vocational choice or success cannot be predicted on the basis of even clearly-defined patterns shown by the inventories alone.

10.8 LET US SUM UP

In this lesson you have studied about the concept, function and characteristics of a mentally healthy person. At the present time the concept of mental hygiene has a broad meaning. In the early period of interest in abnormal behavior the term was being applied to mental illness or insanity. At present the concept of mental hygiene is in no sense concerned exclusively with the causes and correction of abnormal behavior but places emphasis upon the prevention of mental disorders. Mental hygiene is concerned with the establishment and maintenance of mental health. The maintenance

of mental health among children requires that they make the necessary social developments needed to have a happy and satisfying school life. Mental hygiene intends to aid the child in developing his personality to its fullest extent.

You have also studied about non-testing techniques. Interview, observation and inventories are mostly used as assessment tools in counselling. These may be structured or unstructured Observation means viewing or seeing. We go on observing something or other while we are awake. Observation allows the researcher to study people in their 'natural setting' without their behaviour being influenced by the presence of a researcher. Observational data usually consists of detailed information about particular groups or situations. The technique of interview is used in different fields. Interview has been described as a conversation with a definite purpose. The interview is in a sense the foundation upon which all other elements rest, for it is the data gathering phase. Process of guidance is also incomplete without interview. It is widely used in individual, social, educational and vocational spheres of guidance. Individual inventory service is an important type of guidance service which may be recognized often as "pupil's" inventory service. It is very much essential for student as it assists to know the student "himself" at the time of taking any decisions so far his educational courses and careers are concerned. Really the student proceeds in his educational set-up as he has made proper choice regarding concerned subject or courses according to his own abilities, interests, aptitudes, attitudes and skills.

10.9 LESSON END EXERCISE

1. What do you mean by mental hygiene?
2. Describe in brief the functions of mental hygiene.
3. Discuss the role of teachers and educational system in maintaining mental hygiene of the students.
4. Critically analyze the tips for maintaining mental hygiene
5. What do you mean by non-testing techniques in guidance?
6. Discuss the interview as a technique of guidance in detail.
7. What are the suggestions for a successful interview?

8. Elaborate procedure and principles to be followed in observation

9. Write in detail the essential guidelines for making good observation

10. Discuss the purpose and steps of individual inventory service.

11. What are the tools used in individual inventory service to collect data?

10.10 SUGGESTED FURTHER READINGS

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10.11 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress- 1

i) Clifford Beers

ii) Physical health, Intellectual health, Emotional health, Interest and aptitude, Good environment

iii) Preventive, Curative, Preservative & Training

iv) Adjustment in home, Adjustment in school, Adjustment to Society, Adjustment to work

v) Satisfy basic needs, manage emotions and learn self-control, manage expectations and set objectives, think positively.

Check Your Progress- 2

i) Subjective approach ii) Non-standardized techniques

iii) Interview iv) Clinical interview

v) Interviewer vi) Motivating question

vii) Discussion viii) Objective oriented

Check Your Progress -3

i) Measurements, Instruments

ii) overt behavior

iii) Natural observation, Participant observation, Non-participant observation, structured observation, Unstructured observation.

iv) Selection of the aspects of behaviour to be observed, Making clear the meaning of selected behavior, Recording the behaviour observed, Training of observers, Quantifying Observation, Analysis of behavior, Generalisation, Report writing,

v) Controlled observation vi) Participant vii) Direct observation

2. i) T ii) F iii) T iv) F

LESSON NO. 11 **UNIT- IV**

ROLE OF PARENTS IN SOLVING BEHAVIOURAL PROBLEMS OF ADOLESCENTS

STRUCTURE

11.1 Introduction

11.2 Objectives

11.3 Role of Parents in solving behavioural problems of Adolescents

11.4 Concept of Effective Parents Learning Programmes

11.5 Meaning of Parent Teacher Meeting

11.6 Parental Collaboration in Educational Guidance

11.7 Let Us Sum Up

11.8 Lesson End Exercise

11.9. Suggested Further Readings

11.10 Answer to Check Your Progress

11.1 INTRODUCTION

Adolescence is often thought to be from ages 13 to 18, but current research is more likely to consider 10 to 25 an adolescent due to continued brain development. Many parents of adolescents might find themselves asking "Does my child care what I think?" The answer is your child probably cares a great deal about what you think. You play an important role in shaping your adolescent's behavior. Teens who say their

parents warned them about drug use and set clear rules are less likely to use drugs. Parents' and teenagers' morals, future aspirations, and self-control are typically quite similar. Talking encourages family togetherness and increases the likelihood teens will share parents' values.

What kinds of things do teenagers want to talk about? Generally, teenagers are interested in the following conversations:

- Family issues—Teens want to participate in decisions and be told about family problems.
- Controversial Issues—Teens have questions like "Why can't I drink until I'm 21?"
- Emotional Concerns—Teens want to know how you really feel about things.
- The Big Why's—Teens begin to have philosophical questions about issues like war and religion.
- The Future—Teens are curious and concerned about what they can expect from the future.
- Current Events—Teens have questions about what is going on in the world and in their community.
- Personal Interests—Teens really want you to show interest in their activities, music, sports, and friends.
- Parents' Lives—Teens are curious about what things were like when you were their age, including emotions you had and mistakes you made.

All she wants to do is go out with her friends and spend time alone in her room. How can I talk with my teen?

- Don't lecture, talk for hours, or ambush your teen.
- If your teen tells you a secret, keep it.
- Listen carefully to her concerns and feelings, and respect her views. Teens are often afraid of being lectured, punished, or not understood.

- Stress that your teenager can and should make choices about his behaviors, and is responsible for these decisions.
- Offer praise. Make a date to spend one-on-one time with your teen. Find something you both like to do.
- Tell your teen you love him. With all the changes he's going through, he needs to hear it now more than ever.

Are you really listening to your adolescent?

Your messages to your adolescent may not be as clear as you think. To make sure you and your child are having the same conversation, communication should be interactive. Ask your adolescent what she/he wants to talk about. Adolescents often feel their parents aren't listening and dominate conversations. Many parents believe they are talking to their kids about drugs; unfortunately, the majority of kids don't remember these conversations. Parents need to be ready to talk when teens are, and not just when it is convenient for them.

11.2 OBJECTIVES

After going through this lesson, you shall be able to:

- explain role of parents in solving behavioural problems of adolescents,
- describe concept of effective parents learning programmes,
- explain meaning of parent teaching meeting, and
- reflect on parental collaboration in educational guidance

11.3 ROLE OF PARENTS IN SOLVING BEHAVIOURAL PROBLEMS OF ADOLESCENTS

Adolescence is the age of change and a transition phase from childhood to adulthood. It is a vulnerable time when children might develop unhealthy habits that grow into problems in their adult life. Behavior issues of adolescence, which are quite common, also crop up during this time, making it impossible for parents to reach out to their teenagers. Adolescence is not an easy time for children or parents. The only

way to deal with needs and problems at this age is to know about them and be ready to face them. Parent-adolescent conflicts that cause insecure and unstable feelings have a linear association with pubertal maturity. Understanding and dealing with these conflicts positively could help your child be more responsible and social.

Here is our list of the most common problems, and their solutions that adolescents have to deal with. Overwhelming emotions can lead to impulsive behavior, which can be harmful to your child as well as others. Mostly, it is just teen behavior that will last as long as their adolescence.

- Adolescence is the time when children develop and exercise their independence. This can give rise to questioning the parents' rules (seen as argumentative) and standing up for what they believe is right (seen as stubbornness).
- Significant developmental change in the brain makes teens moody, tired and difficult to deal with.
- The raging hormones in teenage boys can even push them to get into physical confrontations. They would also want to listen to loud music.
- As a part of their new-found independence, adolescents may also want to try new things and take risks, resulting in careless behavior.
- Sometimes, peer pressure and the need to 'fit in' can make them behave in a certain way or develop certain habits that are hard to break.
- Your teen's dressing, hairstyle, and sense of fashion also change, mostly to something that you may not approve of.
- The most troubling behavior is perhaps your teen hanging out with problem children and adapting to a dangerous lifestyle.
- Lying is one of the common teen behavioral issues. Teens may lie to avoid confrontation with parents or out of fear.

Solution

- Behavioral problems in adolescence can make life difficult for parents. But remember that it is a passing phase, and is entirely normal.

- Gaining your child's trust is important if you want to help them with behavioral issues. Talk to them and listen to what they have to say. Do not judge or criticize them, as it could worsen their behavior.
- Let them know that you love them just as they are. Encourage them to be true to themselves and not take on a personality just to please others.
- Remember that your adolescent child is not completely independent in dealing with their emotions and needs your support. Help them by telling them what you do when you feel sad, angry, jealous, etc. They can try those solutions to come out of their own emotional issues.
- You will have to intervene if you see them falling into bad company. Remember that adolescents are sensitive and may not take criticism well.

Guidance and counseling is a very important program in a school. It is a process through which students are given on how to deal with emotional and personal conflicts and problems in both school and the society. There are people who are responsible for guidance and counseling of a learner for example; teachers, parents, matron, cateress, security personnel, supportive staff and many others. The following are some of the roles parents play in solving behavioural problems of Adolescents.

Role of Parents:

Dos

1. To help the school in teaching adolescents proper attitudes like self-discipline, self-control, honesty, dignity among other good moral values.
2. To advise and encourage adolescent to make good use of school guidance and counseling services.
3. To provide information necessary in helping adolescent to get proper guidance and counselling, for example if a parent realizes that his or her child has a problem in a certain subject he or she can let the subject teacher know so that the teacher can know how to identify the weakness of the student .
4. To examine the adolescent at home to know whether they benefit from the

guidance services offered at school. A parent can know this by seen change in the learner's behavior from the previous behavior he or she had.

5. A parent has the right to use the school guidance and counselling services at school to ensure that their children are offered the right guidance. By may be reading the materials provided to the learners by their school counselors.

6. To sometimes engage in the reviewing of the content and curriculum of guidance and counselling. Incase the school wants to revise the school curriculum, they can involve the parents.

7. To provide materials needed for guidance and counselling in the school for example magazines, books among others.

8. To avail themselves when needed at the school may be to discuss problems caused by their children and take them positive if they are .They should not show favourism towards their children.

9. To pray for their children while at school and at home and try to tell them the good morals they should be having.

10. To be role models to the children by living an exemplary life which the children can emulate and be better people both in the school and in the society.

11. To encourage their adolescent children to follow the school rules and regulations so as to avoid punishments.

12. To always reward their children for their good behaviour. This will make them feel appreciated and wish to improve on their behaviors positively.

Dont's

1. Talking negatively about teachers in the presence of their children .when parents do this they instill in students that negative attitude hence when they go to school they will not respect the teachers and also they may tell other students what they heard their parents say and no student will be trusting any teacher to give guidance to him or her.

2. Some parents do not counsel their children while at home and this brings a lot

of burden to the school guidance and counseling staff since they will have to guide those students in all areas.

3. Also parents give inappropriate advises to their adolescent children for example a a parent may tell his or her children that no one should claim or punish them at school and if anyone dares they should report it to the parents. The children become naughty at school and a burden to the administration and the guidance and counseling staff.

4. Since some children come from very well up backgrounds, they are given a lot of pocket money by their parents and meet with students from low class backgrounds at school where some students feel misplaced and their self-esteem grows low. This may make the guidance and counseling staff to have a lot of work of making the low class students feel at the right and explaining the different social classes.

5. Not all parents are good role models and this may make their children emulate them and take the immoral behaviors at school causing threat to the guidance and counseling department and the whole school at large.

6. Some parents do not caution their children whenever they do any mistake. These children become burden to the school since they cannot be corrected by the teachers and even the guidance and counseling department can't handle them.

11.4 CONCEPT OF EFFECTIVE PARENTS LEARNING PROGRAMMES

The term 'parenting program' is often used interchangeably with other terms such as 'parent education' and 'parent training'. Parenting programmes target the evidence-based risk and protective factors that are known to influence child outcomes. The strongest risk and protective factors for children's behaviour and adjustment relate to quality of parenting. Therefore, the overall goal of parenting programmes is to improve child behaviour and adjustment through changing parenting practices. Parenting programmes generally aim to:

- increase parental warmth and responsive parenting
- increase discipline consistency
- increase levels of monitoring and supervision
- decrease harsh, coercive parenting programs may also target other family risk and protective factors in order to improve child outcomes and the parent-child relationship. For this reason parenting programmes may aim to enhance parental mental health; self-esteem; parenting confidence and competence; beliefs about causes of child behaviour; problem solving; coping skills; and communication skills, in addition to parenting skills and behaviours. Parenting programs may or may not directly include the child in the intervention depending on the child's developmental level and the goals of the program. Parenting programs for parents of younger children often include in-session practice with the child (also called 'invivo' training). This involves the parent practicing the newly learnt skills with the child during parent training sessions to gain practitioner feedback.

Levels of parenting programs Like other forms of early intervention, there are three levels of parenting programs that are delivered to different populations:

1. Universal parenting programmes are delivered to all parents in a population with the aim of strengthening protective factors and preventing problems.
2. Selective (secondary) parenting programmes are delivered to parents of children who are high risk for developing problems due to presence of risk factors, such as parental mental health issues or substance misuse.
3. Indicated (tertiary) parenting programmes are delivered to parents of children who are already showing problems, such as families of children with behavioural problems or parents who have abused or neglected their child. For example, parenting programs delivered to parents prior to restoration are one type of indicated parenting program.

Programs based on 'behavioural' approaches are effective.

There is now a large body of research to show that 'behavioural' parenting

programmes (those based on social learning theory) are effective in changing parenting attitudes and behaviours and in turn, improving children's behaviour and adjustment. There is evidence that they are effective across all levels of early intervention (as a universal, selective and indicated strategy) and their positive effects last up to five years following the intervention.

11.5 MEANING OF PARENT TEACHER MEETING

Every parent nurtures the dream of all-round development of his/her child. Parent–Teacher meetings (PTMs) play a crucial role in the achievement of this goal. Regular interactions and discussions between parents and teachers strengthen the bond between the child, parent, and the teacher. PTMs provide a friendly atmosphere for the progress of the child's personality, where the teachers and the parents acknowledge the child's aptitude and achievements. Such positive interactions yield rich dividends.

The school organizes Open House PTMs for better interaction between parents and teachers. Parents must attend PTMs regularly for a better and closer rapport with the school system and teachers, and to thoroughly scrutinize the academic performance of their child. Parents must ensure regularity, punctuality, and active participation of the child in school activities.

Very often, we observe parent-teacher interactions in the form of report card meetings that occur once every two months. These are usually brief with the two discussing the child's academics and that's it; no more interaction until the next exam results. Even though this seems normal, it isn't good for the student. Parent-Teacher interactions should include a few personal talks/messages for times like when a student performs exceptionally well or unwell at something, or through weekly emails or newsletters that inform the parents of the on goings at school and in their child's class.

Why is this important you ask? Well, here are 7 reasons why parents and teachers should keep frequent contact:

1. Parents gain a better understanding of their child

When parents enroll their children in a school, they enter into a different

environment than what they were in until that time. They start to show different behavior to adapt to this environment. Parents often do not see a side of their children that is seen with the child's peers. If the teachers are connected to the parents through interactions and keep them informed of their child's progress and behavior, the child's strengths, weaknesses, and interests can be understood by the parents and this helps the child develop a positive relationship with them where he/she has no secrets.

2. Teachers gain a better understanding of their student

Teachers see children from different backgrounds and understanding each of their pupils is crucial to tailor their teaching methods. Understanding the child's home environment and immediate family contributes to this by giving them information that cannot be gained directly from the child. For example, a child who sings well but is shy would not develop their skill at school since the teacher doesn't know about their talent. If the parents can let the teacher know of the child's abilities, the teacher knows when to nudge the child into participation.

3. Parents don't develop over or under expectations

Teachers are trained and experienced in assessing their pupils using different methods and observations. These assessments are done with a holistic (all-around) view considering the whole class and are therefore different from how parental assessment is done where the child is observed singularly.

When teachers share their assessments and observations with parents, the parents gain valuable insights from a new perspective. This removes the chance of under or over expectations and takes the pressure off their child.

4. Parents play an active role in the child's school activities

Keeping parents in the loop in regards to their child's assignments, homework or even co-curricular activities boosts the child's morale and assures dedication towards the work given to them. This also prompts greater involvement of parents into the child's life. It is a great way of letting the parents know what

the children learn at school and how they can contribute towards their child's better understanding.

For example, if a child shows disinterest towards a certain topic or subject, parents at home can work on building interest by employing methods more personal than a teacher can.

5. Parents can collaborate with teachers to perform home learning

Scholastic activities do not have to be limited to the school premises. Parents can help their children with studies at home using methods of 'Home Learning'. These include leisure reading, family discussions, educational games, and enrichment activities (activities that blend scholarly subjects with singing, dancing, or other fun things). When teachers communicate properly with parents about the teaching schedule, they can collaborate on making sure students grasp the concept and its practical applications at home if they cannot at school. This also inculcates a yearning for learning in students.

6. The child understands that he/she is being monitored and feels responsible

Most children who are 'naughty' or 'mischievous' are often misunderstood individuals who crave attention. The child feels that only by committing these mischief's, the parents or teachers will look at them. When the child realizes that there is are an understanding and interaction between teachers and parents, the need for attention is removed and the child performs better both academically and non-academically. Children tend to be more responsible and frank about their feelings if they feel monitored.

7. The child feels supported at their school when their parents and teachers are well-connected

One of the bigger problems of children is that their problems go unexpressed. Sometimes it's a bully, sometimes it's that they cannot understand a subject, sometimes it's just that they feel a teacher is going too fast. If the child knows that they can talk to their parents about their problems and their teachers would get to know, or that if a teacher observes the wrongdoers then their

parents will be informed, the child gains a sense of security and self-confidence. These are our opinions on why it is important for teachers and parents to have two-way communication and how missing on it can adversely affect the student's performance. We make sure the parents are deeply involved in their child's coding education by sending them weekly and biweekly reports of their child's progress and activities done by them. We keep the parents well informed about the concepts their kids are learning and even how they are learning by sharing the students' work with them. The kids also get a progress report and certification after completing a course.

It is very essential that the parents should get a regular feedback about the progress of their wards in the school. Towards that direction, the Parent-Teacher Meetings are being held regularly on second Saturday of every month in the school. The parents are being encouraged to attend the same and provide their valuable feedback to improve upon the existing training / living standards of the cadets. The parents have responded positively and feel that it is a positive step taken by the school administration in monitoring the activities of their wards, through involvement of parents.

11.6 PARENTAL COLLABORATION IN EDUCATIONAL GUIDANCE

Family-school partnerships are collaborative relationships and activities involving school staff, parents and other family members of students at a school. Effective partnerships are based on mutual trust and respect, and shared responsibility for the education of the children and young people at the school.

Families are the first educators of their children and they continue to influence their children's learning and development during the school years and long afterwards. Schools have an important responsibility in helping to nurture and teach future generations and families trust schools to provide educational foundations for their children's future. At the same time, schools need to recognize the primary role of the family in education. This is why it is important for families and schools to work together in partnership. Research demonstrates that effective schools have high levels of parental

and community involvement. This involvement is strongly related to improved student learning, attendance and behaviour. Family involvement can have a major impact on student learning, regardless of the social or cultural background of the family. Family involvement in schools is therefore central to high quality education and is part of the core business of schools. The aim of the Family-School Partnerships Framework is to encourage sustainable and effective partnerships between all members of the school community, including teachers, families, and students.

These partnerships should:

- View each partner as making equally valuable contributions, while respecting different contributions;
- Respect student needs and preferences;
- Address barriers to involvement in schools by families, in particular Indigenous families, and actively help previously uninvolved families to become involved;
- Create better programs, opportunities and learning for students;
- Give families appropriate opportunities to contribute to school decision-making and governance; and
- Contribute to professional satisfaction for principals and teachers.

Developing family-school partnerships may not always be easy. It requires commitment and time. Because of pressures and circumstances, many families will need special arrangements, or extra support, to enable them to become actively involved in their children's school lives, and to help their children get the most from school. The results of this effort will be significant. Families that understand the education system and the difficulties schools face are a valuable source of support which schools cannot afford to underestimate. Schools that engage families in their children's learning are tapping in to a rich source of information and expertise and can help build communities.

Principles which underpin effective Family-School Partnerships

1. All families and schools want the best for their children.
2. All children have the right to the opportunity to reach their full potential.

3. Families are the first and continuing educators of their children.

4. Effective schools provide a nurturing and supportive learning environment.

5. Families and schools value quality teaching and respect teachers' professional expertise.

6. Families and schools value the diversity of families and use this as a resource for building partnerships and communities.

7. Family-school partnerships are based on mutual responsibility, respect and trust.

8. Leadership is critical to building, maintaining and renewing partnerships.

9. Family-school partnerships improve student motivation and learning.

10. Family-school partnerships strengthen the connections between schools and their communities.

11. Partnerships can involve all organizations that support families and schools.

Supporting Structures

In order to create the conditions that enable effective family-school partnerships to be developed and sustained, the following supporting structures need to be in place at both systemic and school levels:

I. Family-school action teams to plan, organize, implement and evaluate partnerships;

II. School policies and procedures which explicitly state and clearly integrate the principles and practices of effective partnerships;

III. Support networks, to enable school communities to share ideas, issues and best practice;

IV. Accountability to the community, to report on successes and drive improvement in partnerships.

School communities are encouraged to review their current supporting structures, policies and procedures and develop new ones where necessary. This may include

establishing a dedicated family-school action team of school leaders, teachers and parents (appointed by the parent body) – or using an existing working group that includes parents – to develop and coordinate partnership plans and activities. Any successful partnership will involve parents, carers and families in preparation, planning, implementation and review. A dedicated family-school action team of teachers, school leaders and parents to develop and coordinate partnership plans and activities can provide the basis for improving partnerships more broadly

Check Your Progress-1

Note: a) Answer the questions given below.

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

Q1 Adolescence is often thought to be from ages

a) 13 to 18 b) 10 to 16

c) 6 to 11 d) None of the above

Q2. Adolescence is the age of change and a transition phase from

a) childhood to adulthood b) adulthood to old age

c) infant to childhood d) None of the above

Q3 Adolescence is the time when children develop and exercise their

a) Independence b) Dependence

c) Both a & b d) None

Q4 The overall goal of parenting programmes is

a) To improve child behaviour and adjustment through changing parenting practices.

b) To improve only behaviour pattern

c) To make the child independent

d) None of the above.

Q5. Parenting programmes generally aim to:

a) Increase parental warmth and responsive parenting

b) Increase discipline consistency

c) Increase levels of monitoring and supervision

d) All the above given option

Q6 Like other forms of early intervention, there are …….. levels of parenting programs that are delivered to different populations

a) 7 b) 9

c) 3 d) 2

Q7 .....programmes are delivered to all parents in a population with the aim of strengthening protective factors and preventing problems.

a) Indicated b) Selective

c) Universal d) None of the above

Q8. Programs based on 'behavioural' approaches are effective and based on

a) Social Learning Theory b) Motivation Theory

c) Both a & b d) None

Q9 Regular interactions and discussions between parents and teachers strengthen the bond between :

a) Parent & Teacher b) Child & Teacher

c) Parent & Child d) Child, Parent, and the Teacher

Q10. PTMs are important because

a) Parents gain a better understanding of their child

b) Teachers gain a better understanding of their student

c) Parents don't develop over or under expectations

d) All The above

11.7 LET US SUM UP

Adolescence is the age of change and a transition phase from childhood to adulthood. It is a vulnerable time when children might develop unhealthy habits that grow into problems in their adult life. Behavior issues of adolescence, which are quite common, also crop up during this time, making it impossible for parents to reach out to their teenagers. Adolescence is not an easy time for children or parents. The only way to deal with needs and problems at this age is to know about them and be ready to face them. Parent-adolescent conflicts that cause insecure and unstable feelings have a linear association with pubertal maturity. Understanding and dealing with these conflicts positively could help your child be more responsible and social.

Guidance and counseling is a very important program in a school. It is a process through which students are given on how to deal with emotional and personal conflicts and problems in both school and the society. There are people who are responsible for guidance and counseling of a learner for example; teachers, parents , matron , cateress , security personnel , supportive staff and many others. And every parent nurtures the dream of all-round development of his/her child. Parent–Teacher meetings (PTMs) play a crucial role in the achievement of this goal. Regular interactions and discussions between parents and teachers strengthen the bond between the child, parent, and the teacher. PTMs provide a friendly atmosphere for the progress of the child's personality, where the teachers and the parents acknowledge the child's aptitude and achievements. Such positive interactions yield rich dividends.

We all are well aware that families are the first educators of their children and they continue to influence their children's learning and development during the school years and long afterwards. Schools have an important responsibility in helping to nurture and teach future generations and families trust schools to provide educational foundations for their children's future. At the same time, schools need to recognize the primary role of the family in education. This is why it is important for families and schools to work together in partnership.

11.8 LESSON END EXERCISE

- Explain Role of Parents in solving behavioural problems of Adolescents.

- Describe Concept of Effective Parents Learning Programmes
- Explain Meaning of Parent Teaching Meeting
- Reflect upon Parental Collaboration in Educational Guidance

11.9 SUGGESTED FURTHER READINGS

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11.10 ANSWER TO CHECK YOUR PROGRESS

1. 13 to 18
2. Childhood to Adulthood
3. Independence
4. To improve child behaviour and adjustment through changing parenting practice
5. All the above given options
6. 3
7. Universal
8. Social Learning Theory
9. Child, Parent, and the Teacher
10. All The above

LESSON NO. 12 UNIT- IV
SCHOOL GUIDANCE: A COLLABORATIVE EFFORT OF SCHOOL AND COMMUNITY

STRUCTURE

12.1 Introduction

12.2 Objectives

12.3 Concept of school guidance

12.4 School guidance a collaborative effort of school and community

12.5 Let Us Sum Up

12.6 Lesson End Exercise.

12.7 Suggested Further Readings.

12.8 Answer to Check Your Progress.

12.1 INTRODUCTION

It is now widely recognized that guidance is an essential part of the learning process. The aims of guidance service in schools is to assist the student in fulfilling his / her basic physiological needs, understanding themselves and developing associations with peers, balancing between permissiveness and controls in the school setting, realizing successful achievement, and providing opportunities to gain independence (Heyden, 2011). The purpose of guidance is therefore provides emphasis and strength to educational programmes. Guidance is an important educational tool in shaping and orienting a child from negative ideas that is planted in the child by his/her peers. Hence

the need school for the counsellor to assist the child in moulding their future through counselling therapy. The school counsellor is seen as a role model and highly respected by students. The counselors by their training are expected to be friends with the school child, listen to the child's complains, short comings and proffer guidance to the child in a quest of moulding the child in the right part to take in their life pursuit. Egbo (2013) stated that "the total development of a child can only take place in an environment conducive for teaching and learning". It is in realization of the above that all educational services which can promote teaching and learning in schools are given prominent attention by educational planners. Counselling services are among the school educational services. It is believed that guidance and counselling services in school shall develop, assess and improve educational programmes; enhance teaching and improve the competence of the teacher and reduce cost for the children. The school children are undergoing some of the most difficult periods of life. The transition from childhood to adulthood is a difficult one, even for the most balanced child. Apart from the influence of the family, the other major influence on the young person's life is the school and the school environment. The most that other influences can attempt to do is to help each young person to cope with the changes and wrought associate with adolescence, to develop a sense of responsibility, to make definite and considerable personal decisions. In short, families and schools have a duty to assist young people in their self-growth towards becoming a self-fulfilled and well-adjusted adult. Guidance can provide a good basis for a broader education for life. While being non-medical and non-psychiatric, it can be used as therapy for individuals with specific personal problems, or it can be the foundation of a more general "life skills training programme" for the student who, though not suffering from any particular problem, should be assisted in building up his/her personal resources in order to cope effectively with their future lives (Stokes, 1986).

12.2 OBJECTIVES

After going through this lesson, you shall be able to:

- describe abouts chool guidance, and
- explain how guidance is a collaborative effort of school and community.

12.3 CONCEPT OF SCHOOL GUIDANCE

It has been aptly remarked that guidance is accepted as an integral part of education. Whatever may be the objectives of school education, students need the assistance of teachers and others connected with them to be able to make satisfactory progress. No student has ever been able to manifest and maximize his potentialities on large extent, make appropriate career plans, get a suitable occupation and make satisfactory adjustment in the society without assistance of guidance programme organised in school. It constitutes parents, teachers, community members, administrators, guidance workers, specialists etc. The cause is, in the modern complex society it has become a difficult task on part of home and community to provide appropriate and adequate guidance to students as per their needs and requirements. Hence, the school has a vital role to play in guiding the students.

The school as the most important agency provides guidance in:

(i) Manifesting and maximizing the potentialities of every pupil.

(ii) Assessing the pupil's, needs, interests, abilities, capacities, in doing any work of his suitability.

(iii) Making appropriate plan for his/her future.

(iv) Taking right and appropriate decision in right time.

(v) Taking proper decision regarding selection of a suitable educational career.

(vi) Finding a suitable vocation.

(vii) Making satisfactory adjustments in home, school and the community in a desirable manner.

As a teacher in your daily interaction with your pupils in school you will come across pupils with various problems which affect their learning. Some pupils may have educational problems, like reading, writing or expressing themselves in class. Others may fail to complete their homework, sickly, stressed etc. Akinade (2012) defines guidance and counselling as a process of helping an individual become fully aware of his/her self and the ways in which he is responding to the influences of his/her environment. It further assists him to establish some personal meaning for this

behaviour and to develop and classify a set of goals and values for future behaviour. Guidance in schools is that area of the schools provision that is specifically directed towards helping pupils realize their full potential in preparing for adult and working life, (O' Concubhair, 1981).

In 1981 the Cork branch of the Institute of Guidance Counsellors produced a job description for school Guidance Counsellors listing their areas of work. The School Guidance Counsellor;

1. Counsels individual students and provides group education and vocational guidance.
2. Assists individual students with personal problems; social, emotional etc.
3. Assists with personal development.
4. Advises on study techniques.
5. Advises on job applications and interviews.
6. May engage in psychological testing and other testing.
7. May refer students to other agencies.
8. May co-ordinate a school system of pastoral care.
9. Is responsible for the compilation and availability of occupational information.
10. Enjoys freedom and flexibility in the organization of counselling activities according to the needs of the school.

Benefits of the School Guidance Programme for Students

The following are benefit of school guidance to students in schools

1. Prepare students for the challenges of the 21st century through academic, career, and personal / social development.
2. Relates educational program to future success.
3. Facilitates career exploration and development.
4. Develops decision-making and problem solving skills.

5. Assists in acquiring knowledge of self and others.

6. Enhances personal development.

7. Assists in developing effective interpersonal relationship skills.

8. Broadens knowledge of our changing world.

9. Provides advocacy for students.

10. Encourages facilitative, co-operative peer interactions.

11. Fosters resiliency factors for students.

12. Assures equitable access to educational opportunities.

12.4 SCHOOL GUIDANCE A COLLABORATIVE EFFORT OF SCHOOL AND COMMUNITY

Collaboration involves more than simply working together. It is more than a process to enhance cooperation and coordination. Thus, professionals who work as a multidisciplinary team to coordinate treatment are not a collaborative; they are a treatment team. Interagency teams established to enhance coordination and communications across agencies are not collaboratives; they are a coordinating team. The hallmark of collaboration is a formal agreement among participants to establish an autonomous structure to accomplish goals that would be difficult to achieve by any of the participants alone. While participants may have a primary affiliation elsewhere, they commit to working together under specified conditions to pursue a shared vision and common set of goals. A collaborative structure requires shared governance (power, authority, decision making, accountability) and weaving together of a set of resources for use in pursuit of the shared vision and goals. It also requires building well-defined working relationships to connect and mobilize resources, such as financial and social capital, and to use these resources in planned and mutually beneficial ways. Growing appreciation of social capital has resulted in collaboratives expanding to include a wide range of stakeholders (people, groups, formal and informal organizations). The political realities of local control have further expanded collaborative bodies to encompass local policymakers, representatives of families, nonprofessionals, and volunteers. Families have always provided a direct connection between school and

community. In addition, advocates for students with special needs have lobbied to increase parent and youth participation on teams making decisions about interventions. Many who were silent partners in the past are now finding their way to the collaborative table and becoming key players. Any effort to connect home, community, and school resources must embrace a wide spectrum of stakeholders. In this context, collaboration becomes both a desired process and an outcome. That is, the intent is to work together to establish strong working relationships that are enduring. However, family, community, and school collaboration is not an end in itself. It is a turning point meant to enable participants to pursue increasingly potent strategies for strengthening families, schools, and communities. True collaboratives are attempting to weave together the responsibilities and resources of participating stakeholders to create a unified entity. For our purposes, any group designed to connect a school, families, and other groups from the surrounding neighborhood is referred to as a "school–community" collaborative. Such groups can encompass a wide range of stakeholders. For example, collaboratives may include agencies and organizations focused on providing programs for education, literacy, youth development, and the arts; health and human services; juvenile justice; vocational education; and economic development. They also may include various sources of social and financial capital, including youth, families, religious groups, community based organizations, civic groups, and businesses. Operationally, a collaborative is defined by its functions. Family, community, and school connections may be made to pursue a variety of functions. These include enhancing how existing resources are used, generating new resources, improving communication, coordination, planning, networking, and mutual support, building a sense of community, and much more. Such functions encompass a host of specific tasks such as mapping and analyzing resources; exploring ways to share facilities, equipment, and other resources; expanding opportunities for community service, internships, jobs, recreation, and enrichment; developing pools of nonprofessional volunteers and professional pro bono assistance; making recommendations about priorities for use of resources; raising funds and pursuing grants; advocating for appropriate decision making; and much more. Organizationally, a collaborative must develop an infrastructure (e.g., steering and work groups) that enables accomplishment of its functions and related tasks. Because the functions pursued

by a collaborative almost always overlap with work being carried out by others, a collaborative needs to establish connections with other bodies.

From a policy perspective, efforts must be made to guide and support the building of collaborative bridges connecting school, family, and community. For schools not to marginalize such efforts, the initiative must be fully integrated with school improvement plans. There must be policy and authentic agreements. Although formulation of policy and related agreements takes considerable time and other resources, their importance cannot be overemphasized. Failure to establish and successfully maintain effective collaboratives probably is attributable in great measure to proceeding without the type of clear, high-level, and long-term policy support that ends the marginalization of initiatives to connect families–communities–schools. Given that all involved parties are committed to building an effective collaboration, the key to doing so is an appreciation that the process involves significant systemic changes. Such an appreciation encompasses both a vision for change and an understanding of how to effect and institutionalize the type of systemic changes needed to build an effective collaborative infrastructure. The process requires changes related to governance, leadership, planning and implementation, and accountability.

For example:

- Existing governance must be modified over time. The aim is shared decision making involving school and community agency staff members, families, students, and other community representatives.
- High-level leadership assignments must be designated to facilitate essential system changes and build and maintain family–community–school connections.
- Mechanisms must be established and institutionalized for analyzing, planning, coordinating, integrating, monitoring, evaluating, and strengthening collaborative efforts. Evidence of appropriate policy support is seen in the adequacy of funding for capacity building to:

(1) Accomplish desired system changes, and

(2) Ensure the collaborative operates effectively over time. Accomplishing system changes requires establishing temporary facilitative mechanisms and providing

incentives, support, and training to enhance commitment to and capacity for essential changes. Ensuring effective collaboration requires institutionalized mechanisms, long-term capacity building, and ongoing support.

One of the best ways to connect and create an authentic bond is to go to the people who matter most, and meet them on their own turf. A series of community walks are a great way to start. In order to have the most positive impact on the academic and wellness outcomes of students, it is imperative that schools and communities work together through a collaborative and comprehensive approach. Community partners can help schools prepare students for college, career, and citizenship by offering additional opportunities, supports, and enrichment for young people. Strong school–community partnerships are essential for a world-class, 21st century education, and more and more communities across the country are creating such partnerships. The Coalition for Community Schools and the National Association of School Psychologists outline nine key elements necessary for creating and sustaining effective partnerships to improve student mental health, physical health, and overall wellness.

1. **A leadership team comprised of school and community stakeholders**. It is critical to engage the school principal, specialized instructional support personnel, parents, families, students, and community leaders in the planning, implementation, and evaluation of school–community partnerships.

2. **Assets and needs assessment to address student health and wellness and a framework for results.** Community partnerships should enhance existing school-based service delivery models and help fill in the resource and service gaps based on the needs of the school. Schools and community partners should then mutually establish a framework for results with specific short- and long-term goals based on the needs identified in the assessment.

3. **A designated person located at the school to lead the coordination of school–community partnerships**. Coordinators help maintain partnerships with community agencies and facilitate effective communication and collaboration among the leadership team, specialized instructional support

personnel, service providers, school personnel, parents, families, and members of the community.

4. **Clear expectations and shared accountability for the school and community partners**. Delineation of roles and responsibilities for school personnel and community providers enhances efficiency and effectiveness of service delivery while ensuring that the needs of the school are being met.

5. **High-quality health and wellness services that leverage school and community resources**. Specialized instructional support personnel and community service providers each have knowledge and skills critical to improving student and school outcomes. Leveraging the resources already available in the school and community settings improves effectiveness of school–community partnerships.

6. **Ongoing comprehensive professional development for all school leaders, staff, and community partners**. Continuous, high-quality professional development is important to ensure effective partnerships. Regular meetings with all stakeholders participating (school staff and community partners) should occur to ensure that they continue to build relationships and trust, develop a common vocabulary, and learn the same content and best practices around school–community partnerships.

7. **A detailed plan for long-term sustainability**. Successful partnerships plan for sustainability from the beginning. Develop a plan to maintain your community partnerships across multiple school and fiscal years. Try to create a diversified funding stream to support service delivery work from multiple funders.

8. **Regular evaluation of effectiveness through a variety of measures**. Partners are chosen based on data that highlight their fit with the current needs of the school and community. It is equally important that appropriate data are used to evaluate the effectiveness of the partnership.

9. **Communication plan to share progress and challenges.** It is important to share the successes and challenges of each school–community partnership to highlight what is working and ways to overcome challenges to educate others hoping to improve school community partnerships.

Check Your Progress-1

Note: (a) Answer the questions given below

(b) Compare your answers with those given at the end of this lesson.

1. In order to have the most positive impact on the academic and wellness outcomes of students, it is imperative that …….. and ……. work together through a collaborative and comprehensive approach.

   a) Schools and Communities b) Teacher and Principal

   c) Principal and Parents d) School and Parents

2. Who defines "guidance and counselling as a process of helping an individual become fully aware of his/her self and the ways in which he is responding to the influences of his/her environment"?

   a) Akinade (2012) b) O' Concubhair, 1981

   c) John Dewey d) Robin Stern

3. The aims of guidance service in schools is to assist the student

   a) In fulfilling his / her basic physiological needs,

   b) Understanding themselves

   c) Developing associations with peers.

   d) All the above options

4. The school counsellor is seen as a

   a) Role model b) Guide

   c) Facilitator. d) All the above given options

5. The counselors by their training are expected to be

   a) Friends with the school children

   b) Listen to the child's complains

   c) Proffer guidance to the children

d) All the options

6. The Coalition for Community Schools and the National Association of School Psychologists outline ……. key elements necessary for creating and sustaining effective partnerships to improve student mental health, physical health, and overall wellness.

a) Five b) Nine

c) Six d) Eight

7. The hallmark of collaboration is a ……. agreement among participants to establish an autonomous structure to accomplish goals that would be difficult to achieve by any of the participants alone.

a) Informal b) Formal

c) Casual d) None of the above

8. Family, community, and school connections may be made to pursue a variety of functions. These include

a) Enhancing how existing resources are used and Generating new resources,

b) Improving communication, coordination, planning and networking,

c) Mutual support and building a sense of community

d) All the above options

9. The organization of guidance services is the responsibility of

a) The headmaster b) The counselor

c) The career master, teachers, administrators, specialists and community members.

d) All

10. Counselling is the process of helping individuals learns more about

a) Themselves b) Their present c) Their future d) All

12.5 LET US SUM UP

In the light of above discussion it has been felt that there is need of organizing guidance programmes in schools and the guidance programmes should be organised in nature. Here an organised programme means, every guidance programme is to be organised in a systematic way. It means it must have definite objectives. There should be a guidance committee in every school. The teacher in-charge of guidance service must be clear in his mind about the scope and limitations of such a programme. He must be able to organize minimum guidance services for students.

The organisation of guidance services is not be the major responsibility of anyone person. Rather it is the joint responsibility of the headmaster, the counsellor, the career master, teachers, administrators, specialists and community members. They have to play important roles for making any guidance programme in the school a grand success.

It is essential to mention here that although there is the need of organizing guidance programme in primary schools but it's organisation on wider extent and full-fledged manner lies in secondary schools. So in our saying and writing the organisation of guidance programmes in schools means in secondary schools and vice-versa.

Guidance & counselling are twin concepts & have emerged as essential elements ofevery educational activity. Guidance & counselling are not synonymous term. Counselling is a part of Guidance. Guidance, in educational context, means to indicate, point out, show the way, lead Out & direct. Counselling is a specialized service of guidance. It is the process of helping individuals learns more about themselves & their present & possible future situations in order to make a substantial contribution to the society.

The aims of guidance and counseling service in schools is to assist the student in fulfilling his / her basic physiological needs, understanding themselves and developing associations with peers, balancing between permissiveness and controls in the school setting, realizing successful achievement, and providing opportunities to gain independence (Heyden, 2011). The purpose of guidance and counselling therefore provides emphasis and strength to educational programs. In order to have the most

positive impact on the academic and wellness outcomes of students, it is imperative that schools and communities work together through a collaborative and comprehensive approach. Community partners can help schools prepare students for college, career, and citizenship by offering additional opportunities, supports, and enrichment for young people. Strong school–community partnerships are essential for a world-class, 21st century education, and more and more communities across the country are creating such partnerships.

12.6 LESSON END EXERCISE

QNo.1 Describe briefly about school guidance.

QNo.2 Explain how guidance is a collaborative effort of school and community?

QNo.3 Explain key elements necessary for creating and sustaining effective partnerships to improve student mental health, physical health, and overall wellness.

12.7. SUGGESTED FURTHER READINGS

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12.8 ANSWERS TO CHECK YOUR PROGRESS

1. Schools and Communities,
2. Akinade (2012)
3. All the above options
4. All the above options.
5. All the options
6. Nine
7. Formal
8. All the above options
9. All
10. All

LESSON NO. 13 **UNIT- IV**

ROLE OF RELAXING STRATEGIES, YOGA, MEDITATION, MUSIC THERAPIES FOR REDUCING STRESS

STRUCTURE

13.1 Introduction

13.2 Objectives

13.3 Concept of relaxing strategies and its benefits

13.4 Yoga as relaxing therapy in reducing stress

13.5 Meditation as relaxing therapy in reducing stress

13.6 Music as relaxing therapy in reducing Stress

13.7 Let Us Sum Up

13.8 Lesson End Exercise.

13.9. Suggested Further Readings.

13.10 Answers to Check Your Progress.

13.1 INTRODUCTION

We all face stressful situations throughout our lives, ranging from minor annoyances like traffic jams to more serious worries, such as a loved one's grave illness. No matter what the cause, stress floods your body with hormones. Your heart pounds, your breathing speeds up, and your muscles tense.

This so-called "stress response" is a normal reaction to threatening situations, honed in our prehistory to help us survive threats like an animal attack or a flood. Today, we rarely face these physical dangers, but challenging situations in daily life can set off the stress response. We can't avoid all sources of stress in our lives, nor would we want to. But we can develop healthier ways of responding to them. One way is to invoke the "relaxation response," through a technique first developed in the 1970s at Harvard Medical School by cardiologist Dr. Herbert Benson. The relaxation response is the opposite of the stress response. It's a state of profound rest that can be elicited in many ways. With regular practice, you create a well of calm to dip into as the need arises.

13.2 OBJECTIVES

After going through this lesson, you shall be able to:

- explain concept of relaxing strategies,
- explain how yoga can be used as a relaxing therapy in reducing stress,
- how meditation helps in reducing stress, and
- how music therapies can be used in reducing stress

13.3 CONCEPT OF RELAXING STRATEGIES AND ITS BENIFITS

The Psychology Dictionary describes relaxation as a "state of being relaxed". It's a process by which we experience a "refreshment of mind and body", a "reduction in intensity of tension or vigor", and is used to describe a process in which our "musculature return[s] to an inactive state after contraction". (Nugent, 2013)

In layman terms, it means that relaxation helps rid the mind and body of tension, which can be accumulated over several days, weeks, months, and even years.

Today, stress can be found in all aspects of life, including: professional, personal, financial, environmental, and more. With the constant pace of change, it becomes difficult to adjust to this wave of stressors, which are always changing and transforming.

In fact, in a study done by Henry and Cassel (1969), in which the pair carried out an analysis of 18 epidemiological findings from around the world, it was concluded that "where the population did not show a rise in blood pressures with age, the culture had remained stable; traditional forms were honored and group members were secure in their roles and had adapted to them from an early age." (Patel, 1977)

As our modern world has gone through drastic changes, in lieu of industrialization, urbanization, migration, as well as other social and cultural shifts, individuals are required to adopt more behavioral changes in a much shorter time

Relaxing strategy (also known as relaxation training) is any method, process, procedure, or activity that helps a person to relax; to attain a state of increased calmness; or otherwise reduce levels of pain, anxiety, stress or anger. Relaxation techniques are often employed as one element of a wider stress management program and can decrease muscle tension, lower the blood pressure and slow heart and breath rates, among other health benefits.People respond to stress in different ways, namely, by becoming overwhelmed, depressed or both. Various techniques are used by individuals to improve their state of relaxation. Some of the methods are performed alone; some require the help of another person (often a trained professional); some involve movement, some focus on stillness; while other methods involve different elements. Certain relaxation techniques known as "formal and passive relaxation exercises" are generally performed while sitting or lying quietly, with minimal movement and involve "a degree of withdrawal.

Movement-based relaxation methods incorporate exercise such as walking, gardening, yoga and more. Some forms of bodywork are helpful in promoting a state of increased relaxation. Examples include massage, acupuncture. Some relaxation methods can also be used during other activities, for example, autosuggestion and prayer. At least one study has suggested that listening to certain types of music, particularly new-age music and classical music, can increase feelings associated with relaxation, such as peacefulness and a sense of ease.

The benefits of relaxation techniques

When faced with numerous responsibilities and tasks or the demands of an

illness, relaxation techniques may not be a priority in your life. But that means you might miss out on the health benefits of relaxation.

Practicing relaxation techniques can have many benefits, including:

- Slowing heart rate
- Lowering blood pressure
- Slowing your breathing rate
- Improving digestion
- Maintaining normal blood sugar levels
- Reducing activity of stress hormones
- Increasing blood flow to major muscles
- Reducing muscle tension and chronic pain
- Improving concentration and mood
- Improving sleep quality
- Lowering fatigue
- Reducing anger and frustration
- Boosting confidence to handle problems

To get the most benefit, use relaxation techniques along with other positive coping methods, such as thinking positively, finding humor, problem-solving, managing time, exercising, getting enough sleep, and reaching out to supportive family and friends.

13.4 YOGA AS RELAXING THERAPY IN REDUCING STRESS

Yoga is essentially a spiritual discipline based on an extremely subtle science, which focuses on bringing harmony between mind and body. It is an art and science of healthy living. The word 'Yoga' is derived from the Sanskrit root 'Yuj', meaning 'to join' or 'to yoke' or 'to unite'. As per Yogic scriptures the practice of Yoga leads to the union of individual consciousness with that of the Universal Consciousness,

indicating a perfect harmony between the mind and body, Man & Nature. According to modern scientists, everything in the universe is just a manifestation of the same quantum firmament. One who experiences this oneness of existence is said to be in yoga, and is termed as a yogi, having attained to a state of freedom referred to as mukti, nirvana or moksha. Thus the aim of Yoga is Self-realization, to overcome all kinds of sufferings leading to 'the state of liberation' (Moksha) or 'freedom' (Kaivalya). Living with freedom in all walks of life, health and harmony shall be the main objectives of Yoga practice."Yoga" also refers to an inner science comprising of a variety of methods through which human beings can realize this union and achieve mastery over their destiny. Yoga, being widely considered as an 'immortal cultural outcome' of Indus Saraswati Valley civilization – dating back to 2700 B.C., has proved itself catering to both material and spiritual upliftment of humanity. Basic humane values are the very identity of Yoga Sadhana.

Dating back over 5,000 years, yoga is considered by many to be the oldest defined practice of self-development. The methods of classical yoga include ethical disciplines, physical postures, breathing control, and meditation. Traditionally an Eastern practice, it's now becoming popular in the West. In fact, many companies, especially in Britain, are seeing the benefits of yoga, recognizing that relaxed workers are healthier and more creative, and are sponsoring yoga fitness programs.

Many studies have found that a little yoga in the morning, at night, or even on a lunch break, can minimize stress and increase productivity. It is believed that yoga is so effective for stress relief because, aside from the physical benefits that yoga brings, it encourages a good mood, an increase in mindfulness, and a healthy dose of self-compassion.

Many of the popular techniques found to reduce stress derive from yoga:

- Controlled breathing
- Meditation
- Physical movement
- Mental imagery
- Stretching

Yoga, which derives its name from the word, "yoke"—to bring together—does just that, bringing together the mind, body, and spirit. But whether you use yoga for spiritual transformation or for stress management and physical well-being, the benefits are numerous.

Yoga has long been known to be a great antidote to stress. Yoga combines many popular stress-reducing techniques, including exercise and learning to control the breath, clear the mind, and relax the body. As yoga becomes increasingly popular, more and more people are discovering the benefits this ancient practice brings to their stressful lives. Establishing a consistent yoga routine is the best way to experience the difference yoga can make.

Exercise

Hatha Yoga is the physical practice of yoga postures. There are many different types of hatha yoga: some are slow and more focused on stretching, others are fast and more of a workout. If you are looking to relieve stress, no one yoga style is superior, so pick one that meets your level of physical fitness and personality. Any exercise will help relieve stress by keeping the body healthy and releasing endorphins, natural hormones that make you feel better. Yoga also relieves stress through stretching. When you are stressed, tension is stored in the body making you feel tight and often causing pain. The stretching of yoga releases tension from problem areas, including the hips and shoulders. Relief of low back pain is another common benefit.

Breath Control

Pranayama, or breath work, is an important part of any yoga practice and one that translates well to life off the mat. At the very least, yoga increases your awareness of the breath as a tool for relaxing the body. Although breathing is an involuntary act (you have to keep doing it to stay alive), you can choose to regulate the breath. Just learning to take deep breaths and realizing that this can be a quick way to combat stressful situations is amazingly effective.

Clearing the Mind

Our minds are constantly active, racing from one thought to another, spinning

possible scenarios for the future, dwelling on incidents from the past. All this mind work is tiring and stressful.

Yoga offers several techniques for taming the monkey mind. One is breath work, as outlined above. Each breath is tied inextricably to the present moment; you are not breathing in the past or the future, but only right now. Focusing on each inhale and exhale to the exclusion of other thoughts is one way to clear the mind, It is also a basic meditation technique. In addition, the performance of yoga poses, or asanas, also acts as a form of meditation. The poses are so physical and have to be done with such concentration, that all other thoughts and worries are put to the side, giving your brain a much-needed break.

Relaxation

Each yoga sessions ends with five to ten minutes spent relaxing in corpse pose - savasana. While this enforced relaxation can be difficult at first, eventually it serves the purpose of a total release for both body and mind. Savasana transitions you back into the world feeling refreshed and equipped with the tools to combat stress in your daily life. Yoga Nidra is a practice that offers an opportunity for a longer, deeper period of relaxation and an introduction to meditation, which can also be a great stress reducer.

In yoga, *relaxation* refers to the loosening of bodily and mental tension. Keeping muscles in a constant alert state expends a great amount of your energy, which then is unavailable when your muscles are called upon to really function.

Conscious relaxation trains your muscles to release their grip when you don't use them. This relaxation keeps the muscles responsive to the signals from your brain telling them to contract so that you can perform all the countless tasks of a busy day.

Tips for a successful yoga relaxation practice

Relaxation is a conscious endeavor that lies somewhere between effort and no effort. To truly relax, you have to understand and practice the skill. Try the following:

- Practice in a quiet environment where you are unlikely to be disturbed by others or the telephone.

- Try placing a small pillow under your head and a large one under your knees for support and comfort in the supine, or lying, positions.
- Ensure that your body stays warm. If necessary, heat the room first or cover yourself with a blanket. Particularly avoid lying on a cold floor, which isn't good for your kidneys.
- Don't practice relaxation techniques on a full stomach.

13.5 MEDITATION AS RELAXING THERAPY IN REDUCING STRESS

When our bodies are exposed to a sudden stress or threat, we respond with a characteristic "fight or flight" response. This is when epinephrine (adrenaline) and norepinephrine are released from the adrenal grands, resulting in an increase in blood pressure and pulse rate, faster breathing and increased blood flow to the muscles. Every time your body triggers the "fight or flight" response to a situations that is not life-threatening, you are experiencing what is essentially a false alarm. Too many false alarms experienced by the body can lead to stress related disorders such as heart disease, high blood pressure, migraine headaches, insomnia, sexual dysfunction and immune system disorders.

A simple meditation technique practiced for as few as 10 minutes per day can help you control stress, decrease anxiety, improve cardiovascular health, and achieve greater capacity for relaxation.

Meditation is a mind-body practice originating from ancient religious and spiritual traditions. The practice of meditation started thousands of years ago and first became popular in Asia with the teachings of Buddha, who practiced meditation himself. Eventually, the Buddhist form of meditation spread to the Western world, and remains popular today. In meditation, one learns to focus their attention while trying to eliminate or diffuse their stream of thoughts. This practice is believed to result in a state of greater relaxation and mental calmness. Practicing meditation can change how one reacts to emotions or thoughts.

Meditation is used as a mind-body medicine. Generally, mind-body medicine

focuses on two things: the interactions between the brain, body, and behavior of the individual, and the ways that emotional, mental, social, spiritual, and behavioral factors affect health. Meditation is used to help reduce anxiety, pain, depression, stress, insomnia, and physical and emotional symptoms that are associated with chronic illnesses and their respective treatments. Meditation is used for overall wellness.

Meditation Techniques

Researchers generally classify meditation techniques into two different categories: concentrative and non-concentrative. Concentrative techniques involve focusing on a particular object that's generally outside of oneself such as a candle's flame, the sound of an instrument, or a mantra. Non-concentrative meditation, on the other hand, can include a broader focus such as the sounds in your environment, internal body states, and even your own breathing. Note that there can be overlap with these techniques—meditation can be both concentrative and non-concentrative.

There are many different ways to meditate. Think of the following categories of meditation techniques as a jumping-off point to understand the practices and differences among some of the main options, rather than an exhaustive list.

Basic Meditation

This involves sitting in a comfortable position and using the breath as a point of focus. If you find yourself distracted by other thoughts or find your mind wandering, gently redirect your focus back toward your breaths.

Focused Meditation

With focused meditation, you focus on something with intention without engaging your thoughts on it. You can zero in on something visual, like a statue; something auditory, like a metronome or recording of ocean waves; something constant, like your own breathing; or a simple concept, like "unconditional compassion."

Some people find it easier to do this than to focus on nothing, but the idea is the same—staying in the present moment, circumventing the constant stream of commentary from your conscious mind, and allowing yourself to slip into an altered state of consciousness.

Activity-Oriented Meditation

Activity-oriented meditation combines meditation with activities you may already enjoy, or with new activities that help you focus on the present. With this type of meditation, you engage in a repetitive activity or one where you can get "in the zone" and experience "flow." Again, this quiets the mind and allows your brain to shift.

Mindfulness Meditation

Mindfulness can be a form of meditation that, like activity-oriented meditation, doesn't really look like meditation. Mindfulness simply involves staying in the present moment rather than thinking about the future or the past. Again, this can be more difficult than it seems! Focusing on sensations you feel in your body is one way to stay "in the now." Focusing on emotions and where you feel them in your body—not examining why you feel them, but just experiencing them as sensations—is another.

Spiritual Meditation

Though meditation isn't specific to any one religion, it can be a spiritual practice. You can meditate on a singular question until an answer comes, or meditate to clear your mind and accept whatever comes that day. Many people also practice kundalini meditation for mind and body connection.

Whichever method you choose, keep in mind that a consistent practice—even just quieting the mind for five minutes a day—is more useful than sessions that are longer but infrequent. In the end, the best meditation technique and the one that will help you gain the most positive benefits is one you can stick to

13.6 MUSIC AS RELAXING THERAPY IN REDUCING STRESS

Listening to music can have a tremendously relaxing effect on our minds and bodies, especially slow, quiet classical music. This type of music can have a beneficial effect on our physiological functions, slowing the pulse and heart rate, lowering blood pressure, and decreasing the levels of stress hormones. Music can affect the body in many health-promoting ways, which is the basis for a growing field known as music

therapy. However, you can use music in your daily life and achieve many stress relief benefits on your own.

One of the great benefits of music as a stress reliever is that it can be used while you conduct your regular activities so it really doesn't take time away from your busy schedule. Music provides a wonderful backdrop for your life and you can find increased enjoyment from what you're doing while reducing stress from your day. Put together a custom playlist for each of these activities and you may soon notice a significant decrease in stress.

You can wake yourself up with music and start your day feeling great. By selecting the right music, you can set the tone for a lower-stress day.

Classical or instrumental music can help you wake up while keeping you calm and focused. If you have a big, busy day ahead that requires extra energy, try something that's upbeat and makes you want to dance and smile.

Music, in short, can act as a powerful stress management tool in our lives. As music can absorb our attention, it acts as a distraction at the same time it helps to explore emotions. This means it can be a great aid to meditation, helping to prevent the mind wandering. Musical preference varies widely between individuals, so only you can decide what you like and what is suitable for each mood. But even if you don't usually listen to classical music it may be worth giving it a try when selecting the most calming music.

When people are much stressed, there is a tendency to avoid actively listening to music. Perhaps it feels like a waste of time, not helping to achieve anything. But as we know, productivity increases when stress is reduced, so this is another area where you can gain vast rewards. It just takes a small effort to begin with.

Research on Music

Music has been used for hundreds of years to treat illnesses and restore harmony between mind and body. But more recently, scientific studies have attempted to measure the potential benefits of music. These research studies have found:

- Music's form and structure can bring order and security to disabled and

distressed children. It encourages coordination and communication, so improves their quality of life.

- Listening to music on headphones reduces stress and anxiety in hospital patients before and after surgery. Music can help reduce both the sensation and distress of both chronic pain and postoperative pain.
- Listening to music can relieve depression and increase self-esteem ratings in elderly people.
- Making music can reduce burnout and improve mood among nursing students.
- Music therapy significantly reduces emotional distress and boosts quality of life among adult cancer patients.

Music has the potential to influence us both psychologically and physiologically, it is an important area of therapy for stress management. Music therapy can make use of biofeedback, guided imagery, and other established techniques to play an important role in the treatment of people with stress-related disorders. But due to the dramatic effects music can have, a trained and knowledgeable music therapist always is required. When used in combination with biofeedback techniques, music can reduce tension and facilitate the relaxation response. It may be more compatible with relaxation than verbal stimuli, which may be distracting — music is processed mainly in nonverbal areas of the brain. Music may help people to identify and express the feelings associated with their stress. In a music therapy session, the client can express these emotions, providing an important cathartic release. Producing music in an improvisational way, and discussing pieces of music and lyrics in a group, can also help us become more aware of our emotional reactions and share them constructively with the group.

Check Your Progress-1

Note: (a) Answer the questions given below

(b) Compare your answers with those given at the end of this lesson.

Multiple Choice Questions (MCQs)

Q1. Relaxation techniques are a great way to help with

a) Anger Management

b) Stress management

c) Personality management

d) Intelligence

Q2. Relaxation is a process that decreases the effects of stress on your

a) Mind and body b) Foot and hand

c) Head and toe d) Arms & legs

Q3. Following is one of relaxation techniques:

a) Visualisation b) Problem solving

c) Critical thinking d) Logical reasoning

Q4. In progressive muscle relaxation technique, you focus on slowly_____ and then _____ each muscle group.

a) Twisting and turning b) Folding and bending

c) Tensing and relaxation d) Pumping and jumping

Q5. In visualisation, you may form_____ to take a visual journey to a peaceful, calming place or situation.

a) Drawing b) Mental image

c) Photograph d) Figure

Q6. The practice of meditation started thousands of years ago and first became popular in Asia with the teachings of

a) Buddha b) Chanakya

c) Vivekananda d) Dalilamma

Q7. There are .....types of meditation techniques

a) Four b) Two

c) Six d) Eight

Q8. Meditation is used to reduce

a) Anxiety

b) Pain

c) Depression, stress, insomnia, and physical and emotional symptoms.

d) All

Q9. The word 'Yoga' is derived from the Sanskrit root

a) 'Yuj' b) 'Yog'

c) 'Yug' d) None of the above given option

Q10. Music has the potential to influence us

a) Both psychologically and physiologically

b) Psychologically

c) Physiologically

d) None of the above option

13.7 LET US SUM UP

As you learn relaxation techniques, you can become more aware of muscle tension and other physical sensations of stress. Once you know what the stress response feels like, you can make a conscious effort to practice a relaxation technique the moment you start to feel stress symptoms. This can prevent stress from spiraling out of control.

Remember that relaxation techniques are skills. As with any skill, your ability to relax improves with practice. Be patient with yourself. Don't let your effort to practice relaxation techniques become yet another stressor.

If one relaxation technique doesn't work for you, try another technique. If none of your efforts at stress reduction seems to work, talk to your doctor about other options.

Also, bear in mind that some people, especially those with serious psychological issues and a history of abuse, may experience feelings of emotional discomfort during some relaxation techniques. Although this is rare, if you experience emotional discomfort during relaxation techniques, stop what you're doing and consider talking to your doctor or mental health provider.

13.8 LESSON END EXERCISE

Q1. Give concept of relaxing strategies.

Q2. Explain how Yoga can be used as a relaxing therapy in reducing stress.

Q3. How Meditation helps in reducing stress?

Q4. How Music Therapies can be used in reducing stress?

Q5. Discuss in detail benefits of relaxing strategies.

Q6. Explain techniques found to reduce stress specially derive from yoga.

13.9. SUGGESTED FURTHER READINGS

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13.10 ANSWERS TO CHECK YOUR PROGRESS

1. Stress management
2. Mind and body
3. Visualisation
4. Tensing and relaxation
5. Mental image

6. Budha

7. Two

8. All

9. Yuj

10. Both psychologically and physiologically