

## PREFACE

In a bid to standardize higher education in the country, the University Grants Commission (UGC) has introduced Choice Based Credit System (CBCS) based on five types of courses viz. *core, generic, discipline specific, elective, ability and skill enhancement* for graduate students of all programmes at Honours level. This brings in the semester pattern which finds efficacy in sync with credit system, credit transfer, comprehensive continuous assessments and a graded pattern of evaluation. The objective is to offer learners ample flexibility to choose from a wide gamut of courses, as also to provide them lateral mobility between various educational institutions in the country where they can carry their acquired credits. I am happy to note that the university has been recently accredited by National Assessment and Accreditation Council of India (NAAC) with grade “A”.

UGC (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020 have mandated compliance with CBCS for U.G. programmes for all the HEIs in this mode. Welcoming this paradigm shift in higher education, Netaji Subhas Open University (NSOU) has resolved to adopt CBCS from the academic session 2021-22 at the Under Graduate Degree Programme level. The present syllabus, framed in the spirit of syllabi recommended by UGC, lays due stress on all aspects envisaged in the curricular framework of the apex body on higher education. It will be imparted to learners over the six semesters of the Programme.

Self Learning Material (SLMs) are the mainstay of Student Support Services (SSS) of an Open University. From a logistic point of view, NSOU has embarked upon CBCS presently with SLMs in English / Bengali. Eventually, the English version SLMs will be translated into Bengali too, for the benefit of learners. As always, all of our teaching faculties contributed in this process. In addition to this we have also requisitioned the services of best academics in each domain in preparation of the new SLMs. I am sure they will be of commendable academic support. We look forward to proactive feedback from all stakeholders who will participate in the teaching-learning based on these study materials. It has been a very challenging task well executed, and I congratulate all concerned in the preparation of these SLMs.

I wish the venture a grand success.

**Professor (Dr.) Ranjan Chakrabarti**  
Vice-Chancellor

**Netaji Subhas Open University**  
**Under Graduate Degree Programme Choice Based**  
**Credit System (CBCS)**  
**Subject : Honours in Education (HED)**  
**Course : Guidance and Counseling in Education**  
**Course Code: CC-ED-10**

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**NETAJI SUBHAS  
OPEN UNIVERSITY**

**Honours in Education  
(HED)**

**Course : Guidance and Counseling in Education  
Code : CC-ED-10**

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**MODULE - 1**  
**Stress, Mental Health & Education**

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## **Unit 1 □ Mental Health and Education**

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### **Structures**

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### **1.1 Objective**

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After completion of the unit, students will be able to-

- i. Define Self, Guidance and Counselling
- ii. Understand the concept of Guidance and Counselling
- iii. Name the types of guidance and counselling
- iv. State the scope of Guidance and Counselling

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### **1.2 Introduction**

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Teaching is not about imparting information, even not about cognitive development only. Holistic development of the student has always been that desired goal teacher perused from the very beginning. Only difference in modern education is that here teacher is made aware of the tools and skills needed to achieve that goal. That is exactly why “Guidance and Counselling” became so important in the realm of education. Here in this chapter we will define all the actions and tools and techniques of Guidance and Counselling so that a teacher is aware of the variety of needs of students and guide accordingly.

#### **ESSENTIAL PRIOR KNOWLEDGE REQUIRED TO LEARN**

Guidance and counselling is an essential area of knowledge for any teacher or person working in development of another person. It is needless to say that Guidance and counselling

is a specialized area hence there are some prior requisite to understand and execute its demands and implement it properly. Below is a diagram which shows the areas involved in Guidance and Counselling and are mandatory to have as an entry level behaviour.

Concept of Ethics	Conflict	Empathy
Personality	<b>Guidance and Counselling</b>	Individual Difference
Coping	Mental Hygiene	Developmental Theory

As the table shows student must acquaint themselves with specific concept of psychology and philosophy before embarking into this quest and practicing Guidance and Counselling.

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### 1.3 The Self : Psycho-Social View

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The very basis of all human interaction is “the self”. Primarily self seems to be our sense of identity, who we are and how we are different from the rest. Self is the fundamental part of every human being, the construct which holds the unique identity of consciousness much like any ID card for physical identity.

So,

#### **What is “Self”?**

Online Oxford Dictionary would describe “Self” as “a person’s essential being that distinguishes them from others, especially considered as the object of introspection or reflexive action.”

American Psychological Association addresses self as “the totality of the individual, consisting of all characteristic attributes, conscious and unconscious, mental and physical. Apart from its basic reference to personal identity, being, and experience, the term’s use in psychology is wide-ranging. According to William James, self can refer either to the person as the target of appraisal (i.e., one introspectively evaluates how one is doing) or to the person as the source of agency (i.e. one attributes the source of regulation of perception, thought, and behaviour to one’s body or mind). Carl Jung maintained that the self gradually develops by a process of individuation, which is not complete until late maturity is reached.”

In modern days Heinz Kohut’s idea of self to denote the sense of a coherent, stable yet dynamic, experience of one’s individuality, continuity in time and space, autonomy, efficacy, motivation, values, and desires; he believed that this sense emerges through healthy narcissistic development empathically supported in early life.

**Psychosocial view of Self –**

As Bertocci explains in his write up “The psychological self, the ego, and personality” that the The psychological self may be conceived of as an enduring, unique, complex unity of knowing-wanting activities. This serves to unify diverse descriptions of the ego and to clarify the function of the ego in personality-organization.” James, almost 130 years ago distinguished between two concepts “I” and “Me” where I is the subjective term and later is more of a object of experience. From then on to current concept of cognitive psychology and concept of self has travelled a lot and changed many forms. It must be stated that the concept of self is in the domain of consciousness which includes both arguments as “objective or “subjective” experience. James’s distinction perseveres in the interest that self-theorists accord to how people acquire self-knowledge and how this knowledge is manifested in behavior. The major topics related to self-functioning that social and personality psychologists address concern the ways in which people understand and define their characteristics (self-knowledge), how people use task and social feedback to monitor their goal progress (self-regulation), the influence of personal standards, expectations, and values on perception of others (self in social judgment), and how people maintain desired self-images.

For any value related education / development, self-exploration becomes the only tool available to human being. In philosophical understanding, as referred in e-handbook of “Value education” in AICTE “Universal value education”, self can be explained with following activities –

*Activities of the Self*

The activities of the Self can be seen in terms of desire, thought and expectation.

Desire is the name given to the activity of imaging. You are making an image in the Self. Desire is in the form of an image which you have created within. Thought is the power for the activity of analysing based on comparing various possibilities to fulfil your desire. Expectation is the power for the activity of selecting based on tasting. Activities of the Self are Continuous.

These powers of desire, thought and expectation are inexhaustible, and the activities are continuous. The activities of imaging, analyzing-comparing and selecting-tasting are always going on, whether we are aware of them or not. These Activities Together Constitute Imagination.

These activities are together called imagination. We may not immediately be able to observe our desire, thought and expectation distinctly, but it may be easier to see that something is going on within. One imagination or the other is going on in us all the time.



Happiness and unhappiness depend on the state of imagination. If your imagination is in harmony with your natural acceptance, you are in a state of happiness. When it is in contradiction with your natural acceptance, you are in a state of unhappiness.

Imagination is expressed to the world outside, in terms of behaviour with human being and work with the rest of nature.

We have also referred to imagination as “what I am” and the natural acceptance as “what I really want to be”. State of Imagination:

Once you start looking at your imagination, you will be able to find out the state of your imagination.

Your imagination could be well organised, in harmony or it could be a random mixture of harmony and contradiction.

Possible Sources of Imagination:

There are three possible sources of motivation for imagination: 1. Preconditioning, 2. Sensation and 3.

#### *Natural Acceptance*

A dominant source of imagination is preconditioning. Preconditioning means the beliefs, notions, norms, ideas, views, dictums, goals, etc. prevailing in the family, in the society which we have assumed without knowing. They may influence our imagination.

Another major source of our desire, our imagination is the sensation. Sensation is the information we get from the Body through the five sense organs – of sound, touch, sight, taste and smell. The third source of imagination is our natural acceptance. It can also be referred to as the inner voice or conscience. Self-verification on the basis of our natural acceptance can be the third possible source.

It may or may not be the predominant source of motivation currently, but it can be the real source for deciding our desire, our imagination.

Consequences of Imagination from the three Sources

– Self-organisation or Enslavement?

If your imagination is motivated by preconditioning or sensation, you may or may not be in harmony with the natural acceptance. Therefore, you may be in a state of happiness within or unhappiness within.

Your happiness is dependent or enslaved by your preconditioning and sensation.

The Way Ahead

– Ensuring Harmony in the Self by way of Self-exploration

To achieve this harmony in the Self, we need to start self-exploration. In the process, we need to:

- Know our natural acceptance
- Be aware of our imagination
- Find out the source of imagination
- Work out a way to sort out our imagination till it is fully in line with our natural acceptance

When the imagination is in harmony with the natural acceptance, there is harmony in the Self. This harmony is happiness

This is why concept of self is important to Guidance and Counselling. Especially in counselling, in professional term, counselling is the scientific process of helping the individual to understand him/herself better in relation to his/her environment so that he/she becomes self-dependent, self-directed and self-sufficient and is able to lead a better and meaningful life. Counselling is aimed at helping the individual in solving problems that are already present, preventing the occurrence of problems in future and also enhancing personal, social, emotional, educational and vocational development. All these are very much involved with the concept of self.

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## **1.4 Guidance : Concept, Types and Scope**

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Guidance literally means “to direct”, “to point out”, “to show the path” etc. In Online Oxford English Dictionary “Guidance” is described as “help or advice that is given to somebody, especially by somebody older or with more experience”.

Definition – According to C.V. Good “Guidance is a process of dynamic interpersonal relationship designed to influence the attitude and subsequent behaviour of the person”. In education, that person is ofcourse the learner and the part played by teachers are considered to be of a guide. That idea was always present in education. But in modern education guidance became well defined with specific nature and principles mainly aimed at helping students to be what the can in an optimum productive way.

Arthur Jones stated “guidance is a personal help that is designed to assist a person to go somewhere and do something”.

According to Crow and Crow, “Guidance is the assistance made available by competent Counsellors to an individual of any age to help him direct his own life, develop his own point of view, make his own decisions, carry his own burdens”.

Shertzer and Stone defined guidance as “a process of helping individuals to understand themselves and their world”.

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

According to John Brewer, “Guidance is a process through which an individual is able to solve his problems and pursue a path suited to his abilities and aspirations.”

According to Woodworth, “Guidance helps an individual to develop his personality and enables him to serve the society to the best of his capabilities and talents.”

According to Kitson, “Guidance is ‘individualised education’. Each student is to be helped to develop himself to the maximum possible degree in all respects.”

According to V.M. Proctor, “Guidance is a process through which an individual or groups of individuals are helped to make necessary adjustment to the environment – inside or outside the school.”

The idea of a teacher and the process of teaching was never excluded of the idea of guidance. Even in traditional form of education teachers are always looked as “ Friend , Philosopher and Guide”. It is only through time that process of teaching became more well defined and so is the idea of “Guidance”. The provision for a teacher to be able to perform like a professional guidance practitioner is modern in its application. Accepting that premise immediately opened up certain possibilities and actions to take. Such as training , practice , ethics , limitation etc. therefore the concept of guidance in educational process is consciously incorporated with systematic development and modification.

Hollis and Hollis proposed that guidance programme is based on eight principles

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

(NIO . Guidance and Counselling)

In Mudaliar commission ( 1952-53) certain policies for guidance in education.

- (i) Educational guidance should receive much greater attention on the part of educational authorities.
- (ii) Guidance service should be the work of various personnel's like parents, teachers, headmasters/headmistress, and principals.
- (iii) In order to broaden the pupil's understanding of the nature, scope and significance of the occupation or industries, film should be prepared to show the conditions of industrial, technical, agricultural or vocational aspects and this should be supplemented by actual visits.
- (iv) The services of trained guidance officers and career masters should be made available gradually and in an increasing measure to all educational institutions.
- (v) There should be opening up training centres in different regions for training of guidance officers and career masters to which each state may send a number of teachers and other suitable persons for training.
- (vi) A Central Research organisation may be established for carrying out research in educational guidance and for the preparation of tests with particular reference to Indian conditions and the needs of pupils.
- (vii) In every state there should be a Bureau of educational and vocational guidance to plan and co-ordinate various activities which have been recommended as above.

Overall the characteristics of Guidance are –

1. it is a continuous process
2. It is an assisting process rather than a directing process
3. This service is meant for all and includes generalized and specialised services
4. This is mostly a pre-planned , well organized service and not incidental
5. Guidance has its roots in education and centered around the needs and aspirations of students.

Scope: Scope of guidance as a whole and in education are both wide and complex. It has broader meaning and wider connotation. Scope of guidance covers functionally all aspects of life.

- Guidance is meant for personal needs
- Guidance needs may vary from vocational, educational and personal
- Guidance is for holistic individual development and not a partial approach
- Guidance is for adjustment of individual through socialized, curricular, co-curricular activities, group life, vocational opportunities

- Counselling services or technique
- Devices for collecting data through testing and non-testing devices like achievement test, intelligence, attitude scale, interview schedule etc.

It must be added that scope of guidance increases immensely with the variety of types of guidance one is familiar with so that insightful knowledge increases. This is particularly useful for the area of education.

### **Types :**

There are different types of guidance based on different criteria.

According to the nature or form of guidance there are two types of guidance, namely –

- a) Informal guidance
- b) Formal guidance

**Informal guidance:** It is a discontinuous process which can occur unexpectedly without any plan. It mainly occurs between two persons who have an established relationship. It is not an organized or systematic guidance. In informal guidance any responsible person who have little or no training can guide, advice or help to another person in a situation. Talk, chat, discussion, conversation, debate etc. are the techniques of informal guidance.

**Formal guidance:** In formal guidance a trained professional person guides or helps another person to take decision in personal or educational or vocational areas. This process is more systematic and organized.

According to the strategies of guidance there are two types of guidance, namely –

- a) Individual guidance
- b) Group guidance

**Individual guidance:** It is a process of providing advice to a particular person to help him/her to solve a problem. There are several strategies for individual guidance. Spheres of influence strategy highlights the strengths and weaknesses of a person. Immediacy strategy helps to aware a person about the current situation which helps him/her to do better. Proxemics strategy helps to study the body language of a person. Congruence strategy helps to provide feedback for finding possible ways to solve the problem. Hierarchy of needs helps to identify an individual's need to improve the situation.

**Group guidance:** It is a process of providing advice to a group of people to help them to solve a common problem of that group. This process is very effective in educational plan, job finding and adjustment. There are several strategies for group guidance. Lecture or talk is the primary way to solve a common group problem. Demonstrations and role-plays are more engaging strategies and it takes less time. Orientation class is an effective strategy to guide a group in a new environment or to perform a specific task.

According to the area of guidance there are three types of guidance namely

- a) Vocational
- b) Educational and
- c) Personal

In modern days students are presented with not only educational but all kind of challenges and expectations are mounting high too. Therefore all the three kind of guidance are relevant for a student and needed in an educational process. Let us briefly discuss concepts of all three guidance areas.

**Vocational:** Inducting students in modern ideas of vocation and train is a mandatory part of education. But without a skilled guide the means to achieve the end result won't be fulfilled, hence the requirement of vocational guidance in education.

Vocational guidance is a process of assisting the individual to choose an occupation, prepare for it, and enter upon it and progress in it. It is concerned primarily with helping individuals make decisions and choices involved in planning a future and building a career.

According to John D. Crites, "Vocational guidance is a facilitative process, a service rendered to the individual to aid him in choosing and adjusting to an occupation."

According to Dale Yoder, "Vocational guidance refers to the inevitable direction given to the care of new employees in the selection process and in their assignment to particular types of work."

The purpose behind assisting the youth to choose, prepare, enter and progress in a vocation is the optimum growth of the individual.

Some of the aims and objectives of vocational guidance are:

- Assisting pupil to discover his/her own abilities and skills so that they get ready for the general requirements of the occupation under consideration.
- Helping the individual to develop an attitude towards work that will dignify whatever type of occupation s/he may wish to enter.
- Assisting the individual to think critically about various types of occupations and to learn a technique for analyzing information about vocations.
- Assisting pupils to secure relevant information about the facilities offered by various educational institutions engaging in vocational training
- At the elementary stage, although no formal guidance programmes are needed, the orientation to vocation can be initiated at this stage. At this stage some qualities and skills which have grater vocational significance viz. (i)love and respect for manual

work (ii) training in use of hands (iii) spirit of cooperative work (iii) sharing (vi) appreciation for all works (vii) good interpersonal relationship are to be developed

**Educational:**

Educational guidance is related to every aspect of education school / colleges, the curriculum, the methods of instruction, other curricular activities, disciplines etc. Educational guidance is the assistance given to the individual (i) to understand his/her potentialities (ii) have a clear cut idea of the different educational opportunities and their requirements (iii) to make wise choices as regards to school, colleges, the course.

According to Brewer, "Educational Guidance is a conscious effort to assist in the intellectual growth of an individual-anything that has to do with instruction or with learning may come under the term of guidance."

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

Some of the aims and objectives of educational guidance are:

- To assist the pupil to understand him/herself i.e. to understand his/her potentialities, strength and limitations.
- To help the child make educational plans consist with his/her abilities, interests and goals.
- To enable the student to know detail about the subject and courses offered.
- To assist the student in making satisfactory progress in various school/ college subjects.
- To help the child to adjust with the schools, its rules, regulations, social life connected with it. To help the child in developing good study habits.
- To help the child to participate in out of class educational activities in which he can develop leadership and other social qualities.

**Personal:** One kind of guidance we need all through our lives is personal guidance where issues with personal growth and development are dealt with and guided at. Especially for students in a constant change in developmental process be it in personality or emotional space or academic or purely physical, guidance on personal issues are of constant importance.

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

According to 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.”

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

The aims and objectives of personal guidance are:

- To assist the individual in understanding himself/herself.
- To assist the individual involving the personal problems.
- To assist the individual in taking independent decisions and judgments.
- To assist the individual to view the world and the social environment in right perspective.
- To assist the individual in making sound adjustments to different problems confronted in life.

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## 1.5 Counselling : Concept, Types and Scope

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When have you heard of a counsellor? Not in your regular life when all is going good and normally right? Counselling is a process in which clients learn how to make decisions and formulate new ways of thoughts and behaviour. It is a goal based action where clients explore their personal focus and ways to achieve that goal. Thus counselling involves both choice and change, evolving through distinct stages such as exploration, goal setting and action (Brammer, 1993). Therefore counselling can be defined as relatively short-term, interpersonal, theory based process of helping people who are in a developmental or situational psychology based problem. Areas of counselling can be personal, vocational, social, educational etc.

### **Characteristics:**

1. It is a professional activity. Not anyone or everyone can try their hand in counselling unless they have developed that skill.
2. It is a process which requires interactive sessions and therefore interpersonal skills from the experts end.
3. This is based on one to one relation as it occurs between counselee and counsellor.
4. It is concerned with decision making skills and problem solving.



5. This is a process of helping a person with a problem. It could be about helping a regular person handling usual daily life problems, opportunities or choices to make

According to Rogers (1952) “Counselling is a process by which the structure of the self is relaxed in safety of the client’s relationship with the therapist and previously denied experiences perceived and then integrated into an altered self.

Krumboltz (1966) defined counseling as “An effort to help the client engage in those types of behavior which will lead to a resolution of the client’s problems”.

According to Burks & Steffle (1979), “Counselling denotes a professional relationship between a trained Counsellor and a client. Relationship is usually person-to-person, and is designed to help clients to understand and clarify their views of their lifespace, and to learn to reach their self-determined goals through meaningful, well-informed choices and through resolution of problem”.

Shoben (1953) defined counselling as a “warm, permissive, safe, understanding, but limited social relationship within which therapist and patient discuss the affective behavior of the latter, including the ways of dealing with his emotionally toned needs and the situations that give rise to them”.

### **Who is a Counsellor ?**

Ofcourse counsellor is the person who would be counselling. S/he is a professionally competent person in relevant psychological skill and knowledge, seeks to assist the client by methods appropriate to the counselee’s ( client’s) need. In practice the counsellor does the following jobs -

- Understands the feeling of the client and treat it as fact
- Keep confidentiality
- Builds self-esteem of the client
- Shows patience
- Avoid behaving like and expert / do not intimidate
- Solicits clients feelings
- Reassures the client where necessary
- Works as a facilitator

**Types of Counselling** : Counselling can be of various types according to the need and area of counselling. As for example there can be the following types of counselling as far the variety of aim in counselling goes

- Guidance and career counselling

- Marriage and family counselling
- Mental Health and wellbeing related counselling
- Educational Counselling

Other than that counselling can be viewed as following types on the basis of process used

A comparative account of the above three types of processes are given below –

A. DIRECTIVE

B. NON-DIRECTIVE

C. ECLECTIC

- A. Directive :** Directive Counseling was given by E.G. Williamson – Counsellor centered Counseling i.e. Counsellor plays a major role he direct the counselee to think by informing, explaining, interpreting and advising
- B. Non-Directive :** Carl Roger’s gave non directive counseling client centered counseling – with the help of Counsellor, he understands the nature and cause of his problem, become independent. The duty of the Counsellor is not only to make the client understand himself but also to create an atmosphere in which the client can work out his own understanding.
- C. Eclectic :** F.C. Throne gave eclectic counseling the Counsellor can alternate between directive and non directive methods Counsellor study the personality of the client needs, situation, etc. selects suitable method start with directive counseling then change to non directive counseling use reassurance, giving, information, testing, etc. It is economical and effective technique.

Areas	Directive	Non-Directive	Eclectic
Meaning	Counselling controlled by counsellor	Counselling controlled by client	Both counsellor and counselee cooperate
Cost	Economic	Costly	Moderate
Focus	On Problem	Emotional aspect of client	Personality and needs of counselee
Relationship	Counsellor centric	Counselee centric	Both are active
Time	Economical on time	Time consuming	Moderately time consuming
Merit	Direct involvement of counsellor	Freedom to the client	Better insight into weakness and strength
Demerit	Lack of direction from counselee	Not suitable for immature person	Sometime vague and opportunistic

**Scope:** According to American Psychological Association “Counseling psychology is a general practice and health service provider specialty in professional psychology. It focuses on how people function both personally and in their relationships at all ages. Counseling psychology addresses the emotional, social, work, school and physical health concerns people may have at different stages in their lives, focusing on typical life stresses and more severe issues with which people may struggle as individuals and as a part of families, groups and organizations. Counseling psychologists help people with physical, emotional and mental health issues improve their sense of well being, alleviate feelings of distress and resolve crises.”

Therefore scopes of counselling includes

- Sometime vague and School and career/work adjustment concerns.
- Making decisions about career and work, and dealing with school work retirement transitions.
- Relationship difficulties including marital and family difficulties.
- Learning and skill deficits.
- Stress management and coping with negative life events.
- Organizational problems.
- Dealing with and adjusting to physical disabilities, disease or injury.
- Personal/social adjustment.
- The development of one’s identity.
- Persistent difficulties with relating to other people in general.
- Mental disorders. (APA)

In general we can state that the following are the scopes of Educational Counselling :

1. Enhancing coping skills – Students attain adulthood while they were pursuing education and preparing for the future. Being adult means you have to own up to the difficulties of life and that doesn’t mean hiding all the emotions. How to do that is what coping mechanism teaches us and which is a major area of counselling process. Especially for students counselling helps them to learn new coping methods which lets them grow up in a healthy way.
2. Improving relationships – student life consists of many challenging phases of development in human. One part which counselling helps immensely is relationship in this terming times. Through counselling they can know themselves better, also knowing others better. Typical relationship related issues can be seen in families and in peer group

which when not resolved may go on to do permanent damage in inter personal relationship and also relationship with self.

3. Facilitating student's potential – counselling makes students more in control of their environment. Student's through counselling sessions realizes their true abilities and skills with less interference of outside judgment or influence and act accordingly.
4. Helping behaviour change – learning is positive change in behaviour and counselling helps to resolve issues with behaviour. According to Roger behaviour change is a necessary result of the counselling process, even though specific behaviour receive little or no emphasis during the process.
5. Promoting decision making – Higher aim of education is to make student's ready for real life problem solving and decision making is most important part of that aim. Counselling process helps students to understand their strength and weaknesses and through that they learn to make decision , a vital quality for future living.

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## 1.6 Summary

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- Self as “a person's essential being that distinguishes them from others, especially considered as the object of introspection or reflexive action
- Ensuring Harmony in the Self by way of Self-exploration
- To achieve this harmony in the Self, we need to start self-exploration. In the process, we need to:
  - Know our natural acceptance
  - Be aware of our imagination
  - Find out the source of imagination
  - Work out a way to sort out our imagination till it is fully in line with our natural acceptance

When the imagination about self is in harmony with the natural acceptance, there is harmony in the Self.

This harmony is happiness

Self is the fundamental part of every human being, the construct which holds the unique identity of consciousness. Self is very important in Guidance and Counselling. It helps the individual to understand him/herself better in relation to his/her environment so that he/she becomes self-dependent, self-directed and self-sufficient and is able to lead a better and meaningful life.

Guidance is a process of dynamic interpersonal relationship which is designed to assist a person to discover and develop his potentialities to solve his/her problems or to make necessary adjustment to the environment. It is pre-planned, organised, continuous, assisting process which provides generalized and specialised services. There are several scopes of guidance. It helps to meet personal, educational, vocational needs towards holistic development.

There are different types of guidance such as informal and formal guidance, individual and group guidance, vocational, educational and personal guidance. Informal guidance is not an organized or systematic guidance, but formal guidance is systematic and organized. Individual guidance provides advice to a particular person, where group guidance assists a group of people to solve their common problem. Vocational guidance assists the individual to choose an occupation, prepare for it, and enter upon it and progress in it. Educational guidance assists the individual to understand his/her potentialities, educational opportunities, requirements and to choice school, colleges, the course. Personal guidance assists the individual to solve personal problems, take independent decisions and judgments, and make sound adjustments.

Counselling is a professional relationship between a trained Counsellor and a client or counselee. It is a professional activity which requires interactive sessions for helping an individual to decide upon a course of action or to understand or change patterns of behaviour which distress, disturb or affect his social behaviour in a friendly and trustworthy environment. Professionally competent person for counselling is called counsellor.

There are different types of counselling such as career counselling, marriage and family counselling, mental health and wellbeing related counselling, educational counselling etc. Three types of counselling process are there which are directive, non- directive and eclectic. Directive counselling is counsellor centered, where non-directive counselling is client centered. In eclectic counseling the counsellor can alternate between directive and non directive methods.

There are several scopes of counselling in different areas such as making decisions about career and work, relationship difficulties, learning and skill deficits, stress management and coping with negative life events, personal/social adjustment, behaviour modification etc.

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## 1.7 Self-Assessment Questions

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1. Define self.
2. What is the psycho-social view of self?

3. Name some activities of self
4. Define guidance.
5. State two scope of guidance in education.
6. Write two merits of non-directive counselling .
7. Why eclectic counselling is important ?
8. Write two scopes of counselling .
9. Who is a counsellor in educational counselling ?
10. Write two demerits of directive counselling.

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## **Unit 2 □ Adjustment & Maladjustment**

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### **Structure**

- 2.1 Objective**
- 2.2 Introduction**
- 2.3 Development, Maturity, Crisis of Life and Role of Education**
- 2.4 Interpersonal Relationships: Basis, Friendship, Love, Communication, Relationship and Social Perception**
- 2.5 Gender, Gender Identity and Gender Role Development**
- 2.6 Summary**
- 2.7 Self-Assessment Questions**
- 2.8 Reference**

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### **2.1 Objectives**

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After completion of the unit students will be able to

- i. understand role of education in crisis of life
- ii. follow the basis of interpersonal relationship
- iii. comprehend the importance of gender issues in general
- iv. understand her/his role as an educator to deal with issues mentioned above

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### **2.2 Introduction**

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Issues like development , maturity, crisis of life, interpersonal relationship, gender issues were always an important part in educational process. But only in recent time , in course structure of formal education these are included with an intention to give its due place in human life. No development will be effective if we fail to conduct ourselves worthy of that knowledge. That conduct is shaped with the process of maturity, how to face crisis in life, understanding place of love, friendship, how to communicate well etc. clearly these issues are not only important for an individual life but society too. Social perception plays both the role of influencer and

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## **2.3 Development, Maturity, Crisis of Life and Role of Education**

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Dictionary meaning of development is “an event constituting a new stage in a changing situation”. In human psychology development is “a process of qualitative improvement of human beings’ cognitive, emotional, intellectual, and social capabilities and functioning over the course of a normal life span, from infancy through old age. According to APA development is “the progressive series of changes in structure, function, and behavior patterns that occur over the lifespan of a human being or other organism.” Development is progressive acquisition of various skills (abilities) such as head support, speaking, learning, expressing the feelings and relating with other people. Good nutrition, emotional support, play and language training etc. promote development. There are eight basic needs for a healthy emotional development of a child which are love, security, acceptance, self-respect or self-esteem, achievement, recognition, independence and authority. Development refers to both qualitative and quantitative changes. There are three domains of development –

- a) Physical Development or motor development
- b) Cognitive Development
- c) Psycho-social Development

Physical Development includes development of fine motor skills and gross motor skills. Development of fine motor skills is the development and control of smaller muscles of the hands, fingers and feet so that a child can do more delicate tasks e.g. drawing, fastening buttons and threading beads. Development of gross motor skills is the development and control of the whole body and the larger muscles. Children need this control to be able to balance, walk and climb. Cognitive development is how a person perceives, thinks, and gains understanding of their world through the relations of genetic and learning factors. Piaget proposed four stages of cognitive development i.e., the sensorimotor, preoperational, concrete operational and formal operational period. The relationship between mental and emotional wellbeing and the environment was first commonly applied by Erik Erikson in his description of the stages of psychosocial development. According to Erikson’s theory the results from each stage, whether positive or negative, influences the results of succeeding stages. Erikson was originally influenced by Sigmund Freud’s psychosexual stages of development. Erikson’s stage theory characterizes an individual advancing through the eight life stages as a function of negotiating their biological and sociocultural forces. The two conflicting forces each have a psychosocial crisis which characterizes the eight stages.

On the other hand maturity is defined in APA as “a state of completed growth or development, as in adulthood.” To compare maturity with development it can be said that



development has three major component namely growth, maturation and learning. Growth is the physical part of development and has a time bound factor to it whereas maturation is physical, mental, emotional etc. Maturation is often not quantifiable, and it too is mostly influenced by genetics. While growth is physical, maturation is physical, intellectual, or emotional. Often, maturation involves two or even all three. As the person's brain physically develops or grows they are able to understand intellectually what others are going through and how they might feel and that allows them to emotionally feel empathy for others. Maturation is an automatic, inherent and universal process. This biological process is not a lifelong process, but it continued to a certain age. According to Baldwin, "Maturation is an increase in competency and adoptability." Gates and Jersild defined described "Maturation is growth that proceeds regularly within a wide range of environmental conditions, or that takes place without special conditions of stimulation, such as training and practice." According to Garry and Kingsley, "Maturation is the process whereby behaviour is modified as a result of growth and development of physical structures."

Crisis of life: in general , crisis of life includes any kind of crisis faced by a living human being. But in this case we particularly refer crisis which comes normally in the path of development and maturation. A disruption or breakdown in a person's or family's normal or usual pattern of functioning is known as crisis. A crisis cannot be resolved by a person's customary problem-solving resources/skills. No human is excluded from that. APA defined life crisis as "a period of distress and major adjustment associated with a significant life experience, such as divorce or death of a family member. In studies relating health to life crises, individuals experiencing recent major stress-producing experiences are more likely than others to show significant alterations in mental and physical health status." Sometime life crisis consist such events in life which are stressful to the extent that normal coping mechanism seems insufficient. In these cases guidance and counselling provide appropriate resources to overcome crisis. In a life of student, crisis can be of different types namely – Aberrant behaviour, abuse of any kind, anxiety, delusional behaviour, depression, willful disobedience, disruptive behaviour, harassment, misconduct, unstable performance, post traumatic disorder, rape, substance abuse, suicide potential, passive behaviour, violence in nature etc. there Are other few triggers which make a life crisis more severe that is denial and panic. Denial refers to the act of refusing to acknowledge either imminent harm or harm that has already occurred. Denial occurs for a variety of reasons. On the other hand panic is lack of crisis management. It is the counter reaction to lack of stability.

ROLE OF EDUCATION: in developmental psychology how these issues are related with stages of human life is clearly explained. As for example in Erickson's Psycho-social development one of the life crisis, mid – life crisis is explained in the stage of 45 to 65 years of human life. What is the way to hand crisis in life?

The answer is to take an educational journey with specialized knowledge. One needs to know to unfurl crisis. This education is lifelong in nature and inclusive in philosophy. A truly educated person won't shy away from the challenges of life or deny the existence of crisis in life. But education is the best therapy to know self and guide through self in these times of crisis. There are three basic elements of a crisis – a) a stressful situation b) difficulty in coping and c) timing of intervention.

Steps to be taken :

1. Quick inventory of the situation
2. Identify the type of crisis
3. Take action
4. Attempt to not repeat the situation with further care for the person in crisis (community support)

Role of education is to guide and counsel a person in crisis. Some basic features of that is

- a) Focus on what's Important
- b) Find support
- c) Processing the emotional part of crisis
- d) Focus on self-care (with the understanding of self)
- e) Developing coping skill

It must be stated that a person in crisis needs information about their current condition and the steps they may follow to minimize the damage. A different stream of counselling has emerged from this which is called crisis counselling.

**Crisis Counselling :** Crisis counseling involves providing support and guidance to an individual or a group of people such as a family or community during a crisis. The purpose of crisis counseling is to decrease emotional pain, provide emotional support, make sure that the person in crisis is safe, and help develop a plan for coping with the situation. Sometimes it also involves connecting a person to other community or health services that can provide long-term support.

Crisis counseling can be linked to health education if it is used to increase knowledge of how to avoid or cope with a crisis in the future. It can also be used to change people's attitudes and beliefs about people in crisis, and to provide people with information about help available in their community. Crisis counseling is also related to health promotion. People can be taught useful skills that will help them to anticipate and cope with a crisis. Skills, information, and support services gained through crisis counseling can also help a person or a group of people to improve their health and quality of life. Crisis counseling

can also be tied to health promotion through the development of health-related public policy and supportive environments.

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## **2.4 Interpersonal Relationships: Basis, Friendship, Love, Communication, Relationship and Social Perception**

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The value or role of a human being is its participation in the larger order. E.g. my role in living with the other human being is to ensure the feeling of respect in the relationship. Interestingly, I feel happy in fulfilling my role; and it is fulfilling for the other as well. Hence, to understand human values, we need to study the human reality along with all that is there in the entire nature/existence which constitutes the larger order. We need to explore and understand things as they are; so that we are able to recognise and fulfil our participation with them. For the human being physical facility is important but relationship is also necessary.

We can begin to classify key relationships we have by distinguishing between our personal and our social relationships (VanLear, Koerner, & Allen, 2006). Personal relationships meet emotional, relational, and instrumental needs, as they are intimate, close, and interdependent relationships such as those we have with best friends, partners, or immediate family. Social relationships are relationships that occasionally meet our needs and lack the closeness and interdependence of personal relationships. Examples of social relationships include coworkers, distant relatives, and acquaintances. Another distinction useful for categorizing relationships is whether or not they are voluntary. For example, some personal relationships are voluntary, like those with romantic partners, and some are involuntary, like those with close siblings.

To understand interpersonal relationship we have to explore the four important aspects of relationship:

- a. Relationship is – between one Self and another Self
- b. There are feelings in relationship – in one Self for the other Self
- c. These feelings can be recognised – they are definite
- d. The fulfilment of these feelings and their right evaluation lead to mutual happiness

- a. Relationship is – between one Self and another Self

Relationship is already there. We do not have to construct or create relationship. All we need to do is to understand relationship and fulfil it.

Relationship is between one Self and the other Self. It is the Self which is recognizing the relationship, and not the Body. It is the Self which relates to the other, and not the Body.

- b. There are feelings in relationship – in one Self for the other Self

The important issue in human relationship is that of the feelings. We can see that feelings are in the Self, not in the Body. It is the Self which has the feelings and which recognises the feelings. To understand relationship, one has to understand the Self and the naturally acceptable feelings in the Self.

- c. These feelings can be recognised – they are definite

These feelings can be recognised, they are definite. There are nine feelings in relationship.

These are the feelings which we can understand, which we can ensure within ourselves, which we can share with others and thus ensure mutual fulfilment in relationship. These are the feelings which are naturally acceptable to us in the relationship with the other human being.

Feelings (values) in relationship:

1. Trust (foundation value)
2. Respect
3. Affection
4. Care
5. Guidance
6. Reverence
7. Glory
8. Gratitude
9. Love (complete value)

- d. Fulfilment of feelings in relationship and their evaluation leads to mutual happiness.

When we have these naturally acceptable feelings in the Self, we share them with the other and when we are both able to evaluate the feelings rightly, it leads to mutual happiness, i.e. the happiness of oneself as well as the happiness of the other.

**Friendship:** Friendships are voluntary interpersonal relationships between two people who are usually equals and who mutually influence one another. Friendships, like most relationships, have a life span ranging from formation to maintenance to deterioration/dissolution. Friendships have various turning points that affect their trajectory. While there are developmental stages in friendships, they may not be experienced linearly, as friends can cycle through formation, maintenance, and deterioration/dissolution together or separately

and may experience stages multiple times. Friendships are also diverse, in that not all friendships develop the same level of closeness, and the level of closeness can fluctuate over the course of a friendship. Changes in closeness can be an expected and accepted part of the cycle of friendships, and less closeness doesn't necessarily lead to less satisfaction (Johnson et al., 2003).

**Love:** Love is the feeling of being related to everyone, to all. It starts from affection, which we have already explored. If this feeling expands to many and ultimately to all, it is the feeling of love. So, we begin with the feeling of affection, and complete it with the feeling of love. That is why, Love is called complete value.

**Love is the feeling of being related to all.**

Love is expressed in the form of compassion. The feeling of love is for all and it is expressed to whosoever comes in contact.

Distinguishing Between Love and Infatuation:

The feeling of love is not something which is based on sensation. If there is a feeling on the basis of sensation, this is the case of infatuation where the sensual pleasure becomes the major goal. Infatuation is conditional – it may last only as long as you are able to get the sensation or you have hope of getting happiness through sensation. It is very temporary; it does not last for long. Once the effect wears off, then the long-term issues of feelings become prominent.

**Communication**

Communication is a complex process, and it is difficult to determine where or with whom a communication encounter starts and ends. Models of communication simplify the process by providing a visual representation of the various aspects of a communication encounter. Some models explain communication in more detail than others, but even the most complex model still doesn't recreate what we experience in even a moment of a communication encounter. In communication models, the participants are the senders and/or receivers of messages in a communication encounter. The message is the verbal or nonverbal content being conveyed from sender to receiver. For example, when you say "Hello!" to your friend, you are sending a message of greeting that will be received by your friend. The internal cognitive process that allows participants to send, receive, and understand messages is the encoding and decoding process. Encoding is the process of turning thoughts into communication. As we will learn later, the level of conscious thought that goes into encoding messages varies. Decoding is the process of turning communication into thoughts.

**Relationship and social perception**

Perception is the process of selecting, organizing, and interpreting information. This process

affects our communication because we respond to stimuli differently, whether they are objects or persons, based on how we perceive them. Given the massive amounts of stimuli taken in by our senses, we only select a portion of the incoming information to organize and interpret. We select information based on salience. We tend to find salient things that are visually or aurally stimulating and things that meet our needs and interests. Expectations also influence what information we select. We organize information that we select into patterns based on proximity, similarity, and difference. We interpret information using schemata, which allow us to assign meaning to information based on accumulated knowledge and previous experience.

Social perception on relationship is no different than the above. “David Kenny’s interpersonal perception: a social relations analysis” is an ambitious work that presents a comprehensive review and analysis of existing work to date using the social relations model. SRM is one of the most innovative and useful accomplishments in the area of social perception it has addressed major long standing issues in the field of social perception such as social perceptual assimilation, consensus, reciprocity, various types of accuracy, reflected appraisals, assumed similarity etc.

### **Social Relation Model**

David Kenny described his model on Social relation as follows-

The Social Relations Model is a model for dyadic data. Data from two-person interactions and rating or sociometric studies can be used. The level of measurement should be interval (e.g., seven-point scales) and not categorical (e.g., yes or no). Generally the data are collected from people but the dyadic units can be animals, groups, organizations, cities, or countries.

There are three major types of effects in the Social Relations Model: actor, partner, and relationship effects. The actor effect represents a person’s average level of a given behaviour in the presence of a variety of partners. For example, Rana’s actor effect on the variable of trust measures the extent to which he tends to trust others in general. The partner effect represents the average level of a response which a person elicits from a variety of partners. Rana’s partner effect measures the extent to which other people tend to trust him. The relationship effect represents a person’s behaviour toward another individual in particular, above and beyond their actor and partner effects. For example, Rana’s relationship effect toward Soma on the variable of trust measures the extent to which he trusts her controlling for his general tendency toward trusting others and her general tendency to be trusted by others. Relationship effects are directional or asymmetric, such that Rana may trust Soma more, less, or the same as she trusts him. To differentiate relationship from error variance, multiple indicators of the construct, either across time or with different measures, are necessary.

Actor and partner are generic terms. In social perception data, actor might be more appropriately called perceiver and partner might be called target. In nonverbal communication, the actor might be called a receiver and the partner a sender. In studies of liking, the actor effect measures how much the person likes others, and the partner effect measures how much a person is liked, i.e., popularity.

The focus in Social Relations modelling is not on estimating the effects for specific persons and relationships but in estimating the variance due to effects. So there is a study of how intelligent people see each other, the interest is in whether there is actor, partner, and relationship variance. Actor variance would assess if people saw others as similar in terms of intelligence, partner variance would assess whether people agree with each other in their ratings of intelligence, and relationship variance would assess the degree to which perceptions of intelligence are unique.

It is safe to say that relationship on interpersonal basis has a complex character and recently with the development of research tool and technique new light is shed on the dynamics. But there is no denying that to understand “Self” interpersonal relationship is vital and so can be said vice-versa.

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## 2.5 Gender, Gender Identity and Gender Role Development

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**Gender:** The concept of gender is inherently related with the idea of identity. When you are born how you are identified? even if you are not in a position to identify it by yourself ! you are Human, Indian/other, Bengali/other, boy/girl is central to who we are in the eyes of others around us. But the question stays as we continue to grow up – who am I? Gender is a social construction. Social constructions are groups of related ideas that the societies create to describe, understand and regulate behaviour and changes in societies. What it represents to be a man or to be a woman is an identity that impacts our future. Similarly, we have our regional, linguistic, community and national identities. Accordingly, our normative behaviour, our social and interpersonal interactions and our decisions change. Secondly, because our identities relate to social structures, it's norms and rules, our identity puts constraints and enables/facilitates certain process of growing up, developing of certain thoughts, emotions, actions and behaviour. The interesting question is, when certain identities and socialization processes contradict each other or create dissonance, how does the person react or respond?

**Gender Identity:** Various definitions of Gender Identity have ranged from recognition of one's biological sex to an individual's sense of masculinity or femininity. Fleishman's (1983) psychodynamic definition provides an example of one end of this continuum: “Gender

identity refers to an individual's belief that he or she is either male or female". Representative of a definition falling more toward the middle of the continuum is (O'Heron, C. & Orlofsky, J. L., 1990) the definition of gender identity as that which "refers not only to an individual's sense of self as a man or a woman but also to his or her global sense of masculinity or femininity". Thus, although most definitions do fall somewhere between these two, discussions of gender identity may directly encompass biological sex, conformity to social stereotypes, sexual preference, political ideology and activism explicitly or implicitly. Therefore, in order to understand gender as an identity, we distinguish between our biological given sex and gender as a social construction. We are assigned a biological given sex based on the primary sexual characteristics we are born with. If we are born with a penis and testicles, then we are assigned a biological sex of a man/boy. If we are born with a vagina and a womb, we are assigned a sex of a girl/woman. However, it is the social construction of 'Gender' that defines, describes, makes us understand and regulates our interpersonal and social performance as a boy or a girl.

#### **GENDER ROLE DEVELOPMENT:**

In the famous words of Simone de Beauvoir, "Women are not born, they are made." The same is true of men. The making of a man or a woman is a never-ending process that begins before birth – from the moment someone begins to wonder if the pending child will be a boy or a girl. And the dichotomy of male and female continues with a process of learning to be a boy or a girl. All the symbols and nuances of life helps a person build that and human being starts playing the gender role. The language plays a huge role in this built up. As explained in the Stanford book of "Language and Gender" - "If gender flowed naturally from sex, one might expect the world to sit back and simply allow the baby to become male or female. But in fact, sex determination sets the stage for a lifelong process of gendering, as the child becomes, and learns how to be, male or female. Names and clothing are just a small part of the symbolic resources used to support a consistent ongoing gender attribution even when children are clothed. That we can speak of a child growing up as a girl or as a boy suggests that initial sex attribution is far more than just a simple observation of a physical characteristic. Being a girl or being a boy is not a stable state but an ongoing accomplishment, something that is actively done both by the individual so categorized and by those who interact with it in the various communities to which it belongs."

It can safely be said that the force of gender categories in society makes it impossible for us to move through our lives in a nongendered way, and impossible not to behave in a way that brings out gendered behavior in others. At the same time, the maintenance of gender categories depends on reinforcement in day-to-day behavior. Male and female could not



persist as structurally important social categories if we did not perform enough gendered and gendering behaviour. Because structure and practice are in this dynamic relationship, there will always be room for change. Every time a girl picks up a doll or a boy goes to outdoor sports may seem conforming the social perception of gender, but there will always be that part where a girl would love her truck and boy would like dressing up. Life and daily living are about change – about things happening, about creativity and intelligence at work in the space left open by the incomplete hold of ideologies and institutions.

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## 2.6 Summary

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- development is “an event constituting a new stage in a changing situation”.
- maturity is defined in APA as “a state of completed growth or development, as in adulthood.”
- crisis of life includes any kind of crisis faced by a living human being. But in this case we particularly refer crisis which comes normally in the path of development and maturation
- One needs to know to unfurl crisis. This education is lifelong in nature and inclusive in philosophy
- Role of education is to guide and counsel a person in crisis. Some basic feature of that is
  - a) Focus on what’s Important
  - b) Find support
  - c) Processing the emotional part of crisis
  - d) Focus on self-care (with the understanding of self)
  - e) Developing coping skill

Development is progressive acquisition of various skills (abilities) such as head support, speaking, learning, expressing the feelings and relating with other people. There are three domains of development which are physical development or motor development, cognitive development and psycho-social development. Physical development includes fine and gross motor skills. Cognitive development is how a person perceives, thinks, and gains understanding. The relationship between mental and emotional wellbeing and the environment is the part of psychosocial development. Maturation is an automatic, inherent and universal biological process continued to a certain age. Crisis of life includes any kind of crisis faced by a living human being such as disruption or breakdown in a person’s or family. Educational

journey with specialized knowledge is the way to hand crisis in life. Crisis counselling involves providing support and guidance to an individual or a group of people such as a family or community during a crisis.

There are two types of relationship. Personal relationships meet emotional, relational, and instrumental needs. Social relationships are relationships that occasionally meet our needs. There are four aspects of relationship – relationship between one self and another self, feelings, recognition, fulfilment and evaluation. Friendships are voluntary interpersonal relationships between two people who are usually equals and who mutually influence one another. Love is the feeling of being related to everyone, to all. If there is a feeling on the basis of sensation, this is the case of infatuation, not love. Communication is the process that allows participants to send, receive, and understand messages by encoding and decoding. However, David Kenny described his model on Social relation. There are three major types of effects in the Social Relations Model: actor, partner, and relationship effects. In nonverbal communication, the actor might be called a receiver and the partner a sender.

Gender is a social construction. Gender identity encompasses biological sex, conformity to social stereotypes, sexual preference, political ideology and activism explicitly or implicitly. Gender makes us understand and regulates our interpersonal and social performance as a boy or a girl. All the symbols and nuances of life helps a person build that and human being starts playing the gender role.

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## 2.7 Self-Assessment Questions

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1. What is gender?
2. What is gender identity ?
3. What is gender conformity ?
4. Is gender dichotomous?
5. Why the knowledge of gender identity is important ?
6. What is life crisis ?
7. How education helps to solve crisis?
8. How development is qualitative in nature ? Site one example.
9. Do you think teacher should know life crisis of students?
10. Why interpersonal relationship is related with education?

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## **Unit 3 □ Stress Coping Strategies**

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### **Structure**

- 3.1 Objective**
- 3.2 Introduction**
- 3.3 Working Self : Adjustment with Family, School, Peers and Community**
- 3.4 Development of Life – Skills, Ethics and Values**
- 3.5 Achieving Highest Potential of the Individual**
- 3.6 Summary**
- 3.7 Self-Assessment Questions**
- 3.8 Reference**

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### **3.1 Objectives**

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After completion of the unit students will be able to-

- understand harmony in the society
- identify their working self
- state the difference among skills, ethics and value
- select what is important to achieve highest potential of an individual

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### **3.2 Introduction**

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Human existence is confined to the self but self is expressed through relationships and that relationship extends not only within family but to the professional life of a human being. Therefore adjustment with family, school, peers and community is an important part for the existence of a human being. We often hear successful person is referred to as “self-made”. But does that really exist? To be a human we need each other and we need that relationship to work we need harmony with self-within and self-manifested.

Ethical values depends on culture, family and life experience. There are important role of life skills, ethics and values in the process of adjustment. A skill is the learned ability to perform an action. Life skills are abilities for adaptive and positive behavior that enable humans to deal effectively with the demands and challenges of life. Ethics are the moral

principles that govern a person's right behavior. Ethics are consistent, whereas values are different for different persons. Ethics and Values together lay the foundation for sustainability.

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### **3.3 Working Self : Adjustment with Family, School, Peers and Community**

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Every human being is born in a family and is part of a family. The family is the basic unit or building block of human organisation. It provides a base for appreciating, accepting, understanding and practicing to live in relationship and harmony. Adjustment with family is primarily dependent on the relationship the person has with the family. The fulfilment of relation in family is later on reflected on the other relationships of the human being which finally construct the “**working self**” of the person. Before we embark into the investigation of working self, let's understand what are the “feelings” relationship encompasses of-

Feelings (values) in relationship:

1. Trust (foundation value)
2. Respect
3. Affection
4. Care
5. Guidance
6. Reverence
7. Glory
8. Gratitude
9. Love (complete value)

Among the above list trust is the foundation of any relationship. Trust in intention is the basic requirement to have strong relationship and only that can ensure well-adjusted human being, be it in family, school, peers or community. With trust our desire move on to respect. This is especially important for adjustment in school, peers and community. On the other hand disrespect arises out differentiation and discrimination. Discrimination in society is present in form of age, gender, race, beliefs, wealth etc.

Now to address adjustment with family, peers, society we need to bring the above mentioned concept of relationship as human being live to fulfil some goals and harmony in those can only lead to adjustment with the rest. Education provides the commitment, preparation and practice of living in harmony at all levels. Preparation includes learning the skills and technology for living in harmony. Our living is an expression of our education. Therefore

in achieving harmony or adjustment conflict of choice will always be there and only a proper education can guide those choices to be well adjusted. Some of those questions/choices may include –

- Right understanding in every human being or only a few to have right understanding and others to follow them?
- Prosperity in every family or few families to have accumulation, and others to be deprived and dependent on the few?
- Fearlessness, based on trust and affection, in the society or a state of fear, based on mistrust and jealousy in the society?
- Co-existence (mutual fulfilment) in nature or exploitation and domination of nature?

**Process of Development to have adjustment with family, peer, society requires a Child to be in an environment of Relationship :**

A child intrinsically has a desire to understand what is right, to learn right skills and to do what is right. This desire to understand is innate in every Self. This is the guidance that is expected by the child. The child wants to know about everything, so asks lots of questions, wants to relate to people around, picks up the language, the accent, the mannerisms... The thoughts and actions unhappiness, are not satisfying for her/him, and hence the child makes a lot of effort in this direction from a very early age. It expects others to help him/her in learning and in understanding with a feeling of affection. In this process, the child starts with imitating, and then following. If (s)he is able to find answers and is able to validate them to be right, it leads to self-discipline and self-confidence in the child. The child's conduct is definite and it is human.

On the other hand, if the child finds that the inputs are not right, it starts to have doubts on elders, teachers and hence tries out something on his/her own. If the knowing does not take place, the child's conduct remains indefinite and inhuman. The people around the child then try to restrain the child by more instructions, more domination. Many of the bad habits form during this stage. It is basically that the child is trying ways and means of happiness or escaping from unhappiness. This further aggravates the state making way for dissatisfaction, lack of confidence, opposition, revolt, struggle and war. So, one has to find out where do we stand today? And what is the naturally acceptable way?

( Universal Human Value, AICTE)

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### 3.4 Development of Life – Skills, Ethics and Values

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Let's start the discussion by defining what are life-skills.

Life –skills:

World Health Organization defined life skills as “the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life”.

UNICEF defines life skills as “a behaviour change or behaviour development approach designed to address a balance of three areas: knowledge, attitude and skills”. The UNICEF definition is based on research evidence that suggests that shifts in risk behaviour are unlikely if knowledge, attitudinal and skills based competency are not addressed.

There are ten core life skill strategies and techniques as: problem solving, critical thinking, effective communication skills, decision-making, creative thinking, interpersonal relationship skills, self-awareness building skills, empathy, and coping with stress and emotions. Self-awareness, self-esteem and self-confidence are essential tools for understanding one's strengths and weaknesses. Consequently, the individual is able to discern available opportunities and prepare to face possible threats. This leads to the development of a social awareness of the concerns of one's family and society. Subsequently, it is possible to identify problems that arise within both the family and society.

United Nations office on drugs and crime has developed an activity with students to explore the idea of life skill with them. The example is given below-

#### What Skills Do I Have?

Objective	To explore the concept of life skills. To know the life skills used by the participants in their day-today life.
Materials	Flash cards, markers, flip charts, gum/ tape.
Time	1 hour.
Process	Invite the participants to sit in a circle. Ask them if they have heard of the term “life skills”? What do they know about it? Explain that all of us possess certain skills that allow us to live our lives. For example, the skill to write, work with others or make a decision. Pass out one flash card to each participant, and ask him/her to write the most important skill he/she possesses. Allow the participants 5 minutes to do this exercise.

Invite the participants to display their cards on the floor. Ask them to group similar cards. Ask if the cards represent most of the skills required for leading a healthy and productive life. If not, ask them to add the remaining skills.

While the participants are busy doing their work, prepare three flash cards with the headings – “All of us have”, “Some of us have” and “None of us have”.

After the participants finish writing and grouping the flash cards, ask them to arrange the flash cards in a horizontal line on the floor.

Place the three cards, which you have prepared, in a vertical line next to the horizontal line of cards. Once this is done, you should be able to draw a matrix of rows and columns on the floor.

You should have 4 rows and as many columns as there are skill cards.

Now, ask the participants to start from the top and fill the matrix. Move from the left to the right.

Once the matrix is complete, ask the participants to discuss the reasons for its outputs. For example, why is it that only some people have certain skills, and why are certain skills absent?

Request volunteers to copy the matrix on a chart, and put it up on the wall.

Summarize and close the discussion by using the WHO definition of life skills.

Ethics: ethics is a set of moral issues and aspects. It is based on well founded standards of right and wrong that says what is right and what is wrong. We often say ethics is what “I feel is right or wrong”. But ethics is certainly not “what I feel”. Ethics is better explained as what it is not. It is not religion, same as law or what society prescribes.

Ethics is two things. First, ethics refers to well-founded standards of right and wrong that prescribe what humans ought to do, usually in terms of rights, obligations, benefits to society, fairness, or specific virtues. Ethics, for example, refers to those standards that impose the reasonable obligations to refrain from rape, stealing, murder, assault, slander, and fraud. Ethical standards also include those that enjoin virtues of honesty, compassion, and loyalty. And, ethical standards include standards relating to rights, such as the right to life, the right to freedom from injury, and the right to privacy. Such standards are adequate standards of ethics because they are supported by consistent and well-founded reasons.

Secondly, ethics refers to the study and development of one’s ethical standards. As mentioned above, feelings, laws, and social norms can deviate from what is ethical. So it is necessary



to constantly examine one's standards to ensure that they are reasonable and well-founded. Ethics also means, then, the continuous effort of studying our own moral beliefs and our moral conduct, and striving to ensure that we, and the institutions we help to shape, live up to standards that are reasonable and solidly-based. Development of ethics therefore involves recognising value issues, careful analyse and reflect. Reflection must end in application and practice.

Values: values are principles and fundamental convictions which act as general guides to behavior, enduring beliefs about what is worthwhile, ideals for one strives, standards by which particular beliefs and actions are judged to be good or desirable. Sociologist Mors Massey stated value development in following stages –

- i. The imprint period : from birth to age 7. An individual accepts everything as truth, especially when it comes from parents.
- ii. The modeling period: age between 8 to 13. Individual copies others, often parents but also idols, teachers celebrities etc. experimentation starts and some time that give results to new ideas.
- iii. The socialization period: period between 13 to 21. Age influenced by peer groups. Preference is given to similarity in character, choices, attitude etc.

The question is what a parent or teacher can do to facilitate good values inculcation in a student?

- Induction that involves the use of explanations or reasoning with a child in order to convey parental standards.
- Nurturing and support
- Through modeling
- Through democratic family decision-making
- Helping children develop good reading habit
- Through significant identification

It must be added that value of an unit is depended on how it participates in higher order. A pen can be a show piece. But value of it lies in being a tool for writing. Similarly universal values of human being can be explained as below –

Values of your activities (desire, thought, expectation) is participation in the harmony within

Value of your body is participation in your activities as a human being

Your value in the family is your participation in the harmony in the family

Your value in the society is your participation in the harmony in the society

Your values in the nature is your participation in the harmony in the nature

Your values in the existence is your participation in the harmony in the co-existence

(Universal Human Value, AICTE)

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### 3.5 Achieving Highest Potential of the Individual

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One of the favourite phrases in modern education is defining education as a process of “achieving highest potential of an individual”. No doubt the idea is alluring and equally challenging as each “individual” is different and so is their potential and secondly, “What is highest potential?”

Potential of an individual in educational term can be explained as “Manifestation of perfection already in man”. Human potential is the capacity for humans to improve themselves through studying, training, and practice, to reach the limit of their ability to develop aptitudes and skills. Measurement of human potential often rests on issues like talent, intent, ability etc. As for example, in “outcome based education” graduate attributes are based on this aim. What does graduate attributes say about “reaching highest potential”?

As explained by UGC- “The graduate attributes reflect the particular quality and feature or characteristics of an individual, including the knowledge, skills, attitudes and values that are expected to be acquired by a graduate through studies at the higher education institution (HEI) such as a college or university.”

Those are –

- i. Disciplinary knowledge
- ii. Communication skills
- iii. Critical thinking
- iv. Problem solving
- v. Analytical reasoning
- vi. Research – related skills
- vii. Cooperation/team work
- viii. Scientific reasoning
- ix. Reflective thinking
- x. Information/digital literacy
- xi. Self-directed learning
- xii. Multicultural competence

- xiii. Moral and ethical awareness/reasoning
- xiv. Leadership readiness/quality
- xv. Lifelong learning

But it must be clearly stated that achieving highest potential of an individual should not be read as “achieving highest potential by competing and defeating to mark the highest position”. A competition may work as a tool, but as a motivation it inculcates fear, unfair means and demoralisation. **There is a basic difference between working for excellence and competition.** If you have achieved excellence, you would naturally make effort for helping others to achieve excellence. On the other hand, in competition, we not only do not help rather we hinder the other to reach to our level.

Therefore to achieve highest potential of an individual the following pathway may be followed-

1. Self-exploration: Verifying the proposals on our own right and living accordingly
2. Self-awareness: Being aware of one’s desires, thoughts and expectations every moment
3. Self-evaluation- Evaluating one’s competence vis-à-vis the natural acceptance every moment.

**A mere skill development without any “value” is worthless.**

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### 3.6 Summary

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- A child intrinsically has a desire to understand what is right, to learn right skills and to do what is right. This desire to understand is innate in every Self. This is the guidance that is expected by the child. The child wants to know about everything, so asks lots of questions, wants to relate to people around, picks up the language, the accent, the mannerisms
- There are ten core life skill strategies and techniques as : problem solving, critical thinking, effective communication skills, decision-making, creative thinking, interpersonal relationship skills, self-awareness building skills, empathy, and coping with stress and emotions. Self-awareness, self-esteem and self-confidence are essential tools for understanding one’s strengths and weaknesses.
- achieving highest potential of an individual should not be read as “achieving highest potential by competing and defeating to mark the highest position”. A competition may work as a tool, but as a motivation it inculcates fear, unfair means and demoralisation.

**There is a basic difference between working for excellence and competition.**

Foster et al (2017) identified in their study that youth who are more connected to parents reported lower levels of depressive symptoms, suicidal ideation, non-suicidal self-injury, and conduct problems, higher self-esteem and more adaptive use of free time. Youth who felt more connected to their school reported lower levels of depressive symptoms, suicidal ideation, social anxiety, and sexual activity, as well as higher levels of self-esteem and more adaptive use of free time. Community connectedness was also associated with less social anxiety but more sexual activity.

Blaževič (2016) identified a strong influence of family, peer and school on children's social development. The parents who have caring, sensitive relation, provides the biggest opportunities for the development of children's self-confidence and independence with certain limits. The peer play important role in the socialization, and also bad peer relation in the childhood results to later social unacceptable behaviours. The children's self-respect, competence and resistance grow when they truly experience achievements in the school and at home.

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### 3.7 Self-Assessment Questions

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1. What is adjustment?
2. How adjustment can be achieved in family ?
3. How can an individual fulfill her or his role in a society?
4. Define value.
5. Define ethics.
6. Are ethics moral conducts?
7. Laws of the state are nothing but ethics- verify
8. What is highest potential of an individual?
9. How can one achieve highest potential?
10. What is excellence?

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### 3.8 Reference

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**MODULE - 2**  
**Mental Health & Role of Teacher**

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## **Unit 4 □ Mental Health Assessment**

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### **Structure**

- 4.1 Objective**
- 4.2 Introduction**
- 4.3 Pre-Requisites for Guidance Programme**
- 4.4 Tools of Data Collection : Use of Psychological Tests ( Intelligence, Aptitude, Interest)**
- 4.5 Techniques of Data Collection**
- 4.6 Summary**
- 4.7 Self-Assessment Questions**
- 4.8 Reference**

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### **4.1 Objectives**

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After completion of the unit, students will be able to

- Define guidance
- State its difference with counselling
- Reflect his or her role as a guide in educational process
- Apply some tools and techniques in their teaching and guidance

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### **4.2 Introduction**

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Guidance can be explained as assistance made available by competent counsellors to an individual of any group to help him/her direct the life course, develop a point of view, make decisions and be better adjusted. Guidance does not mean giving directions, nor is it an imposition of one's point of view on another person. The person, who is guiding another does not take the onus (responsibility) of making decisions on behalf of the client. We can see that guidance is more about assisting people to find their way rather than giving instructions or ready-made solutions.

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### 4.3 Pre-Requisites for Guidance Programme

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Guidance programme needs preparation and before even planning the actual action there are some pre-requisite which must be ensured before proceeding ahead. These requirements does not always involve only the institute itself but might need the social or outside help if needed. Therefor various personnel may be needed within and from outside of the educational institute. Some of the preliminary tasks needed to be taken in order to organize a guidance programme are

1. Formation of a guidance committee, which comprises of atleast seven to eight members. The committee would constitute of various personnel such as atleast two parents, two teachers, a counsellor and a career master. The principal could be represented as the chair person of the committee.
2. Decisions and arrangements must be made regarding the allotment of budget for conducting the various services. The expenses could be determined also keeping in view the payment of honorium for guest lecturers. Conveyance to specialists or professional such as educationists doctors etc.
3. Suitable arrangements need to be made to acquire minimum infrastructural and physical facilities such as a guidance cell or room, tables, chairs, various psychological tests and other required literature.
4. Support from the parents and community could be obtained by orienting them to the significance of a guidance programme.
5. The school staff and students also need to be briefed on the purposes and importance of the guidance programme and encourage them to participate.

(Egyankosh. Guidance and counselling. Unit 6)

#### Planning for Guidance Programme:

Assessing students' social, educational, personal and vocational needs and planning to guide according to that so that educational aim, vision and mission of the institution is achieved is the chief objective of planning phase of any guidance programme. Asking the students, their parents and prospective employers about what they think their needs are and if these needs are being adequately met helps in planning of guidance programme. Issues may include drug education, bullying prevention, personal safety, crisis response, and mental health and wellness. Once the gap is identified the guidance team has to design the process which will be carried out for the institutes guidance programme. These programmes must be in alignment with the higher bodies planning and rules- regulations as far as guidance go.



**Stages of guidance plan:**

- Development of rationale / aims
- Target group
- Developing objectives for guidance plan
- Selecting guidance activities
- Resource identification
- Monitoring and review

Institute's guidance plan is an integral part of institute's developmental plan. Therefore, after the draft is made all staff and educational stakeholders representatives must be able to study and make their observation which should be presented to the institute's board of management for due consideration.

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#### **4.4 Tools of Data Collection : Use of Psychological Tests (Intelligence, Aptitude, Interest)**

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When do you need a tool? When you want to fix something or want to get more information out of something. As we write it we do understand tools must have some pre set aim and also they have specific area of application. A measuring tape can only be used to measure length and you would need a weighing machine to know the weight of that same object. That tape won't do. Exactly same logic is applied for Counselling tools. They help in data collection for sure. But counselling itself has various type of data. Hence you would need variety of tools to collect the data. Here we must also acknowledge that tools are only good for collecting data and not analysis.

**Psychological tests**

Psychological tests are designed to measure criterion related to psychological domain be it intelligence, attitude or interest. As these names already suggest psychological tests are of wide spectrum as far as method and nature of data goes. As Anastasi ( 2003) defined it these are samples of an individual's behaviour, obtained under standard conditions and scored according to a fixed set of rules that provide a numeric score.

In a standardized test, individual scores are compared with a norm or standard arrived at on the basis of performance of sample of individuals of the same age or grade level from around the country who took the same test when it was first developed.

Good standardized tests are the result of years of research. Tests may take many forms. Usually, they comprise of a series of items / questions with well-defined correct answers

such as in case of tests of intelligence or achievement, while others such as personality inventories, do not have right or wrong answers, but are designed to assess person's pre-dispositions, tendencies and preferences.

A good psychological test has five main characteristics. It should be objective, reliable, valid, norms oriented and practicable.

**Objectivity** – A psychological test will be free from any bias or subjective judgment when it measure or assess some construct or variable. When a test result provides same score by different assessors without any influence of their own belief, it can be said that the test has high objectivity. Most of the standardized tests of aptitude and achievement are with high objectivity. Generally assessors or evaluator provide judgmental scoring for an essay-type test. But, most essential criteria of a standardized test is objectivity. Objectivity of a test reduce biases and ensure reliability.

**Reliability** – It generally refers consistency of test result. A standardized test should provide consistent result, then it will be considered as trustworthy. Internal reliability assesses the consistency of results across the items within a psychological test. On the other hand, the extent to which a measure varies from one use to another is called external reliability. Internal consistency can be assessed by split-half method. For external reliability, test stability over time can be measured by test-retest method and consistent estimates of the same behavior by different raters can be assessed by inter-rater method.

**Validity** – Any psychological test can be considered as valid when it measures the same which it claims to measure. By face validity (the test appears to measure that it claims) and construct validity (the test relates underlying theoretical concepts) ensures whether the test has appropriate content or not. It is called content validity. On the other hand, concurrent validity (comparison with a currently existing criterion) and predictive validity (test accurately predicts a criterion that will occur in the future) help to relate the test with other. This is called criterion validity.

**Norms** – A good psychological test should have certain norms as the future assessors can compare their results to the norms. It will help them to determine the level of their sample. Actually norms of a test are average standard scores of a specific sample.

**Practicability** – The difficulty level, length of a test should be considered. The length or number of items should be applicable practically. The test should not be too long or difficult to answer or score.

**A. Psychological tests – Intelligence:** to define intelligence “Intelligence is a general capacity of an individual consciously to adjust his thinking to new requirements...” ( Stern,1949) . Wechsler on the other hand stated that “ intelligence is the global

capacity of an individual to act purposefully, to think rationally, and to deal effectively with his environment” .

Apart from these two there are numerous other definitions of intelligence which presents intelligence in very different light. Therefore it is important to keep this diversity in mind while testing intelligence. Intelligence test must have variety in them which reflects the difference of opinion about how intelligence is seen as a psychological entity.

Some variety of intelligence tests are discussed below-

**Individual or Group Tests:** An individual intelligence test is one which can be applied to one person at a time. A group intelligence test can be administered to several persons simultaneously. Individual tests require the test administrator to establish a rapport with the subject and be sensitive to her/his feelings, moods and expressions during the testing session. Group tests, however, do not allow an opportunity to be familiar with the subjects’ feelings. Individual tests allow people to answer orally or in a written form or manipulate objects as per the tester’s instructions. Group tests generally seek written answers usually in a multiple-choice format.

**Verbal, Non-Verbal, or Performance Tests** An intelligence test may be fully verbal, fully non-verbal or fully performance based, or it may consist of a mixture of items from each category. Verbal tests require subjects to give verbal responses either orally or in a written form. Therefore, verbal tests can be administered only to literate people. The non-verbal tests use no verbal items and meant for person without any reading writing skill. The following table shows variety of intelligence tests.

Tests	Individual	Group
Verbal	<ol style="list-style-type: none"> <li>1. Stanford-Binet Test of Intelligence.</li> <li>2. Wechsler Intelligence Scale for Children (Verbal Scale).</li> </ol>	<ol style="list-style-type: none"> <li>1. Jalota’s Scale of Intelligence</li> <li>2. Desai’s Verbal Group Test of Intelligence</li> </ol>
Non-Verbal	<ol style="list-style-type: none"> <li>1. Wechsler Intelligence Scale for Children (performance scale)</li> <li>2. Pintner Paterson’s Scale</li> </ol>	<ol style="list-style-type: none"> <li>1. Raven’s Progressive Matrices test</li> <li>2. Cattle’s Culture Free Test</li> </ol>

**IQ Test:**

In the early 1900s, the French psychologist Alfred Binet (1857-1914) and his colleague Henri Simon (1872-1961) began working in Paris to develop a measure that would

differentiate students who were expected to be better learners from students who were expected to be slower learners. The goal was to help teachers better educate these two groups of students. Binet and Simon developed what most psychologists today regard as the first intelligence test which consisted of a wide variety of questions that included the ability to name objects, define words, draw pictures, complete sentences, compare items, and construct sentences.

Binet and Simon (Binet, Simon, & Town, 1915; Siegler, 1992) believed that the questions they asked their students, even though they were on the surface dissimilar, all assessed the basic abilities to understand, reason, and make judgments. And it turned out that the correlations among these different types of measures were in fact all positive; students who got one item correct were more likely to also get other items correct, even though the questions themselves were very different.

Once the standardization has been accomplished, we have a picture of the average abilities of people at different ages and can calculate a **person's mental age**, which is *the age at which a person is performing intellectually*. If we compare the mental age of a person to the person's chronological age, the result is the **IQ**, *a measure of intelligence that is adjusted for age*. A simple way to calculate IQ is by using the following formula:

$$\text{IQ} = \text{mental age} \div \text{chronological age} \times 100.$$

Thus a 10-year-old child who does as well as the average 10-year-old child has an IQ of 100 ( $10 \div 10 \times 100$ ), whereas an eight-year-old child who does as well as the average 10-year-old child would have an IQ of 125 ( $10 \div 8 \times 100$ ). Most modern intelligence tests are based the relative position of a person's score among people of the same age, rather than on the basis of this formula, but the idea of an *intelligence ratio* or *quotient* provides a good description of the score's meaning.

A number of scales are based on the IQ. The **Wechsler Adult Intelligence Scale (WAIS)** is *the most widely used intelligence test for adults* (Watkins, Campbell, Nieberding, & Hallmark, 1995).

On the basis of these results, the psychologist Charles Spearman (1863-1945) hypothesized that there must be a single underlying construct that all of these items measure. He called the construct that the different abilities and skills measured on intelligence tests have in common the general intelligence factor (*g*). Virtually all psychologists now believe that there is a generalized intelligence factor, *g*, that relates to abstract thinking and that includes the abilities to acquire knowledge, to reason abstractly, to adapt to novel situations, and to benefit from instruction and experience

(Gottfredson, 1997; Sternberg, 2003). People with higher general intelligence learn faster. From then on variety of intelligence test were made.

**B. Psychological tests – Aptitude:** People often remark that a particular child has a talent or gift for music, art or painting. This is what is implied by aptitude. Aptitude is a special potential in a certain field of performance. It indicates a special ability, acquired or innate, to learn or develop knowledge of a skill in some specific area. The aptitude of an individual is the result of both inherent and the environmental factors. An aptitude is more than mere potential ability. It involves the following:

1. Readiness to acquire some skill or knowledge.
2. Ability to acquire those skills/knowledge.
3. Ability to derive satisfaction from those activities.

So aptitude refers to a combination of characteristics that indicate an individual's capacity to acquire some specific knowledge or skill after learning. Knowledge of aptitude can help us to predict an individual's future performance. With proper training these abilities can be enhanced. Aptitude can be assessed. Aptitude tests are available in two forms – specialized aptitude tests and general aptitude tests. Example of specialized aptitude tests are Mechanical Aptitude Test and Musical Aptitude Test. Multiple aptitude tests exist in the form of Test Batteries, which measure aptitude in several separate but homogeneous areas. Differential Aptitude Tests (DAT) and General Aptitude Tests Batteries (GATB) are well known Test Batteries.

Aptitude tests may potentially be used by Counsellors and others because-

- They may identify potential abilities of which the individual is not aware;
- They may encourage the development of special or potential abilities of a given individual.
- They may provide information to assist on individual in making educational and career decisions or other choices between competing alternatives
- They may serve as an aid in predicting the level of academic or vocational success on individual might anticipate
- They may be useful in grouping individuals with similar aptitudes for development and other educational purposes.

**C. Psychological tests – Interest:** Interest may be defined as a tendency to choose one activity in preference to another, or to seek out an activity or object. It implies preferences or likes and dislikes for specific activity or a group of specific activities such as lawyer, physician, engineer, musician, artist etc. Interest is generally manifested

in the way one likes to spend one's leisure time. Interest is a preference for a particular activity. Interest provides emotional pleasure. Hobbies are based on interests. In a broad sense interests can be classified in two categories: extrinsic interests and intrinsic interests.

Interest tests are done to achieve the following goals –

- To provide teachers and Counsellors some standardized information regarding the students preference and dislikes
- To aid in the selection of the right person for the right job. This not only helps the employer but also beneficial for the person in a long run.
- To enable the teacher and parent to assist the pupil to prepare her or his educational and vocational aim

Interest inventories are formal techniques for measuring interests. They are considered more reliable at discovering on individuals interest than interviews as the inventories address a large number of questions representing a broad range of carriers. There are many inventories now in use and majority of them deal with occupational interest.

Three notable formal methods universally employed are:

1. Strong Vocational Interest Blank
2. Kuder Preference Record
3. Thustone's Vocational Interest Schedule.

A brief description of each is given below-

1. Strong Vocational Interest Blank: Prof. Strong of Stanford University California designed and standardised this check list. The check list contains 400 separate items. It is presented to the individual and she/ he is simply asked to indicate whether she/ he likes, dislikes or is indifferent, on a three point scale. The test reveals the interest maturity of the individual, his masculinity and her femininity, and her/his occupational level. The 400 items include 100 occupations, 49 recreations, 36 school subjects, 48 activities and 47 peculiar interests. As such it is useful for both educational and vocational guidance.
2. Kuder Preference Record: This has been prepared by G. Frederic Kuder. This test covers a wider field, comprising of nine separate scales of occupations, viz. mechanical, computational, scientific, persuasive, artistic, literary, musical, social and clerical. Kuder presupposes three major interests viz. mechanical, literary and artistic. So when the same task is presented to the subject, with three related activities, the subject will select the activity that relates one of the three interests

that he possesses. For instance, three choices are given about one item viz. building a bird house, writing articles about birds and drawing sketches about birds. If the subject opts for the first, his interest is mechanical.

3. Thurston's Vocational Interest Schedule: This test has been devised by Thurstone. He administered a comprehensive test to 3400 college students who expressed their Likeness (L), Indifference (I) and Dislike (D) to each of the items in the test. He analysed the test scores and through the techniques of factor analysis, arrived at 8 factors of interest viz.; (i) Commercial Interest, (ii) Legal, (iii) Athletic, (iv) Academic, (v) Descriptive, (vi) Biological, (vii) Physical Science, (viii) Art.

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## 4.5 Techniques of Data Collection

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- A. OBSERVATION: it is defined as the selection, provocation, recording and encoding that set of behaviour and setting concerning an organism "in situ" which is consistent with empirical aims. It is the way of "seeing" and gathering the data. It can be covert or overt. Let us study a little more.

Characteristics –

- A basic tool of information gathering
- To apprehend things and events with their attributes
- Concrete relationship
- An act of recognizing and noting some facts or occurrence
- Awareness of the observers own mental status
- Data are generally related to real life features
- Observation includes what to observe, how to record, how to ensure matter to be observed and the relation between observer and observed
- The main idea is not to involve directly through questioning in any form

Types -

- Participant observation :
  - ❖ Observer hides the real purpose
  - ❖ Observer is a member of the group or community
  - ❖ True feelings of all the activities through participation
  - ❖ Record natural behaviour

- Non- Participant observation :
  - ❖ Physical isolation
  - ❖ Psychological isolation
  - ❖ Natural state
  - ❖ Completely scientific and objective method of data collection
  - ❖ Best in quasi-participant detail
- Controlled Observation
  - ❖ Standardized technique
  - ❖ Any biasness is removed and made objective as far possible
  - ❖ Mostly used in experimental research design
  - ❖ Helps in verification of data
- Uncontrolled observation
  - ❖ Natural condition
  - ❖ Suitable for exploratory researches
  - ❖ Chance of biasness
- Advantages:
  - ✓ Observation allows the researcher to study people in their natural setting/s without their behaviour being influenced by the presence of a researcher.
  - ✓ Observation data usually consists of detailed information about particular groups or situations.
  - ✓ Some groups of peoples, such a school truants, may not agree to cooperate with methods of research such as interviews. Sometimes Observation is the only way of finding out about such groups.
  - ✓ A lot of what people do, they “take for granted”; they do it ‘naturally’, they aren’t aware of it.
  - ✓ An interview, for instance, only show a person’s views at one time. Observation involves the study of groups or situations over time, thus, revealing changes.
  - ✓ Some methods only allows for the study of one individual at a time. Observation enables the research to study groups of people together, that is, it allows for the study of interaction between the members of a group.



Disadvantages :

- ✓ Chances of biasness is high
- ✓ Can be expensive and time consuming
- ✓ Sometime fail to answer “why” of the situation

B. INTERVIEW: According to Good and Hatt “Interview is a process of social interaction between interviewer and interviewee. Psychologists use this in order to gain information in an efficient and narrowed down purpose. This is the age old method with wide use.

Characteristics:

- The authority should feel the need of interview and counseling.
- The counsellor should have all relevant data about the client before she/he starts counseling.
- A rapport should be established between the counsellor and the counselee.
- Discussion should be restricted to issue at hand.
- When the counselee expresses herself/himself he should be accepted. The counsellor will gain nothing by antagonizing or embarrassing the counselee.
- The counselee should be allowed to take the lead in making decisions.
- The interview should end with a constructive note

Types: there can be various forms of interview according to the requirement. Some of those are as follows –

Structured interview: Interviewer asks predetermined questions. Questions are planned and all candidates get same questions in same order. It uses highly systematized technique for recording. Generally close ended questions are asked for specific piece of information

Open ended interview: here also Interviewer asks predetermined questions. Questions are planned and all candidates get same questions in same order but questions are open ended. This reduces the possibility of biases that come from having different types of interviews with different people. Data obtained from such interviews are systematic and thorough for each client but it reduces flexibility and spontaneity because the questions are predetermined thus leaving little scope for issues that may emerge during the course of the interview. The advantage of these type of interview is that it is the most structured and efficient of the qualitative interviewing techniques.

Focus group Interview : In the interview the Counsellor becomes a facilitator among the interviewees in a group setting where they hear and react to one another’s responses.

Focus groups can be used by Counsellors to assess the needs of a student group, obtain general background information about a topic or diagnose the potential problems of a group of students. In this type of interview the counsellor's role is of a moderator, directing the interaction and inquiry in a manner that the purpose of interview is served.

Advantages :

- ✓ Useful to obtain detailed in-depth information
- ✓ Respondent can record their own word. So no question of data manipulation
- ✓ Done in a amicable condition
- ✓ Interviewees are not expected to be influenced
- ✓ Usually achieve high response

Disadvantages :

- ✓ Time consuming
- ✓ Can be costly
- ✓ Transcription of interview may suffer biasness
- ✓ Interpretation is difficult
- ✓ Has language barrier
- ✓ Preplanning is mandatory

- C. **RATING SCALE:** A rating scale is an instrument on which the magnitude or degree of some criteria of performance is estimated. Such forms may use a numerical continuum or a descriptive continuum . ratings are usually based on scale definitions, scoring rubrics, and benchmarks, not in relation to the performance of other individual being assessed. Likert scale is the most popular form of rating scale in which subject are given continuum form of qualitative responses to choose from e.g. strongly agree to strongly disagree , frequently to never etc.

Advantages –

- ✓ Helps to measure specified outcome
- ✓ Suppliments other sources
- ✓ Good for reporting to parents about children's progress
- ✓ Self rating is encouraged with the method
- ✓ Students need is clearly understood through

Disadvantages –

- ✓ Some characters are difficult to rate

- ✓ Error for subjectivity is high
- ✓ Generosity error is high

**D. RECORD CARD:** Here Record Card is understood as Cumulative Record Card (CRC) which is different from anecdotal record card. A CRC is a record of students entire activity through the sessions. It is most extensive longitudinal and vertical record of any pupil's educational life. This contains various aspects of students life. As stated by the Secondary Education Commission - "But neither the external examination nor the internal examination, singly or together can give a correct and complete picture of a pupil's all round progress at any particular stage of his education. Yet it is important for us to assess this, in order to determine his/her future course or study of future vocation." For this purpose a proper system of school records from day to day, month to month, and term to term and year to year in the school should be followed.

**Characteristics of CRC:**

- i) CRC is maintained by the educational institution
- ii) Contains detailed information about the student
- iii) Record contains social, mental, physical, emotional, moral aspects of the child
- iv) Each student have their own CRC indicating her/his progress

**Records to be kept in CRC:**

- a. General data like name, DoB, Address etc.
- b. Attendance record
- c. Earlier institutional record if any
- d. Family background
- e. Physico-Medical Report
- f. Scholastic Achievement
- g. Notable Interest Rating
- h. Scholastic activity
- i. Co-curricular activity
- j. Any other performances or mentions in activity
- k. Pupils preferences ( Attitude and Aptitude)
- l. Remark by class teacher
- m. Remarks by Headmaster

**Advantages of CRC:**

- a. This serves as teachers manual to know her/his students

- b. Help understand students future vocational possibilities
  - c. Helps student understand her/his own personality
  - d. Clearly shows the changes a student goes through with time
  - e. Give a reliable information on student's progress
  - f. Students find her/his area of strength and weakness and can work on it
  - g. Helps teacher understand the individual difference among her/his students
- E. ANECDOTAL RECORD:** It is a short narrative report or summary of any event or activity that may be used to document or support generalizations about the performance of an individual or a group or for any situation. A short report after a project submitted by the project coordinator can be considered as anecdotal record. In educational institute after any cultural event the coordinator might submit such report so that qualitative generalized comment can be made with evidenced based data. In guidance and counselling these helps to understand certain situation and how an individual reacted in that. Anecdotal record in educational process generally give the following information –
- Social interaction
  - Literacy exchanges
  - Change in behaviour
  - Breakthroughs in development
  - Learning style
  - Pattern of understanding
  - Qualities such as leadership

A sample of Anecdotal record card is given below -

Anecdotal record card	
Sl. No.	Date :
Class:	Lesson :
Observation made by teacher :	
Comment on observation:	
Recommendation :	
Signature of Teacher	

- F. **SOCIOMETRY:** This is the science to study the inter-relationship of members of a group, their attitude, values acceptance to each other and role of every individual in the group.

The purpose of this technique is to study the nature of social relationship of individual within a group. It offers an opportunity to identify personality problems, especially in isolates and the rejected. Isolates are students who remain alone with no relationships in the class. Rejected students are disliked by other students. The technique is a useful source of information for appraisal of social behaviour of students.

**Types:** according to the technique, sociometry is classified in three types

**The nomination:** here teacher ask students to select their peers according to the criteria set by teachers. Like three best friends they have in class.

**The social acceptance:** in this case students are asked to select their choice according to a given level of social relationship. Level is preset here.

**The ‘who’s who’ or guess who:** here teachers state certain “types” of students and students are asked to name their peers who fit in that. Like peer who would start a fight first.

**Advantage of sociometry:**

- Easy to administer
- Gives a clear idea on relationship status among group members
- Shows who is popular and who is not
- Identifies isolates and rejected members among group which helps in educational counselling and guidance
- Identifies subgroups among groups
- Various kind of data can be gathered through some simple sociometry
- Cost effective and do not require much training for administering

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## 4.6 Summary

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- Assessing students’ social, educational, personal and vocational needs and planning to guide according to that so that educational aim, vision and mission of the institution is achieved is the chief objective of planning phase of any guidance programme. Asking the students, their parents and prospective employers about what they think their needs are and if these needs are being adequately met helps in planning of

guidance programme. Issues may include drug education, bullying prevention, personal safety, crisis response, and mental health and wellness.

- Psychological tests are designed to measure criterion related to psychological domain be it intelligence, attitude or interest. As these names already suggest psychological tests are of wide spectrum as far as method and nature of data goes. As Anastasi (2003) defined it these are samples of an individual's behaviour, obtained under standard conditions and scored according to a fixed set of rules that provide a numeric score.
- There are various techniques of data collection such as observation, interview, record card etc.

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## 4.7 Self-Assessment Questions

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1. What are the rationale of guidance programme in educational institute?
2. Who are the target group of any guidance programme in educational institute?
3. What are the resources of guidance activity in an educational institute?
4. Give some examples of issues included in guidance programme?
5. What is the role of parents in an institute's guidance programme?
6. What are various tools of evaluation?
7. Differentiate between rating scale and anecdotal record
8. Mention two uses of interview.
9. How subjectivity is controlled in observation?
10. What is record card?

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## 4.8 Reference

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## **Unit 5 □ Guidance & Counselling**

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### **Structure**

#### **5.1 Objective**

#### **5.2 Introduction**

#### **5.3 Counselling Process**

#### **5.4 Organizing Guidance and Counselling Programmes**

#### **5.5 Difference Between Guidance and Counselling**

#### **5.6 Summary**

#### **5.7 Self-Assessment Questions**

#### **5.8 Reference**

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### **5.1 Objectives**

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After completion of the unit students will be able to

- Define counselling process
- State its importance in education
- Reflect their role as an educator – counsellor
- Organize guidance and counselling programme

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### **5.2 Introduction**

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Counselling may be concerned with addressing and resolving specific problems, making decisions, coping with crisis, improving relationships and developing personal awareness. It also involves working with feelings, thoughts, perceptions and conflicts. The overall aim is to provide counselees with opportunities to work in positive ways so as to live with essence of well-being as individuals and as members of the larger society.

The role of counselor and client or counselee is very important in the counseling process. It is a planned, structured dialogue between a counsellor and a client. It is a co-operative process where a professionally trained skilled counselor helps a client to identify the causes of the problem and to find out the ways to solve it. Relationship building, problem assessment, goal setting, counselling intervention, evaluation and termination are several

steps of a counselling process. In the first step, establishment of an effective counselor-client relationship with empathy, genuineness and unconditional caring is very important for initial disclosure. For in depth exploration and problem assessment the counselor collects client's life style, family history, personal history etc. in the second stage. In the third step, counselor sets clear goal with appropriate interventions.

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### 5.3 Counselling Process

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Counselling is face to face relationship in which growth takes place in the counsellor as well as the counselee. As briefly discussed above, counselling can be categorized into three types of approaches namely -

- A. DIRECTIVE
- B. NON-DIRECTIVE
- C. ECLECTIC
- A. Directive Counselling: In this counselling process counsellor directs the steps to be taken by the counselee to resolve her/his conflict. This is done on the assumption that counselee will not be able to take steps in order to resolve their conflict/problem. That is why this is also known as Counsellor centered counselling.

In this counselling counsellor plays the most important role. Counsellor Direct the client's thinking by Informing, Explaining, Interpreting and Advising. It gives more Importance to intellectual aspect then Emotional Aspect.

Characteristics-

There are some characteristics of directive counseling process which are as follows-

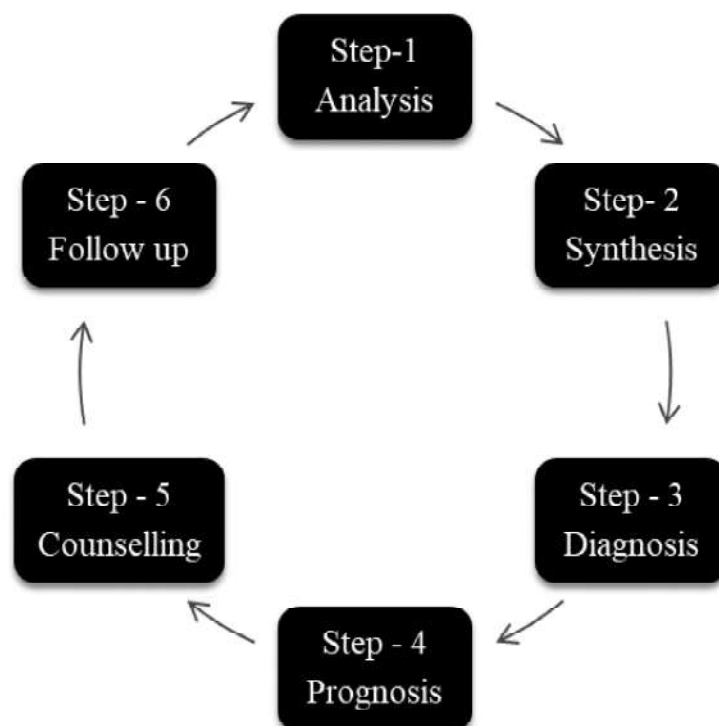
- a) The Counsellor has competency to provide advice or suggestion to solve a problem.
- b) Directive counseling focus on intellectual aspects of a person instead of emotional aspects. Thus, this process is considered as intellectual process.
- c) Client is incapable to solve the problems.
- d) All the efforts concentrate on the problem of the counselee or client.
- e) Counsellor plays the most active role than the client.

Steps of Directive counselling -

1. Analysis - In this step Counsellor ask a series of question to the client, conduct case studies, and check past records and documents. The Counsellor collects detail information about the client through interview, test, observation etc.



2. Synthesis – All the collected data gathered and organized in a manner, that it could help the Counsellor to determine the personality, background, and environment of the counselee.
3. Diagnosis – This process involves in identifying the main problem, its nature and causes.
4. Prognosis – After diagnosis, the Counsellor predict about problem based on his/her observation. He/she can forecast whether the problem is going to be worse or will improve over time.
5. Counselling – In this fifth step the Counsellor direct the probable way out or suggest the solution of the problem. This process helps the client to adjust and readjust with the situation and cope up with the problem.
6. Follow up – In directive counseling follow-up is the most important step. It involves the observation and consultation about the problems, issues, challenges and improvement over the time. It helps the counselee to adjust with his/her environment by solving the problem.



**Figure: Steps of Directive counselling**

Merits –

- a) In this process the Counsellor focuses on problems than the person. That's why the problem is being identified quickly.
- b) This process saves time. The Counsellor drives the whole process with his/her planning.
- c) As the Counsellor directly help the counselee, it is easier to cope up with the situation by the counselee.
- d) As it focuses on intellectual aspects, it helps to solve the materialistic problems easily.

Demerits –

- a) Counselee has no active role. He/she depends on the Counsellor.
  - b) As in many cases, counselee is not able to find out the way to solve his/her own problem, he/she fails to adjust or cope up with the same situation in future.
  - c) In some cases, counselee becomes hopeless when he/she would not able to reach to the Counsellor and get instant advice.
  - d) The counselee cannot take his/her own decision.
  - e) This process is not suitable for emotional problems.
- B. Non-Directive Counselling: This is a client centered counselling. Carl Roger is the chief exponent of this approach where client is the centre of the process where the main role of the counsellor is to create an atmosphere for the client to work out on the problem. This is also known as permissive counselling.

Characteristics-

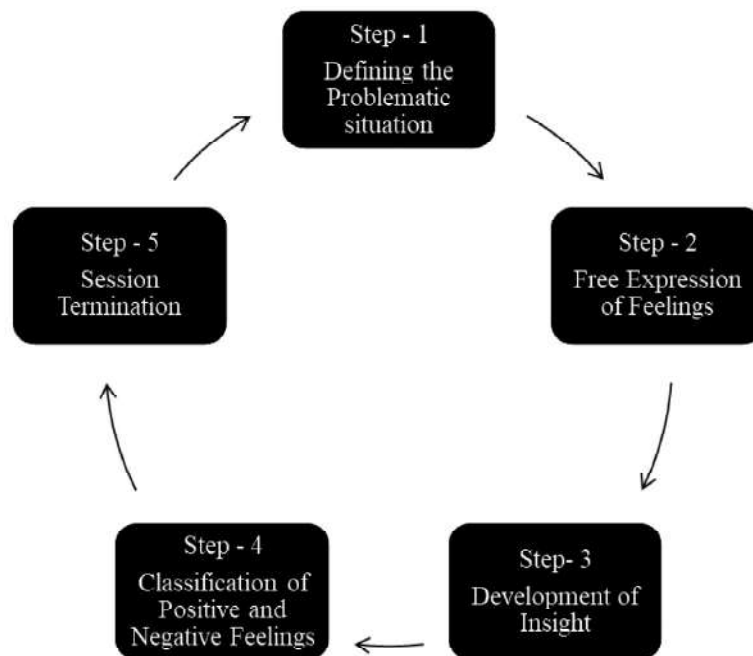
There are some charectiristics of non-directive counseling process which are as follows–

- a) The non-directive counseling process is a counselee centered process.
- b) The counselee plays an important and active role throughout the process.
- c) This technique integrates the counselee with the problem. It focuses on person rather than problem.
- d) The counselee is free to express his/her thoughts and statements.
- e) The counselee is capable to solve his/her problem.

Steps of Non-Directive Counselling –

1. Defining the Problematic situation – Counsellor establishes rapport with the counselee. He/she defines and create the situation or environment in a way that the counselee can think about the probable solutions of his/her problems.

2. Free Expression of Feelings – The Counsellor create a reliable, acceptable and friendly environment where the counselee can express his/her thoughts or feelings freely.
3. Development of Insight – Insights are developed in the mind of counselee gradually and he/she become able to choose the right solution of the problem.
4. Classification of Positive and Negative Feelings – The Counsellor accept, recognize and helps to classify the positive and negative feelings of the counselee.
5. Session Termination – When the counselee initiate his/her positive steps towards the solution of his/her problem gradually and start to feel a decreasing need of help of the counsellor, counsellor can terminate the session.



**Figure: Steps of Non-directive counselling**

Merits –

- a) This technique helps to the counselee to be capable to solve the problem.
- b) No such test or tools are required in this process.
- c) This process provides more independence to the counselee.
- d) This process helps a counselee to remove emotional and mental blocks.
- e) It reduces client's tension and stress.

Demerits –

- a) It is a slow and time consuming process.
  - b) It depends on the ability and initiatives of the counselee.
  - c) The Counsellor require vast psychological knowledge.
  - d) As steps taken by the counselee is not fully reliable, sometime solution of the problem may be inaccurate.
  - e) It is not suitable for those who are not mature.
- C. Eclectic Counselling: Thorne is the chief advocate of the eclectic counselling technique. As the word eclectic suggests this is neither directive nor non-directive approach. This counselling type tries to find a middle path two between the two to use best of both world. Counsellor and client both have to perform their roles, as per the need of the situation. Therefore it is highly flexible in its approach. Experience of mutual confidence and faith in the relationship are basic of this type of counselling.

This approach is consistent with modern ways of life where one single value or truth doesn't hold permanency but it tries to harmonies with the things as they approach and work accordingly. Eclectic approach gives importance to non-directive counselling where individual is motivated to take control of counselling by influencing as much possible but also it pays attention to directive approach where she/he sees it necessary to take control and recognizes that student is not ready to assume responsibility.

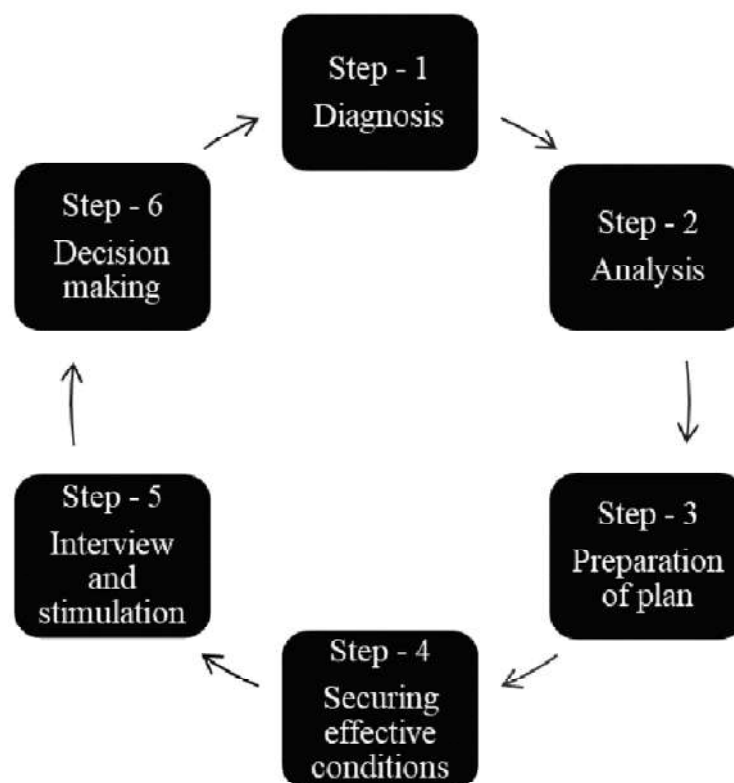
Characteristics –

- a) Eclectic counselling is the combination of directive and non-directive counselling.
- b) This technique is very flexible. Directive and non-directive processes can be switch over any time as per the demand of the situation.
- c) The professional efficiency and skill of the Counsellor is very important for this process.
- d) In this process objective and coordinating methods are used.
- e) In this counselling process the principle of low expenditure is focused.
- f) Counsellor is neither too active nor too passive as in directive and no-directive counselling respectively.

Steps –

1. Diagnosis of the problem – In the first stage Counsellor tries to diagnose the main problem in a trustful friendly environment or helps the counselee to identify the problem.

2. Analysis of the problem – After identification, the Counsellor analyses the problem and tries to find out the root causes of the problem or helps to the counselee to find out.
3. Preparation of plan – In this step, a tentative plan for modifying the factors which are responsible behind the problem is being prepared.
4. Securing effective conditions – The Counsellor create an effective atmosphere for counseling.
5. Interview and stimulation – The Counsellor interview the counselee and stimulate him/her to develop his/her own resources to be capable to try new modes of adjustment.
6. Decision making – In this step proper technique to handle the situation or problem is being select which may contribute to adjust with the situation or cope-up with the problem.



**Figure: Steps of eclectic counselling**

Merits –

- a) Flexibility in selecting method from directive and non-directive provide several options to solve the problem.
- b) There is no hard and fast rule. It removes the rigidity.
- c) It is economical and effective.
- d)

Demerits –

- a) Execution of eclectic process is very difficult and complex.
- b) Both directive and non-directive counseling cannot be mixed together.
- c) It may be harmful if the Counsellor has little or no understanding about what is helping the counselee.
- d) Some people are of the view that eclectic counseling is vague, opportunistic and superficial.

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## 5.4 Organizing Guidance and Counselling Programmes

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Guidance Programme: As psychologist Jones (1951) said “the focus of guidance is the individual and not the problem, its purpose is to provide the growth of the individual in self-direction providing opportunity for self-realization and self – direction is the key-note of guidance.” Therefore organizing guidance programme must always keep its focus on the student in educational process. Mere solving the specific problem is not the purpose of guidance.

According to Lefever, Tussel and Weitzil, “Guidance is an educational service designed to help students make more effective use of the school training programme.” Guidance, hence, is an integral part of pupil activity. A broader opinion about guidance as a set of services is expressed by G. E. Smith who described Guidance as a process consisting of “a group of services to individuals to assist them in securing the knowledge and skills needed in making adequate choices, plans and interpretations essential to satisfactory adjustment in a variety of area.” These areas may be enumerated as educational, vocational, personal of some other ones which produce problems before the individual. Hence, Guidance is a service that is universal and continuous.

In modern education mentoring services has gained a lot of importance which is a scaled down process of guidance. Mentoring throughout the academic life helps student realize her/his own worth in long run and helps in personal and professional growth.

Guidance programme can be of various types. Some of those are explained below –

**In School** following principles should be followed for guidance

- Defining the Objectives Clearly
- Defining the Tasks
- Allocation of Duties
- Defining the Powers
- Defining the Relations
- Nature of Guidance Organization
- Simplicity

Here the main responsibility of organizing lies with the head of the institution. She/He has to address the problems and make the process continuous and smooth running. It is important to share the workload under her/his guidance. Capacity building is another important part of organizing guidance programme as these are skill based processes. School assigned psychologist plays an equally important part in guidance programme in school.

**In college level** guidance programme is as important as regular classes. The new system of education has increased the importance of guidance services at various levels. At higher level technical and vocational education have been encouraged which requires vocational guidance services at college and university level. The placement services are urgently needed at higher level of education.

Guidance programme in colleges should include

- Collection of data such as home and family background etc.
- Orientation programme for students on institutional orientation, course orientation, facility orientation, educational talk, film shows etc.
- Orientation programme for the parents / guardians of the students
- Maintaining cumulative record card
- Identifying low and high achievers
- Personality counselling etc.
- Supplementary orientation programme for higher level students
- Remedial programme for the already identified low achievers and enrichment for higher achievers
- Outdoor activity for final year students experiencing and preparing for future life

- Getting help from experts if needed
- Arranging career conferences for final year students
- Helping students in learning the skills which will help them in effective study, use of library resources, etc.

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## 5.5 Difference Between Guidance and Counselling

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As is discussed above by now you have a clear idea that guidance and counselling are two different processes with a clear division of applicability. Let us make it clear by setting out the boundaries where these two differs from each other in the below mentioned qualities –

Sl. No.	Criteria	Guidance	Counselling
1	Meaning	Advice or information provided by superior to overcome a challenge or difficulty	Professional advice given by counselling expert to an individual for personal psychological problem
2	Nature	Preventive / advisory	Remedial/ative
3	Approach	Comprehensive and extrovert	In-depth and introvert
4	Use	Helps to choose the best alternative	Helps in self-actualisation/ change in perspective
5	Area	Education and vocation	Personal and socio-psychological
6	Done by	Superior/ subject expert/ trained in guidance	Skilled person or professional in counselling
7	Mode of execution	Individual or group	Individual
8	Decision making authority	Guide	Client
9	Privacy	Not- confidential	Confidential
10	Relationship	Authoritative	Rapport based/ personal



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## 5.6 Summary

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Counselling is face to face relationship in which growth takes place in the counsellor as well as the counselee. The counselling process is a planned, structured dialogue between a counsellor and a client. There are several steps of a counselling process i.e. relationship building, problem assessment, goal setting, counselling intervention, evaluation and termination. Three types counselling processes are there – directive, non-directive and eclectic. Directive Counseling was a concept founded by E.G Williamson. It is a counsellor-centered process where counsellor directs the steps to be taken by the counselee. The steps of directive counselling are analysis, synthesis, diagnosis, prognosis, counselling and follow-up. The concept non-directive counselling was introduced by Carl Rogers. It is client centered approach where the counsellor creates an atmosphere for the client to work out on the problem and become capable to solve his/her own problem. The steps of non-directive counselling are - defining the problematic situation, free expression of feelings, development of insight, classification of positive and negative feelings, session termination. Thorne is the chief advocate of the eclectic counselling technique. Eclectic counselling is the combination of directive and non-directive counselling. This technique is very flexible. Directive and non-directive processes can be switch over any time as per the demand of the situation.

Guidance programme can be organised in schools and colleges. In School following principles should be followed for guidance

- Defining the Objectives Clearly
- Defining the Tasks
- Allocation of Duties
- Defining the Powers
- Defining the Relations
- Nature of Guidance Organization
- Simplicity

There is a clear division between guidance and counselling. Guidance is preventive in nature, where counselling is remedial and curative. Guidance helps to choose best decision, where counselling helps to get solution by him/her. Guidance is less confidential than counselling. Guidance can be provided in group or individual, but counselling can be done one to one generally.

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## 5.7 Self-Assessment Questions

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1. What are the various approaches of counselling process?
2. What is the main goal of directive approach?
3. How non-directive approach is different from directive approach as a process?
4. What do you mean by eclectic process of counselling?
5. How guidance and counselling is different in their approaches?
6. How guidance is different from counselling for teacher's role in them ?
7. How guidance is different from counselling in the matter of time of application ?
8. How educational guidance is different from educational counselling?
9. Is there any similarity between guidance and counselling?
10. Plan a counselling session in your institute and submit the design for approval.

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## **Unit 6 □ Mental Health & Education**

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### **Structure**

- 6.1 Objective**
- 6.2 Introduction**
- 6.3 Teacher as a Counsellor**
- 6.4 Steps of Counselling Process**
- 6.5 Professionalism in Guidance and Counselling**
- 6.6 Summary**
- 6.7 Self-Assessment Question**
- 6.8 Reference**

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### **6.1 Objectives**

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After completion of the unit students will be able to

- Understand teacher's role as an counsellor
- Select the steps to be followed in counselling
- State how to develop professionally in guidance and counselling

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### **6.2 Intorduction**

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How a teacher function as a counsellor? Having qualities alone is not sufficient to become a professional counsellor. One must undergo special training to acquire the necessary skills. Professional counsellors usually hold a masters' degree in Human Development or Child Development/ Psychology of Education, along with at least a post graduate diploma/degree in Counselling. During the course, the trainees receive supervised practical training under trained Psychologists or Counsellors as practical training is essential for developing the skills of a counsellor. Details of professional aspects of counselling is discussed below.

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### **6.3 Teacher as a Counsellor**

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Counselling is a process where individual learn out themselves their interpersonal relationship and overall behaviour which helps their allover personal development. That is why counselling

is a trained job which requires specific skills and competencies to help students relate effectively.

Then why teachers? Is it wise to consider teacher as counsellor?

One person who constantly observe students behaviour is their teacher. Therefore it is expected that a teacher would identify any behaviour change which requires attention. Also student and teacher are in a rapport based relationship. By counsellor we mean someone who guides on personal and psychological problems. But it also says counsellors are trained practitioner who work with people to help them bring about effective change or enhance their wellbeing.

Therefore, to be a counsellor a teacher needs to play the following roles –

- i. Helping the students in adjusting in their surroundings
- ii. Helping students in their studies
- iii. Giving awareness of the importance of education
- iv. Helping students in making rational decision
- v. Helping students with their learning problem
- vi. Refereeing the students to the counsellor
- vii. Cooperating with the counsellor
- viii. Cooperating with the parents

Teacher may or may not have formal training in counselling as that is not a mandatory criteria of teaching job but counselling is a mandatory part of teaching. Therefore, as shown in the above list, teachers' role is to initiate the process of wellbeing of a student and refer as and when it feels necessary to address the related problem. In this connection it must be added that there are few symptoms which makes a teacher aware that a trained counsellor must be consulted for the student. Some of those symptoms are –

- Suicidal thoughts and hopelessness
- Homicidal thoughts
- Extreme mood shifts, irrational behavior or lack of judgment
- Self-harm
- Cutting
- Odd behavior and speech patterns
- Poor personal hygiene
- Extreme changes in sleeping, appetite and weight

- Decreased concentration, motivation and interest
- Excessive substance use, internet use, or gambling
- Family issues
- Social isolation
- Loss
- Relationship issues
- Consistent poor academic functioning

The endeavour to facilitate the holistic growth of a child must enable the child to realize a mentally healthy personality. The basic foundation of one's personality takes shape during childhood years and the formative years are spent in the school by the school going population. Therefore it is imperative for the school to provide an environment conducive to the positive growth of a child's personality. An approach restricted to imparting reading, writing and recall is not wholesome and will invariably lead to failure in achieving the desired objective. More so, when in modern times the complexities of life are adding to information overload, plethora of choices, increasing competition in all spheres of life and the consequent stress and strain. In such an environment, it becomes necessary that every teacher be sufficiently equipped to take care of the psychological needs of children.

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## 6.4 Steps of Counselling Process

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In any kind of approaches of counselling process the following steps are followed in general–

1. Rapport and relationship building between counsellor and counselee -
  - a. Introducing self
  - b. Listen with attention and identifying the client
  - c. Ensure physical comfort
  - d. Client should be able to speak without interruption and judgment
  - e. Non-verbal communication is observed
2. Assessment / Defining the problem – techniques used for assessment
  - a. Recording
  - b. Intuitive guess with supporting circumstantial evidence
  - c. Fact association for generalization

- d. Observation
- e. Enquiry
3. Identify and Goal setting for counselee –
  - a. Immediate goal
  - b. Ultimate goal
4. Initial intervention –

Process of adaptation to achieve immediate goals which might need re-planning and new intervention
5. Planning and introducing termination –

Termination of counselling must be in phases with sensitivity and preplanned.
6. Follow up – a must for future wellbeing  
Process has the following characteristics –
  - Various tools are used at different stages of the counselling process. It usually means tools can be employed as the counsellor understands the problem and process is unfold
  - Counselling process has different models but tools remains same among these processes
  - Administration of tools are different subject to subject
  - It is a planned cooperative process in which a trained professional helps a person to identify sources of difficulties and concern
  - Acquiring new skill set to confront the difficulties is the ultimate goal of counselling

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## 6.5 Professionalism in Guidance and Counselling

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Like any other profession guidance and counselling demands professionalism from the practitioners. There can be an argument that some may naturally possess many of the qualities required for the job, but that is not enough here as mental state of another person is shared with full confidentiality therefore clients are in extreme vulnerable situation than any other regular professional requirements.

Some areas of professional behaviour includes-

Confidentiality:

Confidentiality is an important ethical principle in counseling: You can't help a client effectively unless she knows you won't betray her secrets. When you hear things you don't think you

should keep secret – your client intends to commit suicide, for instance – the ethical code guides you in how to respond.

#### Relationships:

Keeping your client-Counsellor relationship professional isn't always easy. You may find you both move in the same social circle, or you might discover a mutual attraction. Because your patient is in a vulnerable position, that raises the possibility of exploiting your power, for example, taking advantage of a patient.

#### Autonomy:

Autonomy is a basic moral principle in counseling. People are entitled to make their own decisions and act on them, and Counsellors shouldn't try to take that away. In specific cases, you may have to balance respect for individual choice with other factors, as when your client isn't capable of rational decisions, or her decisions could cause serious problems for herself or others. Your professional code can help you decide when to stand back, when to intervene and when to explain the consequences of your client's actions but let her make the final decision.

#### Professionalism:

Having an ethical code also guides you as a career professional interacting with clients. Before any individual agrees to become your client, she should be able to learn exactly what services, techniques and counseling procedures you employ and what sort of payment arrangements you expect. She should also understand the limits of your confidentiality policy. Following a code of ethics means acting honestly as a business person, as well as a Counsellor.

The role of counsellor is very important in educational institutions, especially for the students of adolescent period. The consultation skills of the counsellor in which the success of the counselling process depend are as follows-

- a) Ability to build rapport – Rapport is an essential condition for a comfortable and unconditional relationship between the counsellor and the counselee in a friendly environment.
- b) Communication skill – It is the ability of exchanging ideas and opinions through speech, writing or signs. By this skill a bond of relationship can be establish between counsellor and the counselee to solve the problem.
- c) Observational power – Observing body language, realizing mental state of the counselee are one of the major skills of the counsellor.
- d) Empathy – Empathy means 'feeling into'. It is the ability to feel and describe the thoughts and feelings of others.

- e) Probing skill through questioning – This skill helps the counselee for self-talk. Proper questioning helps to explore the personal and secret information.
- f) Organizing facts – This is the ability to arrange all facts systematically. This is an important skill of a counsellor.
- g) Sensitivity – This is another important skill of a counsellor which help to realize the pain of the counselee.
- h) Ethical sense – Reliability and maintaining secrecy of personal information is the main quality of a counselor.
- i) Listening skill – During listening it is important that the counselor is listening through the minimal prompts such as head nods, saying ‘yes’ etc. Sitting squarely, openness, leaning, eye contact, relax etc. are important aspects of listening. Effective listening consists of hearing, attending, understanding, responding and remembering.
- j) Honesty and confidentiality – Personal honesty and professional confidentiality are two very essential skills.
- k) Crisis management – a counsellor of educational institution should have the ability of crisis management and the knowledge of shock absorbing power, optimal stress level etc.
- l) Monitoring and closure – This is the ability to monitor whole process and deliver appropriate closing questions and comments are very important skills.

In India the guidance, counseling, psychotherapy, psychological treatments, social work interventions, rehabilitation counseling etc. are all monitored by Rehabilitation Council of India. They monitor all the training institutions and ensure that the Counsellors get the proper training. They also make sure that the Counsellors are updated by organising refresher courses for the practicing Counsellors so that all can use latest techniques at any given time.

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## 6.6 Summary

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- To be a counsellor a teacher needs to play the following roles –
  - i. Helping the students in adjusting in their surroundings
  - ii. Helping students in their studies
  - iii. Giving awareness of the importance of education
  - iv. Helping students in making rational decision
  - v. Helping students with their learning problem
  - vi. Refereeing the students to the counsellor



- vii. Cooperating with the counsellor
- viii. Cooperating with the parents
- Counselling has salient steps for its proper implication
- Guidance and counselling demands professionalism from the practitioners. There can be an argument that some may naturally possess many of the qualities required for the job, but that is not enough here as mental state of another person is shared with full confidentiality therefore clients are in extreme vulnerable situation than any other regular professional requirements.

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## 6.7 Self-Assessment Questions

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1. What is intervention?
2. Why counselling process needs to start with rapport building?
3. What is client – counsellor secrecy?
4. What are the tools of counselling process?
5. How to terminate a counselling process?
6. What is the role of teacher as a counsellor?
7. What is the process of defining the problem in counselling?
8. What is autonomy in counselling?
9. Why goal setting is very important for counselee?
10. What do you think is the main challenge for a teacher to implement f students' wellbeing through counselling?

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