CHAPTER - II

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CHAPTER - II

GUIDANCE AND COUNSELLING

2.1 INTRODUCTION

Guidance was originally centered on problems related to vocations for young people. Adolescents who were not in school, had nothing to do, indulged in various activities resulted in delinquency. To reduce delinquency, an effort was made with guidance which aimed at choice of job suited to the abilities and needs of the adolescents. The chief guidance responsibility of society is towards children and youth. Guidance functions whenever choices are made and even when there is no choice, it helps the individual to understand and accept the situation. It is not only needed in crisis situations but throughout the life for personality development. Guidance which comes in just by the way as life goes is informal guidance; the guidance for achievement in our day-to-day life is incidental guidance. The specific form of guidance with a purpose is the formal guidance which helps the individual to find a solution to problem.

2.2 MEANING OF GUIDANCE

Guidance is the assistance made available by qualified and trained persons to an individual of any age to help him to manage his own life activities, develop his own points of view, make his own decisions and carry on his own burdens. In the educational context, guidance means assisting students to select courses of study
appropriate to their needs and interests, achieve academic excellence to the best possible extent, derive maximum benefit of the institutional resources and facilities, inculcate proper study habits, satisfactorily participate in curricular and extra curricular activities.

### 2.3 ORIGIN OF GUIDANCE

The term 'guidance' derives its meaning from the world 'guide' which refers to a person who shows the way. A guide needs to possess intimate knowledge regarding places, ways, etc., to enlighten individuals about a new place. This guidance means 'to guide'. Even at the earliest stages of the developmental history of human civilisation, adults must have extended guidance to the young for growing in and adjusting to various developmental situations in life. Although man’s physical nature and equipment have remained unchanged for centuries, the structure of society has become tremendously complex. Urban life, mobility, industrialisation, hi-tech advancements, increasing media of communication, had introduced new social-personal challenges which the young or their family adults found difficult to cope with; this state of affairs led to the origin of guidance.

In the West as well as in India, organised guidance work was performed by civic minded philanthropic persons. Frank Parsons, a volunteer worker in the Civic Services House in Boston has been recorded as the Father of Vocational Guidance in USA. Dr. Hoshang Mehta and Mr. Batliboi were the civic leaders of the guidance movement in the Parsi Panchayat Bureau of Bombay. Thus Bombay in
India like Boston in the USA can be termed as the cradle of guidance movement in India.

2.4 DEFINITION OF GUIDANCE

Crow and Crow define, “Guidance is the assistance made available by competent counsellors to an individual of any age to help him direct his own life, develop his own point of view, make his own decisions, carry his own burdens”. According to Hamrin and Erickson, guidance is “that aspect of educational programme which is concerned especially with helping the pupil to become adjusted to his present situation and to plan his future in line with his interests, abilities and social needs”.

According to Jones, “Guidance involves personal help given by some one; it is designed to assist a person to decide where he wants to go, what he wants to do or how he can best accomplish his purpose; it assists him to solve problems that arise in his life”.

Guidance is a process which helps every individual to help himself, to recognise and use his own inner potentials, to set goals, to work out his own problems of development. It is a continuous process needed from childhood to old age, guidance is not separate from education but is an essential part of the total educational programme. It is broader than counselling and includes counselling as one of its services. According to Butler, the two phases of counselling are ‘adjustive’ and ‘distributive’. In adjustive phase, the emphasis is on the
social, personal and emotional problems of the individual; in the distributive phase the focus is on his educational, vocational and occupational problems. Arbuckle has described Butler’s distributive phase as guidance and adjustive phase as counselling.

To Hollis and Hollis, guidance programme is based on eight principles.

1. The dignity of the individual is supreme.
2. Individuals differ.
3. The primary concern of guidance is the individual in his social setting.
4. The attitudes and personal perceptions of the individual are the bases on which he acts
5. Individual generally acts to enhance his perceived self
6. The individual has the innate ability to learn and can be helped to make choice that will lead to self direction consistent with social improvement
7. The individual needs a continuous guidance process from early childhood through adulthood
8. Each individual may at times need the information and personal assistance best given by competent professional person.

2.5 COUNSELLING

Guidance, which is a relatively more comprehensive process includes counselling as its most specialised function. Counselling service forms the central part of the overall assistance given to the
individual through guidance programme. Counselling is a process of enabling the individual 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 counsellor.

"Counselling is a learning oriented process carried out in a social environment in which the professionally competent counsellor attempts to assist the counsellee using appropriate procedures to become a happy and productive member of the society by formulating realistic and purposeful goals for total personal growth.

2.6 EVOLUTION OF GUIDANCE AND COUNSELLING MOVEMENT IN INDIA

Good teachers have always been interested in providing understanding assistance to students to help them overcome problems of learning and adjustment so as to ensure optimum achievement and profitable placement. In the ancient Gurukula system of education, there were harmonious relations between the teacher (Guru) and the taught (Shisya). But these were possible because of the small number of students, simple courses of study, the limited job opportunities and the world of work which was almost stable. But now with the tremendous increase in the number of students, various types of courses of study vast curriculum and competitions in job opportunities, the students face more number of problems. Thus there is need for help in the form of guidance and counselling.
In India, Patna University was said to be the first institution which paid attention to the problems of college students and counselling service was provided by the Department of Psychological Research in 1945. In 1955, St. Xavier College, Bombay provided religious counselling and in 1960, the emphasis was given to the personal and social problems. M.S. University in Baroda established the first full time counselling for college students in 1958 and at the invitation of the UGC and with the approval of the UGC, the student counselling centre was setup in 1959. In 1961, Allahabad University organised a counselling centre for its students with the assistance of the United States Educational Foundation in India. In 1963, Wilson College, Bombay setup a counselling centre for its students.

In 1965, Annamalai University, Chidambaram (Tamil Nadu) started a counselling centre for its students with the help of a full-bright professor. But in 1979, the Draft National Policy on Education of the Ministry of Education, Government of India did not contain anything on Guidance and Counselling service in schools or colleges. In the recent years there are certain private agencies and personnel providing counselling for the vocationally and personally challenged people.

Guidance and Counselling services consolidated their position in India after the recommendation of the Mudaliar Secondary Education Commission and the Kothari Education Commission, when they were implemented under a centrally sponsored scheme in the states. Due to this central financial aid during the 1960s and 1970s guidance service
was then perhaps at their Zenith in the Country. During this period a number of state bureaus of guidance was established and the existing ones were strengthened under the guidance and supervision of the Central Bureau of educational and vocational guidance (CBVEG). During this period new guidance activities and programmes were launched. Researches were conducted in

1. Organisation and administration of guidance, which included work on its history, need, aims and objectives.

2. Concepts, view points and methods suggested and formulated from time to time for improving the methods and techniques used in the practice of guidance.

3. Vocational guidance covering the results of surveys planned from time to time.

Gradually attention was paid to research in other aspects such as counselling and information to follow up also in the late 1970s and 1980s and evaluation of guidance services or guidance interventions as well as some unexplored topics were also considered for research in India.

With the neglect of guidance services during the late eighties and early nineties due to various reasons, interest in guidance research also dwindled.
It is a matter of serious concern that research in the theory and practice of guidance and counselling has been scarce and insignificant in India.

The effect of guidance and counselling should be studied on special groups of children such as slow learners, under achievers, the mentally retarded, spastics and the handicapped, on the one hand and gifted, creative and talented children on the other.

Research in guidance needs to employ different designs such as experimental, action research, field assessment, etc., besides ex-post facto designs. Longitudinal studies should be conducted to test developmental models like that of career development.

Some sound research has been conducted in the field, but it has not been utilised by policy planners and educational administrators and the findings and recommendations of whatever meaningful for framing the educational policies in the country. The time is ripe now to give serious thought to the entire issue of revamping the guidance and counselling services at the national, state and school level, agencies and school level functionaries.
Implementation of research based guidance and counselling services may facilitate the all round development of the child and may prepare him to be a fully functioning individual, an efficient worker and a useful citizen of the society.

2.7 EDUCATION AND COUNSELLING

Schools are temples of learning and education is preparation for life. Aim of education is allround development and harmonious adjustment of an individual in various aspects of his life. If this is to be achieved, then education is not limited to imparting knowledge as the duty of a teacher and accumulating knowledge as the duty of a student. The unique potentialities of each individual along with environmental opportunities will have to be taken into account in making the individual capable of contributing maximum to the society. Thus for self-realisation of the individual, guidance and counselling service is needed. Counselling is a form of education extended to an individual in a scientific manner.

2.8 AIMS OF COUNSELLING

1. To bring about the desired changes in the individual for self realisation.
2. To provide assistance to solve problems through an intimate personal relationship.
3. To achieve positive mental health.
4. To help students to make proper and satisfactory adjustments for improved academic pursuits and useful life.
2.9 NEED FOR COUNSELLING

In the 10+2+ pattern of education introduced in the year 1978, after completing 10 years of general education at the secondary level, the student has many choices for selection. Either he can enter into the world of work or select a vocational course or opt for higher level of academic courses of study through higher secondary. At this adolescent period, the student must know about his capacities, potentials, job opportunities after higher studies, about the expenses towards higher education, availability of scholarships and the places of admission, etc. He needs professional guidance for right selection of courses of study and personal guidance for his adjustment problems.

Even though the present younger generation has many educated adults for assistance, some may be reluctant to approach and in some families the parents may be uneducated. If the parents and elders at home are busy with their work, earning their bread and comforts, the adolescents are left alone without any help and in some cases without love and affection for which they long for. They face heterosexual problems, which they cannot discuss with parents. Apart from these problems, the adolescents do not know the method of studying, method of preparing for the examinations, leisure time management, adjusting with siblings at home, adjusting with peer group members and parents. Many students stay in hostels for acquiring higher education. In some cases even at the primary and secondary level they are put in residential schools.
All these types of students require guidance. Guidance is needed not only for the problem adolescent but also for the gifted student. Guidance is needed to check the dropouts from school, to minimise the incidence of indiscipline. As most of the higher secondary schools are co-education schools, the heterosexual adjustment and friendship need guidance. For the adolescents who lack a sense of direction, purpose and a sense of fulfilment, guidance needs to be made a regular and continuous activity. In educational institutions for optimum individual, social and national development guidance and counselling must form part of education.

A survey was conducted by the All India Educational and Vocational Guidance Association (1960-61) for gauging college students' needs. Three thousand students from seventeen Indian universities responded. The survey revealed students' felt needs. Eleven problems were marked by more than 50% of the respondents. They were,

1. I cannot do as well in my studies as other people expect me to do.
2. I do not know enough about the qualifications needed for different kinds of work or careers.
3. I worry too much about what my future will be after I have finished my studies.
4. Even though I force myself, my attention will not remain on my assignments long enough to finish them.
5. I do not know how to make friends among the opposite sex.
6. I do not have sufficient information about matters on sex.
7. I do not know enough about my aptitudes and abilities for different kinds of work or careers.
8. It is difficult for me to get the books I need for study.
9. I cannot read fast enough to complete my studies in time.
10. I do not know proper methods of study.
11. I have more difficulty in forgetting my mistakes than I believe I should have.

The survey result reveals that even the college students lack knowledge about the occupational world, unable to make clear decisions, lack of knowledge of methods of study, confused in making heterosexual relationships. Guidance thus assumes more responsibility for every student in every direction. The different directions where guidance is needed are:

- Education
- Health
- Personal
- Social
- Moral
- Avocation
- Vocation
- Marital

**Vocation**

Every vocation requires certain educational and professional qualifications and preparation. So for the students to succeed in any field, from selection to progress, guidance is needed.
Avocation

The filling up of vacant hours of the students is one of the important tasks of education. They should be helped in leisure time management. Directions are needed in choosing hobbies, co-curricular activities, games and cultural programmes so that the out of classroom hours is also a means of development.

Social

As the students in schools come from heterogenous, linguistic and socio-economic backgrounds, the students should be guided in social behaviour like making friends, becoming leaders in their own groups and for proper social adjustment.

Moral

Telling lies, indulging in antisocial acts, having fascinated by heterosexual relationships, and trying to dodge the adults in family and also indisciplined behaviour in school can be avoided by guidance.

Health

Students must be aware of good food habits and ways of improving their physique. Dieting to become thin, obesity and the consequences must be known to the students; specially to adolescent girls who are going to be the mothers of next generation. Even the disabled students need guidance care.
Personal

Adolescents have problems related to themselves, their parents, family, peer group members and teachers. These may be jealousy among siblings, domination of elders, maltreatment of children, lack of a sense of being wanted and belongingness. These unhappy situations disturb the mental equilibrium of adolescents which results in poor academic achievement.

Education

Underachievement, failures in examinations, unsatisfactory involvement in academic work, drop out from schools are some of the educational problems for the adolescents. Even the choice of subjects and courses offered under higher education, scholarships available are not known to all the students completely. So guidance and counselling is needed to solve these types of problems.

Marital

The suitable age for marital life for girls has been fixed as twenty one, but all the parents are not aware of the physical and mental maturity of their daughters. In Indian villages even before finishing standard ten, the girls are married. So to have a proper understanding of family life, adjustment in the family with elders and to have a clear knowledge of reproductive systems, guidance is needed.
Apart from the above mentioned fields of guidance, in the present system of education, guidance and counselling is needed to motivate the youth for self-employment, to help the adolescents establish proper identity. Guidance is also needed to check the wastage of student time and money and also huge state expenditure on education.

To pursue higher education, youth migrate from rural areas to urban areas and from our country to foreign countries. Unless this migration is checked by guidance and counselling, the rural talent and our national talent will become unproductive. Guidance is also needed to prevent social damage by the destructive activities of youth.

2.10 SCOPE OF COUNSELLING

1. Assisting the students to make right choice in academic and non-academic purists.
2. Making him realize his potentialities to make maximum contribution to the welfare of the society.
3. Assisting him to make proper and satisfactory adjustment for improved academic achievement.

Guidance and counseling is not restricted to problem solving situations only, it is for helping the student to achieve all-round growth throughout ones life. Guidance and counseling to students should be based on the reliable data about them. Parents, guardians, teachers and peers of the student can provide a wealth of data. Besides these,
anxiety scale, self-concept test can also be administered to obtain the needed data.

Identification of problems affecting academic performance of students and their personality development is the first and the foremost step in the process of counseling. One of the most useful methods for identifying a problem is observation. So teachers who are keen observers of their students will easily anticipate a problem than others.

2.11 PROBLEM SOLVING

Different steps in problem solving are

1. Problem identification
2. Gathering the data available
3. Hypothesizing the probable causes of the problem
4. Identifying the data needed and collecting the data
5. Arriving at the actual causes.
6. Implementing the strategy for solving
7. Follow up action initiation

The counsellor teacher can identify the problems by observation. Data can be collected from teachers, peers and from the student concerned. The counselor can make possible guesses about the possible causes of the problems. By interview and personality tests, the actual causes can be listed, and then the counsellor should take efforts to eliminate the effects of the factors that cause the problem.
and should work for a permanent solution for the problem so that it does not recur.

2.12 COUNSELLING TECHNIQUES

Counsellor uses a variety of techniques to suggest appropriate solutions to the problem of the counsellee. Directive counselling is counsellor-centered approach where counsellor plays a leading role. Non-directive counselling is counsellee-centered approach where he is guided to use his own inner resources to solve the problem.

DIRECTIVE COUNSELLING (PRESCRIPTIVE COUNSELLING)

Counselling is possible only when the individual is able to accumulate adequate data to form the basis for an analytic diagnosis of the problem. The counsellor’s role is to assist his student in getting such data to suggest suitable solutions.

The counsellor plays a prominent and leading role. The possible solutions are suggested by the counsellor himself. The counsellor gives direct advice, suggestions, explanations to the counsellee. The counsellor through repeated explanation convinces the counsellee regarding the suitability of the suggested solution. The initiative is taken by the counsellor. The responsibility of the counsellor is to analyse the problem, find out the causes, make decisions, and suggest appropriate solutions to the counsellee for his implementation. E.G. Williamson is the chief exponent of this viewpoint and it involves six essential steps:
1. **Analysis** - Collecting data about the student from variety of sources.

2. **Synthesis** - Organising the data to know about the liabilities, adjustments and maladjustments of the student.

3. **Diagnosis** - Formulating conclusions regarding the causes of problems.

4. **Prognosis** - Predicting the future development of the problems.

5. **Counselling** - Counsellor’s step with the student to bring about adjustment.

6. **Follow-up** - Effectiveness of counselling when problems recur.

**Counselling Process**

The counsellor through his warm and friendly behavior, must create a cordial atmosphere for the counselling session, through a process involving the personal talk in the form of discussion, the counsellor must attempt to understand the various aspects of the problem. The counsellor gives his advice as to how to hope with the problems. He suggests number of solutions and asks the counsellee to choose the appropriate one. The session is terminated when the counsellee is convinced about his future plan of action.

The final step in counselling is followup. The effectiveness of the prescription given by the counsellor to the student must be seen in practice. The counsellor keeps a watch over the students behaviour. The counsellor sees that the problem does not recur.
Limitations

The counsellee may agree to the suggestions and solutions, guided by the counsellor but may face difficulty in implementing and practising the same. This may be because the counsellor while suggesting solutions, may not have considered all the issues and the influences on the counsellee. The counsellee may also develop a tendency to become totally dependent on others for finding solutions to any problem.

NON-DIRECTIVE COUNSELLING

Car R. Rogers is the chief exponent of this viewpoint. It is a client-centered approach for solving personal problems of individuals. The various phases of activity involves

1. Opening the session,
2. Establishing rapport
3. Exploration of the problems
4. Discovering alternative solutions
5. Termination of the session
6. Follow up

Counselling Process

The data and time for counseling is decided with the consent of the counsellee. The counsellor may start the session with a few preliminary introductory remarks about the counsellee such as his out
of school activities, interests, hobbies etc. This is intended to set the
counselling going in a smooth manner and provide a setting for
counsellor.

Counsellor Interactions

The second phase is the establishment of rapport by the
counsellor with the counsellee. The counsellor’s responsibility to create
an atmosphere that helps the counsellee to free himself from the
mental blocks that elude a satisfactory solution to his problems. The
counsellor helps him to express his feelings freely. When the
counsellee has a clear understanding of all aspects of the problem and
its actual causes, the counsellor assists him in working out solutions in
the form of readjustment plans. The counsellor does not provide any
readymade solutions, but he sees that the solution is arrived at by the
counsellor himself. When the counsellor is satisfied with the outcome
of the discussion, he encourages the counsellee to use the
readjustment effectively and terminates the counselling session.

Limitation

GROUP COUNSELLING

It is time consuming. Many sessions may be required to
convince the student to utilise his inner resources for solving his
problems.
ECLECTIC COUNSELLING

Using directive and non-directive counselling together is eclectic counselling. F.C. Thomas is the exponent of this view. The counsellor may start with directive approach but when the situation demands, he may incorporate non-directive technique.

Counselling Process

The data about the individual is collected by interview and other various sources. Then educational, occupational and other needed informations are given to the counsellee. By establishing rapport, the counsellee achieves emotional release and finally makes decisions and solves his problems. This may be followed by usual follow-up step.

2.13 TYPES OF COUNSELLING

Counselling can be group counselling or individual counselling.

GROUP COUNSELLING

It is a technique where a group of persons is counselled by applying group interaction method with the purpose of arriving at a solution to the problem common to the group. All the group members were provided with an opportunity to discuss their problem together, in a free atmosphere. Knowledge of reality, self-knowledge and self-
realization can be achieved through group interaction process. These help to modify certain faulty social learning and to relearn certain attitudes and dispositions which are essential for healthy adjustment. The counsellor initiates the session with the students chosen on the basis of common problem. Everyone in the group gives his opinion and shows respect for others viewpoint and the group finally take a decision which is acceptable to all. The limitation here is the size of the group. It should be small otherwise the interaction among the members will result in confusion instead of solution.

Techniques of Group Counselling

There are various techniques used for group counselling.

1. Informal discussions

Discussions done under a skillful leader with desirable objectives result in conclusions helpful to the whole group.

2. Group reports

Students with similar specific problems are divided into groups, the solution arrived at is discussed in the larger group.

3. Lectures

Lectures delivered by experts on specific problems is used to impart group guidance.
4. Dramatics

Guidance is given in an interesting way by dramatisation.

5. Question box

Shy students get a solution for their problems when similar problem is discussed in a group.

6. Case conference

It is an experience in social thinking where the problem faced by the majority of the group is stated concretely by way of a case.

INDIVIDUAL COUNSELLING (INTERVIEW)

Interview is one of the main techniques employed in assisting the individual to understand himself. It is the fundamental operation in the counselling process.

According to Bingham and Moore Interview is 'Conversation with purpose'. Irrespective of the nature of the interview, facts about the involved individual are gathered, inferred and sometimes judged and verified during the counselling process. In addition to the obvious picture of the students' traits as obtained through structured tools in the form of data blanks, questionnaire, rating scales, a proficient counsellor can enrich the data collected by having casual conversations with teachers concerned and parents.
Types of Interviews

1. Introductory Interview

The first interview with the counsellee for getting mutually acquainted and building rapport is introductory interview. It makes the follow up procedure easy. The counsellor introduces himself and states the purpose of the interview to the counsellee. It also develops confidence in the counsellee about the counsellor’s competence, interest, knowledge, skill and feeling of freedom. This type of introductory interview does not provide all the data needed to understand the counsellee. To get details about the counsellee, the introductory interview is to be followed by fact finding interview.

2. Fact Finding Interview

This helps the counsellor to identify the intensity of counselle’s attitudes towards family, friends, school, subjects and situations which are not revealed by the counsellee in writing. Counsellor knows about the strengths and weaknesses of the counsellee by this follow-up interview.

3. Informative Interview

A counsellee may be interviewed by the counsellor with the purpose of informing him about the data collected from various sources. The students who seek educational and vocational choices require this type of interviews by expert counsellors.
4. Counselling Interview or Therapeutic Interview

It is a conversation with a purpose between two individuals in the specific context of counselling. It requires a cooperative attitude and readiness for sharing on part of both the participants. An expert counsellor can arouse a confidence in the counsellee that they are close enough for his free expression of any of his feelings which he cannot talk openly with others. Thus with the development of counselling interviews, the counsellor is increasingly able to understand the counsellee's special need without getting emotionally involved with the counsellee. A proficient counsellor can observe significant facts in the counselling situation. The gestures, looks, tone, pitch and movements of the counsellee during the interview also give information about the counsellee's emotional state, his attitude towards the problem and his ego strength. Termination of a counselling interview should be an achievement experience for the counsellee and fulfilling experience for the counsellor.

2.14 EDUCATIONAL GUIDANCE

Students often encounter difficulties in understanding what is taught in the classrooms because of which there are problems such as under achievement, unsatisfactory involvement in academic activities and extra-curricular activities. Among the students, there are poor achievers, high achievers, creative and gifted, and students with low level of motivation. Adolescent students of similar type may be
grouped and group guidance may be organised. The steps in
organising group guidance programme are:

1. The areas in which guidance is to be organised is determined.

2. Planning appropriately to involve students in the programme.

3. Evaluating the strategies and implementing the same.

4. Spreading the group guidance programme throughout the year.

5. Involving all the needed faculty in the programme.

6. Evaluating the effectiveness of the programme.

7. Organising follow up.

Besides the general group guidance, teachers may have to
design and implement group guidance in their own class for the
purpose of general improvement in academic performance. Such
guidance must form an integral part of instruction. In these
programmes, teachers may have to focus on the progress of the
students, common problems faced by them and suggestions for
overcoming them, common mistakes committed in tests and
assignments and suggestions for improving their academic
performance.
Special learners are those who standout as a distinct set from other students in a class and therefore they require special attention. Educationally they deviate from the average students in their academic achievement. These distinct sets may be classified as: (i) gifted, (ii) creative, (iii) slow learners and (iv) learners with difficulty for learning. Gifted are students who show remarkably high performance in educational endeavours. They have superior intellectual potential and functional ability to achieve academically in the top 15 to 20% of the students in the class. Creative are those who exhibit creativity such as forming ideas or hypothesis and show a different approach to a problem. Slow learners are students who require more time for learning than the average students in a class. They are expected to show a marked educational deficiency. For these learners, individual guidance has to be arranged.

2.15 SOCIAL GUIDANCE

Inferiority complex, over dependency, antisocial behaviour, deviant sexual behaviour, and social outbursts are some of the social problems. The common cause for these problems is social environment of the adolescent. The clash between adult expectation of the adolescents and their own standards result in social maladjustment. Social adjustment is also linked with the adolescents’ home and school relationship. Poverty, parental indifference, physical and mental disability are also other causes for social maladjustment.
Adjustments in social setup, developing interpersonal relationship, positive attitude towards the values are the expected social qualities of a normal citizen in any society. The process of socialisation involves nurturing of likes and dislikes, interests, attitudes, values, goals and aspirations in the hearts of adolescents. Education aims to train the students to become efficient members of the society. If the social needs of the students are not properly fulfilled, they become socially maladjusted. Thus to avoid maladjustment of the adolescent, proper nurturing of social qualities by parents, teachers, peers and elders in the society is to be done.

**Causes of Social Problems**

- Man handling by adults
- Social taboos
- Increasing social consciousness
- Confusion about meaning of life
- Environmental complexity
- Broken home
- Feeling of inadequacy
- Fear from opposite sex
- Non acceptance of peer group

For social and emotional well being of an adolescent three essential social needs are to be considered. They are the need for interpersonal satisfaction, need for group status and need for self-
development. Any student, as a member of student group expects acceptance by his peers. He, as a member tries to understand group pattern, tries to behave according to group norm. He needs social recognition through self-assertion. The adolescent, boy or girl desires to freely interact with members of the opposite sex. Social norms, vague fear, restrictions, shyness impose severe restriction on heterosexual relationship which leads to withdrawal behaviour. These types of social problems can be reduced by providing social guidance. Glasser developed a strategy known as classroom meeting model for solving social problems of students. The objectives of the programme were to reduce loneliness in the students and to promote self identity in students. The problem solving model involved six phases. First phase was establishing congenial climate for sharing the opinions among the group members. Next phase was exposing the problem for discussion; Phase three was the involvement of the students in making personal value judgement about the problem concerned. Alternative courses of action was to be identified by the students in the next phase. Phase five involved public commitment to carry out the specific behaviour which was finally followed by behavioural follow up. If it was effective, then the student was guided to reinforce them for future action.

Like this, sensitivity training method can also be used for solving social problems. It is based on assumptions. The student should not go back into the past to analyse the effect of events on their lives.
Emotions are shared and experienced so that student prepares to accept and understand the problem situation.

2.16 PERSONAL GUIDANCE

Personal problems of adolescents are emotional in nature. An adolescent with emotional control can face any threatening situation. The client centered non-directive counselling can be followed for solving personal problems. Apart from this, other methods viz., co-operative counselling and stress reduction model can be used. Co-operative counselling is a blend of the direct guidance and authority typical of the directive counselling and the non judgemental, active listening behaviour typical of non-directive techniques. (Halloran, 1978).

In co-operative counselling the counsellor encourages the counsellee to express his thoughts freely, restates the counsellor’s own feelings and message, so that the counsellee understands his problem well. This type of counselling called ‘mirroring’ is useful to find out the real cause of an emotional problem and exploring a suitable strategy to solve the problem.

Emotional conflicts which produce anxiety and stress increases the blood pressure causing tension on the muscles. The stress reduction model recommends systematic relaxation of different sets of muscles from head to toe. The adolescent with anxiety is allowed to sit comfortably closing his eyes. He then focuses his mind on different
parts of his body from head to toe and relaxes with deep breathing. This strategy can be practised for physical, mental and emotional relaxation and harmony.

2.17 COUNSELLING PROCESS

The scientific job of counselling is easy for professional workers. Any teacher turned counsellor in a school can take a course or two in guidance and counselling and then begin work as a part-time counsellor. The difference between teaching and counselling is not a matter of purpose of goals but the approach and the methods used. Both teaching and counselling aim at bringing about the desired behavioural changes in the student. The primary preparation of counselling includes preparation of a cumulative folder for each counsellee containing his personal and academic history, short autobiography and academic achievements. General data about the student, physical data regarding health, psychological data consisting of intelligence, aptitude, interest, etc., must be collected by the counsellor from school records, personal interview from parents and from other teaching faculties.

When the counsellor has a clear understanding of all aspects of the problems of the adolescents and actual causes of the problems, then he can assist the student in working out solution. Depending upon the nature of the problem, educational, vocational, personal, social, etc., the counsellor helps the counsellee in arriving at a solution. When the counsellor has to provide needed information for vocational
guidance, he must be aware of career information and other agencies of such information. In solving emotional problems, the counsellor may have to use psychological tests to understand the counsellee. Therefore the counsellor must know the formal and informal devices of collecting data, tools and techniques of guidance.

The counsellor should be competent in interpersonal skills. He must have an extensive background knowledge of the dynamics of human behaviour, changing population, rapid technological changes and new occupational trends. He is both an educator and a psychologist. In the words of Indu Dave, “counsellor is an expert guide to help the counsellee get acquainted with sources of related information; an intelligent interpreter of obtained facts and ideas; a stimulating force to motivate the counsellee for self-understanding; and a moral support to the individual struggling in the dilemma of taking a decision.”

2.18 EVALUATION OF GUIDANCE AND COUNSELLING

Evaluation of guidance is the process of finding the value of guidance. It is an attempt to find out to what degree the objectives of guidance and counselling has been attained. Evidences of success such as having developed the ability to be self-sufficient in solving problems and improvement in academic achievement are some of the positive outcomes expected of guidance and counselling.
As compared to the data collection methods followed decades ago, in this twenty first century, it can easily be done by putting questionnaires on the computer screen. Even if the adolescent is hesitant to reply before the counsellor, he may feel free to provide data through the data collecting machine. Any number of students and any amount of data can be collected and stored for reference with less time. Simple vocational and avocational problems can be solved by clicking the keys. If the problem is personal and needs interpersonal communication, it can be done by one to one interview type of counselling. In colleges and urban areas, this type of computer counselling can be done easily but only to certain extent in schools and rural areas.

In the first chapter, the problems of adolescent girls and other related traits, need for and significance of the study were dealt into. In the second chapter, the details of guidance and counselling was given. In the following chapter, related studies pertaining to adjustment problems, guidance and counselling, self-concept, attitude towards school, involvement in studies and achievement are mentioned.