# LESSON NO. 1  
UNIT-I  

## MEANING OF GUIDANCE, NEED FOR GUIDANCE AND ITS SCOPE IN INDIA, AIMS OF GUIDANCE

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## 1.1 INTRODUCTION

Guidance is as old as civilisation. In the primitive society, elders in the family offered guidance to the young and to persons in distress. Even today, in India, guidance, whether in educational, vocational or personal matters, is sought from family elders. Guidance - unorganised and informal - in all places and at all levels has been a vital aspect of the educational process. With the passage of time, revolutionary changes have taken place in the field of agriculture, industry, business and medicine etc. These changes in all walks of life coupled with extraordinary growth in our population has made the social structure very complex. Head of the family or leader of the community with a limited knowledge of the changed conditions is hardly competent in providing guidance and counselling to the youth.
of today. Hence, there is a need for specialised guidance services. In this lesson, we will try to interact with you regarding the meaning and nature of guidance, its need and scope in India.

1.2 OBJECTIVES

After studying this lesson you will be able to:

- Describe the meaning of guidance.
- Understand its conceptual and operational form by defining the term guidance.
- Discuss the nature of guidance.
- Describe the need for guidance.
- Explain the scope of guidance in India.
- Examine the Aims of Guidance

1.3 CONCEPTUAL FRAMEWORK OF GUIDANCE

It is true that a very minor percentage of our total population is capable of handling its problems independently without the cooperation and guidance of others. We find that majority of the people do not have either confidence or insight to solve their problems. There have always been people in the past who need occasional help from older or more experienced associates in meeting with their problems of daily life in the society.

Traditionally, in our Indian society, the leader of the family or the local community was supposed to provide the necessary guidance and advice whenever any member of the family or the community needed it. Needless to mention, too often informal advice given without a clear understanding of the problem involved was harmful and misleading to the individual. With the passage of time, revolutionary and evolutionary changes have taken place in all walks of life. The variety of jobs, high aspirations of the people and vocational specialisation have made the work of guidance very difficult. The head of the family or the leader of local community with the limited knowledge of changed conditions such as globalisation, liberalisation and consumerism is not capable of providing guidance to the youth of today.
In the last two decades, guidance movement has spread like a wild-fire throughout the world and generated a great amount of enthusiasm and zeal among parents, teachers and social workers who have devoted time to explore its feasibility and the utility for general population including school going adolescents. All are convinced that proper provision of guidance services should be made for children at different age levels for the harmonious development of their personalities in the larger interest of the society and the individual.

1.3.1 Meaning and Nature of Guidance

What does guidance precisely mean? Let us first see what it does not mean. Lester.D. Crow and Alice Crow (1962) in “An Introduction to Guidance”, have aptly stated that “Guidance is not giving directions. It is not the imposition of one person’s point of view upon another person. It is not making decisions for an individual, which he should make for himself. It is not carrying the burdens of another life”.

If guidance is not all these, then what is it really?

To quote them again:

“Guidance is an assistance made available by personally qualified and adequately trained men or women to an individual of any age to help them manage their own life activities, develop their own points of view, make their own decisions, and carry out their own burden”.

Ordinary Meaning

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

Guidance in India, is comparatively a new field within the larger and more inclusive field of education and is used as a technical term as a specific meaning. It covers the whole spectrum of education, which starts from the birth of the child and continues till his death. This is a wide meaning of the term, which includes all types of education such as formal, non-formal, informal and vocational etc., which aims to adjust the individual in his environment in an effective way. There are usually three connotations attached to the word guidance:

1. Guidance as a **Specialised Service** whose primary concern is with the individual and to help them to solve their problems and take appropriate decisions in their choice-points;
2. Guidance as a **General Service** and is considered to be synonymous with education and educational processes; and
3. Guidance as a **Sub-Process** of education in which developmental needs of the learners are considered the basic points.

Now let us look at some selected definitions of the term guidance in a bid to understand its conceptual and operational form:

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

**Shirley Hamrin (1947)** defined guidance as: "Helping John to see through himself in order that he may see himself through", is a simple and practical but challenging concept of guidance.

According to **Jones (1951)**: “The focus of guidance is the individual not his problem, its purpose is to provide the growth of the individual in self-direction providing opportunity for self-realisation and self-direction is the key-note of guidance.”

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

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

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

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

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

Arthur, J. Jones (1963) thinks that guidance is the help given by one person to another in making choices and adjustments and in solving problems.

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

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


Guidance involves the difficult art of helping boys and girls to plan their own future wisely in the full light of all the factors that can be
mastered about themselves and about the world in which they are to live and work. “

If we analyse the above definitions of guidance, we will find the following elements in it:

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

Nature of Guidance

By now, you have understood that guidance is a helping service. It is by its very nature a self-oriented, problem solving and multifaceted activity. It presupposes two-fold understanding. The first is the understanding of one’s own abilities, aptitudes, interests, motives, behaviour-patterns, skills and achievements up-to-date and social, cultural, economic background. Secondly, it is the understanding of the real nature of one’s environment and of the educational and vocational opportunities offered by that environment, along with their differential requirements of abilities and attainments. Guidance may be described as a process of relating these two types of understanding so that they become imbued with a new meaning in the life of the individual.Mohein has very lucidly put the nature of guidance in these words:

“ Guidance seeks to create within the child the need and power to explore and understand himself in order to prepare a balance-sheet of his assets and liabilities so that he is able to plan out his future growth and activities in a manner that offers maximum likelihood of success and satisfaction. ”
The following services constitute the usual pattern of activities within a guidance programme and are called ‘basic elements’

I. Pupil Information or Appraisal Service
II. Educational and Vocational Information Service
III. Counselling Service
IV. Placement Service, and
V. Follow-up Service.

An effective guidance programme helps the youth to see clearly four things:

(a) Where he has been,
(b) Where he is now,
(c) Where he is going, and
(d) What he has with which to get there.

A perusal of the different activities of guidance shows that two types of guidance, i.e. educational and vocational, find place in every list. This fact indicates the importance of educational and vocational guidance. In practice, the entire guidance is a unitary process. Educational guidance is dependent on vocational guidance. Crow and Crow have observed, “As now interpreted, guidance touches every aspect of an individual’s personality - physical, mental, emotional and social. It is concerned with all of an individual’s attitudes and behaviour patterns. It seeks to help the individual to integrate all of his activities in terms of his basic potentialities and environmental opportunities”.

1.4 NEED FOR GUIDANCE

The need for guidance had existed at all times. Moreover, the need of guidance is universal. It is as old as man himself. It is based upon the fact that all human beings need help in one way or other way. “There is hardly any individual who does not
need help”. Jones has rightly said, “Every one needs assistance at sometime in his life. Some will need constantly and throughout their entire life, while others need it only at rare intervals at times of great crisis. There always have been and will continue to be people with an occasional need for the help of the older or more experienced associates in meeting problem situation.” But there is a greater need for guidance services now than ever before due to the rapid advancement in technology, emerging of new world order, social change, globalisation, liberalisation, the need for outstanding leadership, a shift in standards of morality and integrity, people’s high aspirations etc. all contribute to the need for guidance programme in the schools. We shall discuss the need for guidance in India under four heads:

1. **Educational Needs**

   Guidance is needed from educational point of view because of the following reasons:

   i) **Increase in the range of individual differences among school going children**

   Before independence, boys and girls in our country came to school only from the more privileged section of the society. The admission in the schools was selective. But after independence due to realization of Constitutional Directive of providing free and compulsory education up to 14 years of age, education for all and the drive for mass education, we find our schools are flooded with children from every section of society. The classes are over-crowded and there is a tremendous increase in the number of schools too. The result is that we find much wider range of individual differences in the abilities, aspirations and achievement of the pupils. Understanding of the differential needs and abilities of the children is essential for modifying the school programme for the best possible unfoldment of the student’s potentialities. This is possible only through the introduction of guidance services in our school programmes.

   ii) **Guidance as an Instrument for the Qualitative Improvement of Education**

   There has been a rapid expansion of educational facilities to cater to the needs of increasing number of children in recent years. This has resulted to some extent in the fall of educational standards. Consequently, there is a great need of providing guidance services in the school for the qualitative improvement of education.
iii) Knowledge Explosion or the increase in the types of courses offered in the schools.

The domain of knowledge is like the number of wishes. The increased knowledge is creeping into the course contents of our textbooks. It is not possible for every student to learn all that is available in the field of knowledge. Single track education for all is out-moded concept. At the secondary stage, the courses of studies have been diversified to include several optional groups. Therefore, a special type of service is badly needed in our schools which will assist the individual pupil in the choice of course suiting to his needs and abilities that will help the school authorities in the proper allocation of the diversified courses to the pupils of the school.

iv) Expanding Educational Objectives

Everyone talks today about the all round development of the child through education. We want a type of education that can provide for the development of the whole child. It is now commonly accepted that education should also lead to the promotion of the emotional, social and civic life of the student. Problems of social adjustment and personality orientation require the services of a competent counsellor and availability of appropriate guidance services.

v) Solution of Educational Problems

We are facing various types of educational problems in the schools such as universal and compulsory education, increased enrolment, high percentage of failures and dropout, wastage and stagnation etc. These problems require the need of proper guidance services in the school. Special guidance services are also required for the gifted, backward, handicapped and delinquent children.

vi) Solving Discipline problems

Problem of discipline is becoming more and more acute in the educational institutions. Even at higher stage of education it has taken a serious turn. Student strikes and agitation have become a common scene of the day. Problems of discipline can be solved with the help of guidance programme.
vii) Optimum Achievement of the Students

Most of the students secure third division in the examinations due to the fact that they have not developed the proper study habits and learning styles. The reason for the poor achievement in the schools is because students do not make use of educational facilities available in the school. Therefore, there is a great need to develop study habits among the students. Proper guidance services can help in this direction.

2. Vocational Needs

In our country natural resources are not being properly utilized because of lack of guidance services. The following are the vocational needs for introducing guidance programme in the schools:

i) Vocationalisation of Education and Guidance

Improvement of vocational efficiency is one of the aims of education. Secondary Education Commission has emphasized the need of introduction of crafts in addition to the diversification of the courses at secondary stage so that a large number of students may take up agriculture, technical, commercial or other practical courses to enable them to go for vocational pursuits. All this calls for proper guidance services in the school.

ii) Guidance as an Instrument of National Development

Guidance by helping, identifying and developing human potential which is the richest source of a nation can help to reduce the wastage of educational facilities and abilities, which is so prevalent in our country. Thus there is a need to establish a close link between education and the manpower needs of the country. The sound guidance programme can help to achieve this objective in a systematic way.

iii) Expanding Complexity of the World of Work

There has been a tremendous increase in the variety of jobs due to the development of industrialization and mechanization in every aspect of life. Thus there is a problem of choice. It is highly important to acquaint the secondary school students with this variety of jobs and with their different requirements. This is possible only by providing organized guidance services in the school system of our country.
iv) Increasing Need for Man-power Planning and Utilization

For the planned development of a nation like ours, conservation of human resources and manpower planning is very important. A careful balance has to be struck between the manpower needs and the various educational and training programmes. To meet the rapidly rising demands of various types of personnel for the various developmental projects, the younger generation of the country will have to be systematically guided into courses of training which will equip them for urgent national needs.

v) Occupational Awareness

A well-organized guidance programme is essential for creating occupational awareness among the pupils of the country. The students must be made aware of the various types of jobs available in the employment market so that they may be able to opt those courses during the secondary stage. Therefore, assistance has to be given for making a right choice of the courses at the secondary stage.

vi) Changes in the Conditions of Industry and Labour

Fast changes are taking place, today in the conditions of industry and labour. Specialization has become the word of the present age. Moreover, professions have multiplied in numbers that it has become difficult for a common man to make a right choice out of them. Hence it has become essential to get help of guidance services in the school.

vii) Changed Economic Pattern of the Country

Our country is in the era of economic planning. We require scientists, industrialists, Software Engineers, Bankers etc., to meet the growing demands of the progressive country. The craze for white-collar jobs must come to an end. If proper guidance programme is not introduced at the secondary stage in the choice of studies and various vocations, the nation will remain poor and our youth will continue to be frustrated and disgusted.

3. Personal/Psychological Needs

Today our youth is facing various types of personal problems at home and in the school. Psychologically no two individuals are alike. They differ in various aspects on account of the following three kinds of differences:
- Different stages of development
- Differences among persons
- Differences in opportunities made available to various persons.

It shows that all persons can not be fit for the same profession. Hence guidance programme is needed in the school system. The following are the personal and psychological reasons for the need of guidance:

i) **Guidance is the Basic Need of Man**

   Psychologically, no person on this earth is totally independent. The individual needs help of one kind or the other from fellow beings to solve their problems to lead a happy life.

ii) **Educational and Social Aspirations**

   In the present age of competition the aspirations of the parents are very high. They want their wards to excel in all walks of life. They provide all types of facilities so that the children can be able to get good jobs. To meet the high aspirations of the parents, a well-organized guidance programme is needed to make them aware of the potentialities of their children so that they take up right decision at the right time.

iii) **From the Point of View of the Developmental Needs**

   The individual passes from different stages of development in the life such as infancy, childhood, adolescence and adulthood. One needs different types of help to adjust with every stage. The adolescent period faces many types of developmental problems. At this stage the proper guidance is to be provided to the student to make right choice of his future.

iv) **Psychological Problems**

   Many students face emotional problems. These problems arise due to frustrations, conflicts and tensions and other stresses and strains. It is essential to provide guidance to the youth to solve their personal problems.
v) **Satisfactory Adjustment**

Guidance is needed to help the pupils in making satisfactory psychological adjustment with the environment. Lack of adjustment adversely affects their physical and mental health.

vi) **Proper Development of Personality**

The all round development of personality is the aim of education, a well organized guidance programme is essential for the total development of personality.

4. **Social Needs**

Following points highlight the Social Needs of Guidance:

i) **Complex Nature of Society**

Industrialization is the slogan of the day. Our country is heading towards industrialization, urbanization and modernization. Changed conditions of living and a highly complex society with its demands have put the individual in constant social and emotional tension. As such, it is highly desirable that school should provide some special service that can look after the emotional and social needs of school going children.

ii) **Changed Family Contexts**

The joint family system is disappearing rapidly and homes are getting disintegrated. The changed family pattern has given rise to the various type of personal problems. The proper guidance programme in the school is required to solve the personal problems of the children.

iii) **Expansion of Population & Expansion in Human Resources**

Our population has been increasing rapidly. This calls for intensive and extensive guidance in the technique of planning.

iv) **Political Change and Extension of Democracy**

There is a revolution of democratization of political system throughout the world. The education has been made child-centered. The provision of professions and promotions has also been made equal for all human beings. Hence all people need the help of guidance service for the right choice of education and occupation.
v) **Change in the Concept of Education**

The concept of education has been changed. The students of today need guidance at every step of education since the education is to be provided according to their interests, aptitudes and capabilities.

vi) **Proper utilization of Leisure Time**

Universal leisure is the outcome of the technological advancement of modern world. Guidance is needed to assist the individual to make the right use of leisure time that is at his disposal.

vii) **Lack of Guidance at Home**

In the past, home was an important agency of education that provided sufficient training in the family occupation and the children adopted the same profession. But now this is not possible due to specialization and different type of occupations available in the job market. There are varieties of jobs and all the people are free to choose the profession they like. Thus, there is a great need of occupational information services to be provided in the school.

From the above “discussion we can conclude that complex social, economic, political and educational system has made the guidance and counselling programme a necessity.

1.5 **SCOPE OF GUIDANCE IN INDIA**

The scope of guidance is all pervading. Its scope is very vast in the light of modernisation and industrialisation and is ever increasing. As the life is getting complex day by day, the problems for which expert help is needed are rapidly increasing. The scope of guidance is extending horizontally to much of the social context, to matters of prestige in occupations, to the broad field of social trends and economic development. Crow and Crow have rightly quoted, “As now interpreted, guidance touches every aspect of an individual’s personality-physical, mental, emotional and social. It is concerned with all aspects of an individual’s attitudes and behaviour patterns. It seeks to help the individual to integrate all of his activities in terms of his basic potentialities and environmental opportunities.”
Kothari Commission has stressed the need of guidance services in the schools. Regarding scope of guidance, Commission was of the view: “Guidance services have a much wider scope and function than merely that of assisting students in making educational and vocational choices. The aims of guidance are both adjustive and developmental: it helps the student in making the best possible adjustments to the situations in the educational institutions and in the home. Guidance, therefore, should be regarded as an integral part of education.”

The scope of guidance has been increasing with the advancement of science and technology, embracing all spheres of life and providing facilities for it. Therefore, it will be difficult to put a fence around it. While discussing the scope of guidance we may think of some specific or specialised areas of guidance. Even though the guidance programme is addressed to the whole individuals treated as an integral unit. It is possible to classify an individual’s problems broadly into educational, vocational and personal.

(1) Educational Guidance

It is a process concerned with bringing about a favourable setting for the individual’s education and includes the assistance in the choice of subjects, use of libraries, laboratories, workshops, development of effective study habits, evaluation techniques and adjustment of school life with other activities.

(2) Vocational Guidance

It is the assistance rendered in meeting the problems:

(i) relating to the choice of vocation
(ii) preparing for it
(iii) entering the job, and
(iv) achieving adjustment to it.

It also aims at helping individuals in the following specific areas:

(a) making individuals familiar with the world of work and with its diverse requirements and,
(b) to place at the disposal of the individual all possible aids in making correct appraisal of his strength and weaknesses in relation to the job requirements offered by his environment.
(3) Personal Guidance

Personal guidance deals with the problems of personal adjustment in different spheres of life. Mainly it works for the individual's adjustment to his social and emotional problems. Jones has put the following aims of personal guidance:

(i) to assist the individual gradually to develop his life goals that are socially desirable and individually satisfying.

(ii) to help him to plan his life so that these goals may be attained.

(iii) to help him grow consistently in ability to adjust himself creatively to his developing life goals.

(iv) to assist the individual to grow consistently in ability to live with others so effectively that he may promote their development and his own worthy purposes.

(v) to help him grow in self-directive ability

Thus the goal of personal guidance is self-directive and self-realisation.

This three-fold division of guidance illustrating its scope should not be taken to form watertight compartments, but it is more a matter of practical convenience for making the concept clearer. There is no real difference among the problems to which the different types of guidance services are addressed.

Mathewson while discussing the focus and scope of guidance programme has very aptly stated that the focus of guidance is improving the capability of the individuals to understand and deal with self-situational relations in the light of social and moral values. The scope of guidance operation in school is to deal with:

– personal and social relations of the individual in school

– relation of the individual to the school curriculum, and

– relation of the individual to the educational and vocational requirements and opportunities.
1.6 AIMS OF GUIDANCE

The aims of guidance are the same as those of education in a democratic society like ours. Just like education, guidance services are also based on the principle that the individual is of crucial importance in an educational institution. The aims of guidance lend emphasis and strength to the educational programme and make it more dynamic. Specifically the aims of guidance may be laid as follows from the individual's point of view:

1. To help the individual, by his own efforts as far as possible to realise his potentialities and to make his maximum contribution to the society.
2. To help the individual to meet and solve his own problems and make proper choice and adjustment.
3. To help the individual to lay a permanent foundation for sound and mature adjustment.
4. To help the individual to live a well-balanced life in all aspects—physical, mental, emotional and social.

From the point of view of the institution the aims of guidance can be stated as follows:

(i) the guidance programme should encourage and stimulate teachers towards better teaching.
(ii) The programme should aim at providing assistance to teachers in their efforts to understand their students.
(iii) It should provide teachers with systematic technical assistance and in-service training activities.
(iv) It should contribute to the mutual adjustment of children and school.
(v) It should provide for referral of students by teachers.

The Kothari Education Commission (1964-66) has given the following aims of guidance at the secondary school stage:
(a) to help the adolescent pupils to know and develop their abilities and interests.

(b) To help pupils to understand their strengths and limitations and to do scholastic work at the level of their abilities.

(c) To help pupils to make realistic educational and vocational choices.

(d) To provide information of educational opportunities.

(e) To help the pupils in personal and social adjustment.

(f) To help the school to understand their student.

1.6.1 Aims of Educational Guidance

Crow and Crow have given the following aims of educational guidance at the high school level:

(i) select the curriculum that best fits his abilities, interests and future needs.

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

(iii) Gain some experiences in learning areas outside the particular field of his special interests and talents.

(iv) Understand the purpose and the function of the school in relation to his needs.

(v) Discover all that his school has to offer and plan a programme of studies accordingly.

(vi) Learn about the purpose and function of the school that he may wish to attend later.

(vii) Select try out courses in order to gain insight into learning areas that still lie ahead.

(viii) Participate in out-of-class activities in which he can develop potential leadership qualities.

(ix) Appraise his fitness for continued study in a college or other school or in a particular vocation.
Develop an attitude which will stimulate him to continue his education in a school selected for its worth to him in relation to his talents and training.

1.6.2 Aims of Vocational Guidance

According to Jones the specific aims of vocational guidance are the following:

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

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

3. To give opportunities for experiences in school and out of school, which will provide information about condition of work. It will assist the individual to discover his own abilities and help him in the development of his interests.

4. To help the individual develop the point of view that all honest labour is worthy and that the most important bases for choice of an occupation are (a) the peculiar service that the individual can render to the society, (b) personal satisfaction in the occupation, and (c) aptitude for the work required.

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

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

7. To assist economically handicapped children to pursue their occupational choices.

8. To assist the students to secure knowledge of the facilities offered by various educational institutions for vocational training and the requirements for admission to them, the cost of attendance etc.,

9. To help the worker to adjust himself to occupation in which he is engaged; to assist
him to understand his relationship with workers in his own and related occupation and to society as a whole.

10. To enable the students to secure reliable information about the danger of alluring shortcut to fortune through short training courses and selling propositions of such unscientific methods.

1.6.3 Aims of Personal Guidance

The nature and purpose of personal guidance will be clearly understood when we take into consideration the different stages of child education.

Aims of Personal Guidance at Elementary Stage

Personal guidance at the elementary stage can be described keeping in view the basic needs of children. The childhood period is the period of growth and development. The basic foundations of physical, intellectual, emotional, social and other types of personality development are laid at this stage. The following are the aims of personal guidance at this stage:

1. To help the children to form desirable attitudes towards his self, parents teachers, class fellows and others. Sympathy and affection should be used for achieving this end.

2. To help the pupils to build a good physique. There should be a regular medical check-up.

3. To help in making emotional adjustments.

4. To help in the development of self discipline.

Aims of Personal Guidance at Secondary Stage

The nature of personal guidance at the secondary stage can be understood keeping in mind the basic needs and interests of secondary school students. This is the most critical stage of individual’s development. It is the stage of stress and strain, storm and strife, heightened emotionality and hyper-suggestibility, anxieties and worries, conflicts and frustrations. Purposes of personal guidance at this stage are:
(i) To help the students to solve the problems concerning physical health.

(ii) To help the pupils to solve problems concerning sex, emotionality and mental health.

(iii) To help the adolescents in making family adjustments.

(iv) To help the school children in making social adjustment including adjustment with the school.

(v) To organise wholesome recreational activities in the school.

(vi) To provide the opportunity for community service.

Aims of Personal Guidance at College and University Stage

Personal guidance at the college and university level is a continuation of the personal guidance at the secondary stage. But, its scope is widened with a view to develop in young adults a sense of social service, social responsibility, patriotism and tolerance. The students at this stage need personal guidance to enable them have a satisfactory personal and social adjustment in their new environment. The following are the aims of personal guidance at this stage:

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

(b) To help the pupils in making adjustments with the new environment i.e. with the changing environment, college environment and environment of the society at large.

(c) To help the students in developing healthy ideas and building a new philosophy of life.

(d) To help the students in participating in social activities and community services.

(e) To help the students in their ethical and moral development and inculcate right type of values.

(f) To enable the pupils to have mutual respect and regard for people belonging to different faiths.
To help young men and women to appreciate the importance of religious and moral values in life.

1.7 LET US SUM UP

Guidance is a systematic, continuous, professional process of assisting individual pupils with particular needs and problems in the areas of school progress, personal-social relations and educational-vocational orientation. The objectives of guidance are synonymous with the objectives of education. Even though the guidance programme is addressed to the whole individual, treated as an integral unit, it is possible to classify the individual’s problems broadly into educational, vocational and personal.

Educational guidance is concerned with helping the individual to plan wisely his educational programme and to put himself in position to carry forward successfully according to the aspirations of the society.

Vocational guidance is a kind of assistance, which is given to an individual not only in the selection of an occupation but also in preparation as well as for progress. There are ten aims of vocational guidance as given by Jones. But the main aim of vocational guidance is to assist the individual in choosing an occupation, preparing for it, entering upon and progressing in it.

Personal guidance is assistance offered to the individual to solve his emotional, social, ethical and moral problems. The purpose of personal guidance is to help the individual in his physical, emotional, moral and spiritual development as well as adjustment. The aims of personal guidance will be clearly understood when we take into consideration the different stages of child education such as: Elementary stage. Secondary stage and College or University stage. Personal guidance at the elementary stage takes into account the problems of health, feeling of security, social acceptance, discipline and leisure time activities. Personal guidance at the secondary stage is concerned with mostly the problem of personal and social adjustment. At the college level, it is continuation of the personal guidance at the secondary stage. But the scope is widened with a view to develop a sense of social service, social responsibility etc.
1.8 UNIT END EXERCISES

Dear learners, please check you progress by attempting the following exercises:

1. What is educational guidance? Describe the aims of educational guidance.
2. State the aims of vocational guidance at various stages of education.
3. Differentiate the aims of educational and vocational guidance.
4. Establish the relationship between the aims of educational, vocational and personal guidance.

1.9 SUGGESTED FURTHER READINGS


LESSON NO. 2
UNIT-I

FOUNDATIONS OF GUIDANCE (PHILOSOPHICAL, PSYCHOLOGICAL
AND SOCIO-CULTURAL)

2.0 STRUCTURE
2.1 Introduction
2.2 Objectives
2.3 Foundations of Guidance
   2.3.1 Philosophical
   2.3.2 Psychological
   2.3.3 Socio-cultural
2.4 Let Us Sum Up
2.5 Unit End Exercises
2.6 Suggested Further Readings

2.1 INTRODUCTION

Dear learners, like all other disciplines guidance and counselling is also based on pre-supposed situations, ethics, morals, and values. If we put all these together, formulate the foundations / bases of guidance and counselling. These different aspects have different roots. Some have more close relationship with philosophy as it aims at the full development of the individual so as to be significantly useful members of the society, some of them are more closely related to the discipline of psychology as there are individual differences in abilities, personality patterns, aptitudes and interests. Still some more of them are related with social ethics, because one has to keep in view the fast coming up changes in the society. Society is dynamic. Modern science & technology has given various vocations to the individual. The problem lies in the selection of the right type of courses which suit the interests of the individuals. In the present lesson, we
are going to discuss these bases of guidance & counselling such as philosophical, psychological and socio-cultural in detail.

2.2 OBJECTIVES

After studying this lesson you will be able to:

● describe the Philosophical Foundations of Guidance
● discuss the nature of Psychological Foundations of Guidance.
● Examine the Socio-Cultural Foundations of Guidance

2.3 FOUNDATIONS OF GUIDANCE

The basic nature of guidance can be analysed from philosophical, psychological, sociological and cultural perspectives. These are known as the foundations of guidance. The detailed description of each has been discussed as below:

2.3.1 Philosophical Bases of Guidance

Philosophy is the mother of all sciences and education or guidance is no exception to it. Philosophically, the aim of guidance is self-realisation and self-direction. Respect and dignity for each individual has been enshrined in our Constitution under ‘Fundamental Rights’. Therefore, it is mandatory for the state to provide each individual the freedom of choice and equal opportunity. Freedom involves awareness of the alternatives, to choose from, which education must provide for, which students learn by operating in a truly democratic atmosphere. This is possible through guidance since all guidance programmes are based on the assumption of freedom of choice. Guidance is intended to enable an individual to help him to understand himself. Some of the important bases are described below:

(i) Democratic Values as the Basis of Guidance

The roots of guidance and counselling lay in democratic principles of equity, equality and individual differences, which are the fundamental principles of democratic way of life. democracy is the way of life of the people rather than a system of politics. It recognizes the individual differences, which are based on psychological basis rather than caste, creed, race and relationship. Thus, the philosophy of democracy is the basis of the philosophy of
guidance and counselling. In a democratic society there are many and varied types of occupations for which suitable manpower is to be cultivated for healthy development of society and optimum utilization of economic resources. However, while doing so it is to be ensured that an individual goes in for such an occupation which is appropriate to one’s personality, needs, attitudes, interests and aptitudes. Therefore, the techniques of guidance are to be used to achieve these aims. In this way, both democracy and guidance have the same philosophical basis. In a simple way, guidance provides choices for the individual success and development. Therefore, it is clear that the basis of democracy is the respect and regard of individuality, which is the same for guidance.

(ii) Everyone is Responsible

Fundamentally, guidance is based on the principle of pragmatic philosophy that every person is reformatory and his behaviour can be modified in a systematic way. Every body is capable of bringing changes in his behaviour and guidance and education can provide avenues for it. For this purpose, guidance helps the individuals to get better knowledge of themselves and become wiser to make their own decisions in life.

(iii) Use of Scientific Methods for Study of the Individual

The principle of guidance is that it is possible to bring reform in every individual after studying his behaviour in a scientific way and finding out reasons of his problems. In this process, information about the individual and his environment is scientifically collected. It is on the basis of it that he is rendered assistance to become wiser to decide his own line of action.

(iv) Individual’s Study is Basic

Every individual is unique in himself. So, fundamentally, it is essential that he should be studied in a systematic way, in order to take him on the path of optimum development. This is why that guidance worker tries to peep into the internal abilities and shortcomings of individual by the use of testing and non-testing techniques.

(v) Guidance a Recognized Source of Education

All guidance can be termed as education in the broader sense, but not all education is guidance in any sense. Many areas of education i.e. administration, supervision,
management, curriculum etc. lay outside the sphere of guidance. Education is thought to be total action, which prepares one for spending and enjoying democratic way of life. However, guidance contributes in such areas of education, which prepares him to face his problems of life in a successful way in administrative set up.

(vi) Right Man for the Right Job

The thought underlying this dictum is, all men can not do all jobs with the same efficiency and effectiveness. However, there are no reasons, except, those who are insane and not educable, who can not do any job. If right man is placed in the right job, it not only increases his efficiency, but gives pleasure to his family members, neighbours and society. It is through the process of education with efficient vocational and counselling service, that this target can be achieved.

It can be said that, democratic set up and values, the thought that every one is reformable, scientific methods of studying individuals, personality of the individual, the ideas that guidance can not be thrust upon individuals, guidance is a professional work and - putting right man for the right job are some philosophical thoughts which lay the foundation stone of the process of guidance and counselling services.

2.3.2 Psychological Bases of Guidance

Psychologically, guidance is an interactive process in which an experienced, trained and mature person to make his social, vocational and educational adjustment in an easy and effective way, provides assistance to immature individual. Guidance is based on the assumption of individual differences. Researches have established the fact that no two individuals are alike. They differ from one another in body and mind, in taste and temperament. Thus, there is a need for an analysis of individual potentialities for the purpose of education. Guidance is to help us to apply new psychological insights into the nature of the individual. Youth of today is subjected to much greater emotional strain in the home and in the community than the youth of a generation ago. The number of problem children is increasing in our schools at rapid speed. Therefore, guidance helps not only for solving problem of maladjusted children but also for the normal children so that they may lead a better family life, become good citizens of the society and may be in a position to make maximum adjustment with themselves and with the society at large.
In brief following points highlight psychological basis of guidance:

(i) **Individual Differences**

No two individuals are alike. Individuals differ in physical, intellectual, social, and emotional characteristics. To provide for the maximum development of individuality, guidance is essentially required, particularly for exceptional children viz. gifted, backward, delinquent, problem, and handicapped children.

(ii) **Psychological Problems**

Many students face emotional problems. These problems arise due to frustration, conflicts and tensions and other stresses and strains. It is essential to provide guidance to the youth to save them from stresses and strains of a developing society.

(iii) **Satisfactory Adjustment**

Guidance helps the individuals in making satisfactory psychological adjustment. Lack of adjustment adversely affects physical and mental health.

(iv) **Right Use of Leisure time**

An empty mind is a devil’s workshop is a well-known saying.

Effective guidance is imperative for helping the individuals in making the best use of leisure time.

(v) **Proper Development of Personality**

Total development of personality is an important aim of education. Personality is the sum total of physical, intellectual, emotional and social traits which is expressed in terms of behaviour, gestures, attitudes, values, beliefs and temperaments. A well organized guidance programme is essential for the total / all round development of personality.

(vi) **Differences in the Speed of Growth**

Different individuals have different patterns of development of intellectual, emotional, physical, and social nature. In this, one’s developmental pattern guides his role in dealing with different problems of life. It is also a fact that there are differences in the intellectual development of different students which mostly become visible in the achievements of their
studies and other intellectual work such as co-curricular activities. It becomes pertinent
that the new teacher should arrange his activities in accordance with the intellectual needs
of the children. For this purpose, guidance becomes quite handy to him in arranging his
activities and other programme of academics.

(vii) Clarification of Self-Concept

Every body forms his own self-concept, which guides his behaviour in all aspects
of life. in fact all the problems of guidance are ultimately the problems of clarification of
self-concept. Some have self-concept higher than their actual possession of the traits of
their personalities, they face the problems of adjustment. In the same way, many others
have lower self-concept than their personality built up, they also suffer from hardship in the
process of adjustment. Both these types of students suffer from inferiority complex, which
mars their behaviour. It becomes quite difficult to work on the problems against one’s self-
concept, even when it might be more profitable for them. It, thus, becomes essential to
study the self-concept of the individual in order to help him to adjust to his day-to-day
problems. In the light of it, it will be easy to provide him with guidance services and to
lower or raise his self-concept as the case might be and to make him wiser to take his
decisions in the light of it, which are in accordance with his abilities, points of view, and
values. In this way, clarification of self-concept becomes one of the fundamental functions
of guidance, which it does with the knowledge of psychology.

(viii) Testing and Non-Testing Techniques

A thorough study of the individual is fundamental for any guidance programme. At
times, it is done with the help of non-testing techniques i.e. observation, cumulative record,
interview etc., wherein counsellor is to depend upon his psychological background. Thus,
guidance is to help us to apply new psychological insights into the nature of the individual.

2.3.3 Socio-Cultural Foundations of Guidance

There are very strong socio-cultural aspects and bases of guidance and counselling
programme. The progress of any society is based on the fact that it becomes essential that
every individual should be able to work in accordance with his capacities, possibilities and
potentialities. However, explosion of population and revolution in the area of knowledge,
technology, and science have created such a situation for many people that they have not
been able to cope with the changes brought in the social set up and are involved in many types of problematic situations. All this reflects not only upon their individual adjustment but on their family life also. In order to help such individuals, guidance, and counselling becomes quite handy. The social aspect of the guidance programme is so strong that one can never think of it without its social bases as individual is ultimately to be guided for his social adjustments. The fact remains that, it can not be dealt with in details for want of space and time. In the perspective of sociology, guidance is considered as a social process under which individuals help one another for the extension of opportunities of the welfare of the society. Increased industrialisation, consumerism, explosion of knowledge, population explosion, technological advancement, liberalisation, globalisation etc. have changed the entire social pattern. People’s aspirations have shoot up. The explosion of rising expectations has given rise to unprecedented problems of adjustments, which are of a very delicate nature. These problems must be solved satisfactorily to avoid maladjustment and to equip the individual properly and adequately. All these factors necessitate the need for expert guidance to help the person to make his adjustment adequate. However, some of the pertinent social bases of guidance are enlisted below:

(a) **Complex Nature of Society**

Drastic changes have taken place in our entire social, economic and political system. The process of consumption, production, distribution and exchange has become very complex. We have problems and it has become very difficult for the individual to achieve satisfactory results without the help of guidance.

(b) **Conservation of Human Energy**

Life is precious. Human energy is to be saved and used for the betterment of society. If people will be left to themselves, the human energy will be wasted. Guidance is based upon the principle of conservation of energy. Lives are to be spent purposefully and this can be done with the help of guidance. Guidance can conserve this precious human energy.

(c) **Explosion of Population**

The explosion of population is not only a national problem, but a global problem too. In 1951 our population was 36.2 crores which has now increased to more than 102
crores in 2001. This has created the problem of schools, national mobility, international mobility, urbanization, language along with mixture of customs and traditions. The national mobility has also created the problem of providing education in different languages as ours is a multilingual country. It poses the problem of adjustment for students whose parents migrate to other states.

(d) Increasing Trend towards Crime and Delinquency

In no country of the World, there is total absence of crime and delinquency. However, in some countries, it is contained to a limit and the social fibre is not affected by it. However, in many other countries it crosses limits and creates huge problem for the society. In such a situation, there is an intense need for counselling programme. Thus, there is a strong social base for guidance and counselling programmes in the schools.

(e) Problem of Drug Addiction

Due to so many factors like population explosion, mis use of treasury funds by the political leaders for non-productive purposes, corruption, favouritism, maltreatment with the education system etc. youth of today are feeling rather frustrated and is going towards wrong direction and many of them adopt the path of drug-addiction which is on the increase in our society. It is high time that our country should pay proper attention towards them and save the society from going it to dogs. One of the methods to deal with such problems is to establish a strong guidance service in schools, with trained professionals.

(f) Problem of National Integration

Ours is a multi-religious, multi-racial and multi-lingual society which highlights a strong background to educate our youth that it needs to remain united in an effective way. There is an urgent need that a strong guidance and counselling programme be established in our social set up so that our youth may not be mislead. It will establish a strong base for national integration, which is deep rooted in our social set-up.

Thus, from the above discussion on the bases of guidance, it is clear that guidance aims at preparing an individual for future life. It helps him to acquire essential abilities and capacities for the tasks to be accomplished in future. It is not to decide something for him, but to make him wiser to make his own decisions and follow his own path. Hence, we can
conclude that complex social, economic, political and educational structure has made guidance and counselling a necessity.

2.4 LET US SUM UP

Dear Learners, in the present lesson we have discussed with you the philosophical, psychological and socio-cultural bases of guidance. You have come to know that guidance and counselling are very effectively linked with the democratic way of life, wherein every individual is to be so developed that he is in a position to convert his potentialities into capacities and thus to become a partner in the development of social set-up. In order to play its role in making him wiser to do all this, guidance and counselling needs to have its roots in the philosophy, the psychology and socio-cultural set up of the people. The above stated essentials have made it clear that guidance and counselling is thus to be helpful in solving problems relating to various relevant areas.

2.5 UNIT END EXERCISES

Dear learners, please check your progress by attempting the following exercises:

1. Describe the Philosophical bases of Guidance Programme.
2. Discuss the Psychological bases of Guidance Programme
3. Elaborate the Socio-cultural bases of Guidance programme.

2.6 SUGGESTED FURTHER READINGS


3.1. INTRODUCTION

Guidance is as old as human civilization. In the primitive society, guidance was offered to the young by elders in the family and to persons in distress by the family priest. Guidance - unorganized and informal- has at all places and at all levels been a vital aspect of the educational process. Programmes of organized guidance were undertaken in America towards the close of the nineteenth century. From America, the movement spread to other countries including Australia, Britain, Canada, Sri Lanka, France, Germany, India, Japan, Norway and Switzerland. The remarkable progress made during the present century by people in the west in the fields of education, science, arts and industry is, to a large extent, the result of proper organization and utilization of their guidance services. In the present lesson, we will trace the history of guidance services in India and U.K. in detail.

3.2 OBJECTIVES

After studying this lesson you will be able to:

- describe the history of guidance movement in India
3.3 HISTORY OF GUIDANCE MOVEMENT IN INDIA

As far as India is concerned, the techniques of guidance - informal and incidental - can be traced far back to ancient times. The Panchatantra and Jataka tales are well known for their moral stories, parables and question-answer techniques in learning. Even before the time of Socrates, these were used in India. The teacher-taught relationship was that of Guru-Shishya - the word Guru meaning ‘the one who guides’

Guidance, as an organized professional activity, is more than half a century old in our country. While in America the guidance movement started as an attempt to fulfill the practical needs of employers and teachers, in India it began as an academic discipline. Calcutta University has the privilege of introducing the guidance movement in this country. It set up the first Psychological laboratory in India in the year 1915. In 1936, a separate section of research in Applied Psychology was opened under the direction of Dr. G.S. Bose, the then Head of the Department. This was done with a view to adopting psychological tests prepared in America to suit the Indian conditions and to evolving procedures to satisfy the vocational needs of Indian students. In 1941 Batliboi Vocational Guidance bureau was established in Bombay with the efforts of a retired accountant practicing in Calcutta and Mukerjee, psychologist from Calcutta University. Next came Patna University, which established a Department of Psychological Services and Research in 1945. In 1947, the Trustees of the Parsi Panchayat Funds and Properties established the Parsi Panchayat Vocational Guidance Bureau. Dr. H.P. Mehta, its first Director, published the journal of Vocational and Educational Guidance for the first time. The first State Government to take interest was the Uttar Pradesh Government, which officially recognized the guidance movement by setting up a Bureau of Psychology at Allahabad on the recommendation of Acharya Narendra Deo Committee. In 1950, the Bombay Government set up the Vocational Guidance Bureau in Bombay which was renamed as Institute of Vocational Guidance in 1957. In 1952, the Vocational Guidance Association of Bombay was formed to coordinate the efforts of various individuals and agencies in the field of guidance in Bombay.

The first attempt to coordinate the work of persons and agencies working in the field of guidance all over the country was made in March 1953. Dr. W.L., Bamette, an
American Fullbright Professor, held a workshop of guidance workers in the country at the Central Institute of Education, Delhi. A second seminar was held in November 1954, again at the Central Institute of Education. Delhi. It was decided to form of All India Educational and Vocational Guidance Association and to affiliate it to the International Association for Vocational Guidance.

Secondary Education Commission (1952-53) and Guidance programme

An important factor, which influenced the development of guidance movement in India, was the appointment of the Secondary Education Commission in 1952. As a result of the recommendations of this Commission, the old education system, which was unilateral in character, was replaced by a scheme of seven diversified courses. The students were supposed to choose the courses at the delta stage (VIII Class). Therefore, there was a need of guidance at this stage. The Commission recommended the introduction of guidance services in these words:

“Educational and Vocational guidance is not to be regarded as a mechanical process whereby the advisers and teachers sort out boys and girls as a grading machine sorts out apples! it is not a question of just deciding that one boy should stay in the farm, another work in an aeroplane factory, a third become a teacher and the fourth take to the management of garage. Guidance involves the difficult art of helping boys and girls to plan their own future wisely in the full light of all the factors that can be mustered about themselves and about the world in which they are to live and work. Naturally, therefore, it is not the work of a few specialists, but rather a service in which the entire school staff must cooperate under the guidance of some person with special knowledge and skill in this particular field. Guidance, in this sense, is not confined to the vocational field only. It covers the whole gamut of youth problems and should be provided in an appropriate form at all stages of education through the cooperative endeavour of understanding parents, headmasters, principals and guidance officers.”

Following is the summary of the recommendations of the Commission:

- Educational Guidance should receive much greater attention on the part of the educational authorities.
In order to broaden the pupil’s understanding of the scope, nature and significance of various occupations of industries, films should be prepared to show the nature of the work in various industries and this should be supplemented by actual visits.

The services of trained Guidance Officers and Career Masters should be made available gradually and in an increasing measure to all educational institutions.

The Centre should take up the responsibility of opening in different regions centres of training and Guidance officers and Career Masters to which each State may send a number of teachers or other suitable persons for training.

For the implementation of these recommendations, the Commission provided guidelines, both for the centre and the states, and the result was the creation of an infrastructure of guidance programme in the multipurpose schools. The nationwide guidance and counselling programme during the first decade following the publication of the Report of the Secondary Education Commission was the result of this progressive National Policy on Secondary Education.

**Establishment of Central Bureau of Educational and Vocational Guidance**

A definite shape to the guidance movement was given when the Ministry of Education, Govt. of India, set up the Central Bureau of Educational and Vocational Guidance in 1954. The following were the specific functions of the Bureau:

(i) Production and distribution of tools and aids serviceable for guidance work in schools.

(ii) Technical assistance in setting up educational and vocational guidance bureaus in the State

(iii) Training guidance personnel, particularly psychologists and counsellors

(iv) Coordinating guidance activities throughout the country

(v) Preparation of manuals dealing with educational and vocational guidance careers and occupations

(vi) Co-ordinating with the Occupational Information Unit of the Directorate
General of Resettlement and Employment in the preparation of occupational information material and its distribution in schools. Since the establishment, the Central Bureau had been rendering a valuable and useful service in the field of guidance. It offered assistance to the State Governments to establish their own State Bureaus and to provide guidance services in their secondary schools. With the setting up of the All India Educational and Vocational Guidance Association in 1956, the guidance movement assumed an all-India character.

Soon private agencies and universities started evincing interest in the field and the Journal of Educational and Vocational Guidance was started by a private agency in 1954. This was later taken over by the All India Educational and Vocational Guidance Association. Some universities also began to offer courses in guidance as optional papers for master’s degree in education and psychology.

The guidance movement received a further fillip during the Third Plan period. Financial assistance and technical advice were given to the States by the Govt of India under a Centrally sponsored scheme of the Ministry of Education. The scheme provided for:

(i) The establishment of State Bureaus of Guidance in the States where they did not already exist;
(ii) The strengthening of the existing State Bureaus;
(iii) The establishment of guidance services with a full time counsellor in 170 multi-purpose schools; and
(iv) The establishment of an occupational information service in 2500 schools.

The financial assistance offered being meagre, the scheme had little impact on the development of guidance services.

Vocational Guidance Services in Employment Exchanges

The Ministry of Labour, which dealt with the employment of people at lower levels, was further strengthened with the passing of the compulsory Notification of Vacancies Act 1960, which made the Government organisations to fill in their vacancies through the
Employment Exchanges by an executive order. However, made it compulsory for organized sector employing more than 25 persons to notify their vacancies through Employment Exchanges. On the pattern of U.K., it started providing Vocational Guidance facilities to the registrants to facilitate their employment, to help them to go in for different types of training programmes and to go in for self employment.

**Education Commission 1964-66**

The Education Commission (1964-66) considered that the

> "Guidance services have a much wider scope and function than merely that of assisting students in making educational and vocational choices. The aims of guidance are both adjustive and developmental: it helps the student in making the best possible adjustments to the situations in the educational institutions and in the home and at the same time facilitates the development of all aspects of his personality. Guidance, therefore, should be regarded as an integral part of education and not a special psychological or social service, -which is peripheral to educational purpose. It is meant for all students, not just for those who deviate from the norm in one direction or the other. It is also a continuous process aimed at assisting the individual to make decisions and adjustments from time to time."

The Commission emphasised that educational and vocational guidance could play a significant and useful role in the qualitative improvement of educational standards at all levels and suggested a new policy on education from the primary to the university stages. It scrapped the recommendations of the Secondary Education Commission as a result of which the multipurpose system gave place to the traditional system of a unitary type. The scheme bid farewell to the objective of vocationally oriented education envisaged in the previous system.

After having made a strong case for guidance as contributory to a student’s all round development, the Commission recommended that it was not counsellors but teachers who would have to take the responsibility for guidance for the next twenty years. The Commission had thrown cold water on the hopes and aspirations of guidance workers. The Draft National Policy on Education of the Ministry of Education, Government of India (1979) is silent on the guidance and counselling service and the words ‘Guidance’ and ‘Counselling’ are nowhere mentioned in the National Policy note.

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The Present Position

At present two major establishments are developing guidance programmes for school-going children in our country - Government Organisations and Private agencies. The Government agencies include the Department of Educational Psychology and Foundations of Education, the National Council for Educational Research and Training, State Bureaus of Guidance and the Guidance units of the National Employment Service. Private agencies include Vocational Guidance Society at Calcutta, Gujarat Research Society at Bombay, Y.M.C.A. of Calcutta, the Rotary Club of Bombay, the Lions Club, and the Junior Chamber of Baroda. In addition, a number of voluntary organizations are also providing guidance facilities of different types. According to the information collected by the Department of Psychology and Foundations of Education in 1976, out of 30,328 secondary schools in the country, 8,732 (29 per cent) have a programme of guidance. Only 37 schools in the country have full time counsellors. 258 schools have part-time counselors and the rest of the schools have career masters. As the impact of guidance is not immediately perceptible, effective guidance service is rare in the schools. Bureaus are functioning in all the States except Jammu & Kashmir, Nagaland, Sikkim and Tamil Nadu. Among the Union Territories, only Chandigarh and Delhi have guidance bureaux.

However, after the inclusion of education in the Concurrent List of our Constitution with the efforts of the Central Government, the 10+2+3 system of education has been adopted by the All States of India. This system has its deep roots in the guidance programme and will be difficult to function without it. However, it secures that the State Governments have not very seriously implemented the +2 i.e. vocational education. In accordance with the modified National Policy of Education 1992, it is predicted that their pattern will have to be taken seriously. In nutshell, it can be said that there is no escape from the serious implementation of Educational and Vocational Programme.

3.4 HISTORY OF GUIDANCE MOVEMENT IN U.K.

The beauty of the educational programme of U.K. is that it has grown out of her own needs, culture, trade lines, and compulsions. U.K. has so well organized her education system that no nation in the world can compete with her. No text,
they take a lot of time to change and change only when they are fully convinced of
the merits of the change, yet they have made guidance programme as one of the
important constituent of the education process, it may be difficult to say when it
started, yet it can be definitely said that it developed her own policy to adopt it
rather than transplanting from other nations. Even they take some help to clarify
their concepts on some educational problem from some other culture; they fully
absorb it into their process.

School Guidance Programme

In U.K., there is a strong guidance and counselling programme. The cumulative
record of all the students are prepared and kept up-to-date right from the day the child
enters the school and all types of records are maintained in it. The Elementary education is
well planned. There are three types of the schools i.e Grammar Schools, Vocational Schools,
and Modern Schools. The class teacher watches all the students at Elementary level keenly.
All types of guidance is provided to all of them. Now, a different type of secondary education
in the shape of comprehensive system has been adopted and all the three types of schools
are combined in the same pattern. The services of the school counsellor are provided in
almost all the schools. The supporting staff also assists them. Students are provided
educational, vocational, and psychological guidance at school level for the selection of the
subjects after the end of the secondary education, those who want to go in some professional,
technical, or mechanical types of work are guided to go in for such trainings and only a
very good few are allowed to go in for university education. In this way, there is good type
of guidance and counselling programme organized in their schools.

Career Guidance

The part time teachers are appointed in the schools. Local Education Authorities
(LEAs) and The Ministry of Labour share responsibility of providing career guidance.
LEA is responsible to organize the schooling programme and also organizes the guidance
programme. In some schools, there are full time guidance counsellors. In U.K., there is a
very good tradition that when the students pass out school education, their cumulative
record is handed over to the Employment Exchange for his placement in some job. The
Youth Employment Officers keep in touch with schools and places of employment and co-
operate with teachers and others concerned in the transition from school to work.
Child Guidance Clinics

Child guidance centres or clinics for the treatment of children with emotional or behaviour problems are provided by many local education authorities, as well as by homes, hospitals or voluntary organisations. Clinics provided by LEAs are part of the School Health Services and generally co-operate closely with the National Health Services. The services of Psychologists are taken for investigation of children with emotional or psychological disturbances and they give talks and advice to the parents and teachers on the management of children and their behavioural problems.

School Welfare Officers

LEA usually employs a school welfare Superintendent. He acts as leader of a team of local education welfare officers or school attendance officers of a team. They look after their areas in the district and make a liaison between the schools and the children homes. The annual house-to-house census undertaken by the officers ensures that no child of compulsory school age is over-looked.

Children Care Committees

A unique system of child-care has been developed in London where the Inner London Education Authorities employ trained social workers as organizers of voluntary care committees. These consist of voluntary workers and are attached to both primary and secondary schools or groups or such schools.

Concluding Remarks

The guidance programme in U.K. is unique and she developed her own system of guidance programme although it has also been influenced by the Guidance Programme of U.S.A. It places more emphasis in educational guidance programme and most of the vocational training is provided in the form of further education outside the schooling process of academic type. In the school, such interests are developed through the organization of co-curricular activities, which are quite well organized. Historically, it has grown out of their own needs and is of different pattern.

3.5 LET US SUM UP

Dear learners, Guidance programme is an essential part of democratic pattern of
society. As such, this is an essential part of educational process in India and U.K. The guidance programme has taken its birth in U.S.A., where it is well established.

In our country, in spite of the fact that a good many posts of counsellors, have been created in different places in Educational Departments at district level in some schools. Establishment of State Bureaus of Educational and Vocational Guidance, a good many Vocational Guidance Units in Employment Exchanges and University Employment and Information Bureaus in Universities, the organization of guidance services have not got their roots in Indian situation. The policy planners and political leaders have not taken it seriously.

In U.K. the guidance programme is well organized both in schools and in Youth Employment Services. However, it is not as well organized as in U.S.A. It has grown out of the needs of the educational system of U.K. Needless to say that it is providing a good service for channelizing the students in different channels in academic as well as in vocational streams.

3.6 UNIT END EXERCISES

Dear learners, please check you progress by attempting the following exercises:

1. Describe the History of Development of Guidance Movement in India in your own words. Bring out its important features.

2. Discuss the History of Development of Guidance Programme in U.K. Write its important features.

3.7 SUGGESTED FURTHER READINGS


4.0 STRUCTURE
4.1 Introduction
4.2 Objectives
4.3 Types of Guidance
   4.3.1 Educational Guidance
   4.3.2 Vocational Guidance
   4.3.3 Personal Guidance
4.4 Let Us Sum Up
4.5 Unit End Exercises
4.6 Suggested Further Readings

4.1 INTRODUCTION

Dear students, in the previous lessons you have studied the conceptual framework of Guidance, its meaning, need, scope and history of guidance movement in India and U.K. There are mainly three types of Guidance i.e. Educational guidance which is concerned with helping the individual to plan wisely his educational programme; vocational guidance is a long continuing process, organized assistance for choosing appropriate occupation in life and personal Guidance which deals with all aspects of life. In the present Lesson we will be discussing, with you these three types of guidance in detail.

4.2 OBJECTIVES:

After reading this lesson you should be able to:

- Explain the nature of student’s problems, which need educational guidance
4.3 Types of Guidance:

Guidance is the help given by one person to another in making choices and adjustments and in solving problems. Guidance functions in all sorts of problem situations, may be in educational, vocational, or personal. Thus, there are different types of guidance programmes depending upon the nature of a problem. It is an interesting phenomenon that educationists and guidance workers have been describing types of guidance in diversified ways. Many of them do not agree on the number and types of guidance.

W.M. Prestor described six types of guidance

(a) Educational Guidance
(b) Vocational Guidance
(c) Guidance in Social and Civic activities
(d) Guidance in Health and Physical activities
(e) Guidance in worthy use of leisure time
(f) Guidance in character building.

Paterson has grouped them into five types:

(1) Educational Guidance
(2) Vocational Guidance
(3) Personal guidance
(4) Health Guidance
(5) Economic Guidance
If we examine the classification of all the psychologists a common thread passes through mainly three types of guidance, these are,

(i) Educational Guidance
(ii) Vocational Guidance
(iii) Personal Guidance

4.3.1 Educational Guidance

According to Arthur J. Jones. “Educational Guidance is concerned with assistance given to pupils in their choices and adjustment with relation to schools, curriculum, courses, and school life.”

It means that educational guidance is mainly concerned with such problems of education as are faced by students engaged in the study of different subjects for their vocational preparation. There are various problems of educational guidance, which have been discussed by Brewer in his book “Educational guidance”. Brewer is of the view that educational guidance is concerned strictly with the pupil’s success in his educational career. Keeping this in view, he stated a number of problems pertaining to educational guidance. In educational guidance, one of the main problems is to help the individual to make desirable progress in his educational career. Educational career is obviously “the path of learning, which has to be followed by a pupil”.

Educational Guidance: Nature and Concept

There is a definite type of situation, which must come up for any guidance activity. If such a situation does not exist then the activity can be termed anything like education, vocational education, or assistance but cannot be called guidance in any sense of scientific terminology. For any guidance activity, it is essential that there must be two sets of different characteristics. Different types of individual and a number of choices open to make any combination suitable to them.

For the first time the term, educational guidance was noticed in the Reader’s guidance in 1912. In the field of educational guidance it will be possible to do so if firstly there are number of individuals and each individual has different personality characteristics i.e. intelligence, attitudes, aptitudes interest, personality patterns, physical
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make-up etc. Out of all these characteristics, the individual who comes up must be unique personality, which would fundamentally be quite different from other human personalities. Secondly there should be different types of educational activities i.e. school subjects, streams and combinations. The individual who is to be unique embodiment is to decide about his choices in education. He is to decide it for himself with the help or guidance of some other persons, may be a teacher, counsellor, parents, headmaster or a guidance worker who is to assist him in deciding things for himself. Until such a situation of the different sets of things arisen of the outcome will be a guidance activity.

Educational guidance thus may be said to be the process of assisting an individual pupil to determine and understand his own abilities, aptitudes’, interests, opportunities, needs, problems and limitations and to make a proper study successfully and adjust himself to his environment, so that he can serve the society properly and enjoy a happy life. This type of guidance will have to be related as a functional part of the school programme and is definitely related to the school curriculum.

In order to explain educational guidance activities, Ruth Strong says that it must include the following:

1. Helping a student to adjust his academic load to his ability
2. Substituting a more suitable course for one in which the student has failed, instead of requiring him to repeat the subject
3. Adopting methods of teaching to the individual in a class
4. Scheduling opportunities for counselling students as an intrinsic part of their curriculum
5. Placing the responsibility for learning with the students
6. Re-organizing student’s real interest and providing opportunities for each student’s participation in the student activities, which unless carried to access seem to have a benefit effect on scholarship.

One of the speciality of educational guidance is that it is almost always influenced by the vocational guidance. In the way, there are diversified courses of studies, which
prepare individuals for different type of occupation, so are the differences among individuals as regards their abilities or capacities so that there are different persons suitable for different courses of studies. That is why that mostly educational guidance is dominated by vocational guidance. At times, the occupation or profession of the individual is decided by the points and educational guidance cannot have any other role to play but the role of assisting the process of vocational guidance. It may not always be true.

**Kothari Commission** is of the view that “One of the main functions of guidance at Secondary level is to aid in the identification and development of the abilities and interests of adolescent pupil. It helps these pupils to understand their own strength and limitation and to do scholastic work at the level of their ability, to gain information about educational and vocational choices and plans” based on the consideration of all relevant factors; and to find solution to their problem of personal and social adjustment in the school and at home.”

**Guidance and Education**

The aims and objectives of guidance are so close to each other and people confuse them at times. Even guidance scholars the Jones have said, “Whatever in the learning process the teacher assists the child to learn, guidance is present.....choices in methods (of learning) are often, if not always possible. The efficient teacher is continually trying to help the pupil to find the method that is best suited to him. Such assistance is guidance...Teaching conceived of as assistance the pupil to learn is all essential guidance.” Similarly, Wrinkle and Gilchrist has said, “Without good teaching guidance is incomplete. Teaching and guidance are inseparable.” Education, in one sense, means aiming at proper development of the child so that he becomes a good citizen and enjoys happiness in life. It is hoped that it will be through education that people will acquire sound health, grow capacity to face difficulties realistically, develop power to solve problems in life, have the best functioning of their intelligence, and also establish good relationship with other people of the society. According to Proctor, Guidance is a process “assistance given to individual, of making necessary adjustment to their environment and in distributing themselves to suitable vocation recreational health and social civic opportunities.” In brief, the purpose of guidance seems to be self-realization and personality development. It also helps people to make necessary adjustment to this environment.
It needs to be kept in mind that instruction is not guidance and must be carefully distinguished from it. At times, guidance does make use of instruction, but it is not self-instruction. We should be able to conceive that even when the aims and objectives of guidance are the same, which are that of education, the method used by these two, differs largely. That is why Jone once said that all assistance in learning is guidance and at an other place said that “all guidance is education but some aspects of education are not guidance, their objectives are the same in the development of individual but the methods used in education are by no means the same as used in guidance”. Agreeing with Jones, Myers has said, “Adopting teaching methods to individual needs is not educational guidance. It is just good teaching.”

4.3.2 Vocational Guidance

It was for the first time that the term “Guidance” came into prominence along with adjective Vocational. All have not universally described the term. In the same way, different scholars have visualized them in different modes. Some have considered it as “getting a job for the child” while others visualized it as “keeping the individual happy at his work,” while still others considered it as “fitting the occupation to the individual”. The National Vocational Guidance Association of USA in 1924 defined it: “The process of assisting the individual to choose an occupation, prepare for it, enter upon it and make a progress in it.” In accordance with this definition, the vocational guidance counselor or the vocational guidance officer is to do everything for the pupil. This is all against the spirit of guidance service as in this process the pupil is to be assisted to decide for himself and some one else is not to decide for him. Keeping all this in view the Association revised the definition in 1937 and said, “Vocational Guidance is the process of assisting the individual to choose an occupation, prepare for it, enters upon it and progress in it.” It is concerned primarily with helping individual to make decisions and choices involved in planning a future and building career decisions and choices necessarily in affecting satisfactory vocational adjustment.

As is essential with every form of guidance there are two sets of different traits in the process of vocational guidance? One set is embodied in the individuals who possess different levels of intelligence, physical characteristics, aptitudes, attitudes, interests, personality traits, and academic attainments. On the other hand, there are different vocations requiring different types of theoretical and practical qualifications
and a good number of vocations with different requirements and opportunities. Briefly speaking it is the job of the vocational guidance worker to assist an individual who possesses certain kinds of assets and liabilities in his behaviour to select one vocation from the large number of available vocations. The vocation thus selected should be the one. “which is regarded to be the most suitable and appropriate for the pupil”. Keeping in view his intelligence, interests, attitudes, aptitudes etc., and the vocational guidance worker should help the individual to prepare himself for it, enter into it, and last of all to prepare in it.

**Vocational Guidance and Vocational Education**

Both these terms, no doubt, very closely interlinked with each other do not mean exactly the same thing. Vocational Education means the actual preparation, through education and training, for the future occupation, which has already been selected. However, Vocational Guidance consists of the assistance given in choosing the vocation and in making of the plan for the preparation or training for the vocation. Some of the guidance scholars are of the view that vocational guidance is a part of the vocational education, in the same way in which all educational guidance is a part of education. That is why even Myers has said, “Vocational guidance is an integral part of an organized educational programme and not as something apart from education that is being wished upon the schools by a group of enthusiasts because there is no other agency to handle it”

**Place of Occupational Information in Guidance**

The aim of vocational guidance is to serve the individual and society. For the individual the objectives are to prevent unfortunate consequences arising from maladjustment an occupation and to contribute to his total well-being and happiness. Maladjustment-may lead to undesirable consequences to various kinds ranging from mild job dissatisfaction to serious mental and physical illness. From a more positive point of view, vocational guidance is a means of promoting the general well-being of the individual.

Specifically, through information service a guidance worker may help his client to select a suitable vocational goal, informing him about the training he will need to reach that goal. Certain basic objectives can be laid down for the information service in vocational guidance programme of a school. These objectives are as follows:
1. to convey to pupils the importance of an occupational choice and the necessity of a sensible and realistic approach
2. to develop a broad and realistic view of opportunities in life and problems at all levels of training
3. to create an awareness of the need and an active desire for accurate and valid occupational, educational and personal social information
4. to help a pupil in proper self-appraisal and development of his interests and personality
5. to provide occupational orientation and an understanding of the world of work and related activities
6. to assist in the mastery of the techniques of obtaining and interpreting information for progressive self-directedness
7. to provide assistance in narrowing down choices progressively to specific activities which are appropriate to aptitudes

Under the new pattern of education (10 + 2 + 3), the information service is very essential for helping the students make successful curricular and vocational choices at the end of the period of general education at class X level. They are to be provided with information about the various vocational possibilities through career conferences, occupational information exhibitions, and career corner in schools.

4.3.3 Personal Guidance

Personal guidance is meant to provide assistance to all problems, which do not come within the purview of educational and vocational guidance. This type of guidance starts from early childhood and continues throughout the life of an individual. Personal social guidance has become relevant under existing problem conditions. These days individuals are facing emotional problems, mental ill-health, attitudes towards social evils, changing values towards social system and superstition. Such problems necessitate the importance of personal guidance. “Personal guidance is more important in modern India as new Indians may still talk proudly of their spiritual heritage and suck their lips at our
materialism and too rapid tempo of life. Yet the same champions of Indian timelessness are in a hurry, a terrible hurry, to develop and catch. They are hankering after the material progress of the west and determined that in India and in Asia it will be shared more broadly among men.

In this way, we notice that the term personal guidance is rather comprehensive and it permits to the whole life of the individual. It may include guidance pertaining to social and civic activities. It may provide for recreational guidance, social and moral guidance, health guidance, community service guidance etc. Another important point in regard to personal guidance is that we consider the term personal as one side of the coin whose other side is social. Individuals are the units of society and society is made of individuals. In all social activities, the person or persons are involved with their individual differences and uniqueness of their personalities. Thus, the personal type of guidance is devoted to the needs and interests of the individual in society.

Personal guidance may be defined as the assistance offered to the individual to solve his emotional, social, ethical, and moral as well as health problems. Thus, in the nature of personal guidance we find a concern for individual and social problems, which are not generally dealt with under educational and vocational guidance.

The purpose of personal guidance is to help the individual in his physical, emotional, social, moral, and spiritual development and adjustment. As regards physical development; play activities of the children have to be properly organized likewise for emotional development; children have to be provided with opportunities for self-expression. In matters of social development; children have to plan to get along with others.

**Behavioural Problems of Students**

Most human problems arise from life situations and significantly affect the development of individuals. From the psycho-analytic point of view, problems of adjustment are explained to be the result of the nature of the psycho-sexual development of the individual. According to this view complexes arise when the libido is blocked or fixated at any particular stage. Such fixation in unfavourable circumstances may precipitate personality problems and lead to problems of adjustment. According to the accepted meaning of the term a person is said to be adjusted when he is in harmony.
with a reasonably adequate environment, he is relatively happy, efficient and has a proper degree of social feeling. By maladjustment, we mean the degree of disharmony between the individual and the environment. There are various reasons of behaviour problems among the students. There may be hereditary, environmental factors which include home environment, defective discipline, unwanted home atmosphere, school environment etc. other factors are physical abnormalities, adolescent period, poverty of parents and lack of suitable recreational facilities.

The following are the symptoms of behaviour problems at school stage :

1. the student is attracted towards anti-social elements
2. he fails in the examination
3. he shows frequent nervousness
4. he does not show interest in studies
5. the student make false excuses in the school
6. the student remains absent in the school
7. he is shy by nature
8. he is cut off from the group
9. the pupil may project emotional disturbances through nail-biting, head scratching, thumb-sucking etc.
10. he remains absent

The following are the some common behavioural problems at school stage which needs personal guidance :

(a) Truancy
(b) Stealing
(c) Cheating
(d) Bullying
(e) Lying
How to control Behaviour Problems?

There are two methods to control behaviour problems (a) Prevention and (b) Punishment

School can do a lot to prevent behaviour problems by providing the following facilities in the school:

(i) Atmosphere: atmosphere of the school should be free from emotional tensions

(ii) Facilities for co-curricular activities

(iii) Teachers behaviour

(iv) Curriculum

(v) Developing good reading habits

4.4 LET US SUM UP

Dear Learners, we have studied in this lesson the various types of guidance. The educationists and psychologists have classified guidance according to different purposes. Mainly there are three types of guidance. These are Educational Guidance, which is concerned with the educational problems such as teaching-learning process. Second is vocational which is concerned with the problems of selection, training and choice of vocations in the life of the individuals whereas Personal guidance is related with the behavioral problems of the individuals. The teacher plays an important role in understanding and the solution of the problems’ in the areas of educational, vocational and personal guidance.

4.5 UNIT-END EXERCISES

Dear Pupil teachers, please check your progress by attempting the following questions:

1. Describe the nature of Educational guidance.

2. Explain the place of occupational information in guidance.

3. Discuss the various types of behavioral problems among the students at school stage.
4.6 SUGGESTED FURTHER READINGS


LESSON NO. 5
UNIT-II

NON-TESTING TECHNIQUES IN GUIDANCE : INTERVIEW, OBSERVATION

5.0 STRUCTURE
5.1 Introduction
5.2 Objectives
5.3 Non-Testing Techniques in Guidance & Counselling
   5.3.1 Interview
   5.3.2 Observation
5.4 Let Us Sum Up
5.5 Unit End Exercises
5.6 Suggested Further Readings

5.1 INTRODUCTION

The aim of guidance is to help the individual. It can be done by understanding him. We can not understand a person unless, we know him. Therefore, the first thing guidance workers must do is to get to know the individual. If he has reliable, accurate, significant, and comprehensive information regarding the individual, he can understand him better and guide him effectively. The better the exploration of the individual, the more effective the guidance, and complete exploration of the individual may be achieved by various testing and non-testing devices. In this lesson, we will discuss only two non-testing techniques i.e interview and observation in detail.

5.2 OBJECTIVES

After going through this lesson, the students will be able to:
1 Understand the need of studying and appraising an individual.

2 Describe the non-testing techniques in guidance and counselling

3 Describe interview as non-testing technique.

4 Discuss Observation as non-testing technique in guidance programme.

5.3 NON-TESTING TECHNIQUES IN GUIDANCE AND COUNSELLING

The centre of all guidance and counselling is the individual. Therefore, in any guidance programme, we study and appraise the individual. While emphasizing the importance of studying and appraising the individual Reavis and Judd write, “To attempt to guide the development of the pupil without an intimate knowledge of his background and the sum total of experience is to attempt the impossible.”

Jones emphasises,”Assistance in making choices should be based on as through an understanding as is possible of the individuals, his basic needs and the real circumstances surrounding the decisions.”

Thus, an important purpose of appraisal service is to gather information about student that will aid them in understanding himself or herself and make meaningful decisions about their future career.

Techniques for studying and appraising individuals

In studying and appraising the individual, data and information pertaining to all aspects of life are required. A number of techniques are used for this purpose. These techniques are developed by psychologists. They can be classified into (i) Testing Techniques and (ii) Non-Testing Techniques

Non-Testing Techniques

These techniques are also known as non-standardized techniques. Non-testing techniques for studying and appraising an individual are:

(i) Interview (ii) Observation (iii) Case Study (iv) Cumulative Record
(v) Socio-metric Techniques (vi) Questionnaire (vii) Rating Scales
We will discuss first two non-testing techniques in detail

5.3.1 Interview

Interview is one of the most important techniques used to collect data in guidance and counselling. It is called “conversation with a purpose.” It is face to face relationship between the interviewer and the interviewee. Various types of interviews are used to understand the individual. These are:

(i) **Diagnostic Interview**: Here the purpose is to secure information about the individual.

(ii) **Administrative Interview**: A student misbehaves and principal calls him and warns him. Here the purpose is to self-explanation, to warn, to punish or to modify behaviour.

(iii) **Employment Interview**: Here the purpose is to determine the fitness of candidate for a particular job.

(iv) **Admission Interview**: Here the purpose is to determine the fitness of a candidate for a particular course.

(v) **Informative Interview**: Here the purpose is to impart information to the interviewee.

(vi) **Research Interview**: Here the purpose is to discover facts and figures for the purpose of research.

(vii) **Counselling Interview**: Here the purpose is to help the individual (counsellingee) to solve the problems.

Here in this lesson we are concerned with the Counselling Interview: Functions of Counselling Interview

- To have a face to face contact with the interviewee and to assist him
- To collect information from the interviewee
- To impart information to the interviewee
To motivate the interviewee and enable him to take interest in himself

To help the interviewee in solving educational, vocational and psychological problems and making adjustments

The counselling interview is a face-to-face situation involving two persons, in which counsellor helps the counsellee in gaining insight into his problems and assists him in solving the same.

Ruth Strang describes the interview as the heart of counselling process in which other techniques are contributory. In the words of Erickson, “A counselling interview is a person-to-person relationship in which one individual with problems and needs turns to another person for assistance.” The essential feature of the interview is a dynamic face-to-face relationship in which the counsellee is helped to develop insights that lead to self-realization. It is a type of person-to-person relationship and communication to explore the problem of the client.

Before the interview takes place, it is essential that interviewer must be clear in mind about the person who is to be interviewed, his background, his environment and his merits and weaknesses. He should be clear in his mind about the technique and purpose of the interview. He should select the proper place and atmosphere for the interview and arrange its secrecy. The interviewee needs to be properly motivated. It is essential that interviewee should have come voluntarily of his own and without any compulsion.

Steps in Counselling Interview

In order to make the interview meaningful and effective, the following steps are followed:

1. Preparation and establishment of rapport
2. Unfolding the problem
3. Joint working on the Problem
4. Closing of the Interview
5. Evaluation and
6. Follow up
1. Preparation and the Establishment of the Rapport

It includes:

(i) **Schedule of Interview programme**: Schedule of interview should be prepared in advance. The date and time of interview of each pupil in the class should be notified.

(ii) **Physical Setting**: An essential preparation for an effective interview is the proper physical setting and environment. It should be conducted in a private room free from noise, distraction or disturbance. A properly lighted room with suitable temperature condition and a comfortable seat for the counsellee must be ensured.

(iii) **Organised Material**: Material required for the interview should be organized and planned. Even the opening sentence must be thought of

(iv) **Pre-Interview Conversation**: Pre-interview conversation is essential where the interviewee is bashful or reserved. Appropriate topics for discussion for pre-interview are hobbies or school events.

(v) **Establishing Rapport**: Rapport should be established. Rapport is characterized by mutual respect, cooperation, friendliness, sincerity and mutual confidence.

2. Unfolding the Problem

Unfolding the problem means to arrive at the problem. Methods of unfolding the problems are:

(i) **Observation**: Two things should be observed.
   
   (a) Physical reaction of the client - it may be in the form of bodily tension, excitement or blushing
   
   (b) Observation of clues for understanding the problem

(ii) **Listening**: Interviewer should ask important, suitable and limited questions. Questions should be well worded.

(iii) **Talking**: Problem can also be unfolded with the help of talking or mutual conversation between the counsellor and the counsellee
3. **Joint working on the Problem**

Here the counsellee is taken into confidence, pros and cons are explained to him and the situation is arrived at through joint efforts. The counsellor should increase rapport with the help of the following techniques:

(i) **Sympathy**: Show sympathy to the client or interviewee

(ii) **Assurance**: Give assurance to the counsellee that the problem will be solved.

(iii) **Humour**: Make use of humour in order to remove the tension to illustrate his point of view.

(iv) **Personal References**: Give personal references to the client to illustrate the point of view.

(v) **Non-Personal References**: Give non-personal references about other persons who had similar problems.

(vi) **Reference to Consellee's words**: Sometime start new topic for discussion by referring to the statement made by the counsellee.

(vii) **Threat**: Sometime try to show to the interviewee the grave consequences that may result if he follows a wrong course of action.

(viii) **Approval**: Temporary approval of the action of the counsellee should be given in order to encourage the feelings.

4. **Closing the Interview**

Interview should not be closed abruptly. See that the client is satisfied and summarise the whole issue in a few sentences. Fix time if there is need for another interview. Interviewer should see that he has recorded all the necessary facts so that he can prepare a report.

5. **Evaluation**

Interview may be evaluated under the following four headings and the points of merits given above be kept in view:
(i) Regarding the setting of the interview

(ii) Regarding the interviewer

(iii) Regarding the Interviewee

(iv) Regarding the outcome of the interview

6. Follow Up

The follow up should be made to find out if the problem of the counsellee has been solved and if he is moving in the right direction. It is also essential for the improvement of the interview process on the basis of the results shown by it. This should be a continuous process.

Subject Matter covered during the Interview

The following subject matter should be covered during the interview:

• The problem or reason for coming for interview
• Previous work history
• Educational history
• Hobbies, vocational and background
• Interests
• Family situation and background
• Social Activities
• Physical conditions
• Self-evaluation of appearance, abilities and personality

Advantages of Interview

The following are the advantages of the interview:

• It is the most flexible and dynamic way of understanding the individual as a whole
• It is natural like conversation
• It can be used for variety of purposes
• It helps the counsellee to understand himself and solve his problems
• It can be practiced on illiterate persons
• Interview is relatively easy to conduct.

Limitations of Interview

The following are the limitations of the Counselling Interview;

• It is subjective
• It is time consuming
• It needs experts which are generally not available
• It is placed in an artificial situation
• Depression may take place during the interview and may spoil our results
• Sometimes it is difficult to interpret the results of the interview

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

5.3.2 Observation

Observation is one of the important techniques of collecting information about the individual. In guidance and counselling, observation is the most commonly employed of all individual techniques. Rousseau wrote, “Watch nature long and observe your pupil carefully before you say a word to him.”

Behaviour is a reflection of personality. It must be observed very carefully, intelligently and scientifically as observation of behaviour has been recognized as basic to other techniques. For reliable and dependable observation, however, observation must be organized or planned, directed, specific, systematic, scientific, objective, reliable, qualitative, and quantitative.
Two important types of observation are:

(i) **Natural Observation:** In natural observation, we observe the specific behavioural characteristics of children or adults in natural setting. Subjects do not become conscious of the fact that someone is observing their behaviour. The teacher can observe the behaviour of the students on the playground or in any other social situation when students may not become conscious of his presence. In child clinic, one way screen is used to observe the behaviour of deviant children, the observer can observe the behaviour of children but they can not see the observer.

(ii) **Participant Observation:** It is that type of observation in which the observer becomes the part of the group which he wants to observe. He establishes perfect rapport with the group of children or adolescents so that they may not become conscious of his presence and may not hide their actual behaviour.

**Requisites of Good Observation**

Observation should have four characteristics:

(i) **Proper Planning:** Specific activities or units of behaviour i.e. single or group to be observed must be clearly defined. The time of each observation period, number of observations and interval between periods should be decided. The instruments to be used for recording should be decided. Proper tools for recording observation should be obtained and used.

(ii) **Proper Execution:** An expert execution demands cultivated skills and resourcefulness on the part of the investigators. The proper physical position for observing involves focusing attention on the units of behaviour specific activities, observing discreetly the length area, number of periods and intervals decided upon, and proper handling of the recording instrument used for observation.

(iii) **Recording of Observation:** It can be done in either of the two methods

(a) The first method is to record the observation simultaneously. It avoids time gap, but makes the students conscious and are also difficult at times.
(b) Facts may be recorded soon after the observation is over. It may not be accurate due to time gap while it has the merit of not distracting the mind of the student. As it is difficult to record the minute details so check lists, or rating scales or score cards, blank form of tallying frequencies are generally used.

(iv) Interpretation: Results should be interpreted cautiously and judiciously after taking into account various limitations of planning, sampling or procedure.

**Merits of Systematic Observation**

Observational studies are particularly very important and yield significant results on developmental characteristics of children. It has the following advantages:

1. Being a record of actual behaviour of the child, it is more reliable, valid, objective and scientific.
2. It is economical as it needs no laboratory and costly apparatus
3. It is flexible and can be used in gathering data in many situations.
4. It can be applied to observe the behaviour of children of all ages. Of course, the younger the child, the easier it is to observe him. This method has been found very useful with shy children.
5. It can be applied to observe the behaviour of individuals as well as of a group.
6. This method can be used with little training and almost all teachers can use it for understanding the behaviour of problem children, backward children, delinquent children, gifted children and other types of children.
7. It is not restricted to a test situation but it is applied to the naturally occurring situations of life.

Hence, the method of observation has wide applications for studying individuals in normal non-testing situations. No doubt, observation is a scientific technique of collecting data whose results can be verified and relied upon to locate
behavioural problems of different types but it suffers from the following limitations:

**Limitations of Observation**

1. It is very difficult to get trained observers. Untrained observers may gather superfluous and irrelevant data.

2. It is subjective. Observer may become lenient i.e., he may give concessions and allowances at one time and may be strict at another time.

3. Sometimes artificiality comes in the behaviour e.g. crocodile tears or behaviour of hippocrats.

4. Sometimes we have to wait for long time for the occurrence of events. For example, for observing the behaviour of an angry child, we have to wait when he will become angry.

5. Some personal problems and experiences can not be observed i.e. sex experiences.

6. With the help of observation, we can observe the external behaviour of the individual. Internal behaviour of the individual can not be studied.

7. Record may not be written with hundred per cent accuracy as the observation is recorded after the actions of the observer. There is some time lag.

8. Observation is subject to two kinds of errors, sampling error and observer’s error. The first error occurs because of inadequacies of selecting situation to be observed. The observer’s error may be due to the knowledge and background of the situation to be observed.

Sometimes the observer is not familiar with the total situation and hence he may commit error.

**5.4 LET US SUM UP**

Dear learners, in the present lesson we have studied how the individual is studied and appraised. For appraising the individual which is the centre of any guidance and counselling programme, we have non-testing devices. We havemade
you acquainted with interview and observation non-testing techniques. As you have come to know that interview is the core of counselling process. The technique of interview is an essential part of guidance and counselling. This technique is helpful in encouraging thinking and self-understanding the client. As regards limitations, it is stated that the interview is time consuming and the data are mostly subjective and unreliable. However, a skilled interviewer can overcome these limitations.

5.5 **UNIT END EXERCISES**

Dear Distance Learners, check your progress by attempting the following questions:

1. Describe the interview technique. Discuss its procedure, advantages and limitations.

2. How observation technique is useful in appraising the individual? Discuss in detail by giving its advantages and limitations.

5.6 **SUGGESTED FURTHER READINGS**


6.0 STRUCTURE

6.1 Introduction

6.2 Objectives

6.3 Non-Testing Techniques in Guidance
   6.3.1 Case Study
   6.3.2 Cumulative Records
   6.3.3 Socio-metric Techniques

6.4 Let Us Sum Up

6.5 Unit End Exercises

6.6 Suggested Further Readings

6.1 INTRODUCTION

Dear Pupil teachers, in the previous lesson we have acquainted you with the concept of non-testing devices used in the guidance and counselling process. We have discussed two non-testing techniques i.e. interview and observation in detail. In the present lesson we will take up three more non-testing devices. These are: Case Study, Cumulative Record and Socio-metric techniques.

6.2 OBJECTIVES

After studying this lesson you will be able to:

1  describe the Case Study as Non-Testing Device

2  discuss the Cumulative Record and its importance in Guidance programme.
6.3 NON-TESTING TECHNIQUES IN GUIDANCE

6.3.1 Case Study

The case study is an old method, which has been re-discovered and adapted to the complex process of modern counselling. Case study means systematic, complete and intensive study of the pupil - his family background, his physical, social, emotional and intellectual environment. In the words of Ruth Strang, “The case study or history is a synthesis and interpretation of information about a person and his relationship to his environment collected by means of many techniques. The case study method was originally used in medicine to examine the patient, his previous development, his health and physical state from the beginning and many other factors in the past, besides making a case study of the patient’s present conditions and symptoms. Freud used case study method to assist his subjects to solve his personality problems. A case study contains interpretations, recommendations and reports in follow up work.

The method is specifically followed in learning difficulties, emotional disturbances, delinquency and other behaviour problems. This technique has been borrowed from medical science in social sciences. The psychologist or the teacher as the case may be collect detailed information on the problem of a maladjusted or deviant case and analyses and interprets the data to find out the causes of the problem. The complete information of past history and present condition is collected. The developmental history is reconstructed from the memories of the case (individual), his family and friends. The preparation of a case study is not the work of a single individual but the combined venture of social worker, teacher, parents, medical man and psychologist. In preparing a case study the information is collected from the following sources:

(1) Preliminary Information: Name, age, sex, parent’s age, education, occupation, income, number of children, social status etc.
(2) **Past History**: Condition of mother during pregnancy, any incident, child’s development after birth, physical, mental, emotional, social-illness, relation between parents and other members of the family, achievement of the child, parents death, birth order etc.

(3) **Present Condition**: The information may be collected under the following heads:

(i) **Physical**: Results of medical examination of any diseases.

(ii) **Medical**: I.Q., special abilities, general intelligence

(iii) **Social**: House environment, friends and their types, social environment in school, home and neighbourhood.

(iv) **Emotional**: Anxiety, fear, temperament, attitude etc.

(v) **Interest**: Personal, social, vocational and special aptitude.

(vi) **School Achievement**: Position in school, failure, special achievement etc.

We have given above a tentative list of various sources from which information may be collected to prepare a case study. The sources of information can vary in individual cases depending upon the type of behaviour problems of the case. Briefly, we can summarize that case study method helps to understand the root causes of maladjustment and is a very valuable method in suggesting remedial measures for the rehabilitation of maladjusted cases.

**Steps involved in Case Study**

The following steps are followed in case study:

1. Location of the case
2. Formulation of hypotheses
3. Collection of data from pupils, parents, friends, teachers, headmaster and community at large.
4. Analysis of data i.e. identification of causal factors as a basis for remedial treatment
5. Removing the causes i.e. application of remedial or adjustment measures
6. Follow up of the case to determine the effectiveness of remedial or adjustmental measure applied.

Types of Cases

(i) Problem children
(ii) Delinquent children
(iii) Backward Children or slow learner
(iv) Maladjusted children
(v) Gifted Children
(vi) Children with exceptional talent in a particular skill,
(vii) Children with educational difficulty
(viii) Children with vocational difficulty

Characteristics of a Good Case Study

The following are the characteristics of a good case study:

(i) Completeness of data
(ii) Continuity of data
(iii) Validity of data
(iv) Confidential recording of data
(v) Scientific synthesis and analysis of data

Advantages of Case Study

The following are the uses of case study:

- **Bases for diagnosis and treatment**: case study clarifies diagnostic relationships, removes points of discussion, thinking without reasoning and faulty information and helps in knowing the differences in practical and organic difficulties.
- **Useful research technique**: Case study is a very useful research technique of
assessing the personality of an individual. It supplies data about an individual and his general and specific characteristics are also known.

- **Suitable Adjustments:** Case study is used as a method for specifically giving assistance to students for making adequate adjustments.

- **For Social Workers:** Case studies are specially prepared and used for training social workers.

**Limitations of Case Study**

The following are the limitations of Case Study:

- It is a subjective technique. A person who prepares case history may project his own problems, plans, ideas, attitudes, values and the like into the report.

- It is a very time-consuming technique.

- It is difficult to prepare case history. Parents and teachers etc. may not cooperate.

- We need experts and trained persons preparing case history. Experts are generally not available.

- It is very difficult to interpret the results objectively.

In spite of these limitations case study is an important and useful technique for collection of data in guidance programme.

**6.3.2 Cumulative Record**

The cumulative record is a device for recording information about the student, which is collected from different sources over a period of time. These informations are essential to the guidance and counselling of the students. The cumulative records serve as a well arranged store-house of all the information regarding the students. Since it contains all information about the student’s past and present, the cumulative record helps the counsellor in understanding the needs and aspirations, problems, and frustrations of the students through the analysis of the data provided by the cumulative record. Ruth Strang has suggested the following uses of cumulative records for the guidance programme.
(i) Holding conferences with parents about the student’s progress
(ii) Adapting instruction in the classroom, students needs, abilities and interests.
(iii) Helping students to make important choices or decisions such as:
    (a) Choice of courses
    (b) Change of courses
    (c) Choice of vocational field
    (d) Decision to leave school
    (e) Helping students in solving their problems of adjustment in the school, home or society
    (f) Supplying information to the youth employment service regarding student’s suitability for certain type of jobs.

Contents of Cumulative Record

Generally, cumulative records have sections for the following information

(i) Personal Data: name, address and other related information
(ii) Family data
(iii) Health data
(iv) School History and Achievement
(v) Mental and achievement test data
(vi) Special activities and co-curricular activities
(vii) Interests and talents
(viii) Educational plans
(ix) Vocational plans, and
(x) Records of counselling
Hahn and Maclean have very aptly listed five principles of preparing cumulative records:

(a) It should demand a minimum of clerical time
(b) It should be designed to suit the institutional needs
(c) It should contain only those items used frequently enough to justify their inclusion
(d) Summarizing forms should be supplemented by other records valuable to counsellors
(e) These records in schools and colleges should be built and maintained within reasonable limits for students

A few points of caution for filling the Record

At the time of entering the information counsellors should remember the following points:

(i) Information which presents a child in an unfavourable situation and is likely to prejudice other persons against him such as isolated instances of bad behaviour of one, teacher’s poor opinion of the child, should, as a rule, not be entered on the record card. If any confidential material has to be maintained, it should be kept in a separate file.

(ii) While filling in information about a particular child they should be careful to use that their judgement about the child is not distorted due to the halo effect.

(iii) No doubtful information should be entered on the cumulative record card. It is better to leave certain entries blank if objective and reliable information is not available, than to fill them in with unreliable data.

(iv) During the first year after cards are introduced, the task of recording will be easier if it is done for small groups of pupils at different settings rather than the entire lot at one setting. However, once the system of maintaining cards has been established, it would be advisable to have certain factual information such as identifying data, home backgrounds, school marks, etc. recorded for all pupils within the first few days after the school reopens.
Use and interpretation of Records

The cumulative record should be used as a unified account of the child’s personality. The different items of information are not to be read and interpreted in isolation. Taking together, they should aid in understanding and interpreting any particular aspect of the child’s behaviour and personality make-up. While dealing with an individual case, gaps in information have to be filled through further questionnaires, observations, interviews, testing and home visits, if necessary, the main aim should always be to understand the pupil and promote his development.

Problems in the Maintenance and Use of Cumulative Records

The following problems are encountered while maintaining the cumulative records:

(i) Who should maintain the record? : Subject teacher or Class teacher
(ii) Where to keep Cumulative Record Cards?
(iii) When to fill up Cumulative Record Cards?
(iv) How to check the maintenance of the Cumulative Records?
(v) What should be the design of records?
(vi) Problem of new admissions and migrations
(vii) Problem of teachers in discharging the function: Teachers should be helped in discharging their function by the following ways:
   (a) Providing training
   (b) Providing model forms
   (c) Providing adequate time
   (d) Providing provisions of safe custody
   (e) Adequate inspection
The Secondary Education Commission feels that with training and certain amount of practice and with an occasional check-up by the Head of the institution and by the Inspectors, the teachers will be able to discharge their duties to the satisfaction of all. It should be noted that in his responsibility, the average Indian teacher does not yield to any teacher in any other country, what he needs is clear direction, encouragement, and sympathy.

6.3.3 Socio-metric Techniques

In order to understand the status of the individual, it is important to note that his peers inhibit one of the most significant parts of the world and their thinking may influence his functioning. To study an individual, therefore, it becomes necessary to see him the way his fellow pupils see him. One of the major techniques for such study is the sociometry. Sociometric technique was devised by Moreno and adapted by Jenning for study of students in class-room situation.

Meaning of Sociometry

According to John W. Best: Sociometry is a technique/or describing the social relationships among individuals in a group. In an indirect way it attempts to describe attractions or repulsions between individuals by asking them to indicate whom they would choose or reject in various situations. Children in a school classroom may be asked to name in order of preference (usually two or three) the child, children that they would invite to a party, eat lunch with, sit next to, work on a class project with, or have as a close friend. Although some researchers object to the method, it is also common to ask the children to name the children, again in order of preference, that they would least like to invite to a party, eat lunch with, sit next to, and so forth.

Andrew and Wilcy were of the view that A Sociogram is a graphic drawing using certain symbols and marks to indicate the pattern of social acceptance and rejection among members of a social group.

Bronfenbrenner remarked that Sociometry is the method for discovering, describing and evaluating social status, structure and development through measuring the extent of acceptance or rejection between individuals in groups.
In the light of above definitions, we can say that sociometry is the measurement of interpersonal relationships prevailing among the members of a group. Sociometric devices, such as the sociogram, attempt to discover the patterns of choice and rejection among the individuals making up the group.

**Procedure of Preparing Sociometry**

In sociometric method, each pupil in the group is asked to write his first, second and sometimes his third choices about various significant types of social setting. He has to select names from the group itself. For example he may be asked questions like the following:

1. Who would you like to be the president of your dramatic club?
2. Whom would you like to sit next to you in the class, in the bus or while going for a picnic?
3. With whom would you like to work in the science laboratory?
4. With whom do you enjoy most in social gathering?

All these questions are positive questions and hence show social acceptance. Negative questions may also be given to show social rejection. Negative questions may be:

- Who are the people you dislike most?

**How to Administer Sociometric Test?**

The following procedure may be adopted for administration of the test:

(i) Build a relationship with the class, which will enhance the usefulness of the test.
(ii) Decide what information you want and how you will use it,
(iii) Phrase the question carefully so that it is clear.
(iv) Distribute a list of names of all students in the class. Such a list will remind the students of any who are absent on that day.
(v) Distribute cards on which choices are to be indicated. The following might serve for that purpose:-
Your Name:..........................
Your First Choice : ....................
Your Second Choice:.....................
Your Third Choice:.......................  

(vi) Set the stage for best results.  

During the administration explain the purpose of the test to minimize jealousies and fears; tell the group that the findings will not be revealed to the other children. Finally, be sure to give the children sufficient time to make their choices, but not so much time that they will reveal their choices to each other.

How to tabulate the Data  

Data may be tabulated as under as shown in Table  

(a) Let the members of the group be numbered from A to J  
(b) Write “choosers” in the vertical column and ‘choosen’ in the horizontal column.  
(c) In the cells, check marks may be shown.  
(d) Let ‘F’ stand for First, ‘S’ for Second and ‘T’ for third choices respectively.  
(e) Add the number of each choice.  

How to interpret Sociogram ?  

The following procedure may be adopted to interpret the sociogram :  

(i) One student may be concentrated upon at a time.  
(ii) A detailed study of the choices made and received should be made.  
(iii) The “stars” and the ‘isolates’ may be looked for. A ‘star’ is a member of the group who receives most of the choices. An ‘isolate’ is one who is not choosen by anybody.  
(iv) After identifying the ‘stars’ and isolates’, efforts should be made to discover the causes for such selections. An individual may be isolated for several reasons :  

(a) He may be of shy nature
(b) He may not try to make friendship with others
(c) He may be a new member of the group
(d) He may belong to a lower or upper socio-economic level

**TABLE**

**Question:** Whom would you like to be the President of your Dramatic Club?

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<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
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</table>

**First Choice**

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<th>4</th>
<th>5</th>
<th>6</th>
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<td>1</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

**Total**

| Total  | 3 | 2 | 5 | 4 | 5 | 3 | 3 | 4 | 7 | 3 |

(v) Discover individuals who select each other. This reciprocal choice may be due to the following factors:

(a) Common interests
(b) Close relations
(c) Neighbours

**Discover Triangles**

A triangle shows three persons selecting one another. It shows evidence of sharp divisions or cliques in the group.
The above sociogram shows the pattern of choices of 10 students. Every student was asked to choose the two students with whom he would like to study and whether he would give first or second place.

**Advantages of Sociometry**

The following are the advantages of Sociometry:

(i) Sociometry helps in discovering the patterns of choice and rejection among the individuals making up the group.

(ii) It facilitates the appraisal of the school adjustment of the individuals within the group, the classroom management of these individuals, and screening of them for individual counselling or other remedial work in the area of social skills.
(iii) It helps in identifying:

(a) Leaders
(b) Isolates
(c) Mutual Choices
(d) Cliques
(e) Rejections

(iv) It helps us to have an idea of group at a glance

(v) It helps us to form appropriate groups of students for carrying out various activities and projects

(vi) It helps us to understand the characteristics of an individual who is liked or disliked by the group. It also assists us in knowing the qualities of leadership as being appreciated by a particular group.

6.4 LET US SUM UP

Dear Learners, we have discussed with you three non-testing devices such as Case Study, Cumulative Record and Sociometry.

Case Study is an intensive investigation of a social unit. The social unit may be an individual, a family, a school, a group of delinquents, drop outs or any other teenage gang. The researcher examines the individual in depth. He gathers pertinent data about the present, past experiences and environmental forces that contribute to the behaviour of the individual.

Cumulative record card is one document which contains the history of the child from the day he enters the school i.e. may be pre-primary or primary class, till he leaves the school finally. It is a document in which useful and reliable information is recorded cumulatively about a particular pupil, at one place. It is very useful document in the hands of counselors who can help the child in the selection of particular subject, course or vocation.
Sociometric technique is a means of presenting simply and graphically the entire structure of relations existing at a given instance among members of a given group. The major lines of communication or the pattern of attraction or rejection in its full scope, are made readily comprehensive at a glance. The data furnished by the sociometric method are extremely useful in the guidance programme. It helps in the identification of ‘isolates’, ‘star’, ‘cliques’ etc.

6.5 UNIT END EXERCISES

Dear learners, check your progress by attempting the following questions

1. Describe the Case Study method.

2. What do you understand by cumulative record? Describe its advantages.

3. What is Sociometric Technique? Describe its importance and procedure of administration.

6.6 SUGGESTED FURTHER READINGS


LESSON NO. 7 UNIT-II

ROLE OF TESTING TECHNIQUES IN GUIDANCE

7.0 STRUCTURE
7.1 Introduction
7.2 Objectives
7.3 Role of Testing Techniques in Guidance
7.4 Let Us Sum Up
7.5 Unit End Exercises
7.6 Suggested Further Readings

7.1 INTRODUCTION

The aim of guidance is to help the individual. It can be done by understanding him. We can not understand a person unless, we know him. Therefore, the first thing guidance workers must do is to get to know the individual. If he has reliable, accurate, significant, and comprehensive information regarding the individual, he can understand him better and guide him effectively. The better the exploration of the individual, the more effective the guidance, and complete exploration of the individual may be achieved by various testing and non-testing devices. In this lesson we will discuss the use of tests in guidance programme.

7.2 OBJECTIVES

After studying this lesson you will be able to:

1. Describe the Testing Techniques in Guidance
2. Discuss the Role of Testing Techniques in Guidance
7.3 ROLE OF TESTING TECHNIQUES IN GUIDANCE

Testing

There are several methods or techniques used in the guidance programme for collecting information about the person from the various sources. These methods or techniques may be broadly classified under four heads.

1. Psychological Test Techniques
2. Observational Techniques
3. Self-Report Techniques
4. Miscellaneous Techniques

Test Techniques

Psychological tests are administered to the individuals as one of the means of collecting information. A test consists of a set of standardized stimuli, which evoke such responses in the testee as reveal some well-defined characteristics possessed by him. The information we get from the tests can be used mainly for obtaining a better understanding of an individual and his needs.

The testing service has specific purposes and aims which it wants to achieve by using standardized tests. A few of the main purposes are enumerated below:-

1. To determine the individual pupil’s achievement level and progress
2. To obtain data for diagnostic purposes
3. To know his aptitudes
4. To provide for the identification
5. To improve instruction
6. To determine his existing self-concept, attitudes and personality pattern
7. To ascertain social adjustment
8. To identify under-achievers and over-achievers
Types of Tests used in Guidance

The psychological characteristics that an individual possesses may be divided into five broad categories, each one of which is measurable by a test or a set of tests. We have thus to use these five types of test.

1. Tests of Intelligence
2. Tests of abilities
3. Tests of interests
4. Tests of personality, and
5. Tests of achievement

Characteristics of a good Test:

Any test, whatever its type and measure, can be selected as a guidance tool only when it is known to possess three characteristics:

(a) Validity  (b) Reliability  (c) Practically or Usability.

A test must be valid. The validity of a test lies in the fact that it measures what it intends to measure. Reliability speaks about the consistency and accuracy of the measurement. In other words, a reliable test should consistently measure what it measures.

A good test is one that can be easily administered and scored and is neither very costly nor very time-consuming.

Uses of the Test-Techniques

The data obtained by this technique may be used for the following:

(i) Educational guidance—an understanding of their assets and limitation will help students in planning their school programmes.

(ii) Vocational planning—knowledge of their abilities and weakness will enable students to make better occupational choices.

(iii) Conferences with parents—the objective factual evidence provided by tests can be used by counsellors in interviews with parents to help them.
understand and accept their offspring abilities, achievements and interest.

Tests are recommended in a guidance programme because they have the following advantages in comparison to the other techniques:

(i) They are handy and economical methods of collecting information.
(ii) They are less time-consuming.
(iii) They are objective.
(iv) They provide significant means of comparing individuals.

Issues in Test Administration

Having discussed the purposes and the utilities of tests in guidance programme, we should now think of fewer important points surrounding the test administration. Hopson points out towards five basic questions on the introduction of school testing programme: these are why, when, where, how, and which questions of the testing programme.

(i) Why are tests to be used at all?
(ii) When should they be given?
(iii) Where should they be given?
(iv) How are the results to be used?
(v) Which tests are to be used?

Now we have discussed the first and fifth questions. We have to think now about when, where and how questions of the testing programme.

The testing should take place to four basic approaches. Hopson has given four approaches to answer this question as follows:

(a) Saturation Testing

In this approach the counsellor administers to one or a group of students a battery of tests selected to cover everything that is likely to be of importance for counselling. The assumption is that most abilities and interests are of some importance, and the best way to consider them is to test them all at once and transmit the information to the students.
Disadvantages

In appropriate and unnecessary testing no characterization, difficulty of arousing client motivation

Advantages

Economy of time and administration

(b) Individualized Batten testing

In this each student takes all his tests in a group, but these may not necessary be same tests as those being taken by others in the group.

Disadvantages

Testing is still separated from counselling, with the consequent lack of client participation and motivation.

Advantages

It is tailored to the individual’s needs, characteristics and expressed goals.

(c) Preliminary Screening Battery

Another approach is of preliminary screening battery. It is programme of sequential measurement which could mean in practice that a short test would firstly, be given to all. For some students this might provide enough information to make whatever decision it is that needs to be made (selection, classification etc.)

Disadvantages

The same as for all group testing

Advantages

Economical use of time and materials, and individually tailored

(d) Precision Testing

Tests are given with in the counselling process, to encourage client participation and to further develop rapport. As discussion of a pupil’s problem, make it clear that
certain specific data should be considered. Thus a test may be given, scored interpreted, and discussed during the course of one interview.

Further tests may then be planned or not, depending upon the needs defined by further interviewing.

**Disadvantages**
This is the most time consuming.

**Advantages**
Client participation and motivation is maximum. Then comes the question of where should the test be given? This question has been partly covered by the last question. However, the physical conditions accompanying testing are of vital importance. The place where a test is to be administered should meet the following requirements.

(a) Have adequate lighting.
(b) Be fairly quiet and free from disturbance.
(c) Have adequate space for the students who are to be tested.

The question of how the results are to be used depends upon the original purposes of the testing programme; mainly whether the result are to be used for institutional decision making. At the time of interpreting the individual test scores the counsellor is specially essential.

**How to use Test Results with Students?**
Testing programme aims at developing students understanding about themselves and to assist them in their educational and vocational planning and adjustment. Therefore, students should be given an opportunity to know about their own strengths always being ready to interpret the test results to them. Test results should not be taken in isolation, but counsellor should consider these data in relation to other information obtained about students from different sources while counselling the students. It is through integration and would do well to remember that the results may be influenced by many factors such as :-

(i) The physical and emotional condition of the pupil at the time of taking the test
(ii) The cultural experience of the pupil, which may be too limited or different from that demanded by test items

(iv) Errors in administering or scoring the test

(v) The validity, reliability, and norms of the test

The methods and materials of interpretation have to be decided, as well as the rationale of the counselling procedure, if the test has been used for individual decision-making. Some training in psycho matrix and test interpretations in organization of all the available data about a student, the counsellor gains real insight into the problems of the students. In some cases, he may find that in the light of all the other information he has about a counselee the test scores of that individual give a misleading picture, where as in other cases they may give very valuable insights.

**Role of Testing Techniques in Guidance and Counselling**

Cronbach gives the following four purposes of psychological tests:

1. **Prediction**: Various types of tests are given to individuals to obtain solid basis upon which decisions can be made. Decisions involve predictions of how well individuals will do at a later time. It is assumed that predictions based on quantitative data are more accurate and reliable and provide a balance against wishful thinking.

2. **Selection**: Tests are also used in selection of candidates for admission, jobs or some training.

3. **Classification**: Tests are also used for the purpose of classification of students. Classification means to divide students into classes or groups on the basis of some criteria. For example, classifying students on the basis of aptitude, interest and mental abilities.

4. **Evaluation**: Tests are used to assess and evaluate programmes, methods, treatment and the like.

**Uses, Need and Importance of Standardized Tests in Educational and Vocational Guidance**

(i) **Accurate and Reliable**: Standardized tests are used because they are objective,
accurate and reliable. These tests measure what they are supposed to measure and measurement by them is correct to the utmost extent. The counsellors may use tests to secure accurate and reliable information about student’s abilities, interests, adjustment problems in order to give proper guidance to the individual. By understanding each student’s strength and weaknesses, the counsellor can provide better assistance to the individual.

(ii) **Time — saving Device**: Tests are time-saving devices. Much more information about the ability, achievement, interests etc. can be gathered in a relatively short time by means of tests than is possible by means of other methods like interview, observation, autobiographies etc. thus, standardized tests are economical in terms of time and energy.

(iii) **Same Interpretation**: Since test results are usually expressed in percentiles or standard scores, they are interpreted in the same way by all workers. Thus, they have the same meaning and significance for all.

(iv) **More Information**: The information gained from tests tell about more traits of the individual than any other method would do. Thus, they measure those aspects of the behaviour which otherwise could not be measured. In subjective observation we may overlook many problem-cases particularly the shy children. Tests would discover such cases also.

(v) **Improved basis for Prediction**: Counsellor may take use of test results for future performance. Tests can provide an improved basis for prediction regarding the likelihood of success in those activities in which prospective performance can be measured.

(vi) **Decisions for planning**: Guidance workers (Counsellors) may use tests to help students arrive at decisions basic to plan their educational and vocational future.

(vii) **Diagnosing Problems**: Guidance Counsellors use tests to diagnose problems of students. For instance, problems of academic deficiency, social adjustment, growth and development may be identified and plans for their betterment may be mutually discussed and determined.

(viii) **Evaluation**: Counsellors use tests to help them evaluate the outcomes of guidance and counselling.
Limitations of Testing

In spite of the above advantages, tests are shadowed with the following limitations :-

(i) Indifference, in attention, low commitment and generally low motivation of the individuals tend to invalidate the test results
(ii) Relative narrowness of the traits measured by the tests
(iii) Low validity and reliability for some pupils.
(iv) The unavailability of local norms
(v) Heavy weighing of vertical ability in many tests
(vi) Undue influence of socio-cultural conditions or environment conditions upon test results
(vii) Failure to follow the directions of the tester

7.4 LET US SUM UP

Dear learners, there are two types of techniques for collecting information about the individual. These are testing and non-testing devices or we may call them as standardized and non-standardized tests. It should be kept in view that the techniques and tests are merely means of collecting information and no guidance worker should neglect the human factor that is the individual under study. Techniques and tests merely provide the data and information. Interpretation of the data and information needs insight

7.5 UNIT END EXERCISES

Dear learners, attempt the following questions :

1. Make a comprehensive list of Testing and Non-Testing techniques for studying and appraising an Individual.
2. What are the purposes of testing techniques?
3. State the need and importance of standardized tests in guidance.
7.6 SUGGESTED FURTHER READINGS


Dear Distance Learners, the main function of tests is to collect reliable data about the individual for making decisions about his educational, vocational or personal plan in his life. Guidance workers use various psychological tests for getting the information about the individual. In the present lesson we are going to discuss the use of psychological tests in guidance and counselling. Mainly we will also acquaint you with regard to appraisal of Intelligence and Personality tests. In the coming pages we will share the ideas of aptitude testing in guidance programme.

8.2 OBJECTIVES

After studying this lesson you will be able to:

1. Describe the meaning and purposes of psychological tests.
2 Discuss the Intelligence tests used in any guidance programme
3 Describe the Personality tests used in guidance and counselling
4 Explain the aptitude testing in guidance and counselling.

8.3 USE OF PSYCHOLOGICAL TESTS

A psychological test has been defined in varied ways.

According to Anastasi, it “is essentially an objective and standardized measure of a sample of behaviour.”

Freeman writes, “A psychological test is a standardized instrument designed to measure objectively one or more aspects of a total personality by means of samples of verbal or non-verbal response, or by means of other behaviour.”

Psychologists are of the opinion that a psychological test is a pattern of stimuli selected and organized to elicit responses which will reveal certain psychological characteristics in the person who makes them.

The observation in a psychological test are made upon a small but carefully chosen sample of an individual’s behaviour. In this respect, the psychologist proceeds in much the same way as the chemist who tests the supply of water by using one or more samples of it. For example, the psychologist who wishes to test the extent of a student’s mechanical comprehension, examines his performance with a representative set of problems. The diagnostic or predictive value of a psychological test depends upon the degree to which it serves as an indicator of a relatively broad and significant area of behaviour.

It is obvious that a psychological test is the quantitative measurement of the various aspects of behaviour of the individual for making generalized statements about the total performance and behaviour.

A good psychological test must possess the following essential characteristics:

(i) Validity
(ii) Reliability
(iii) Objectivity
(iv) Standardization
(v) Norms
(vi) Simplicity
(vii) Economy
(viii) Interesting

Counsellor’s Use of Psychological Tests

The counsellor may use the tests to:

1. secure accurate and reliable information about each student’s abilities, interests and adjustment problems in order to give him guidance and counselling;

2. make use of test results for further performance through improved basis for prediction regarding the likelihood of success in activities for which prospective performance can be measured;

3. help students arrive at decisions basic to plan their educational and vocational future;

4. diagnose student’s problems like social adjustment, growth and development or academic deficiencies and determining plans for their amelioration; and

5. help them evaluate the outcome of guidance and counselling and plan further remedial programme.

The usefulness of psychological tests depends upon their proper implementation, which implies proper selection, careful administration, objective scoring and sensible interpretation.

8.4 APPRAISAL OF INTELLIGENCE AND PERSONALITY TESTS

Intelligence and its meaning

It is acknowledged by all teachers that one of the most important single variables, which affect the schooling, is the quality of behaviour called intelligence. Intelligence, the dictionary says, is: “the capacity to acquire and apply knowledge”. Psychologists according
to their own concept of the term intelligence have evolved a number of definitions. Being 
dissatisfied by the number of definitions and their interpretation, Boring defined “Intelligence 
is what intelligence tests test.”

All the definitions have been systematized by Vernon and Freeman under three 
categories such as biological, psychological and operational.

D.Weschler has given comprehensive definition. According to him “ Intelligence is the 
aggregate or global capacity of the individual to act purposefully, to think rationally and to 
deal with his environment effectively.”

E.L.Thorndike has classified intelligence into three categories as

(i) Concrete Intelligence

(ii) Abstract Intelligence

(iii) Social Intelligence

There are different theories, which have discussed the nature of Intelligence. These are

– Faculty Theory

– Two-factor theory by Spearman

– Multi-factor theory by Thorndike

– Group Factor Structure of Intelligence by Thurstone

– Structure of Intellect (SOI) by Guilford.

– Burt and Vernon’s Hierarchy Theory etc.

Intelligence Tests

Earlier attempts to measure intelligence concerned the measurement of the side of 
the head, facial feature, and beauty of the face. People with bigger heads, broader foreheads 
and with sharp feature were considered more intelligent.

Scientific measurement began in 1905 when Simon and Binet two French 
persons published their first test of measuring intelligence. They prepared 
questions for each age group from 3 to 15 year and also gave the concept of
mental age. By 1911, the tests prepared by them began to be used all over the world.

The Simon-Binet scale was first modified by the authors and in 1911, they produced a good test of intelligence. Goddard revised the scale and produced an English Version. In 1916 Tel-man of Stanford University (America) produced American Version, called the Standford Binet Test.

In 1960, came the Stanford-Binet revised scale. After 1960, intelligence testing became a world phenomenon and a large number of intelligence tests were prepared. At present, there are tests of different types and for different age levels.

There are two types of Intelligence tests

(i) Individual Tests

Individual Tests may be verbal, Non-Verbal, Performance-based and Mixed.

(ii) Group Tests

Group-tests may be verbal. Non-verbal, performance-based and mixed

These tests may be power and speed tests.

Examples of Intelligence Tests

Verbal Individual Tests

(a) Standard Binet 1960 Scale
(b) Standard Hindustani Revision
(c) Allahabad Intelligence tests(11+)

Non-Verbal Individual Tests

(a) Meril-Palmer Scale
(b) Gessal Development Schedule

Performance Tests

(i) Pinter Paterson Performance Scale
(ii) Good enough Draw a Man test
(iii) Form Board tests
(iv) Heavy picture completion test
(v) Koh’s Block Design Test
(vi) Alexander’s Pass Along test

**Verbal Group Tests**

(i) Pinter Paterson Performance scale
(ii) Army Alpha tests
(iii) Army General Classification tests
(iv) Ottis Mental Ability Test
(v) Hundel Mental Ability Test
(vi) Tandon/Jalota General Ability test

**Non-Verbal Group Tests**

(a) Army Beta Test
(b) Reven’s Progressive Matrices
(c) Cartels Culture Free Test

**Mixed Test**

Weschler (WAIS) scale consists of 11 sub-tests which are grouped into two scales. The Verbal scale has 6 sub-scale. The second scale called performance scale consists 5 tests.

**Test Battery**

C.M.Bhatia’s Battery of performance tests. It consists of 5 tests:

- Kobs Block Design Test
- Alexander Pass along Test
- Pattern Drawing Test
- Immediate Memory Test, and
- Picture construction Test.

**Uses of Intelligence Tests for Guidance and Counselling**

In the words of Prof. V.R. Taneja “Measurement of Intelligence tells us differences among-individuals and those differences have practical importance in life, as they are predictors of success in school, college and occupation. Test results are used for educational and vocational guidance. Students can select the courses/subjects and the institutions in the light of their I.Q. They can choose the different stream of education like medicine, engineering, law, teaching etc. depending upon their I.Q like wise vocational choices can also be done on the basis of test results”. To be specific following are the uses of Intelligence tests:

(i) Allocation of students for different courses can be done on the basis of I.Q of students

(ii) Selection of students for admission to schools in different classes

(iii) Classification of students as bright, superior, average, dull etc. can be done on the basis of intelligence tests

(iv) Award of scholarships, honours, medals etc.

(v) Promotion of students to higher classes

(vi) Prediction of academic success

(vii) Understanding the causes of backwardness, delinquency and problematic behaviour

(viii) For selection in Army, Police, Civil Services etc.

(ix) For purpose of educational and vocational guidance

(x) Used in Research

(xi) For finding underachievers, slow learners etc.
Appraisal of Personality Tests

Personality is the sum of biological innate and acquired dispositions. It is a composite of mental abilities, interests, thoughts, feelings and behaviour. Being a dynamic organization, it refers to the characteristic behaviour patterns, emotions, motives, thoughts and attitudes with which an individual consistently reacts to the environment. Allport writes, “Personality is a dynamic organization within the individual of those psycho-physical systems that determine the unique adjustment to his environment.”

Purpose of Personality Testing

In our daily lives, we are constantly assessing peoples personalities in an informal way. Personality testing

1. helps the students in proper educational and vocational choice
2. helps the individuals in resolving emotional conflicts
3. helps the teacher and the counsellor
4. helps the employer in proper selection of the personnel
5. helps the clinical psychologist to chose best therapy for his patients.

Techniques of Testing personality

The following techniques are used for testing personality :

1. **The Interview** : An interview is a conversation during which an interviewer seeks to elicit information about another person and to evaluate him in general terms. Both type of interviews i.e structured and unstructured are used in personality testing. The structured interview has certain advantages :
   
   (a) it ensures that essential topics will be covered and thus lessens the probability that an unskillful interviewer will ignore many important areas of inquiry.
   
   (b) It is easier to compare interviews when all interviewers have covered the same topics.

2. **Observation** : observation is one of the finest and easiest techniques of testing
personality. Direct observation as a technique of personality testing is useful in many ways:

(i) The observer sees the person’s behaviour at first hand and does not have to rely on the person’s own description.

(ii) If several careful observers provide unbiased, factual account’s of a person’s behaviour over a period of time, the composite picture of the individual’s personality can be quite accurate.

3. **Self-ratings and Personality Inventories**

An individual has written account of the past behaviour, feelings and wishes can be a good source of information about his personality. Self-ratings can be done through personality inventories and paper & pencil tests both of which serve as excellent basis for later interviews.

**Some important Personality Inventories**

The following are the some personality inventories which are used for the appraisal of the individual:

(i) The ascendance-submission reaction study by W. Allport and Floyd H. Allport

(ii) Bemreuter personality inventory by Bemreuter and Hindi version by D.U. Mirchandant

(iii) Bell’s Adjustment Inventory

(iv) Boyd’s Personality Questionnaire

(v) Minnesota Multiphasic Personality Inventory by Starke R. Hathaway and J. Chamley Mckinley

(vi) Comrey Personality Scales

(vii) California Psychological Inventory

(viii) Self-Analysis Form by R-B. Cattell

(ix) Self-disclosure Inventory for Adolescents by Verindra Sinha
4. Checklists

In a checklist the subject has to check items which are applicable to him. Given below are some Checklists:

(i) Student’s Problem Checklist
(ii) Money Problem Checklist

5. Rating Scales

Rating is a sample of the ‘reputation’ of the subject in the eyes of the raters - counsellors, teachers, parents or others. A rater can record judgements of another person or of himself upon the traits defined by the scale by a device. It is less descriptive and more subjective, usually being based on a scale of 0-5 or very poor to excellent. It covers a much wider range of more natural behaviour than any practicable battery of personality tests. It has a great advantage of being applicable without taking up the time of the subjects, even without their knowing anything about it. A number of rating techniques are available:
(i) Ranking and Paired Comparisons
(ii) Numerical Ratings
(iii) Man-to-man Scales
(iv) Graphic Rating Scales

Few examples of Rating Scales used frequently are mentioned as below:
(a) Personality Rating Scale by G.P. Sherry and K.L. Pannar
(b) Social Maturity Scale by P.H. Ravat
(c) Primary School Pupils Personality Traits Rating Scale by M.T. Ranji, P. Das Gupta and N.P. Rastogi
(d) Sharma Manifest Anxiety Scale by Sagar Sharma
(e) Anxiety Scale by S.D. Kapoor
(f) Self-Concept Scale for Children by H.M. Singh and S. Singh
(g) Personality Word List by Pratibha Deo

6. Projective Techniques

Projective techniques enable a subject to project his internal feelings- attitudes, needs, values, or wishes to an external object. They aim at getting at the core rather than the circumference of the personality structure, are concerned with complex mental processes, and portray the complete personality.

The following are some of the major projective techniques:

1. Free word association
2. Word Connection
3. Completion Test
4. Rozenweig picture-frustration study
5. Drawing Painting and Sculpture
6. Play
7. Rorschach Ink-blot test
8. Thematic Apperception Test (TAT)
9. The Children Apperception Test (CAT)

7. Situational or Behavioural Tests

This is a test in which the behaviour of the individual is evaluated in action by judges or by his peers or he is confronted with the situations related to his own life, in response to which he gives expression to his feelings for other persons. The subject reveals some of his personality traits through his preference for or against certain contacts with others and through his spontaneous methods of dealing with life-situations that confront him.

8. Anecdotal Records

This is also a promising approach to the investigation of pupil personality. Anecdotal record is a description of the student’s conduct and personality in terms of frequent, brief, concrete observations of the student made and recorded by the teacher, counsellor or administrator. If these observations are summarized chronologically, a fair account of the personality of the student can be built up. It gives a dynamic picture of the student in diverse situations and thus is a good device for the assessment of personality.

9. Autobiography

It is a personal and comprehensive document of an individual, which can prove useful in obtaining information about his personality dynamics. This device can be used more for gaining understanding of a student’s ‘inner world’ than for ascertaining the facts regarding the ‘outer world. A proper interpretation of autobiography, thus, will give an insight into the personality of the individual.

10. The Daily Diary

The daily diary kept by students can also serve as a good device for a measure of personality. The diary being very personal can contain the record of such events, thoughts and feelings as are of great importance to the student. If properly kept and made available
to the counsellor and used by him in confidence, the diary can serve as a useful medium of throwing light upon many aspects of the personality of the individual.

**Difficulties in Personality Testing**

The difficulties encountered in personality testing are the subject’s reluctance to disclose sensitive information. An individual’s personality reflects his characteristic behaviour traits and the way he consistently reacts to his environment. In assessing personality we are not interested in a person’s best behaviour but want to find out his typical behaviour in ordinary situations. We occasionally alter our behaviour patterns in times of illness, personal misfortune or family troubles. But most of us also want to appear at our best before others. A person who is being questioned about his personality may be reluctant to disclose information that will show in an unfavourable light. Any measurement of personality, therefore, must take into account the possibility that the person being assessed may not be displaying his characteristic way of behaving.

**8.5 Aptitude Tests**

It is usually asserted that next to intelligence, aptitudes are related to professional and vocational success of an individual. They can fairly predict success in the course of study or career. By testing aptitude, we are able to know to a great extent whether an individual will become a good leader, a good musician or a good teacher. If the authorities of various schools and colleges wish to reduce the number of probable failures among those who enter the schools, they should make the selection on the basis of some aptitude tests along with other measures or tests.

**Defining Aptitude**

Aptitude has been defined as a measure of the probability of the success of an individual, with training, in a certain type of situation - a job, in school, or in such activities as playing the violin or learning a language. (Jones)

According to Traxler “Aptitude is a present condition which is indicative of an individual’s potentialities for the future.”

In the words of Bingham “Aptitude is a condition or set of characteristics regarded as symptomatic of an individual’s ability to acquire with training some usually specified
knowledge, skill or set of responses, such as the ability to speak language, to produce music”.

**Characteristics of an Aptitude**

*Super* thinks an aptitude in terms of four characteristics:

1. Specificity
2. Unitary composition
3. Facilitation of learning activity or type of activity
4. Constancy

**Assumptions regarding Concept of Aptitude**

Bingham states that the concept of aptitude rests upon three assumptions:

1. An individual’s potentialities are not equally strong
2. Individuals differ from one another in their potentialities
3. Many of these differences are stable

**Nature of Aptitudes**

1. An aptitude is a unique combination of abilities and personality characteristics, which predisposes a person to do one kind of work better than another and increases his chances of success at it
2. An aptitude, therefore, is not a unitary trait of human personality. For example, aptitude for science involves basic intellectual qualities like logical reasoning, abstract reasoning, arithmetical reasoning, certain temperamental qualities like interest in experimentation and initiative for invention, personality characteristics like persistence and hard work.
3. An aptitude is largely acquired, though in many cases it has an innate basis.

The measurement of aptitudes for specific vocational pursuits becomes a complicated process, as there are thousands of occupations.
Specific Areas of Aptitude Tests

Among the tests available, the following category of tests is oftenly used:

1. Art Aptitude Test
2. Clerical Aptitude Test
3. Manual Aptitude Test
4. Mechanical Aptitude Test
5. Medical Aptitude Test
6. Musical Aptitude Test
7. Scholarly Aptitude Test
8. Scientific Aptitude Test
9. Teachers Aptitude Test

Use of Aptitude Tests in Guidance

(i) These are used for purpose of guidance in selecting subjects for studying, for use to help the students to select the profession or occupation of his choice.

(ii) Employers can use it for making selection of his employees.

(iii) Different aptitude tests can be used in admitting candidates for different professional trainings such as Law, Medicine, Engineering etc.

8.6 LET US SUM UP

Dear Learners, in this lesson we have discussed with you that the job of counsellor is to use the various types of psychological tests to secure accurate and reliable information about students. These tests are intelligence, achievement, personality, aptitude, attitude, and interest etc. The usefulness of psychological tests depends upon their proper use. Only those tests should be selected for use, which are valid, reliable, accurate, practical, and standardized. They should be not very lengthy, time consuming and costly.

The administration of psychological tests requires careful planning and preparation. Instructions should be thoroughly studied. Test material should be adequate and in fit
condition. Procedure should be rehearsed. For Scoring, the manual of the test should be followed and interpreted accordingly.

8.7 UNIT END EXERCISES

Dear Learners, check the progress by attempting the following questions:

1. What is a Psychological test? Discuss the need for psychological tests in Guidance and Counselling?
2. Discuss the Intelligence testing and its uses in Guidance and counseling?
3. Describe the appraisal of Personality Testing in Guidance.
4. Describe Aptitude Tests used in Guidance.

8.8 SUGGESTED FURTHER READINGS