



S.Y.B.A.
SEMESTER - III (CBCS)

EDUCATION-II
GUIDANCE AND COUNSELLING

SUBJECT CODE : DSC-EDU-IIB

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UNIVERSITY OF MUMBAI
Syllabus for S.Y.B.A. (Education)
Revised 2020-2021
Title: Guidance and Counselling – SEM III

Objectives:

- i. To develop understanding of the basic concepts of guidance and counselling.
- ii. To develop understanding of types and approaches of guidance and counselling.
- iii. To acquaint students with the process and skills of counselling.
- iv. To develop understanding of the testing and non-testing devices of guidance and counselling
- v. To orient students to areas of guidance and counselling.

SEM - III

Module 1: Fundamentals of Guidance

Unit 1: Concept of Guidance

- a. Meaning, Nature, Principles of Guidance
- b. Need and significance of Guidance
- c. Agencies for Guidance - Home, School.

Unit 2: Types of Guidance: (Concept, Need, Importance and Role of teachers)

- a. Educational Guidance
- b. Vocational Guidance
- c. Personal Guidance

Module 2: Fundamentals of Counselling

Unit 3: Counselling: Meaning and Types

- a. Counselling: Meaning, Purpose, Scope
- b. Approaches of counselling: Directive, Non-directive, Eclectic.
- c. Types of Counselling: Individual and Group Counselling.

Unit 4: Counselling Process

- a. Stages of the counselling process (Initial disclosure, In-depth exploration, Commitment to action)
- b. Skills of counselling: (Rapport building, Listening, questioning, Responding)
- c. Role of Counselor, Role of teacher as a counselor.

Practical

- To do a Job Analysis, and to submit a complete report
- To attend a talk by a Counselor on her/his contribution to society, the challenges faced as a Counselor, and the future prospects in counseling, and to submit a complete report.

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MODULE I

1

CONCEPT OF GUIDANCE

Unit Structure

- 1.0 Objective
- 1.1 Introduction
- 1.2 Meaning of Guidance
- 1.3 Nature of Guidance
- 1.4 Principles of Guidance
- 1.5 Need of Guidance
- 1.6 Significance of Guidance
- 1.7 Agencies for Guidance
 - 1.7.1 Home
 - 1.7.2 School
- 1.8 Lets us sum up

1.0 OBJECTIVE

After reading this unit you will be able to:

- Define the meaning of guidance
- Explain the nature of guidance
- Describe the Principles of guidance
- Explain the need of guidance
- State the significance of Guidance
- Describe the different Agencies of guidance.

1.1 INTRODUCTION

Human is social being and in their entire life they are taking help and guidance from others. The complexities and the variety of modern day life takes a heavy peal of human energy and resources. It provides unlimited avenues for the application and employment of human resources. For appropriate use of these resources it is necessary to know in details how best these could be utilized to bring in maximum output and satisfactions thus making educational activities more meaningful and purposeful. Accepting the individuals differs in a variety of manner and to ensure all round development of pupils, it is necessary to know their potential and aptitude, their interest and aspiration their strength and weaknesses , to enable them give their best performance. Guidance which becomes

integral part of education for the better development and the adjustment of the child. The term “guidance” has been defined in various ways through distinct scholars. Literally guidance means “to direct” or ‘, “to point out” or, “to show the direction”. It is the help or assistance rendered through a more skilled person to a much less skilled person to solve various kind of problems like instructional, vocational, personal and so forth.

In this unit you will be familiarized with concept, principles, need of guidance, significance and different agencies of guidance.

1.2 MEANING OF GUIDANCE

Guidance is a concept as well as the process of assisting people through their very own efforts to discover and expand their potentialities both for personal happiness and social usefulness. Guidance is an umbrella term which included counselling services, appraisal services, information services, referral services, research and evaluation services, all of which assistance an individual to grow in self-understanding and accordingly in creating wise decisions for greatest adjustment. Guidance is integral to educational activity and is a continuous process irrespective of age and grade level. Guidance does not solve the problems for the individual, but it helps that individual to solve them. Guidance is focused not on the problem but on the individual because its purpose is to promote the growth of the individual toward self-development. Guidance aims at self-understanding, self-appraisal and self-direction. All guidance is education but not all education is guidance. The objectives of both guidance and education with respect to the development of the individual are the same but the methods are not the same. Guidance carries with it the element of volition while many aspects of education are characterized by compulsion. Teaching and guidance are inseparable- because teaching without intelligent guidance cannot be good teaching. Guidance without good teaching is incomplete

Definition: There are varied views on the concept of guidance. A few views are described below:

Biswalo, 1996:

Guidance is the process of helping an individual to gain self-understanding, self-direction, and to adjust maximally to the environment. This help is designed to assist people in deciding where they want to go, what they want to do, how to get to their destination, and how to solve problems arising in their life.

Arbuckle et al. (1966):

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 in self-guidance (ability to solve problems, make choices and decision on one’s own).

Brewer:

“Guidance is a process through which an individual is able to solve his problems and persue a path suited to his abilities and aspirations”.

Crow and Crow:

“Guidance is 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”.

If we will analyses the above definitions, we observe the following characteristics of guidance:-

- Guidance is concept as well as a process
- Guidance is a continuous process
- It is concerned with problem & choice
- It is an assistance to the individuals in the process of making decision
- Guidance is assistance made available by competent counsellors
- It is both a generalized & specialized service
- It is a service meant for all.

So from the above analysis, we can say that guidance is a help of an individual to make his own selection & solution out of varied type of opportunities & problems. It helps one to adjust with different environments according to his own abilities & capacities.

Guidance is a process of helping the students to become adjusted to his present situation or educational institution so as to provide the maximum development for them and to help them plan for their future in terms of interest, aptitudes, capabilities and needs. In order that the students may be aided to live a worthy, upright, useful and happy life according to their nature and to adjust themselves adequately to the world and to their fellowmen. Guidance is needed to assist the students in acquiring the knowledge, skills and attitudes which will enable him to enter an occupation and to make their living happy. Guidance is necessary to help them to attain the maturity of judgment, stability of emotions and volitional control which are characteristics of true self-direction.

Check Your Progress

1. Give the meaning of Guidance

2. Define Guidance.

1.3 NATURE OF GUIDANCE

Guidance aims at educating the individual for understanding himself, unfolding his potentialities to their maximum so that he may eventually prove himself to be an adjusted and rational member of the community. Guidance therefore is a significant education procedure. It is in short education itself. The roots of guidance are not only deep historically, but they are also extending horizontally. In the beginning, guidance was a straight forward and limited attempt to assist the individual in the vocational area. But now its concern has been extended to include assistance with almost any manner of need which might exist for the individual. The roots of guidance per necessity are extending horizontally too much of the social context, to matters of prestige in occupation, to the broad field of social trends and economic developments.

Guidance is a process that enables an individual in discovering himself in the most satisfying and positive manner. It provides guidance to enable an individual harness his potentialities, abilities, interests and aptitudes.

The process of guidance is related to life, its problems and challenges and how to face them. Problems and challenges are the building blocks of our personality. Guidance helps people to live a balanced and tension free-life with full satisfaction under the circumstances.

Individuals differ not only in their appearances but in their mental and intellectual endowments, desires, aspirations, and aptitudes. The process of guidance is helpful in preparing a person for his future. Guidance helps in the choice of one's career, one's partner in life etc. Guidance helps the individual to march towards the future with confidence.

Check Your Progress

1. Explain the process of guidance is helpful in preparing a person for his future

2. How guidance is an Individual venture

1.4 PRINCIPLES OF GUIDANCE

Guidance is based upon the following principles.

- i. Overall development of individual:** Guidance needs to be provided in the context of total development of personality. Guidance deals with the development of the whole person. It does not only focus on the learner's academic achievement. But should also focus on different aspects such as social and physical aspects (Thungu et. al. (2010).
- ii. Appreciation of individual differences and dignity:** the fundamental principal of guidance is the discovery of Individual differences. Each individual is different from every other individual. Each individual is the combination of characteristics which provides uniqueness to each person. The dignity of the individual is supreme. The respect for others should come naturally and should not be affected by titles, sex, age or appearance.
- iii. Guidance is concerned with Individual Behavioral Processes:** It helps the individual gain better control over his/her own behavior such as likes, dislikes, tendencies and weaknesses. In this principle the guidance worker uses tools such as: personal interviews, counselling relationship, test interpretation sessions.
- iv. Guidance Relies on Cooperation, Not on Compulsion (Force):** Client should not be forced. The client should consent by either explicitly asking for help or implicitly hinting, 5 suggesting or signifying that he needs help. Forced guidance may lead to stubbornness or lack of cooperation.
- v. Guidance is a lifelong process; begins at home goes on to school and into the society:** (Parents Teachers Community). Parents, teachers, and community have a role to play in guiding the individual to acquire the right behaviour and values. Guidance given at home should be in harmony with what the teachers and society provide. If parents advocate obedience at home, then teachers should advocate obedience at school as well.

Thus the principal of guidance has combined aim of furthering the individual development of meeting social requirement.

Check Your Progress

1. Explain how guidance is life long process?

2. Any four principles of guidance

1.5 NEED OF GUIDANCE

Guidance certainly has an enormous need in every individual's as well in students life for making proper use of human capabilities. Guidance is one of the student personnel services which are getting importance day by day. According to Lefever, Tussel, and Wetzel "Guidance is an educational service designed to help students make more effective use of the school training programme". Guidance, hence, is an integral part of student's activity. Guidance services are planned and organized to help the pupil in his all-round development as well as help the school to understand the child, adjust to his needs, and do its job more effectively and efficiently. Below are some factors which highlight the need for guidance:

Different stages of development: The division of an individual's life can take place into various stages. These stages are infant, childhood, pre-adolescent, adolescence and manhood. So, an individual needs guidance in every stage of life. Maximum guidance is required during the adolescence stage.

Differences among persons: Psychology inform us that no individuals are alike. Furthermore, no two individuals get similar opportunities in life. Therefore, every individual requires guidance, in order to find out the most suitable profession for him.

Changing necessities of Career: Guidance is certainly essential for the development of a positive work attitude. Furthermore, guidance would help build suitable habits and values towards one's work or profession. This is because; guidance increases the awareness of one's world of work. Also, an individual is able to plan and prepare for his work or profession efficiently due to guidance.

Educational growth: Guidance certainly helps in the development of educational skills and abilities. Above all, these skills would facilitate learning and achievement.

Proper use of human energy: by making a right selection of profession or course through the help of guidance services, everyone can select the proper kind of work to be done in life.

Check Your Progress

1. Why guidance required at different stages of life?

2. Explain nature of guidance as personal service to students

1.6 SIGNIFICANCE OF GUIDANCE

In past guidance was not formal, systematic and planned one. In the form of advices the guidance was offered to the children informally and randomly by the parents, teachers or experienced well-wishers. But in course of time due to rapid human explosion, influence of rapid industrialization, impact of science and technological development, entrance of modernity and social changes the human life became more complex which compelled him take the help of guidance always or occasionally. The major significance of guidance is designs to render help are under as-

Now a day's guidance occupies an important place in the human life as it helped individual 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.

Guidance is based on the recognition of the dignity and worth of individual and on his right to personal assistance in time of need. It is well recognized fact that all individuals need professional help in complex society in getting information about themselves and around the world.

All guidance is integral to educational process to the extent it assumes the very foundation of all educational activity.as there is multiplicity of individuals problem, it entails special treatment and handling. Guidance helps individuals exercise their choices in resolving problems which will otherwise keep them on pins. Education is adjustment and guidance provides scope for adjustment, hence guidance becomes the basic functions of education. Guidance may be called the operative aspect of education. In fact education and guidance are mutually inclusive and work for mutual gains.

However in the present century the significance of guidance is highly realized due to its various needs and demands by every Indians and as well as the people of entire humanity.

Check Your Progress

1. Explain how guidance is integral part of education

2. Describe the importance of guidance in human life

1.7 AGENCIES FOR GUIDANCE

An agency refers to an organization which provides a specific services. Therefore, an agency of guidance refers to those agencies which impart guidance to individuals. The main objective of such an agency is to help an individual shape his destiny.Agencies of guidance certainly help an individual to achieve an optimal level of social usefulness. However, the most important agencies of guidance are home and school.

1.7.1 Home as an Agency of Guidance:

An individual's home is certainly a very important agency of guidance. One's home is certainly the first source of guidance for every individual. Furthermore, a child receives home guidance from the childhood phase. Therefore, the guidance received from home creates a very strong psychological impact on a person. The home serves an agency of guidance in the following ways:

Natures personality: Homes certainly help in shaping the personality of an individual. Children start developing their sense of self as babies from

home. One's parents and siblings play a big part in that. Additionally, kids see themselves through their parents' eyes. Most significant, kids absorb the voice, body language, and every expression of their parents and siblings.

Ethical values: Homes impart values of ethics and morality in the kids. Still, kids learn right and wrong behaviour from their parents. Therefore, homes play a tremendous influence on an individual's mentality for the rest of his life

Understanding of rules: Kids receive guidance from home about the importance of obeying rules and regulations. The limits set by parents help in creating a sense of understanding of rules in individuals. In addition, parents probably impose punishments when kids break the set limits. This provides valuable guidance to individuals about the consequences of breaking rules and regulations.

1.7.2 School as an Agency of Guidance:

School is certainly a major agency of guidance. This is because guidance is a very integral part of education. Furthermore, students definitely require the assistance of teachers. Most significant, no student can reach his maximum potential without appropriate guidance from schools. Also, school guidance help students in making possible and right career plans. Also, getting a upright and good career in life depends upon guidance from the school. The school provides guidance in:

- ❖ School help in the maximization of the potential of the students
- ❖ Assessing the pupil's interests, capacities, abilities, needs, for doing any work
- ❖ Making appropriate and efficient future plans for pupils
- ❖ Schools certainly assist in making the proper decision regarding an educational career
- ❖ Making satisfactory adjustments at home, school and society with desirable outcomes
- ❖ Helping students reach self-realization, self-development, self-direction, and self-actualization

1.8 LET US SUM UP

- ❖ This unit covers the following topics
 - Guidance is the process of helping an individual to gain self-understanding, self-direction, and to adjust maximally to the environment.
 - Nature of guidance:
 1. Guidance aims at educating the individual for understanding himself

2. Guidance is a process related to life.
- Principles of guidance while providing guidance, the following principles should be kept in mind.
 1. Overall development of individual
 2. Individual differences
 3. Ability of the individuals
 4. Environment
 5. Guidance is a Continuous and a Sequential Educational Process
 - Need of guidance
 1. Individual differences
 2. Educational growth
 3. Proper use of human sources
 - Significance of guidance
 - Agencies of guidance
 1. Home
 2. School

UNIT EXERCISE

- Q.1 Explain the need and significance of guidance
- Q.2 “Guidance means to indicate, to point out, and to show the way. It means more than to assist.” Justify.
- Q3. Explain briefly about various principles of guidance.
- Q4. Comment about nature of guidance
- Q.5 Short notes
- a. School as agency of guidance
 - b. Home as agency of guidance.

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- ❖ <https://www.toppr.com/bytes/agencies-of-guidance>

TYPES OF GUIDANCE

CONTENT

- 2.1 Objectives
- 2.2 Introduction
- 2.3 Educational Guidance
 - 2.3.1 Concept of Educational Guidance
 - 2.3.2 Need and Importance of Educational Guidance
 - 2.3.3 Role of Teachers
- 2.4 Vocational Guidance
 - 2.4.1 Concept of Vocational Guidance
 - 2.4.2 Need and Importance of Vocational guidance
 - 2.4.3 Role of Teachers
- 2.5 Personal Guidance
 - 2.5.1 Concept of Personal Guidance
 - 2.5.2 Need for Personal Guidance
 - 2.5.3 Role of Teachers
- 2.6 Summary
- 2.7 Questions
- 2.8 References

2.1 OBJECTIVES

The following are the objectives of this unit:

- to understand the concept of educational guidance
- to appreciate the need and importance of educational guidance
- to review the role of teachers in different types of guidance
- to differentiate between personal and vocational guidance
- to appreciate the need and importance of vocational guidance
- to evaluate the need of personal guidance

2.2 INTRODUCTION

As, you might have experienced difficulty in taking admission in this system of distance learning, sometimes you may also be in a confusing mind while selecting the subjects what to offer for optional subjects. So, you may take the help of others who know about the subject and the system of distance education. so many a times we need the help of others

in taking decision about the important aspects of our life. It may be in the field of education, vocation, marriage etc. I am sure all of you must have such type of experience in one field or other. You also use the words like guidance, help, need, decision, advice in your daily conversation. In this unit you will know in details about the term “guidance”. Sometimes some of you also think that we do not need others help. We can do our work properly etc. Sometime you may laugh at others because they ask or query about very simple matters. But what is simple for you could be difficult for others too. So, all do not have same type of problem or need so when one need help in one field, other may be in another. But I am sure one day or other, small or big we face certain problems in our life. So, we take the help of our teacher, parents, friends, doctor guidance workers counsellors etc. In this unit. We will get and overall idea about the concept of guidance & its principles need & function etc. Let us know more about it.

Definition: Guidance is perceived as all those activities which promote individual self-realization. - Bernad and Fullmer

In one’s life every individual is beset with problems and it has become very difficult to achieve satisfactory results without assistance. There would be hardly any individual who does not need assistance. Some need it regularly, constantly while others need it only at some point time/ intervals. In technical term assistance is called Guidance. In order to solve various types of problems we need different types of guidance services. ‘Paterson’ has suggested five types of Guidance.

1. Educational Guidance
2. Vocational Guidance
3. Personal Guidance
4. Economic Guidance
5. Health Guidance

In this unit we shall study Educational vocational Guidance and personal. Let us see what they mean and what are their needs.

2.3 EDUCATIONAL GUIDANCE

Educational guidance is a process of assisting the individual student to reach optimum educational development. It is a sort of guidance that is only rendered to the student community.

Educational Guidance helps the students to make right choices, as well as make adjustments in relation to schools, curriculum, courses and school life which is contribute to the all-round development.

2.3.1 Concept of Educational Guidance:

Definitions of Educational Guidance:

In the words of Brewer, “Educational guidance is a Conscious effort to assist in the intellectual growth of an individual.”

Arthur A. Jones defined Educational Guidance “as the assistance given to pupils in their choices and adjustment with relation to schools, curriculum, courses and school life.”

Ruth Strang regards Educational Guidance “as something intended to aid the individual in choosing an appropriate program and in making progress in it.”

According to Myers, “Educational Guidance is a process concerned with bringing about between a pupil with his distinctive characteristics on the one hand, and different opportunities and requirements on the other, a favourable setting for the pupil’s development or education.”

For Dunsmoor and Miller, 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.”

2.3.2 Need And Importance of Educational Guidance:

The need of educational guidance can be properly discussed in the light of above discussion. However, we can summarize the reasons for the justification of such guidance at the present juncture in the following way:

1. Individual Differences: Had there been no individual differences among the students, the need of guidance services would have never arisen. Guidance is needed because of individuals differ in intellectual abilities, interests, motivation and also in their levels of aspirations. To cater to the needs of individual students, educational guidance is needed to be imparted in schools.

2. Need of Checking the Wastage and Stagnation in Education: We find that there is a huge wastage and stagnation in education. Many students fail repeatedly and remain in the same class for a number of years. They feel difficulty in learning or acquiring some or the other piece of knowledge and skill. It leads to the wastage of human as well as national resources. Such wastage and stagnation can only be checked through a suitable program of educational guidance.

3. The Need of Making Right Educational Choices: Almost every system of education is based on two assumptions. The first is that every student should strive for maximum self-development and the other is that every student should make his place in the society as its useful member. These two assumptions imply that the school and community activities of a child should be based on some definite pattern. Educational guidance

services must assist the child to achieve this end by way of making correct choices. The students, while taking education, are, often, confronted with the problem of making selection or choice. There are diversified courses where they have to make selection of the subjects or activities. The wrong choice of a subject or activity may doom their career and future. Therefore, they should be helped by guidance in making right choice with regard to subjects or courses of study, co-curricular activities, methods of learning style of speaking, writing and reading and books and other literature for study etc.

4. The Need of Proper Educational Adjustment: Adjustment to prevailing educational environment is essential for the proper educational growth and well being of children. The child enters the school directly from his home environment. Here he finds a formal environment of education and gets experiences that are quite novel and strange to him. He needs to be adjusted to these educational situations and environmental conditions. He has to read, write, speak and participate in the learning process-Drill work and home assignments have to be completed. Participation in co-curricular activities is required. Regularity and punctuality in educational process is to be observed. Sometimes he has to derive benefit from the new techniques and devices of teaching. He has to prepare himself for the desired tests and evaluation. In this way the child faces so many adjustment problems with regard to his educational environment and therefore needs proper educational guidance.

5. Decision of Further Education: Students in the present system of education rush to colleges or universities for high education irrespective of their aptitude for higher studies. Many of them do so because they do not have appropriate knowledge of other professional courses or trainings. There is a great need to provide proper guidance with regards to the suitability of the individual to pursue higher education.

6. Making the Grade: Another important area where educational guidance is needed is the area of giving students help to progress satisfactorily in the course chosen. In our country, a large number of student fail in schools, colleges and universities because of lack of educational guidance.

7. Education of Exceptional Children: Generally, in our schools, the teacher proceeds with the average student in mind with the result that gifted, slow learner, deaf and mentally and physically handicapped, are not benefitted by classroom teaching. Educational guidance is most essential for different categories of exceptional children, if we are interested in the welfare of the individual and society.

2.3.3 Role of Teachers:

The guidance worker by means of the various tests, personal interviews etc., tries to find out the students' mental capacities, interest, aptitudes, etc., and thus suggest courses that he or she is capable of pursuing. The

process of educational guidance, like the general pattern of guidance process, involves three important phases:

a) Collecting Information or Data: In the first phase it is required to collect the full information or data regarding the people. The information like the following can be collected for this purpose:

- Details concerning his health and physique
- His intelligence and other cognitive abilities
- Details concerning his scholastic attainments
- His interests, aptitudes, attitudes and other personality characteristics
- Family history and background
- Details regarding his social and emotional development
- Details regarding the previous school attended
- Details regarding his company and friendships

Various techniques like personality tests, achievement tests, intelligence tests, aptitude tests, attitude scales, interviews, questionnaires, rating scales, inventories, observations etc. can be employed for collecting these information or data.

b) Rendering Guidance: The next phase concerns with the work of actual guidance imparted to the needed one. It is rather a difficult task. It requires the complete analysis of the information gathered about an individual. On these bases certain conclusions are derived about his personality make-up and adjustment. These conclusions further provide a base for making decisions about the nature of guidance to be given to the individual in question. For example he is guided to select a course on a method of learning or a mode of study that suits his individuality as well as his peculiar environment.

c) Follow up Program: The work of guidance worker does not stop with the rendering of guidance but it requires some more efforts on his part in the form of some follow-up program. Under this program the progress made by the child is evaluated. On this basis, required steps if necessary are taken for giving him any further guidance or necessary changes are introduced in the previous guidance program. Under every situation, it is to be seen that the child becomes able to solve his educational problem-development or adjustment. It happens, then and only then we can think about the success of a guidance program.

Check Your Progress

1. Define Educational Guidance.

2. Discuss the role of teachers in Educational Guidance

2.4 VOCATIONAL GUIDANCE

It is the assistance given to an individual to choose a vocation, an occupation, prepare for it, enter upon it and progress in it. In other words, it helps a person to have a satisfactory vocational adjustment.

2.4.1 Concept Of Vocational Guidance:

There are so many vocations as there are so many individuals; and certainly, all individuals are not suitable for all the vocations. Every vocation needs certain background, preparation and aptitude and only those having them can succeed. The business of the vocational guidance worker is (1) to find out what positions and jobs are available and what are their requirements and (2) to find whether the person under observation fulfils those conditions. Here again the observation continues much after the suggestion, and in certain cases re-adjustments may have to be made'. It is mostly at the secondary schools' stage that this particular type of guidance is most needed, because at the end of this stage, pupils usually join a professional training institution.

Definitions:

National Vocational Guidance Association (USA): According to the definition accepted by this organisation in 1954, "vocational guidance is the process of assisting the individual to choose an occupation, prepare for it, enter upon and progress in it."

Conference of International Labour Organisation (1954): "Vocational guidance is an assistance given to an individual in solving of problems related to occupational choice and progress with due regard for the individual's characteristics and their relation to occupational opportunity."

G.E. Myers: "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 himself and greatest benefit to society. "

In this way the vocational guidance is a kind of guidance that is concerned with the vocational needs and problems of the individuals. In strict psychological and educational sense, we can define it as a process of

helping a pupil to get adequate information regarding the world of work around him, make a proper choice for his future vocation and achieve maximum success and satisfaction in it.

2.4.2 Need and Importance of Vocational Guidance:

1. Looking forward to a better future: Young people need to be better educated and trained for adult life. They must have a wide range of opportunities in education and training. And they must have information and guidance to allow them to make sound choices as they go through school and beyond.

2. Beginning at Home: The process starts in the home. Families and friends have a crucial role to play in shaping people's expectations and aspirations. This should be properly recognized in school. Parents should be involved to the fullest extent in what their children are doing and the choices they are making.

3. Continuation of Schools: Schools play a vital part in developing expectations and capabilities from the earliest age. Good schools encourage self-awareness, the ability to work with others, and a sense of initiative and enterprise qualities which are every bit as valuable in adult life as examination certificates. A broad and balanced curriculum makes the most of each pupil's potential in every area- regardless of sex, ethnic origin or disability.

4. Vocational Success: From the primary years onwards much can be done to give children insights into the world of work and a preparation for the decisions ahead which will affect the future directions of their lives. Full and reliable information and sensitive guidance must be available at the right time for all if these decisions are to be properly informed.

5. Choice of Subjects: When choice of options for further study first have to be made – around 13+ it is essential that the right decisions are taken in each case – the crucial stage for which pupils must be fully prepared.

6. Information for Choice: At 16+ and 17+, important choices have to be made between staying on at school or going on to college, vocational training or employment. These choices must be properly informed.

7. Choice among Options: Those children on the point of leaving school or college need a realistic appreciation of all the choices open to them. At subsequent stages too, students must have access to relevant, reliable and complete information and skilled guidance about options.

8. Adverse effect on Health: Wrong choice of occupations adversely affects the health of workers. A delicate eye-sight is injured by work which greatly affects the eye-sight. Nervous system is shattered by making efforts to maintain a speed of production beyond one's capacity and so on. Therefore, vocational guidance is very much needed.

9. Utilization of Human Potentialities: The society loses much through its failure to discover potential genius. A great deal of genius remains undiscovered in every generation in absence of vocational guidance.

10. Individual Differences: The fundamental reason why guidance is needed is that there are differences among individual and differences among courses of action open to them.

2.4.3 Role of Teachers:

Vocational guidance work, like Educational guidance can be accomplished in three phases; namely, 1) Collecting of information or data 2) Rendering guidance on the bases of this information and 3) Follow-up programmes.

1. Collecting of information or data: regarding the nature of the child like his abilities, interests, aptitudes, personality characteristics and circumstances of life has to be obtained carefully. On the other side, the guidance worker also tries to get all the adequate and relevant information regarding the world of work and job opportunities. He makes himself well informed by having living contacts with all the current literature and publications. He has contacts with the employment bureau, state and central Bureaus of Guidance and counselling and is well acquainted with the current trends of employment market and the demand and supply position.

2. Rendering guidance on the bases of this information: Here the pupils are informed about the world of work and Job opportunities through lecture, display of literature and pamphlet or library readings. They are now helped to match their individual characteristics with the requirement of different Jobs or occupations and thus helped to make adequate vocational choices. Further, they are helped to select courses and activities related to their vocational choices. Many times, they are helped to join special courses and vocational training for the necessary pre-preparation vocational guidance worker, also shares the responsibility of helping the pupils in entering into the vocations of their choice by rendering adequate information about the employment opportunities and having an intimate contact with the employment agencies. In some case vocational guidance helps in seeking self-employment. All this sort of work comes within the area of active vocational guidance or follow-up programme.

3. Follow-up programme: The evaluation of the process of such guidance is also essential not only for evaluating the merits and demerits of administered guidance but also for the benefit of the individual concerned. One may be further helped in this proper adjustment to his vocation through such follow-up programme.

In this way we see that the task of rendering vocational guidance to the pupils is quite extensive and laborious. It cannot be left only in the hands of career masters or a separate guidance worker appointed in the school. The parents, teachers and head of the institution should also play their

dues roles in rendering vocational guidance to the pupils. The guidance services in the school should be properly established and the co-operation of all the essential forces should be secured to draw maximum benefit from these services.

Check Your Progress

1. Discuss the need and importance of Vocational guidance.

2. Define Vocational Guidance.

2.5 PERSONAL GUIDANCE

As the name suggests, Personal Guidance is that which is rendered to a person for solving his personal problems. In this world of struggle and competition, one has to strive hard for the satisfaction of his personal needs. For the purpose, he has to make adjustment in so many aspects in different situations.

2.5.1 Concept of Personal Guidance:

There are occasions when one feels difficulty in satisfaction of one’s personal needs. He also faces problems in making adjustment to himself, others and his peculiar environment. In this way one needs personal assistance or help for satisfying one’s personal needs as well as for solving one’s adjustment problems.

Thus, personal guidance is the assistance offered to a person to solve his social, emotional, moral and health problems.

Definitions:

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 – “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.”

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 opines that, “Personal Guidance refers to help given an individual toward a better adjustment in the development of attitudes and behaviour in all areas of life.”

2.5.2 Need And Importance of Personal Guidance:

Personal guidance is needed in case of personal problems. It aims at social and emotional wellbeing of the pupils.

- It is needed to develop all personal and social qualities that would enable the individuals in solving personal problems and seeking better adjustments.
- It is meant to overcome the personal problems of personality adjustment of every individual.
- It gives importance on the personal and social needs of the pupils or individuals.
- It is linked with our day-to-day life.
- It is an answer to our big question what and what not we should be.
- It is meant for deciding what habits, attitudes and values we should develop.
- It deals with all problems of life which are not covered by educational and vocational guidance.
- This guidance is the core of all types of guidance.
- It concerns with the total person.

There are certain personal problems that need guidance and require personal guidance. They are:

- Problem concerning with physical health
- Problem concerning mental health
- Family problems
- School problems
- Vocational problems
- Personality problems
- Religious problems
- Economic problems

It may be stated that the children with personal problems are able to adjusted to society and lead a normal life in the community, if he personal guidance is provided them.

2.5.3 Role of Teachers:

The following steps are involved in a personal guidance programme:

1. Collection of all the Information or Data: First of all, the essential information or data concerning the individual, who needs personal or psychological guidance, should be collected. It may be concerned with his physical, intellectual, social and emotional development, academic or scholastic achievement; personality characteristics, interests and aptitudes, family and school background and other environmental conditions. Thus, an adequate picture of the background and personality make-up of an individual should be drawn in the mind for the solution of the problems, faced by individual.

2. Diagnosis of the Causes of the Problems: Now the problem of the individual is analysed in the relation with the collected information. The causes lying within the individual or his environment are detected. For having a correct diagnosis, a personal interview or other techniques may also be adopted and more information if needed may also be acquired.

3. Thinking about the Remedial Measures: In view of the detected possible causes, the remedial measures are chalked out. The Guidance worker now thinks about the personal guidance that may be provided for the individual in getting rid of his trouble.

4. Rendering Personal Guidance: By establishing proper rapport, the Guidance personnel makes the individual realize the main cause' of his difficulty or trouble. Sometimes, on these bases he is made to realize or even think about the possible change in his behaviour or attitude. At this stage, possible solutions are offered, suggestions are proposed, affectionate and sympathetic advice may be given, goal setting techniques may be adopted... The sole purpose of such guidance is to help or assist the individual in getting rid of his difficulty either by modifying his behaviour or bringing some changes in his environment.

5. Follow-up Service: After rendering personal guidance to an individual, it is essential to evaluate the progress or outcome of such guidance through personal interview, contact or any other suitable technique. It is such follow-up programme that helps in knowing the strength and weakness of the administered personal guidance. It may also suggest the need of further guidance to him or any alteration in the proposed guidance.

Check Your Progress

1. Discuss the role of teachers in personal guidance programme

2. Define Personal Guidance programme.

2.6 SUMMARY

Personal guidance cannot be totally separated from educational guidance because personal guidance is the basis of educational guidance. A student cannot make progress in his/her education if he/she is a victim of personal problems. Hence the class teacher is to first solve his/her personal problems before solving his educational problems. Again, an individual cannot be successful in his vocation if he is a victim of some personal problem. His/Her personal problems can be solved only by an expert and skilled psychologist. Therefore, the scope of personal guidance is vast. It includes educational as well as vocational guidance.

2.7 QUESTIONS

1. Define Educational Guidance and discuss its need.
2. What is the role of teachers in Educational Guidance?
3. Define Vocational Guidance and discuss its need.
4. What is the role of teachers in Vocational Guidance?
5. Define Personal Guidance and discuss its importance.
6. Define the role of teachers in Personal Guidance.

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MODULE II

3

COUNSELLING: MEANING AND TYPES

CONTENT

- 3.1 Objectives
- 3.2 Introduction
- 3.3 Meaning of Counselling
- 3.4 Purpose of Counselling
- 3.5 Approaches of Counselling
 - 3.5.1 Directive Counselling
 - 3.5.2 Non-Directive Counselling
 - 3.5.3 Eclectic Counselling
- 3.4 Types of Counselling
 - 3.4.1 Individual Counselling
 - 3.4.2 Group Counselling
- 3.5 Summary
- 3.6 Questions
- 3.7 References

3.1 OBJECTIVES

Following are the objectives of this unit:

- to understand the meaning and purpose of counseling
- to review different approaches of counselling
- to differentiate between different types of counselling

3.2 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.

Definitions of Counseling:

Jones calls counseling the intimate and vital part of entire guidance. Webster's Dictionary defines counseling as "consultation, mutual interchange of opinions, deliberating together,".

Wren says, “counseling is a dynamic and purposeful relationship between two people who approach a mutually defined problem with mutual consideration for 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 problem.”

Arbuckle- “Counseling is helping a person to come to see who he really is, what he has and does not have, what he can do easily, what he can do with difficulty and what he cannot do at all. It is a close sharing of a human relationship with one who has for him a high regard; one who can offer him unconditional acceptance, but one who has no guarantees, no answers.”

Analysis of the various definitions: Counseling is a:

- Process that occurs between two individuals, counselor and counselee (client). Takes place within a professional setting.
- Is initiated and maintained as a means of facilitating changes in the behaviour of the client.
- It is a professional task for professionally trained people.

3.2 MEANING OF COUNSELLING

Though the term guidance and counseling is used interchangeably, both the terms have different meaning. We have studied about guidance, now we will know about counseling. In everyday life, we find counseling goes on at many levels. In a family, parents counsel their children, doctors counsel patients, lawyers to clients and teachers to students. There is no limitation to the problems or counsellors in providing counseling, so, let us know what counseling is.

“Counseling is an interaction process which facilitates meaningful understanding of self and environment and result in the establishment and or clarification of goals and values for future behaviour”- Shertzer and Stone

“Counseling is an accepting, trusting and safe relationship in which clients learn to discuss openly what worries and upsets them, to define precise behaviour goals, to acquire the essential social skills and to develop the courage and self-confidence to implement desired new behaviour” Merle M. Ohlsen

“Counseling is a process by which a troubled person (client) is helped to tell and behave in a more personally satisfying manner through interaction with an uninvolved person (counselor) who provides information and reactions which stimulate the client to develop behaviour which enable him to deal more effectively with himself and his environment.” Edwin Lewis

If all the definitions are analysed, we can come to the following conclusions.

- Counseling is a two way process.
- It involves two individuals.
- There are mutual relationships between the two individuals.
- It helps an individual to gain self-understanding self-acceptance and self-realization
- It helps an individual to become happier, more creative and better adjusted.

Let us now discuss what counseling is not. Counseling is a process which includes a number of activities like giving information, advice & counseling etc. But it is not an individual activity like giving information/ advice/ suggestion / recommendation only. From this it is clear that what counseling is. Counseling constitutes the three activities like A- Information B- Advising and C- Counseling.

Information: 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 & its future prospects.

Advising: In this stage the counselor suggests appropriate courses of action. Here the counselor will offer you several options and recommends one 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.

Counseling: In this stage the counselor helps the students to clarify his needs, feelings or motivations so that he can make the appropriate decision for himself.

For example, if you will tell you have no aim or you cannot decide what you will do in the future.

So, the counselor will ask you if you are not sure about what to do in future but you must want to do something interesting so describe about your idea. Like this the counselor can motivate you to find out your idea & can recommend you the course according to your interest. So counseling is student dependent rather than knowledge dependent. As a counselor or a person needs skill rather than knowledge it needs high level of interpersonal skills. So counseling is a process which constitutes

information, advising and counseling. You can think of these three activities as a continuous spectrum of areas which merge into each other.

Check Your Progress

1. Define Counselling.

2. Discuss the meaning of counselling.

3.4 PURPOSE OF COUNSELING

- To assist clients in becoming aware of their emotional state, so they can know when they are experiencing stress;
- To assist clients in learning to express their emotions safely (to themselves and to others), so they can become aware of and protect their personal boundaries;
- To work with clients in separating the past from the present on an emotional level, so that they can experience their emotional response to the world based on their present needs, rather than on past trauma being re-triggered and replayed;
- To teach clients to address their present and genuine needs – which will involve in turn them feeling satisfaction; frustration; and negotiating – as opposed to repressing their needs to protect an attachment.

Check Your Progress

1. What is the purpose of counselling?

3.5 APPROACHES OF COUNSELING

There are a number of different approaches used by professional counsellors. Perhaps the three main approaches are

psychodynamic, humanistic and behavioural. Each of these has a different theory and ideas underpinning it, and the therapists and counsellors using each will approach problems and issues in different ways.

3.5.1 Directive Counselling:

Directive counseling is based on the assumption that the professional training and experience of the counselor or therapist equip him or her to manage the therapeutic process and to guide the client's behaviour. Also called directive therapy.

In this counselling the counsellor plays an active role as it is regarded as a means of helping people how to learn to solve their own problems. This type of counselling is otherwise known as counsellor-centred counselling. Because in this counselling the counsellor does everything himself i.e. analysis, synthesis, diagnosis, prognosis, prescription and follow-up.

Features of Directive Counselling: It has the following features:

1. During the interview attention is focused upon a particular problem and possibilities for its solution.
2. During the interview the counsellor plays a more active role than the client or pupil.
3. The pupil or client makes the decision, but the counsellor does all that he can to get the counselee or client makes a decision in keeping with his diagnosis.
4. The counsellor tries to direct the thinking of the counselee or client by informing, explaining, interpreting and advising him. Steps in Directive Counselling: The following steps are followed in this type of counselling:
 - a. **Analysis:** In this step data is collected from a variety of sources for an adequate understanding of the pupil.
 - b. **Synthesis:** This step implies organizing and summarising the data to find out the assets, liabilities, adjustments and mal-adjustments of the pupil.
 - c. **Diagnosis:** Formulating conclusions regarding the nature and causes of the problems expressed by the pupils is the major concern of this step.
 - d. **Prognosis:** This step implies predicting the future development of the problem of client or pupil.
 - e. **Counselling:** This step indicates taking steps by the counsellor with the pupil to bring about adjustment in life.
 - f. **Follow-up:** This step implies helping and determining the effectiveness of the counselling provided to the pupil or client.

Role of the counsellor in Directive Counseling:

The counsellor plays the vital role in this counselling process. He is the pivot of the process and the leader of the situation. The counsellor does

most of the talking problems and individual is not the focus. The counselee in fact, works under the counsellor and not with him. The counsellor tries to direct the thinking of the counselee or client by informing, explaining, interpreting and sometimes advising also.

The counsellor collects all possible information about the pupils or counsees and analyses them for an adequate understanding. He summarizes and organises the data so as to understand the abilities and limitations, adjustment and mal-adjustment of the pupils. He formulates conclusions about the nature and causes of his problems. He predicts the future development of his problems. He prescribes what the pupil should do to solve his problems and follows the consequences or effects of his prescription. Directive counselling is also called the prescriptive counselling because the counsellor prescribes the solutions or the course of action for the pupils.

3.5.2 Non-Directive Counselling:

In this type of counselling the counselee or client or pupil, not the counsellor is the pivot of the counselling process. He plays an active role and this type of counselling is a growing process. In this counselling the goal is the independence and integration of the client rather than the solution of the problem.

In this counselling process the counselee comes to the counsellor with a problem. The counsellor establishes rapport with the counselee based on mutual trust, acceptance and understanding. The counselee provides all information about his problems. The counsellor assists him to analyse and synthesise, diagnose his difficulties, predict the future development of his problems, take a decision about the solution of his problems; and analyse the strengths and consequences of his solutions before taking a final decision. Since the counselee is given full freedom to talk about his problems and work out a solution, this technique is also called the “permissive” counselling.

Pupil’s perception of the relationship:

When a pupil seeks the counsellor’s help, he soon discovers that the counsellor accepts him as he is and believes in his ability to solve his problem in his own way. He also learns that he can talk about whatever he chooses and sometimes he finds, even to his own surprise, that he can talk about topics which so far he couldn’t discuss with his closest friends though previous experiences with counsellors may have taught him that the counsellor is a “giver of advice”. He now finds that he is talking with a person who tries to understand him, tries to follow what he is saying and feeling, tries to help him understand himself, and neither gives advice nor attempts to manipulate him into making a decision which the counsellor believes is best for him. He feels that the counsellor understands why he sees the things differently at different times and he learns that if he wishes, he can terminate or avoid the relationship without solving the specific problem which is brought to the counsellor.

Steps in Non-Directive Counselling: The following steps are adopted in this counselling process:

1. The pupil or individual comes for help as the counselee.
2. The counsellor defines the situation by indicating that he doesn't have the answer but he is able to provide a place and an atmosphere in which the client or pupil can think of the answers or solutions to his problems.
3. The counsellor is friendly, interested and encourages free expression of feeling regarding the problem of the individual.
4. The counsellor tries to understand the feeling of the individual or client.
5. The counsellor accepts and recognizes the positive as well as the negative feelings.
6. The period of release or free expression is followed by a gradual development of insight.
7. As the client recognizes and accepts emotionally as well as intellectually his real attitudes and desires, he perceives the decisions that he must make and the possible courses of action open to him.
8. Positive steps towards the solution of the problem situation begin to occur.
9. A decreased need for help is felt and the client is the one who decides to end the contract.

3.5.3 Eclectic Counselling:

Eclectic counselling is a combination of directive and non-directive technique depending upon the situational factors. This approach in counselling is best characterised by its freedom to the counsellor to use whatever procedures or techniques seem to be the most appropriate to any particular time for any particular client.

This counselling is one where one who is willing to utilize any procedures which hold promise even though their theoretical bases differed markedly. This counselling recognizes that each theory may contain some truth and that so long as a final decision between theories can't be made practical necessity justifiably takes precedence over orthodoxy. The counsellor in this counselling may start with directive technique but switches over to non-directive counselling if the situation requires. He may also start with the non-directive technique and switches over to directive techniques if the situation demands.

So, the counsellor in this counselling makes use of directive and non-directive counselling and also of any other type which may be considered useful for the purpose of modifying the ideas and attitudes of the counselee. Hence it is possible for the counsellor to alternate between directive and non-directive techniques depending upon the requirements of the situation. It can be said that directive and non-directive counselling are

at the opposite ends of the pole of guidance. It is eclectic counselling that bridges the gap between the two and makes adjustment between directive and non-directive techniques.

Features/Characteristics of Eclectic Counselling:

This counselling has the following features or characteristics of it:

1. Methods of counselling may change from counselee to counselee or even with the same client from time to time.
2. Flexibility is the key note of this counselling.
3. Freedom of choice and expression is open to both, the counsellor and the client.
4. The client and the philosophical framework are adjusted to serve the purposes of the relationship.
5. Experience of mutual confidence and faith in the relationship are basic.
6. Feelings of comfort are essential.

Competence of the Counsellor in Eclectic Counselling:

Eclectic counselling assumes high level competence and should never be used as a rationalization by the counsellor for indiscriminate use or neglect of particular procedures advocated in other philosophies.

The competent eclectic counsellor is well acquainted with all other major theories of philosophies in counselling and uses this knowledge in choosing techniques and in the establishment of a positive working relationship with the client. A rejection of any philosophical framework is justified by the counsellor if he had a better way to achieve the task in hand.

The counsellor must be aware of the fact that problems differ from individual to individual. The counselee or the pupil must be accepted as he is and attempts be made to understand him. Each problem must be treated as unique. All pre-conceived notions of dealing with all the counselee's personal problems in the same way should be discarded.

The task of the counsellor is very difficult. He has to shift and interpret all the matter that is available about the individual. The worker should take care in working with the pupils to be warm, co-ordinal, friendly, responsive and understanding but at the same time will be impersonal and objective. To be impersonal and objective, however he needs not to be cold, indifferent or not interested.

Check Your Progress

1. What is the role of the counsellor in Directive Counselling?
-
-

2. Discuss the competence of the Counsellor in Eclectic Counselling.

3.6 TYPES OF COUNSELLING

Counseling is typically thought of as one-on-one encounters between a counselor and a client, which is a bit of a misconception. Group counseling structures are just as frequent a therapeutic setting as individual counseling sessions. They also represent an entirely different setting than individual therapy, requiring separate skills and knowledge.

Students pursuing a graduate degree must become familiar with these essential differences, as group therapy is found in nearly all counseling fields and specialties, including family, mental health, marriage, substance abuse and school counseling. Group dynamics differ from individual therapy, and vary from group to group. In short, counsellors need to call on a diverse set of abilities to best achieve outcomes for multiple clients.

3.6.1 Individual Counselling:

Individual counseling is a one-on-one discussion between the counselor and the client. The two form an alliance, relationship or bond that enables trust and personal growth. Individual Counseling is aimed at helping you to cope with addiction, mental health, trauma and with stresses that can cause anxiety and depression, it's about helping you to heal from the negative things that have happen in everyday life, such as losses, separation and divorce, family conflict, violence or abuse. Individual Counseling can assist in coping with stressful life situations, work/school problems, grief, and emotional distress or relationship difficulties. Our professional, caring, supportive Master's Level Therapist and addiction counsellors can help.

3.6.2 Group Counseling:

Group counseling is counseling with multiple individuals facing a similar concern. The strength in group counseling is that if you have 3, 5 or 10 people together all facing the same or similar issues, then they can work together. Group counseling is common for those suffer from addiction and mental health disorders. The individuals in the group act as a source of insight and support while reinforcing the idea that each individual is not the only one experiencing these problems.

Advantages:

- Clients learn from each other.
- Clients can practice new interpersonal skills in group.
- Clients hear a range of perspectives from the group members.
- Clients learn problem-solving skills.
- Through giving and receiving feedback, clients give and receive peer support.
- Clients can come out of their isolation.
- Clients have an opportunity for validation.

Skills counsellors need for group therapy:

Running a group session demands specialized skills. Managing multiple personalities in counseling settings means that counsellors must have sharp interpersonal skills. While abilities like communication, listening and empathy are important for individual therapy, they're of greater consequence in directing and leading a group conversation. Counsellors must also be able to resolve conflict and help clients understand each other, responsibilities not often found in individual therapy.

Confidentiality and ethics is another subject that's not unique to group counseling, but magnified in its context. What is said in individual sessions is under strict control, but while those protections extend to group sessions, they may not be as rigid. In some cases, these codes are broken. Thus, engendering trust and encouraging honesty is a central duty of the counselor to avoid such instances.

Check Your Progress:

1. Discuss the skills required to conduct Group Counselling

3.7 SUMMARY

In this unit we have discussed the meaning & types of counseling.

Meaning: Counseling is a process that occur & between two individuals – counselor and counselee (client). It takes place within a professional setting. It is initiated and maintained as a means of facilitating changes in the behaviour of the client, it is a professional task for professionally trained people.

Types: On the basis of the nature of counseling process & the role of the counselor, there are three types of counseling.

Directive counseling: B. G. Williamson is the chief, exponent of the directive counseling. It is counselor oriented counselee is passive.

Non-directive counseling: Carl Rogers is the chief exponent of non-directive counseling. Counselor is role is passive. Counselee is active.

Eclectic Counseling: Borden is the chief exponent of eclectic counseling. Both counselor & counselee is active.

3.8 QUESTIONS

1. Why is counseling more than an advice giving?
2. Differential between directive and non-directive counseling
3. Why is eclectic counseling preferred to directive and nondirective counseling?

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COUNSELLING PROCESS

Contents

- 4.0 Objectives
- 4.1 Process of Counselling – Introduction
 - 4.1.1 Concepts in process of Counselling
- 4.2 Stages of the Counselling Process
 - 4.2.1 Initial disclosure
 - 4.2.2 In-depth exploration
 - 4.2.3 Commitment to action
- 4.3 Skills of Counselling
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 - 4.3.2 Listening
 - 4.3.3 Questioning
 - 4.3.4 Responding
- 4.4 Counselling Outcomes
- 4.5 Role of teacher as a counsellor
- 4.6 Let's Sum Up
- 4.7 References

4.0 OBJECTIVE

After reading this unit, you will develop an understanding about:

- Process of counselling
- Skills of counselling
- Counselling Outcomes
- Role of teacher as a counsellor

4.1 PROCESS OF COUNSELLING- AN INTRODUCTION

Pickard & Carroll, 2015 have defined Counselling as the process by which a professional (counsellor) provides guidance and assistance meant to resolve psychological, social and personal difficulties of his clients. According to McLeod (2013), the psychological therapy that the counsellor provides to the client includes relationship therapy, cognitive behavioral therapy, and psychotherapy. The client should effectively communicate the difficult feelings to the counsellor and the counsellor in turn helps the client in finding their own solutions for those problems.

From these definitions we can say that the counselling process is a planned, structured dialogue between a counsellor and a client. It is also a cooperative process in which a trained professional that is the counsellor helps a person with difficulty called the client to identify sources of difficulties or concerns that he or she is experiencing. Together with cooperation they develop ways to deal with and overcome these problems so that person has new skills and increased understanding of themselves and others. For example, students in a college or university may be anxious about how to study in university, lack of clarity on educational or career direction, have difficulty living with a room-mate of another race or religion, have concerns with self-esteem, feelings with being “stressed out”, difficulties in romantic relationships and so forth. Counselling process refers to events, characteristics, or conditions that occur during or as a result of the interaction between counsellor and client.

Professional counselling can take the form of:

- **Individual counselling:** It is the most common type of counselling that focuses on the growth and mental health of an individual.
- **Couples or marriage counselling:** this type mainly focuses on assisting couples in overcoming conflicts that arise between them and working towards a stronger relationship.
- **Family counselling:** It involves the different dynamics of family and how they affect the family structure.
- **Group counselling:** This type of counselling makes the use of group interaction to facilitate growth.

Professional counsellors and counselling psychologists are very commonly found in all type of institutional settings such as high schools and colleges, private industry, community agencies, prisons, and the military, as well as in private practice. They are often called on to help individuals deal with their grievances that arise of unexpected tragedies.

4.1.1. Concepts in Process of Counselling:

The process of counselling comprises of certain concepts, they are as follows:

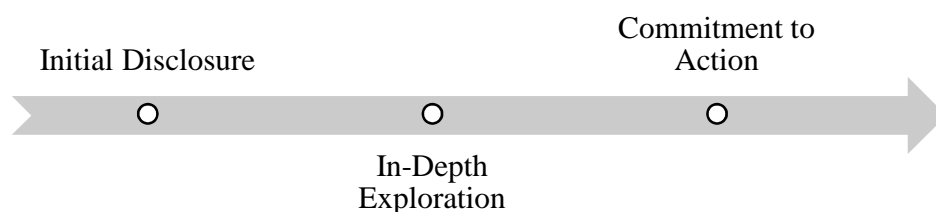
- **Readiness:** The counsellors are majorly of two types i.e. one who voluntarily seeks assistance and the other who are referred through some sources. The counselling pre-supposes a desire on the part of the counsellor that makes him come for the assistance that is come for help for solving client’s problems. This desire is referred to as readiness.
- **Counter Will:** People usually experience difficulty in asking for help and accepting it, because they are unwilling 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.

- **Case History:** Case History is a systematic process of collection of facts about the counsellors past and present life. However, focus of attention varies from case to case.
- **Rapport:** It is a warm, friendly and understanding atmosphere created by the counsellor, which is catalytical in the formation of an effective counselling relationship with the client. Warmth of relationship and feeling of trust, which grows out of unconditional acceptance are important in contributing to the establishment of rapport between counsellor and client.
- **Transference:** It refers to the transferring of emotions by the counsellors originally felt toward someone early in life. The clients are encouraged to express his/her feelings and emotions freely. The counsellor acknowledge and appreciate these feelings and handles in a therapeutic way.
- **Counter Transference:** This occurs when counsellor project their unresolved conflicts upon the counselee. When counsellor feels uncomfortable and experience felling of anger, resentment or become overemotional. This is unhealthy.
- **Resistance:** It refers to counselee's move to oppose the counsellor's to work towards set goals. This influences counselling outcome positively. Resistance ranges from open hostility to passively resistant behavior like being late for an appointment.

4.2 STAGES OF THE COUNSELLING PROCESS

The definition of counselling states that it is an interactive process characterized by a unique relationship between counsellor and client. To understand counselling as a process, it is important to distinguish between outcome goals and process goals. Outcome goals are nothing but the intended results of counselling. Generally, they are described in terms of what the client desires to achieve as a result of his or her interaction with the counsellor. Outcome goals are described in terms of change in the client that will manifest after the counselling and outside the counsellor's office. In contrast, process goals are those events in which the counsellors take all the needful steps and procedures in bringing about outcome goals. Process goals are plans for events that take place during the counselling sections and in the counsellor's office. For example, a counsellor may think, "If I am to help this client, I must actively listen to what he is saying and understand the significance of his concerns for his present and future well-being. I must understand how the attitudes he is describing influences the way he behaves towards significant others. I must understand the surrounding circumstances (including cultural background) that relate to his concerns, and I must understand the reinforcing events that support his behaviour". All of these statements are process goals that relate to the counsellor's behaviour.

A process is an identifiable sequence of events taking place over time. Usually there is the implication of progressive stages in the process. The stages of the counselling are discussed below:



4.2.1. Initial Disclosure:

At the beginning of counselling, the counsellors and clients are novel to each other, they do not know one another well. Neither the counsellor can predict in advance the direction in which their discussion will ultimately take nor the client can predict they are probably a bit anxious about disclosing their concerns because they are unsure as to how the counsellor will receive the disclosures. We all know that without disclosure, counselling is an empty process. One central task of the counsellor in the first stage is to allay the client's fears and encourage self - disclosure.

In the initial disclosure stage of counselling, clients must be made comfortable and helped to articulate their personal concerns easily and without hesitation. The client should be able to place those concerns in a context such that the counsellor can understand the personal meanings and significance the client attaches to them. To define the problem is the first step in learning the meaning of the situations of the particular client. To encourage disclosure, the counsellor must set an environment that can promote trust in the client. Rogers (1951) described these trust-promoting conditions as the characteristics of the helping relationship.

- **Empathy:** understanding another's experience as if it were your own, without ever losing the "as if" quality. Its like stepping into others shoes.
- **Congruence or genuineness:** being as you seem to be that is be what you are, consistent over time, dependable in the relationship.
- **Unconditional positive regard:** caring for your client without setting prior conditions for your caring. Example: avoiding the message "I will care about you if you do what I want", etc.
- **Concreteness:** Egan (1988) adds another condition that has relevance throughout the counselling process that is concreteness. It involves using clear language to describe the client's life situation so that it becomes easier.

Effective counselling procedure in the initial disclosure stage lead to sustained self-disclosure by the client for the following purposes:

- To let the counsellor have the knowledge of what has been occurring in the client's life and how the client thinks and feels about those events that have occurred.
- To encourage the client to gain some feeling of relief and trust through the process of talking about her or his problems and feeling light-hearted.
- To encourage the client to develop a clearer definition of what exactly his or her concerns are and to develop a greater understanding about exactly what is disturbing.
- To help the client begin to connect and correlate components of his or her story that may lead to new insight and new dimension.

4.2.2 In-Depth Exploration:

In-Depth exploration is the second stage in the counselling process. In this stage, the client should have a clear understanding of his or her life concerns and begin to formulate a new sense of hope and directions. It is a useful rubric to think of emerging goals as the "flip side" of problems. The counsellor's task here becomes that of a friend and a guide which helps the client develop new awareness and perspective that can help to lead to growth, more effective coping ways and clarification of goals. During this stage the client continues to disclose his or her intimate thoughts and feelings, the counselee and the counsellor, both become more aware of the following:

- Significant events that have played an important role in shaping the counselee's present personality and circumstances
- Deficiencies that exist in the counselee's ability to cope with life circumstances
- Strengths that the counselee possesses and is unable to apply to resolve his or her problems.

In the second stage, subtly at first the counsellor begins to bring into the discussion his or her diagnostic impressions of the client's dynamics and coping behaviour. Coping behaviour is the empathic responses of the counsellor during this stage. The empathic responses of the counsellor includes all the material from prior sessions and now the focus is more on the client's mind state so that the counsellor has an understanding of his or her world and provide an impetus for still deeper exploration.

Further as the relationship becomes more secure and strong, the counsellor also begins to confront the client with observation about his or her goals behaviour. Broadly speaking, constructive confrontation provides the client with an external view of his or her behaviour, based on the counsellor's observations. The client is free to accept, reject or modify the counsellor's impression.

Immediacy is another quality of the counsellor's behaviour that becomes important in the second stage of counselling. Immediacy refers to general discussions about the progress of the counselling relationship. The counsellors give the client an immediate reaction to the client's statements or asks the clients to disclose current thoughts about the counsellor. Immediacy response may be a self-involving statement that expresses the counsellor's personal to a client in the present.

The second stage of counselling usually becomes very emotionally stressful, as the client has to repeatedly face the inadequacy of habitual behaviour and must begin to give up the familiar for the unfamiliar. This stressful task must be dealt with utmost care in which it is clear that the counsellor is not criticising the client's past behaviour.

4.2.3 Commitment to Action:

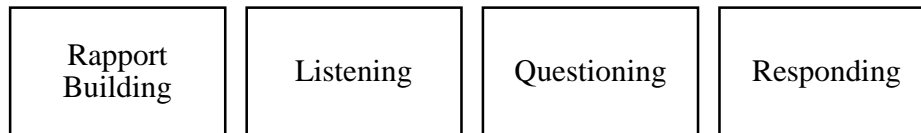
In third stage that is the final stage of counselling client resolve how to accomplish any goals that have come over during the previous two stages. Goal setting is the first task of the third stage of the counselling process. The process of specifying goals makes sure that both client and counsellor know where exactly they are headed during this stage. The clients have to realise in what manner his or her own behaviour related to accomplishing the goals that have been clarified through the counselling process. What remains is to decide whether any overt actions are taken by the client due to which the problems may elevate. If no such action is indicated, then the third stage of counselling can focus on how to increase the client's commitment to a view that s/he has done everything possible or desirable in the given situation.

This stage includes recognising all possible alternative courses of action (or decision) the clients might choose, followed by evaluation of each of them in terms of the likelihood of outcomes. Once an action decision is made, the clients usually try some new behaviours while remaining in touch with the counsellor. Together, the counsellor as well as the client monitor the initial steps of the change process. During this phase the client often needs to be reinforced so that he/she can behave in new ways, both because the old behaviours are habitual by nature and because new behaviours may not bring results immediately, especially when the goals focus on improving interpersonal relationships with one or more people, probably because the other parties may not respond instantly or as desired to the client new direction, which could lead to discouragement.

A goal cannot be defined until a concern has not been explored, identified and clarified, therefore a particular action cannot be evaluated. Eventually, the segments of an individual's life cannot be treated as an independent problem that is it cannot be fully separated. Ultimately, each sector as individual pieces must fit back into a whole picture of the individual's life, much as the pieces of a jigsaw puzzle fit together to procedure a complete picture. The process of counselling may further involve refining the edges of one piece so that it fits the picture.

4.3 SKILLS OF COUNSELLING

These are some of the most important counselling techniques you are likely to use in your counselling sessions. The counsellor has to possess certain essential skills in order to deal with clients. The four essential counselling skills are as follows:



4.3.1 Rapport Building:

Irrespective of the type of counselling or therapy you practice, whatever model of counselling the you are working with, if you don't have the rapport with your client, meaningful change is unlikely to occur. To work well with a client, we need to establish rapport with them. Rapport means a sense of having connection with the person. Imagine rapport as the highway that connects the client and counsellor. Building this highway will allow mutual transmission of information from the client to counsellor. It ensures that the transferred information reaches its destination so that it can be further processed and assimilated. Without the highway, information can get lost in translation or could be misinterpreted. Building rapport with your clients is one of the most important counselling skills to possess. In order to build rapport with the client, the counsellor needs to:

- The counsellor needs to be well prepared for the session, unrushed, calm, ready and prepared to be there for the client, putting their own issues and problems out of the way, for the duration of the session.
- The environment should be made safe and trustworthy which includes making the setting appealing; offering a restful, clean, uncluttered and pleasant setting; providing comfortable seating and perhaps a cup of tea or coffee; and ensuring that there are absolutely no intrusions, and that the room is soundproofed in order to make the setting private.
- Being aware of who the client is. This includes (for second and follow-on sessions) knowing the client's basic information like name, and remembering key things about their issues (through taking the time to read last week's notes).
- Offering empathy by making an effort to be there with and for the client whenever required, and trying to see how the client feels about and sees things which is likely to be different from the counsellor's perception.
- Having an accepting manner. The counsellor must remain unshocked, whatever the client brings to him; he should be non-judgemental,

however much the client's behaviour surprises; he should offer unconditional positive regard to the client; however, they have been behaving; and maintaining respect for the person (though not always condoning the behaviour).

- Being unrushed, allowing the client time; This can be done by letting the client say with whatever feelings come up, without trying to solve all the problems at that moment in hurry; and by being patient with clients who find it hard to talk about themselves. Let them take their time to talk.

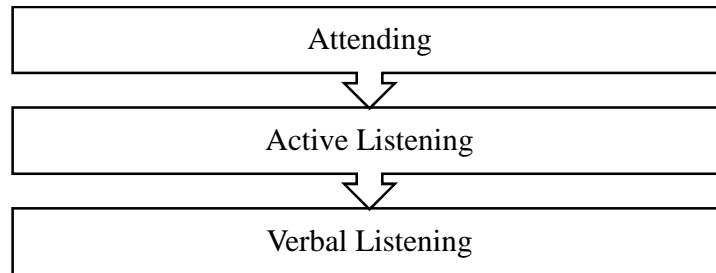
If rapport is established with the counsellor, the client will grow to trust the counsellor, and a good foundation is laid for real growth and healing to occur. Following are few counselling skills that are used to develop rapport with the client:

- **Active listening:** it's not just about listening, it's also about ensuring that the client feels that they are being heard. To do this, the counsellor must also respond respectfully. The counsellor must use his active listening skills to understand the client and their story. Before making any attempt at an intervention, demonstrate to the client that you understand where they are coming from.
- **Use of silence:** enables the client space to process their thoughts and feelings without distraction.
- **Reflecting and paraphrasing:** will allow the client to perceive that they are being understood completely and they have importance.
- **Watch your speed:** Your speed of intimacy, that is. More time would be taken by clients in order to build trust depending on the client's culture, background, personality, etc., to discuss more personal and sensitive issues. In order to assess the trust level, pay attention to both the content of what the client is sharing (some clients will only share surface-level details at first) and the client's body language, as they serve as important indicators to depict how much the client is ready to share. It is important to be aware of these non-verbal signals because not all clients will clearly verbalize their discomfort.
- **Treat the client with respect:** This may seem too obvious, but from your very first contact treat the client as an important person. This can be done by starting sessions on time, dressing professionally, having paperwork ready for them, etc. Respect their time as much as you value yours.
- **Watch your client talk:** and become aware of their communication style. A wise teacher once said that as counsellors we were like tuning forks. Our jobs were to get the client to come closer to wellness, or normalcy (to be "in tune"). So, we should try to match our clients' communication rhythm but stay a little bit to the centre. So, for example for hyperactive clients, we stay on the calm side of hyperactive. Often the client will mirror our style, and thus begin to calm down.

- **Be competent:** because the best way to destroy a counselling relationship is to be incompetent. If you don't know what you doing the client isn't going. Ensure you have received proper training and experience before tackling the client's issue. It's totally on them whether they want you or not.

4.3.2 Listening:

Listening is one of the most valuable counselling skills in the therapeutic relationship. It can be used in three ways:



- **Attending:** Attending is defined as the ability to be physically present for the client at that particular place and time. It means giving them your individual and undivided attention. This includes making appropriate eye contact, mirroring body language, and nodding. These attending behaviours set as an indication to client that you care for their problems. In fact, it has been researched that approximately 80% of communication between the counsellor and the client take place non-verbally.
- **Active listening:** Active listening occurs when the counsellor listens to his clients with all of senses and with full attention. active listening involves listening with your body, heart, ears, eyes, and mouth.
- **Verbal listening:** This is a form of showing you are listening through the words that you use. These verbal cues are used to show attention and to encourage more exploration from the client. This can be as simple as 'yes', or 'go on'. It can also be in the form of paraphrasing or repeating a word of emotion that the client has just said.

4.3.3 Questioning:

Questions are helpful in the therapeutic environment because they help us to learn more about our client. The type of questions that the counsellor asks will help to set the tone of the session and the entire counselling process. Questions occur in two forms.

- **Closed:** A closed question is usually the one with one particular response. It is the practice of asking a question that can be answered as a 'yes' or 'no' or 'correct' or 'incorrect'. Closed questions are generally avoided in the counselling relationship, as they do not encourage deeper exploration, they are more prone to superficial information.

- **Open:** An open question is necessary to gather information. It is elaborative by nature. An open question is one that cannot be answered with a simple 'yes' or 'no' and it requires reflection or exploration on the client's end. Every open question should be intentional and therapeutic. The best open-ended questions begin with 'how' and 'what'. The open questions serve as source of providing descriptive and more comprehensive approach to client's problems.

4.3.4 Responding:

In a counselling environment, responding requires that the counsellor's attention is focused on the client's feelings and verbal expression at all times. There occur many occasions on which we respond perhaps by offering just a nod of the head without really listening to what is being said. But in a counselling situation a counsellor must pay close attention and check that a client is not agreeing with a suggestion, without actually fully comprehending what has been voiced.

Responding in a positive manner requires not only focus but also concentration and an interest in the other person and also in what is being expressed verbally and emotionally. It is a duty of the counsellor to provide this supportive service throughout a client's counselling experience and sessions. Without the use of clear responding and reflecting skills, the level of counselling offered to a client will not be sufficient to motivate and encourage the client to continue with open disclosure which is an essential step in the process of counselling as discussed earlier.

Responding would be making the use of active listening techniques, you can rephrase what someone says to you, you can nod for a yes or a no in acknowledgement, you can take part of what they said and ask a question specifically about their words which is called clarifying to keep the conversation ongoing or you can affirm what they said, anything that lets them know they are being heard and you are present to make them feel better. Mostly, you have to remember to only what they are saying and try not to create your own ideas when responding, let their words drive the conversation in order to find perfect solutions to their problems.

4.4 COUNSELLING OUTCOMES

Counselling is an interactive process involving the client and the counsellor which is characterised by a unique relationship between them, and this leads to change in the counselee in one or more of the following areas:

- **Behaviour:** After the counselling process there is an observed change in the ways the counselee acts, copes, makes decisions or relates incidents.

- **Beliefs:** The process of counselling has a relevant effect on the way the client thinks about one self, others and the world or emotional concerns about these perceptions.
- **Level of emotional distress:** The counselling process help the clients to deal with uncomfortable feelings or reactions to environmental stress.
- **Attitudes:** The clients develop a positive attitude and avoids negative attitudes towards self or others.

4.5 ROLE OF TEACHER AS A COUNSELLOR

It is not easy for students to share their issues and problems with their teacher. It is essential for teachers to be open-minded and willing to help volunteering. If a teacher wants to be confidant then building trust in the minds of students is essential. Some qualities that encourage students to talk to a teacher are:

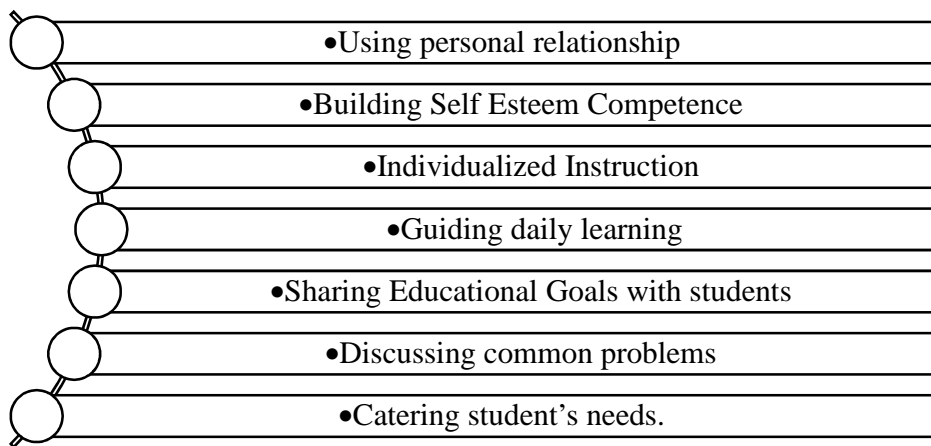
- **Objectivity in approach:** A teacher should view her students in an objective manner. She should avoid any personal bias, based on academic records or personality.
- **Old-timers:** The longer the person has been working in an institution more the person understands the place and the students. This is an ideal candidate for the role of a counselor. A teacher who is perceived as approachable by the students could be identified and trained in counselling.
- **Active listening skills:** The teacher should be an active listener. She should show genuine interest in what the student is telling them. She should be show patient and should use supportive body language by nodding their head and responding to the student's cues.
- **High level of integrity:** For students to share their most troubling problems and issues, the teacher should be trustworthy in regards that she shouldn't share their problems with anyone else or gossip about it.
- **Empathetic and exploratory:** A teacher should be empathetic as it helps to understand the issue from the student's perspective. At the same time, they should have the skills to mould the conversation in such a way that the students share more information so as to find a solution.

Teacher's support and participation are crucial to any programme that involves students and guidance and counselling programmes are no exception. The teacher's role are as follows:

- The direct contact between student and guidance programme.
- Identification of problem
- Setting up and maintenance of career information centre

- Create a motivating environment
- Create a positive attitude among the students, parents and concerned authorities.

The Teacher employs a number of techniques to effect student's guidance. Teacher gains knowledge of the student and their environmental opportunities. Teacher uses tests, observations, anecdotal records talking to the students and parents. As a classroom counsellor, the teacher should endeavour to develop the best personal, social and educational qualities in each student as assist them with their occupational plans. Teachers can cooperate with the counsellor along these lines: Recognize individual student who need the help of a specialist Supply information about the student referred and Helping to carry out plan of action of the specialist. The Teachers opportunities for guidance may be summarized as seven kinds of actions. They are as follows:

- 
- Using personal relationship
 - Building Self Esteem Competence
 - Individualized Instruction
 - Guiding daily learning
 - Sharing Educational Goals with students
 - Discussing common problems
 - Catering student's needs.

4.6 LET'S SUM UP

Counselling process refers to all the events, characteristics, or conditions that occur during or as a result of the interaction between counselor and client. In other words, counselling is the process of assisting and guiding clients, especially by a trained person on a professional basis known as counsellor, to resolve personal, social or psychological problems and difficulties. Counsellors needs to have various skills in order to provide counselling to the clients. The counsellor should be particularly able to listen effectively, giving their full attention to the client. They need to be aware of body language and other non-verbal communication. Clients will often communicate far more non-verbally than verbally, so this is an important area of skill. The effective counselling needs counselling skills, complete information about the persons to be counselled i.e. the information relating to his motives; experience, weaknesses, strength, attitudes and behaviour should be collected before counselling. Questioning is an important skill for counsellors, just as it is in coaching. Counsellors use questioning both to improve their understanding (as a

form of clarification), and also as an active way to help expose the client's feelings and emotions. They will also use reflection to show that they have heard the client, and to validate the client's feelings and words. No two people understand the same language in the same way; and no two people perceive same concepts in similar ways, their understanding will always be linked to their personal experience of the world. The role of the counsellor, therefore, is to help the client to develop their own understanding of their situation.

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PRACTICAL WORK

Unit Structure

- ✓ *Practical Work - 1*
- Meaning of Job Analysis
- The Prescribed Format of a Job Analysis Report (YOU may include some of your own points in the report apart from those mentioned)

- ✓ *Practical Work – 2*
- Attend a Talk by a Counselor on her/his Contributions to Society
- The Challenges Faced as a Counselor
- The Future Prospects in Counseling
- Submit a Complete Report in the Prescribed Format (YOU may include some of your own points in the report apart from those mentioned)

Practical Work – 1: To do a Job Analysis and to submit a complete Report.

MEANING OF JOB ANALYSIS

A job analysis means to **gather** information and to **understand** that information with respect to a particular job. The gathering of information includes the responsibilities and duties assigned, necessary skills and knowledge required to perform those responsibilities and duties, existing working environment and condition provided for performing that particular job. All these gathered information needs to be understood thoroughly and it should be **reported** in the prescribed format of a job analysis report.

- The Prescribed Format of a Job Analysis Report (YOU may include some of your own points in the report apart from those mentioned below)

The following is the prescribed format of a job analysis report that you must refer while preparing your job analysis report:

INTRODUCTION

- First Paragraph: Write few lines on the meaning of Job Analysis...
- Second Paragraph: Write the importance of Job Analysis...
- Third Paragraph: Write about the Company/Bank/Office/Factory/Store/Etc...from where you did this Job Analysis...
- Fourth Paragraph: Write about the challenges you faced during this Job Analysis...

REQUIREMENTS FOR THE JOB:

- First Paragraph: Write the educational qualifications required for this job...
- Second Paragraph: Write the skills required for this job...
- Third Paragraph: Write about the age criteria, if any, required for this job...
- Fourth Paragraph: Write about the working experience required for this job...
- Fifth Paragraph: Write about the certifications, if any, required for this job...

DESCRIPTIONS OF THE JOB:

- First Paragraph: Write the title of the job ...
- Second Paragraph: Write the duties and responsibilities assigned to this job ...
- Third Paragraph: Write about the job timings and duration of the job...

EVALUATION OF THE JOB:

- First Paragraph: Write about the work pressure of this job...
- Second Paragraph: Write about the salary offered for this job...
- Third Paragraph: Write about the benefits or advantages acquired from this job ...
- Fourth Paragraph: Write about the overall working experience of this job...

CONCLUSION:

- Write about the learning and experiences that you have gained from this practical work in couple of paragraphs and also offer some suggestions that might be helpful for other students.

SAMPLE ANSWER – JOB ANALYSIS REPORT:

INTRODUCTION:

A job analysis means to gather information and to understand that information with respect to a particular job. The gathering of information includes the responsibilities and duties assigned, necessary skills and knowledge required to perform those responsibilities and duties, existing working environment and condition provided for performing that particular job.

Job analysis plays an important role in understanding the qualities or attributes needed to perform the tasks and activities involved in a job. Job analysis is important in collecting data and information about the roles, responsibilities, duties, required skills, expected outcomes and conducive job climate for a particular job. Job analysis is significant as it provides the organizational information that helps in determining the type of employees suitable for specific jobs. With the help of job analysis the job analyst understands the important tasks of a job and how it is carried out and assigns the necessary human qualities required to successfully complete the job.

Job analysis is the procedure to determine the responsibilities and duties and also the skills required for a job to be carried out successfully and the type of person to be employed for a specific job. For the present report the job analysis of a branch manager at xyz bank was undertaken.

The challenges faced while conducting this job analysis was enormous but eventually it was a learning experience. The most significant challenge was time-factor. Time management is a crucial aspect to conduct a job analysis. Support from the officials is also important in getting the permission to do the job analysis. The generalizability of a single person's views and experiences is questionable. As a job analyst, proper training and motivation is must. Implementation of the plan is the most challenging part to conduct a job analysis.

Job Summary of A Bank Branch Manager:

The branch manager of a bank shall be responsible for supervision and management of a bank's branch. The branch manager shall oversee the financial reports, also includes, hiring and training of the staff and increasing the revenue of the branch.

REQUIREMENTS FOR THE JOB:

❖ Educational and Other Qualifications:

- ✓ She/he must have bachelor's degree in finance, or business with an emphasis in finance, or a related field.
- ✓ She/he must have a master's degree in a finance-related field or equivalent.

- ✓ A candidate shall be preferred with MBA Marketing as her/his field of study.
- ✓ Her/his minimum age must be 25 years.
- ✓ She/he must have a minimum of 5 years of marketing experience in a banking or financial institution.

❖ ***Other Core Skills:***

- ✓ A good manager must have good leadership skills.
- ✓ A good manager must be able to deal with the customers efficiently.
- ✓ A good manager must have observational skills and critical thinking skills.
- ✓ A good manager must have observation skills and marketing skills.
- ✓ A good manager must have communication skills and problem solving skills.

DESCRIPTIONS OF THE JOB:

- ✓ Organization Name: XYZ Bank.
- ✓ Job Title: Branch Manager.
- ✓ Name and Other Details: Mr. ABC, Branch Manager of XYZ Bank.
- ✓ Reports To: Assistant General Manager.
- ✓ Supervises: All the Departments of the Branch.
- ✓ Functions: Manages and Administers Operations of the Branch.

The duties and the responsibilities of the bank branch manager are as follows:

- The branch manager plans and directs the branch operations.
- The branch manager has to take care of the marketing for the bank.
- The branch manager has to administer the working of the whole branch office.
- The branch manager has to achieve the deposit targets, advertise the new plans and schemes.
- The branch manager also supervises the human resource i.e. bank staffs of the branch.
- The branch manager has to attend meetings and meet the deadlines given by the authorities.
- The branch manager has to lead the staff of the bank.
- The branch manager is responsible for the branch bank performance.
- The branch manager has to perform other banking procedures.
- The branch manager is expected to be up-to-date with respect to central bank rules and regulations.

- The branch manager is expected to provide reports on a regular basis to the authorities.

The work duration of the bank branch manager usually depends on the bank organization for which she/he works. Mostly bank branches are open for the customer from 9 am to 4 pm, excluding Sundays and Saturdays. Although being the manager of bank branch more time shall be required for visiting other branches as well as attending seminars and meetings.

JOB EVALUATION OF A BRANCH MANAGER:

A bank branch manager is a very vital designation to the organization bank. A bank branch manager is a experienced and skilled employee and leader who is responsible for achieving targets and objectives related to his specific branch. She/he must supervise the work of all the departments in his bank branch with respect to the banking and other related operations. She/he is also considered responsible for the public dealing and managing customer relations.

The bank branch manager draws a decently fair salary, along with it compensation and benefits are also provided to a bank branch manager to keep a proper balance between behavioural elements and efficiency. The XYZ Bank focuses on high output and goodwill for the bank and also it takes care of the staffs need helping them to create an effective and efficient job design.

The salary range for bank branch manager must be from Rs. 75000 – Rs. 100000 monthly. The salary of this bank branch manager I interviewed at XYZ Bank drew the package of Rs. 9,50,000 per annum i.e. approximately Rs. 80,000 monthly.

CONCLUSION:

I have learnt a lot and gained insightful experiences from this practical work of preparing a job analysis report. The most important objective of conducting this job analysis was to prepare a job description and job specification that shall be helpful to hire the right person with the appropriate skills and at the right designation.

I would like to offer some suggestions that might be helpful for others:

- In the present job analysis I found that a bank branch manager is the leader of the bank branch.
- A person working as a bank branch manager must possess great leadership skills and qualities.
- She/he must be confident enough to lead her/his team of the bank staff.
- The bank branch manager must be a good observer and a marketer.

- The bank branch manager must be a cool-minded person with the ability to tackle the challenging and difficult situations.

Practical Work – 2:

*To attend a talk by a Counselor on her/his contribution to society **and** the challenges faced as a Counselor, **and** the future prospects in counseling, **and** to submit a complete report.*

➤ **Attend a Talk by a Counselor on her/his Contributions to Society**

Who is a Counselor?

Counselor is one who gives guidance. Counselor is a person who has obtained education and training to give guidance on issues related to personal and/or social and/or private and/or individual and/or emotional and/or psychological, etc. to a counselee. Counselee is one who receives guidance from a counselor.

What are the Counselor’s Contributions to Society?

A counselor’s contributions to society may include solutions to the problems related to personal and/or social and/or private and/or individual and/or emotional and/or psychological, etc. of a counselee. The solutions could be at individual level or at the societal level.

YOU are expected to keep in mind the following points while attending to a talk on counselor’s contributions to society (YOU **may** add you own points as well);

- ✓ Who with the counselor has worked with whether individual students and/or group of students and/or entire student community and/or an entire society as a whole?
- ✓ How did it improve the mental health of the individual student and/or group of students and/or entire student community and/or an entire society as a whole?
- ✓ How the counselor did encouraged and motivated counselees?

➤ **The Challenges Faced as a Counselor:**

YOU are expected to write about all the challenges the counselor has faced while performing his/her duties. List it down and try to elaborate it and if possible, give examples.

➤ **The Future Prospects in Counseling:**

YOU are expected to write about the scope and future prospects if one chooses counseling as a career. You can elicit the points from the talk you have attended of a counselor or you can add your own points after thorough study about taking up counseling as a career.

- **Submit a Complete Report in the Prescribed Format** (YOU **may** include some of your own points in the report apart from those mentioned below)

The following is the prescribed format of a report that you must refer while preparing the report:

INTRODUCTION:

- First Paragraph: Write few lines on who is a counselor ...
- Second Paragraph: Write the importance of a counselor ...
- Third Paragraph: Write in few lines about whom the counselor works for...
- Fourth Paragraph: Write about the role of the counselor...

EDUCATIONAL REQUIREMENTS TO BE A COUNSELOR:

- First Paragraph: Write the educational qualifications required to be a counselor...
- Second Paragraph: Write about the skills required to perform counselor's task efficiently...
- Third Paragraph: Write about if any certification from any official authority required being a counselor...

CHALLENGES FACED BY A COUNSELOR:

- First Paragraph: Write about the responsibilities and duties of a counselor...
- Second Paragraph: Write about the memorable experience the counselor has shared, if any...
- Third Paragraph: Write about the working schedule of a counselor's job with respect to timings and duration of the job...
- Fourth Paragraph: Write about the earnings in relation to income and respect, of a counselor in return to the dedication devoted while performing the duty as a counselor ...

FUTURE PROSPECTS IN COUNSELING:

- First Paragraph: Write about the scope of being a counselor...
- Second Paragraph: Write about the significance of being a counselor ...
- Third Paragraph: Write about what benefits awaits for a counselor in the future ...
- Fourth Paragraph: Write about how counselor as a career be seen in the future ...

CONCLUSION:

- **YOU** are expected to sum-up the entire talk that you have attended of a counsellor in your own words. You are also expected to write the message counselor has given to the youth, especially, students of today's time.

**SAMPLE ANSWER – COMPLETE REPORT ON A TALK
ATTENDED OF AN EDUCATIONAL COUNSELOR'S
CONTRIBUTION TO SOCIETY, CHALLENGES FACED AND
THE FUTURE PROSPECTS IN COUNSELING**

INTRODUCTION:

An educational counselor is one who gives assistance, suggestions and solutions in the form of guidance to solve the problem of students. They are also known as an academic counselor. An educational counselor is one who has obtained educational training and specific skills in order to give guidance on students' issues related to personal and/or social and/or private and/or individual and/or emotional and/or psychological, etc. by monitoring the counselee. A student is a counselee who receives guidance from an educational counselor.

The present report is based on the responses given by the following counselor working in a reputed educational institution:

- **Name of the Counselor:** Miss. ABC,
- **Name of the Institution:** XYZ Educational Institute, Mumbai.

Educational counselors are rendering their services towards improving the students' quality of life that leads to achieve the objective of holistic development of the students. An educational counselor is important in many ways not only for the students but also for all the other stakeholders. A professionally trained educational counselor helps in the development of students' academic, individual, social and career requirements. An educational counselor enhances students' achievement by promoting an effective school counseling program.

An educational counselor is employed at various levels of education such as pre-primary, primary, secondary, higher secondary and college level and also at the professional development courses. The only significant difference of their work is separated mostly on the basis of the level of education, students' interest and attention level.

An educational counselor serves an important role in the entire educational context and in student's life. They work for safeguarding the human rights of all the members of the school fraternity. They help in optimizing the achievement of the student. They also work towards providing a conducive learning environment to the students. They try to inculcate leadership qualities and group dynamism amongst the students. They also attempt to develop the feelings of existentialism, equality and universal brotherhood in the students.

An educational counselor is expected to assist all the students in the areas of academic performance, personal, social and also with respect to their attitudes towards career development. Although an educational counselor have many roles to play and duties to carry out responsibly, their most

important objective is to inspire the school children by supporting them and also by promoting a positive academic, social and individual developmental needs.

EDUCATIONAL REQUIREMENTS TO BE A COUNSELOR:

An educational counselor must have a master's degree in psychology or an equivalent educational qualification. A government certified course in school counseling as per the requirement. Internship is a must in order to practice as educational counselor as a full-time profession. She/he shall also abide by the counseling laws prescribed by the respective state government.

An educational counselor must possess several other qualities and skills apart from required educational qualifications. They must have excellent listening skills, good communication skills, watchful observational skills, good logical reasoning ability, critical thinking ability and most important is compassion and dedication towards the profession. An educational counselor must be confident and must have a convincing power because they have to collaborate with other teachers, parents and management in order to create a conducive teaching and learning environment both at school and home as well.

Additionally, to be an educational counselor, one has to possess a state-issued certificate to practice the profession in a school or an educational institution. In some countries the certificate to practice educational counseling could be referred to as a credential or license.

CHALLENGES FACED BY A COUNSELOR:

An educational counselor with multi-tasking abilities, at times, also referred to as guidance counselors. It is the duty of a counselor to affect the students in very important ways. Counselors must help students to get through their hard and difficult times that might otherwise impact the student's academic performance. Counselor also helps students to get through challenging subjects and classes, personal or peer pressures. For an educational counselor, each day is challenging and a day of learning.

Major challenges that an educational counselor faces are as follows:

- ✓ High level of stress amongst the school children
- ✓ Identifying the bullying behaviour of school children
- ✓ Deteriorating mental health of the students in this techno-savvy world
- ✓ Recognising the suicidal tendencies amongst the school students
- ✓ Boosting up the morale of the school students
- ✓ Gender related issues has to be addressed sensitively i.e. inclusion of transgender
- ✓ Developing the feeling of gender equality from this tender age for better nation ahead

- ✓ Dealing with the conflicts related to socio-economic status amongst the school students
- ✓ Planning of the specific counseling program policy related to the school and the student
- ✓ Prioritizing the tasks from the additional responsibilities laid on counselors in the name of counselling
- ✓ Maintaining a stable and peaceful mental state in this stressed work environment for a counsellor

These are some of the challenges that an educational counselor help the students with. An educational counselor motivates students to follow right path and right direction in order to achieve their goals and towards success.

The salary totally depends on the work pressure and the institution. It also could be a part-time or regular full-time appointment by the institution. Generally an educational counselor gets vacation when the school is not in session during the summer vacation. There are many other perks that come along with a fulfilling career as an educational counselor, additionally there are various other benefits in regard to job growth as well.

FUTURE PROSPECTS IN COUNSELING:

Educational counseling plays a significant role in the entire education system as it provides a path for evaluation and it improvises the teaching and learning environment, the syllabus or the curriculum, also the rules and regulations for the development and betterment of the student's successful life. As the number of students is ever-growing the requirement of well-qualified educational counselors keeps on increasing.

An educational counselor proves to be an vital member of the institution as well as the society as a whole, as they play a significant roles in shaping the young minds who are sitting in the classroom to aspire to be themselves in life and of course, the future of our nation. This is a huge responsibility laid onto the shoulders of an educational counselor.

Educational counselor as a career is in high demand as the requirement ranges from pre-school to collegiate levels and in professional courses as well. Altogether, the demand for educational counselors have increased due to overall increase in the number of students enrollment in primary, secondary, higher secondary and college level, that too, in both, private institutions as well as in the public or state-run institutions. Also, today's generation needs to learn the concepts like co-existence, sustainable development at the global level and adjusting with the diversity and multiculturalism at the national level.

CONCLUSION:

An educational counselor is a certified professional with the responsibility in moulding the students' attitude for the betterment of the society as a whole. They are trained to address the students' needs and bring about desired changes in them with the intervention programs. Hence, an educational counselor is expected to help a student to reach his maximum potentials.

Although an educational counselor have many roles to play and duties to carry out responsibly, their most important objective is to inspire the school children by supporting them and also by promoting a positive academic, social and individual developmental needs.
