
UNIT 1 INTRODUCTION TO DEVELOPING GUIDANCE AND COUNSELLING PROGRAMME

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1.0 INTRODUCTION

Guidance and counseling programmes have become the need of the hour. Each and every educational institutions should have a well established guidance and counselling programme to cater to the needs of our students and youth. In this unit we are focusing upon the developing, planning and organisation of Guidance and Counselling services under a comprehensive School Guidance Programme. Developing a school guidance programme needs proper understanding of the requirements of the planning, the resource persons, management of resources, different types of guidance services etc.

1.1 OBJECTIVES

After completing this unit, you will be able to:

- describe the meaning of guidance and counselling programme;
- discuss the need for guidance and counselling programme;
- describe the roles and functions of guidance and counseling functionaries;
- enlist the guidance services in a guidance and counselling programme;

- enlist and describe various components of guidance and counselling programme;
- describe the process of need assessment for planning guidance and counselling programme;
- plan a comprehensive guidance and counseling programme; and
- prepare a list of requirements needed for setting up a school guidance resource centre.

1.2 SCHOOL GUIDANCE PROGRAMME

School guidance programme plays a major role in meeting the various needs of the students. It helps the students at different stages of education and is aimed at their all round development. In the sections below you'll come to know about the meaning and need of school guidance programme. The role of personnel involved in guidance and counselling programme and the different types of services which come under guidance and counselling programme are also discussed.

1.2.1 Meaning of School Guidance Programme

We can define a programme as a set of interdependent activities directed to achieve an objective or set of objectives. Similarly by programme development we mean a systematic process that includes some sequential steps that one has to follow in introducing, establishing and implementing an intended programme (UNESCO, 1999), in our case guidance and counselling programme.

You have read in the previous units that guidance in school system is understood as a philosophy and a programme geared towards the overall development of students. As a philosophy it is believed that guidance is needed by every individual as each individual is unique and needs assistance in solving his/her problems related to academic, career or personal social development. Guidance is considered as a programme because a counsellor needs to plan and organise guidance and counselling services to meet the above needs of students and to equip them to face the demands and challenges of life. Earlier guidance used to be considered as a one time need of individual student however, now guidance is visualized as a developmental process and a comprehensive range of services are rendered to deal with the varied needs of students from lower level to the highest level of school education. In present times, the focus of guidance programme is on the developmental needs of students at a particular age and grade level to help them set personal goals, develop future plans and also resolve problems.

1.2.2 Unstructured and Structured Guidance and Counselling Programme

In India various education commissions have recommended importance of these services in the education system and thus two distinct points of view emerged. According to the first view point guidance and counselling services should be an integral part of the educational process and the educational functionaries (namely subject teachers) should render these services during teaching in the class room. The second view point emphasises a separate guidance programme organised by

fully professionally trained guidance personnel. On the basis of these two view points guidance and counselling programmes can be categorized as unstructured or structured. We have briefly described here the unstructured and structured guidance and counselling programme.

In the unstructured programme entire teaching faculty, parents and students are involved in the guidance activities and responsibility of guidance programme is less on the school counsellor. However, unstructured guidance programme tends to lose its entity and goes into oblivion under the shadow of the clear-cut function of teaching. Therefore, it is essential to have a comprehensive structured guidance and counselling programme in each school if a professionally trained counsellor is available in the school.

In the structured programme, a professionally trained counsellor carries out guidance functions with the assistance of careers teachers, subject teachers, parents and community agencies. The advantage of structured guidance and counselling programme is that it has its own entity in the school system and responsibility can be laid down for different functions on different members. The school counsellor can run the programme effectively as he/she is responsible for such programmes in schools.

1.2.3 Need for Guidance and Counselling Programme

Guidance and Counselling programme aims to fulfill the following needs of students in school system.

- 1) **Educational Guidance Need:** In educational guidance the emphasis is on providing assistance to students to perform satisfactorily in their academic work. Other needs include selection of appropriate course of study, overcome learning difficulties, foster creativity, and improve levels of motivation and so on.
- 2) **Vocational Guidance Need:** Students also need guidance in selection of a vocation and preparation for the same. Vocational guidance enables students to acquire information about career opportunities, career growth and educational/ training facilities.
- 3) **Personal, Social and Emotional Guidance Need:** Guidance concerned with personal need of individuals enable them to adjust themselves to their environment so that they become productive and efficient human being. The main purpose of social guidance is to make individual's effective and responsible citizen by enabling them to contribute to the society, assume leadership, conform to social norms, develop healthy and positive attitude towards different sections of the society, etc. Guidance also helps individuals in attaining emotional maturity. In addition, guidance services also assist individuals in maintaining health, both mental and physical and spending leisure time more meaningfully by developing good hobbies.

1.2.4 Role of Guidance and Counselling Functionaries

Guidance and counselling services are rendered by trained professionals. They play the following roles to fulfill the guidance and counseling needs of individuals. These roles are related to guidance needs of an individual such as educational, vocational and personal social and emotional.

Educational Roles: It includes

- interpreting the educational programmes to the parents and the community.
- helping parents understand the abilities and interests of their children and respective educational opportunities available.
- providing assistance to children in the choice of elective subjects - academic and vocational courses.
- maintenance of record of the students' progress in the form of cumulative records card (CRC).
- assisting students in exploring their potentials through hobby clubs, students' house, etc.
- orienting new students about curricular and co-curricular activities of the institutions.
- assisting students and parents in appraising students academic progress.
- diagnosing learning difficulties in students.
- organising remedial teaching based upon the diagnosis.
- identifying students (gifted and disabled) with special needs.
- assisting students in adjustment to school subjects.
- conducting follow-up of school pass-outs.

Vocational Roles: It includes

- organising group guidance activities such as talks (orientation/ career / class), exhibition, field visits, etc. to help students in exploring world of work.
- providing occupational information to students related to general and vocational subjects.
- administering psychological tests such as achievement, general and special ability, interest, personality, etc. to identify personal characteristics.
- assisting students in changing their academic options, if necessary.
- helping students in developing acquaintance with occupations during educational visits.
- orienting students about vocational subjects and the career opportunities available through individual counselling and group guidance activities.

Personal Social Role: It deals with the following:

- counselling students with adjustment and behavioural problems.
- providing counselling to students and their parents who are on the verge of dropping out.
- keeping personal record of students about their personal characteristics and family background.
- ensuring involvement of other teachers in all round development of students.

All these roles played by the guidance and counseling professionals are interrelated. They are not distinct categories. For example, vocational guidance also includes educational and personal guidance given individually to the students

at various stages of schooling – elementary, secondary and senior secondary. Similarly, personal guidance is also relevant for imparting educational and occupational information to an individual student.

1.2.5 Various Guidance Services in School Guidance and Counselling Programme

You might have read about the types of problems students have at different levels of education. Accordingly a guidance programme has to offer services which help students to solve these problems at different stages of education.

You must have understood by now that major functions of guidance and counselling include – appraisal and self-understanding, orientation, adjustment, development, educational and vocational planning, personal problem solving and decision making, family problems and other activities related to assessment, counselling, prevention, consultation, co-ordination and psychological testing.

To cater to these guidance functions, a counsellor/ career teacher can organise various guidance services in a school setting. The planning and organisation of these services depend upon the needs of the students and availability of resources (time, budget and support). Here we are briefly describing these guidance services.

- 1) **Orientation service:** Under the school guidance programme, orientation service assists the new students to know about the institution through orientation talk, tour of the school, students' handbooks and assemblies.
- 2) **Individual inventory service:** Individual analysis is the activity of the school guidance programme which follows systematic assessment procedures to identify the characteristics and potentials of every student. Standardized test results, school records and observation reports such as anecdotal records, rating scales, self reporting techniques, (questionnaires and autobiography) are used for collecting data about students' family background, abilities, aptitudes, interests, achievements and other psychological variables. A counsellor/ guidance worker takes help of teacher, peers and parents to prepare a cumulative record (CRC) of students.
- 3) **Careers information service:** Careers information includes information about all types of occupations and industries, educational and training facilities, apprenticeship facilities, scholarships and stipends, local and national employment trends and opportunities and occupational structure of the country. For providing such information to students, group guidance activities such as field trips, career conference-cum-exhibition, career talks, etc. are organised. A Career Information Corner may be set up to display career information materials such as booklets, monographs, pamphlets and posters and charts, news paper cuttings on occupational and educational opportunities.
- 4) **Counselling service:** Counselling is generally a one-to-one helping relationship which focuses upon the individuals' growth and adjustment, and problem solving and decision-making needs. The aim of counselling is self understanding, self-acceptance and self-realisation. Counselling requires a high level of professional training and skill therefore; it should be done by trained counsellors who have the necessary qualifications.

- 5) **Placement service:** Placement, as understood in the guidance field, usually indicates assistance offered to individuals in taking the next step, whether toward further training, a job situation or a different course of study. At present job placement in selected areas is done by the employment exchanges, however, many private placement agencies are also working to help people in their proper placement. A counsellor/ career teacher can provide information to students about such agencies.
- 6) **Follow-up service:** Through this service, a record of school leavers (dropouts and pass-outs) is kept. Before leaving the school, the students are told about follow-up and its purpose and through questionnaires, interviews, letters and telephone calls, data is collected. Professional institutions use email for getting information from the pass outs.
- 7) **Referral service:** Students with special needs and with specific problems (emotional, behavioural or educational) may require special referral to special institutions or professionals for proper care and treatment. The counsellor or career teacher keeps addresses of such institutions/ agencies/ professionals who can be approached at the time of any need.
- 8) **Research and evaluation in guidance and counselling:** Research is necessary for the advancement of the profession of counselling, especially to judge the effectiveness of various techniques and methods being used with particular groups. Evaluation is a means of assessing the programme effectiveness and to introduce improvements in the programme. The evaluation could be done by obtaining feedback or follow-up of recipients of guidance activities. The findings of evaluation programmes can be used to establish the validity of the guidance programme. A counsellor/career teacher should plan this aspect while planning guidance programme in school.

Self Assessment Questions

- 1) Differentiate between unstructured and structured guidance and counselling programme.

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- 2) Describe the educational role of guidance functionaries.

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- 3) How can guidance and counseling programme cater to the personal, social and emotional needs of individuals?

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- 4) What do you mean by Individual Inventory service?

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1.3 DEVELOPING A GUIDANCE AND COUNSELLING PROGRAMME IN SCHOOL

You have already read about the concept of guidance and counseling, their need and objectives, and the different guidance services in the school education system. Now you would read about how to develop specific guidance and counselling programme considering the needs of a particular school.

Developing and planning for guidance and counselling programme requires the following:

1.3.1 Need Assessment for Guidance and Counselling Programme

A need can be defined as the discrepancy between what is and what should be. Needs assessment is a formal process which determines the gap between what is and what should be.

The purposes of needs assessment are:

- i) to ensure programme relevancy;
- ii) to ensure the involvement of all staff members;
- iii) to ensure the success of the programme;
- iv) to determine programme goals and objectives; and
- v) to allow for programme evaluation.

Before you plan guidance and counselling activities in school, you will have to identify the needs of students and accordingly you will plan the programme. According to Bhatnagar and Gupta (1999) need assessment survey has three fold value. It focuses attention on the specific objectives of a guidance programme; determines a 'starting point'; and employs the psychologically sound principle of involving all stake-holders in the planning phase of the guidance programme.

There are certain steps suggested by Remmis and Burt (1980) to assess the need of school guidance programme. These are described below:

- 1) **Form a planning committee:** The first step in assessing need of Guidance and Counselling Programme is to constitute a committee. The committee members may include teachers, students, parents, representatives of school management, educational functionaries, etc. The main role of this committee is to identify the goals of school guidance programme. The school counsellor/ teacher counsellor in consultation with head of the institution can identify the members of the committee, their specific roles and contribution in the guidance programme. He/she can also prepare an action plan for the whole year.
- 2) **Define guidance programme goals:** Once the planning committee is constituted, the members have to identify and define specific goals of school guidance programme, emerged out of the needs of students and school. For example, one of the goals of guidance programme may be to reduce indiscipline in senior students or dealing with problems of drug abuse/ smoking in adolescents. While defining goals it is important that the goals should be realistic, achievable and should be within the limits of the school system. The counsellor/ teacher counsellor should look for the particular needs of students, teachers and school management while planning the programme.
- 3) **Techniques for assessing the needs:** The counsellor/ teacher counsellor needs to select appropriate technique to assess the needs. Following techniques are generally used in assessment of needs. A counsellor may use one or combination of techniques depending upon the requirements:
 - Use direct observation
 - Conduct survey using questionnaire
 - Use of psychological tests/ inventories
 - Consultation with informed persons
 - Interviews
 - Focus Group Discussion
 - Record and reports of studies on needs and Problems of students.

There are standardized questionnaires, checklists, inventories and tests which can be used by the counsellor/teacher counsellor. However, you can also develop tools depending upon the need and requirement.

- 4) **Administer the tools:** Once the counsellor has selected the tools, he/she has to select the sample (students, parents and/or teachers) and administer the tool personally to obtain in-depth information.
- 5) **Implement the results:** The fifth step in need assessment process is to implement the results obtained through administering the tools. This step is the goal of the need assessment process which helps in the implementation of guidance activities to meet the expressed needs of students in general.

- 6) **Follow-up:** This is the last step in assessing the need of guidance programme. Follow-up of any programme is important to know about the effectiveness of programme in solving problems of students, parents, or teachers. This aspect should also be kept in mind while planning the programme.

1.3.2 Setting Up of A Guidance Committee

Before you plan the programme you also need support of many stake holders as it is said that guidance and counselling services are cooperative/ team work. Therefore, you need to form school guidance committee. The membership of the guidance committee is determined primarily by the organisational pattern of the guidance programme which is planned as per the characteristics of the school. Generally members of the committee are the school principal, some teachers, few interested parents, students' representatives and some representatives of the local agencies, such as doctors, psychologists, industrialists, social worker/NGO, entrepreneur, bank official, etc.

The school counsellor needs to keep in touch with various community agencies and establish good public relations. She/he may have to refer the clients as and when necessary to a number of community agencies such as hospitals, banks, Rotary and Lion's Clubs, Employment Exchanges, Industrial houses, Government Departments of importance, colleges and so on in the town. These agencies contribute to guidance in many different ways, such as by providing financial assistance to students, medical help or employment. The counsellor, therefore, should include them in the committee.

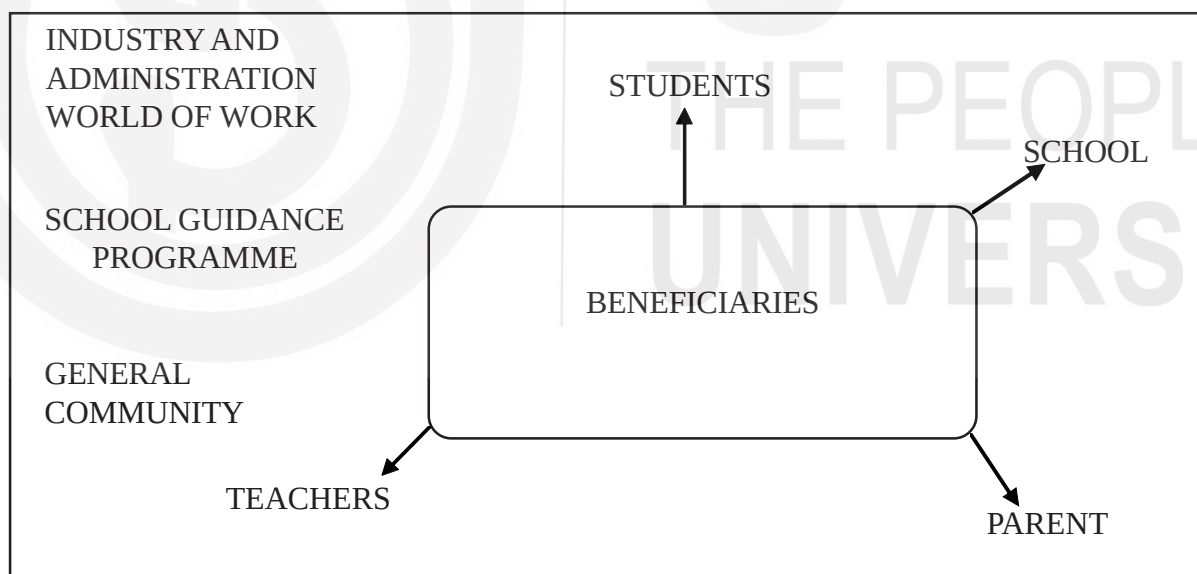


Fig. 1.1: Beneficiaries of school guidance programme

1.3.3 Arranging Essential Infrastructure for Organising Guidance and Counselling Programme

The essential infrastructural facilities include trained guidance personnel, budget/ finance, facilities, publicity of the programme, etc.

- 1) **Trained guidance personnel:** For effective organisation of school guidance programme, it is necessary that the personnel involved in the programme should be trained. Trained guidance personnel includes full-time school counsellor; teacher counsellor or career teachers. A full time school

counsellor is a professionally trained personnel whereas teacher counsellor and career teachers are subject teachers trained in Guidance and Counselling. The work of a counsellor is to work full-time for Guidance and Counselling of students. Teacher counsellor and careers teacher working for guidance and counseling carries out these activities in addition to their regular teaching work. When a school guidance programme is developed it is important to know what type of guidance personnel are available. If it is not available even then the persons involved in the programme can be trained for a short duration to conduct a specific Guidance and Counselling activity. Depending upon the qualification and training you can assign responsibilities to the persons involved in particular activity.

- 2) **Arranging budget/finance:** Availability of funds is very important before you plan a school Guidance and Counselling programme. You should know the expenditure involved in organising a guidance activity. Budget may be a problem in government schools but now-a-days there is awareness among government functionaries about the need of providing Guidance and Counselling to students. However, you should also know about the resources from where you can get financial assistance. These resources include, PTA fund, business houses in the locality, clubs etc. You have to estimate budget for Guidance and Counselling activities. In this regard you can take help of guidance committee. For this purpose you should prepare the list of activities to be done and the budget required for organising the activity. Detailed statement of expenditure should be prepared to calculate the budget accurately.
- 3) **Facilities for organisation of activities:** Whether you organise guidance and counselling activity individually or in group you need to have minimum facilities such as space (room); furniture, almirah (for keeping guidance material, equipment, literature, etc.); display board/racks (to display information), etc. Besides above, you also need psychological tests, career literature on educational/ training opportunities, occupational opportunities, schemes of governments etc.. Another important requirement for organising guidance and counselling activities is provision of a particular period in the school time – table. As a school counsellor you have to convince school management to give at least one/two periods in a week so that you can conduct guidance and counselling activities during the specified periods. This helps in informing in advance about guidance and counselling programme/activities to students, teachers and parents to get them benefited.
- 4) **Publicizing the guidance and counselling programme:** Making publicity of guidance and counselling activities is important because advance information about the activity will ensure participation of a large number of beneficiaries. As a counsellor you should inform the date, time, place of guidance and counselling activity and its objectives, outcome etc. Committee members will also come to know about such activities of school and this will popularize the school giving importance to guidance and counselling. Depending upon the budget for publicity you can use print (news paper handouts) or audio-visual (Radio & TV) media. If there is less budget you may identify the sponsors. Even this information can be disseminated during other school programmes (national festivals, important days, sports meet, annual day, etc.). Information can be displayed in school notice board well in advance.

- 5) **Support from parents and community members:** It is already mentioned that you should involve parents and community members in your school guidance and counselling programme. You may take help of parents from different fields as experts for giving information to the students about occupational/career opportunities available in their field.
- 6) **Develop guidance curriculum and calendar of guidance and counselling activities:** A counsellor may develop a written guidance curriculum as a guide and a blue print to deliver guidance and counselling services. Development of guidance curriculum helps students in attaining, developing and demonstrating competencies within the domains of academic, career and personal development (Australian Guidance and Counselling Association, AGCA Model, 2003).

The guidance calendar is part of a school guidance programme and shows all guidance activities that are planned in the school. It includes those activities which are required to fulfill needs of students other than the curricular and co-curricular and which cannot be met in a classroom, such as tours/ visits, career talks, career fairs, talent shows, seminars, drama, etc. It may include weekly, fortnightly, monthly, quarterly, or annual planning of activities. The guidance calendar helps in avoiding clashes with other school activities, and also give advance information to the administration and the target groups. Guidance calendar is governed by the needs of the students and meant to complement classroom activities.

A guidance calendar facilitates planners to manage guidance activities efficiently taking into account the time of the year most suitable for certain activities. It also ensures the appropriate use of resources. While developing the calendar, the date, time, target group, guidance service activity, and human and material resources should also be indicated. As we know that guidance is a cooperative service, the school staff, parents and community members should be involved in developing the calendar.

The guidance calendar will help you in identifying targeted domains goals, grade levels activities, dates, personnel involved, resources to be used and tentative budget. You may request school management to display / distribute weekly or monthly schedule of activities to inform students, staff, parents and community members for their maximum participation. A master calendar of activities would help you to make an analysis of the time to be used in the guidance and counselling programme.

Self Assessment Questions

- 1) What are the different techniques for assessing the needs for a guidance and counseling programme?

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2) Who can be the members of a school guidance committee?

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3) How will you publicize the guidance and counseling programme?

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4) What do you mean by a guidance calendar?

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1.4 A COMPREHENSIVE GUIDANCE AND COUNSELLING PROGRAMME

Guidance and counseling programme in the school can be comprehensive as well as partial. The school can decide about it depending on the needs of the students as well as the infrastructural facilities available in the school.

1.4.1 A Comprehensive Guidance and Counselling Programme: The Meaning

A school Guidance and Counselling programme can be made 'comprehensive' or 'partial'. As the name suggests, a *Comprehensive Guidance and Counselling programme* is based on all Guidance and Counselling services, implemented by a professionally trained counsellor or a teacher counsellor. A comprehensive Guidance and Counselling programme includes services such as orientation service, information service, testing/ assessment service, counselling service, and referral service. The counsellor / teacher counsellor has to use appropriate services depending upon the needs of students, teachers, parents and management of school. In comprehensive guidance and counselling programme, role of 'School Guidance Committee' is very crucial as it plans, implements, monitors and evaluate services / activities proposed in the Comprehensive Guidance Programme. For a Comprehensive Guidance Programme the school management has to provide facilities such as space for counsellor's room/ Guidance and Counselling cell, furniture, Computer (with Internet), psychological tests/ tools, etc.

In *Partial Guidance and Counselling Programme*, the Guidance and Counselling services are provided by integrating guidance with the contents of various subjects

or limited services are provided. A partial Guidance and Counselling programme has limited scope. Therefore, it is called partial Guidance and Counselling programme.

1.4.2 Characteristics of a Comprehensive Guidance and Counselling Programme

A comprehensive guidance and counselling programme should be characterised with the following:

- Careful and consistent development programme
- It should be developmental, preventative, remedial and corrective
- It should address the needs of the individuals
- It should be goal-oriented and accountable
- It should be integral part of the school curriculum and should be complementing other school activities
- It should be balanced, encompassing the four fundamental fields/areas of guidance e.g. personal, educational, social, and vocational/career
- It should determine the services to be offered such as orientation, information, counselling, etc.
- It should involve staff members as per the requirement of the programme
- It should create and demonstrate an atmosphere of team work
- It must be flexible
- Should take into account age, location/environment, cultural background, sex, economic status of the target group
- Should benefit all students rather than just a few
- Should be printed and displayed for information of the beneficiaries.

1.4.3 Components of a Comprehensive Guidance and Counselling Programme

Gysbers and Handerson (1994) are of the opinion that School Guidance Programme should be comprehensive. According to them an educational and vocational guidance programme comprises following four components:

- 1) **School guidance and counselling curriculum:** School guidance and counselling curriculum is designed systematically according to grade level so that it serves all students at the classroom or group level. The main emphasis of this curriculum is on decision-making, self-knowledge, career exploration and career development. The curriculum is organised around three major areas:
 - a) *Learning to Live* (Understanding and appreciating the self, others, home and family; developing a sense of community; making decisions and setting goals; understanding safety and survival);
 - b) *Learning to Learn* (Making decisions, setting goals, and taking action; understanding interaction between home, family, school and community; and understanding factors which affect school achievement); and

- c) *Learning to Work* (Learning the relationship between personal qualities and work; exploring careers; learning how to use leisure time; learning the relationship between education and work; learning to work together; and learning how the community relates to work).
- 2) **Individual planning:** Individual planning includes the counselling activities meant to assist all students to plan, monitor and manage their own personal, educational, social and career development. Activities of this component of the programme are offered to all students to assist them in the development and implementation of their personal, educational, social and career components, in accordance with the skills and information they gather. This component generally offers students the opportunity for self-appraisal, and to plan for the world of work. One way would be to help students to understand themselves through individual or group activities.
- 3) **Responsive services:** Above two components are for all students. This component provides special help to those students who are facing problems that interfere with their educational, or career or healthy personal social development. This component includes activities such as individual and small group counselling, consultation with staff and parents and referral of students and family members to other specialist or programmes, special education, social worker, or medical specialists, etc. Services like Counselling service, Referral service, Consultation service, Placement and Follow-up service, Research and Evaluation service are generally used for responsive service.
- 4) **System support:** This component has following two parts:
 - i) Activities necessary to support guidance curriculum, individual planning and responsive service.
The support from the system required for these activities include orientation of school staff, identification and utilisation of community resources, budget, infrastructure and policy support.
 - ii) Activities implemented by counsellor/teacher counsellor support educational programmes.

The counsellor / teacher counsellor provides support to the educational programme includes the assistance through individual planning activities such as selection of courses/ subjects and co-curricular activities by student; linkage with special education programme and preparation of students' personal information including curricular /co-curricular achievements record with the help of school staff.

Table:Suggested distribution of counselor's total time

	Elementary School	Middle/Junior School	High School
Guidance Curriculum	35-45%	25-35%	15-25%
Individual Planning	5-10%	15-25%	25-35%
Responsive Services	30-40%	30-40%	25-35%
System Support	10-15%	10-15%	15-20%

1.5 SETTING UP OF A SCHOOL GUIDANCE RESOURCE CENTRE

The effectiveness of the school guidance services would be increased if the school has a well established Guidance Resource Centre. Through this center you will be able to provide the information through a well equipped Career information service. In order to disseminate information through group and individual techniques to fulfill the student's needs, career literature is very important. It is also known as career information resource centre. Setting up a resource center in the school is the responsibility of the counsellor/teacher counselor.

For setting a resource center you have to consider the following requirements:

- The target group
 - The location of the centre and space available
 - Available staff assistance
 - Budget
 - Materials and equipment
- 1) **Target group:** While setting up a resource center you have to consider the target group for which you are planning guidance and counselling services. The needs of students at different levels vary and therefore, it is important to decide the target group.
 - 2) **Location and space:** The location of information service is crucial as it will determine the usage of centre by the students. If the centre is situated in an isolated place in the school building, very few students will visit the centre. The space for the centre is equally important. It should have space to keep the materials without overcrowding and for the users to sit and consult the materials.
 - 3) **Staff:** The centre should have professionally trained personnel to provide assistance to the users in locating the materials and can disseminate the information. In order to run the centre efficiently in the school, the counsellor has to undertake all the responsibilities such as placing order, collecting, filing, updating and displaying of materials.
 - 4) **Budget:** Sufficient budget is required to acquire the career literature and equipment for starting the centre from scratch. In the succeeding years, budget is required to mention the services of the center.
 - 5) **Materials for the centre:** The center should provide career information service, counselling service, students' assessment etc. Therefore, it should have basic information on educational and training facilities, employment opportunities, free ships, scholarships, competitive examinations and jobs for school leavers, etc.

The career information should contain the materials such as Handbooks, Career booklets, Directories of institutions / industries, Pamphlets and brochures, Prospectuses Recruitment literature, Monographs, Reports of community educational survey and community occupational survey,

Followup studies of school leavers, *Employment News* and a leading daily newspaper. Career magazines, Success stories of men and women in different occupations, audiovisual materials (Posters, charts, audio-videotapes, films, etc.).

Besides career information, the center should also have psychological tests of general mental ability, special abilities (aptitude), personality, interest inventories etc. to conduct student's assessment. Some good books/ journals on counselling practices should also be made available.

However, the selection of materials for the centre should be considered in the light of the budget available.

- 6) **Equipments for the centre:** The centre requires equipment to store the material. The equipment required depends upon the type of materials to be stored, space available and the preferred filing plan. The counsellor may also discuss the various systems available for storing the materials with the librarian who has a lot of experience in housing the published materials. Then he/ she should consider those items which suit his/ her requirements. Generally, following equipment/items are required in the center:

- Filing cabinets
- Display racks
- Bulletin boards
- Glass almirahs
- Filmstrip projector
- Film projector and screen
- Table and Chairs
- Computer with internet facility
- Camera
- Audio/ video recording.

The above description of setting up guidance resource centre must have given you an idea about the requirements to establish such centre in an institution.

Self Assessment Questions

- 1) Differentiate between comprehensive and partial guidance and counseling programme.

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- 2) What should be the focus of a school guidance and counseling curriculum?

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- 3) What are the equipments required for a school guidance resource centre?

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1.6 LET US SUM UP

In this unit you learned about the meaning of school guidance programme. The role of guidance and counseling personnel in meeting the various guidance needs of the individual was discussed. The different types of guidance and counseling services were also described as part of the school guidance and counseling programme. You also learned how to develop a guidance and counseling programme in the school. The importance of need assessment, guidance committee and infrastructure was highlighted. The characteristics and components of a comprehensive school guidance and counseling programme were described. Finally you were given an understanding of how to set up a school guidance resource centre.

1.7 UNIT END QUESTIONS

- 1) Conduct need assessment survey in a school and suggest which services/ activities you will propose under guidance and counselling programme.
- 2) Discuss the importance of various guidance services in the school context.
- 3) Briefly describe the essential infrastructural facilities required to implement guidance and counselling programme in a school.
- 4) What are the different requirements needed to be considered for setting up a school guidance resource centre?
- 5) Describe the role of “School Guidance Committee” in a comprehensive guidance and counseling programme.

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UNIT 2 RATIONALE AND PURPOSE OF GUIDANCE AND COUNSELLING PROGRAMME

Structure

- 2.0 Introduction
- 2.1 Objectives
- 2.2 Rationale of Guidance and Counselling Programme
 - 2.2.1 Guidance as a Developmental Process
 - 2.2.2 Need for Guidance
 - 2.2.2.1 Need for Guidance at Micro Level
 - 2.2.2.2 Need for Guidance at Macro Level
 - 2.2.3 Scope of Guidance and Counselling
 - 2.2.3.1 Types of Guidance and Counselling
 - 2.2.3.2 Functions of Guidance and Counselling
- 2.3 Assumptions of Guidance and Counselling
- 2.4 Principles of Guidance and Counselling
- 2.5 Purpose of Guidance and Counselling Programme
 - 2.5.1 Guidance and Education
 - 2.5.2 Purposes of Guidance and Counselling Programme in Educational Institutions
 - 2.5.2.1 Objectives of Guidance at Different Stages of Education
 - 2.5.2.2 Implication of Guidance Programme in Educational Institutions
- 2.6 Let Us Sum Up
- 2.7 Unit End Questions
- 2.8 Suggested Readings

2.0 INTRODUCTION

Guidance is an individualising, personalising, and specialising element in education. It exists to help the person realise and actualise his best self for his and society's benefit. Each and every human being is treated as unique, having specific needs; and assistance is provided on the basis of recognising these individual differences. The individuals are helped in making wise choices, plans, interpretations, and adjustments.

In Unit 1 of this Block you have read about the introduction of guidance and counselling programme. You have also read about the steps of developing guidance and counselling programme. As you know, students at different levels of school stages have the needs, characteristics and expectations specific to that stage. Accordingly, you have to identify specific goals/ purposes of organising guidance activities to fulfill the needs of students at particular stage. In this unit we are specifically dealing with the rationale and purposes of planning guidance and counselling programme at different stages of school education.

2.1 OBJECTIVES

On completing this unit, you will be able to:

- identify the rationale of planning guidance and counselling programme;
- describe the need for guidance and counselling at the individual and society level;
- explain the scope of guidance and counseling;
- describe the assumptions and principles of guidance and counseling;
- explain the relationship between education and guidance; and
- describe the purposes of guidance and counselling programme.

2.2 RATIONALE OF GUIDANCE AND COUNSELLING PROGRAMME

Guidance and counselling refers to helping each individual gain insight needed for understanding himself, understanding and adjusting to society and wisely choosing among educational and vocational opportunities. An emphasis on facilitating personal growth and development of people has led to the professionalisation of guidance services. Guidance and counselling is primarily concerned with helping each individual towards the higher level of personal planning, decision making and development within the context of social opportunities and freedom on the one hand and social realities and responsibilities on the other hand. Thus the process of guidance and counselling involves creating an awareness in the individual of his/her strengths, potentials and limitations, acceptance of things he/she cannot change and being self-directing in solving problems, making choices and decisions.

The concept of guidance and counselling is based upon the philosophy of human uniqueness, goodness, worth and dignity. It is believed that if certain conditions are provided to an individual at appropriate time, his/her potential to make a choice and decision can be utilised for maximum benefit to the individual himself/herself and the society in which he/she lives. It requires a joint responsibility of people at home (parents and siblings), school (teaching and non-teaching staff, peers, administration) and society including work place. They have to provide conditions which help individual acquire ability to take right decision and contribute maximally. Here the role of guidance and counselling is important as it helps individual in creating awareness of his/ her strengths and potentials for maximum output and also for overcoming problems and resolving difficulties. Thus, guidance and counselling have the following aims to make the individual:

- Self understanding – understanding of his/her strengths, limitations and resources available
- Self accepting – accepting of those things which he/ she cannot change
- Self directing – his/ her ability to solve problems, make choices and decisions on his/ her own.

As we can see in the figure below (Fig. 1), the aims/goals of guidance are self realisation, self direction, self acceptance and self understanding. These aims

are achieved by considering the factors related to the Self aspect, i.e., needs, abilities, potentialities and limitations of the individual; and the Situational factors such as family, school, peer group and the community.

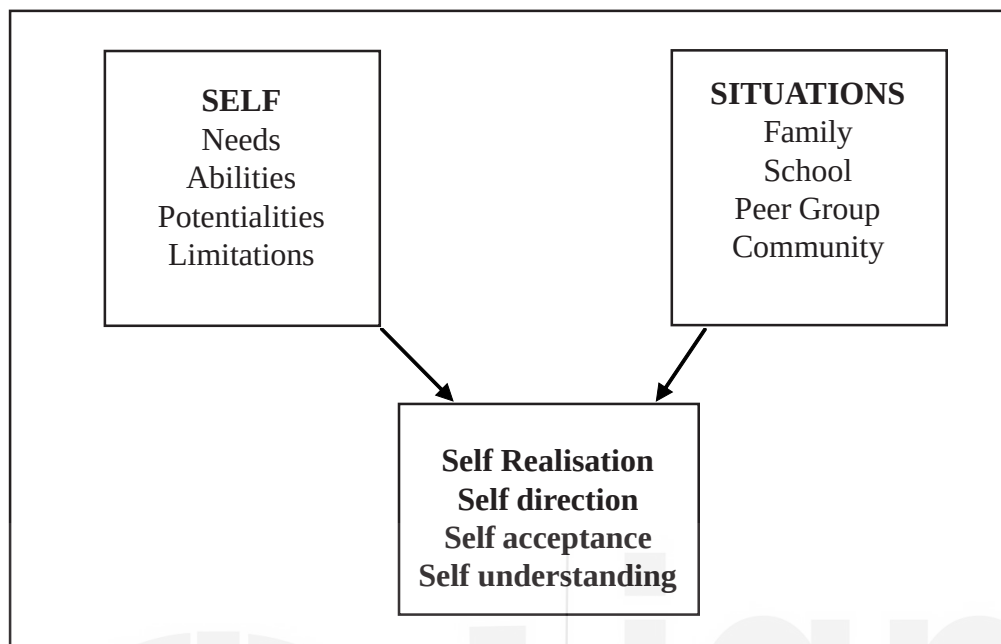


Fig.2.1: Aims and Goals of Guidance

The self-situational field is dynamic and open-ended focusing on different aspects of the Self and Situation of an individual. Thus guidance and counselling is a comprehensive process involving students, parents, school staff, school administration and community members. It aims at achieving the goals of guidance through different guidance services such as orientation, assessment, career information, counselling, referral, placement and follow-up.

2.2.1 Guidance as a Developmental Process

Guidance is developmental in nature. It permeates through all stages of human life. In the ancient Gurukul system, the Gurus were providing guidance to their students through their student life. In the present day competitive society the need for guidance is being felt from cradle to grave. It is required in all the aspects of our life. As pointed out by Tolbert, Guidance is the total program for all the activities and services engaged in by an educational institution that are primarily aimed at assisting an individual to make and carry out adequate plans and to achieve satisfactory adjustment in all aspects of his daily life. Guidance helps the individuals discover their needs, assess their potentials, develop their life purposes, formulate plans of action in the service of these purposes, and proceed to their realisation. Thus guidance enables each individual to understand his abilities, interests and personality, to develop and relate these to his life goals and finally to reach a state of complete and mature self guidance.

For instance, the developmental nature of vocational guidance is highlighted in UNESCO's document titled "Policies for Educational and Vocational Guidance". Conger (1994) has made the following observations:

"At one time, the educational and vocational guidance was perceived as the process of giving information about themselves and the educational and labour markets so that they make the most appropriate decisions concerning educational

and occupational choices. It is now accepted that information giving is not sufficient and that guidance must address the personal, social, educational and vocational development of the student. Another change is that it is perceived as a developmental process which requires curricular approach (e.g. career education programmes introduced in the U.K.) and not simply interviews at decision making times”.

Vocational choices or vocational preferences are defined in terms of process rather than an event taking place at one point of time.

2.2.2 Need for Guidance

Guidance is needed in all aspects of life. The complexities of modern day living has brought up with it issues of uncertainty, insecurities, contradictions, demands and expectations. The individual requires guidance to face the challenges of life successfully and lead a balanced and effective life. We can discuss the need for guidance at two levels such as guidance at the micro level/personal level and guidance at the macro level/social level.

The following figure (Fig.2) demonstrates the individual and social needs for which guidance is needed.

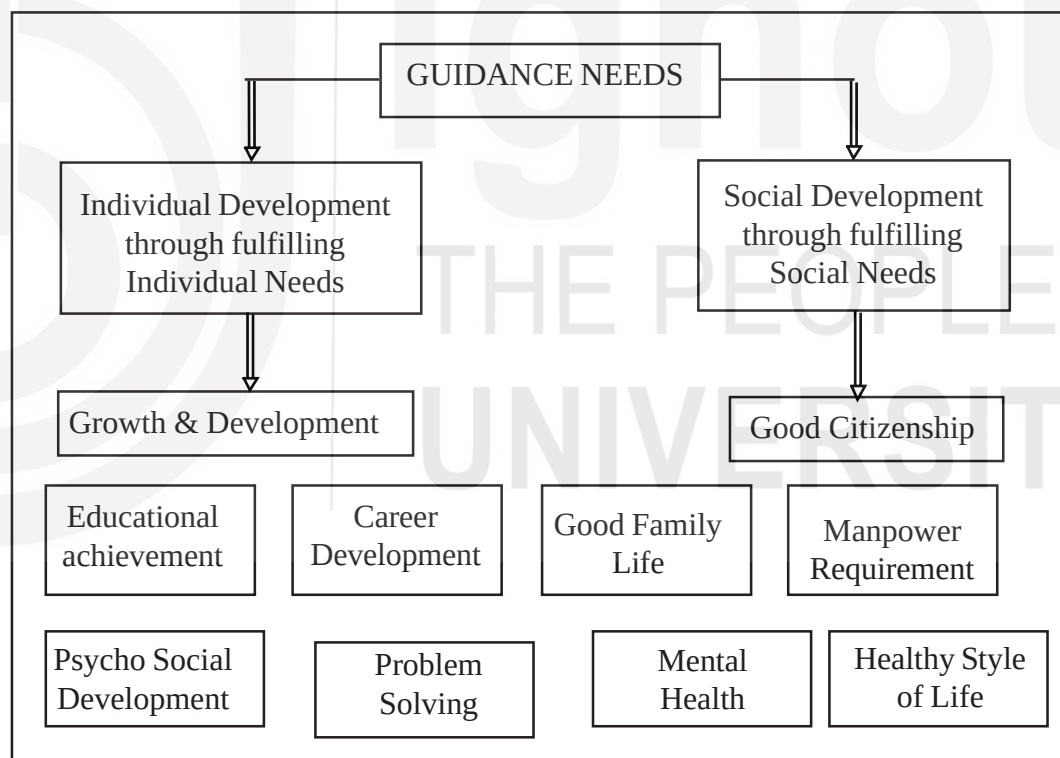


Fig. 2.2: Individual and Social Needs of Guidance

Now let us describe these in detail.

2.2.2.1 Need for Guidance at Micro Level

Under this we'll discuss the various needs at the micro/individual level for which guidance is required.

- 1) **Growth and development:** Guidance helps in the proper growth and development of a person. It helps him to keep himself on the right path of growth and development. It helps the person to become aware of himself,

to explore his potentials and to improve his personality. It contributes to the knowledge and development of the self.

- 2) **Educational achievement:** Guidance provides assistance in matters related to one's education. It takes care of the development of abilities and skills which facilitate learning and achievement. Guidance helps in the identification and remediation of subject matter difficulties and deficits in learning skills. It also equips children with the habits and skills for lifelong learning.
- 3) **Career development:** Individuals need guidance for proper career choice and career development. It is achieved through development of healthy and positive attitudes, habits, values, etc. towards work through broadening awareness of the world of work, planning and preparing for one's career.
- 4) **Psycho-social development:** There is a need to provide assistance to the individual for understanding and developing a positive self-image and development of social skills for leading an effective and satisfying personal-social life.
- 5) **Problem Solving:** When problems are not solved, it creates tension and anxiety and leads to adjustment problems in life. Hence, for a tension-free life, we need guidance to learn how to solve problems or deal with problems effectively.
- 6) **Mental health:** It refers to our state of mind. It is the adjustment of an individual to himself and his surrounding. A sound mental health helps us to adjust successfully to our life. Hence we need guidance to develop and maintain a sound and positive mental health.
- 7) **Healthy style of life:** Guidance is needed to promote a healthy style of life. A good person is respectful of others, has sincerity of purpose and is honest in life. Virtues of a good personality can be developed with the help of guidance.

2.2.2.2 Need for Guidance at Macro Level

- 1) **Guidance for good family life:** Guidance is needed for living a good and happy family life. It includes understanding of family relationships, attitudes towards home and family members and role of family for healthy growth.
- 2) **Guidance for good citizenship:** As human beings live in a social structure they need to know about their roles and responsibilities as a good citizen. The society needs to guide the people that they can enjoy the fruits of their rights but only if they fulfill their duties and responsibilities. Thus, guidance is needed in creating an understanding of socio-cultural values and awareness of social issues, concerns and problems, overcoming prejudices, developing right attitudes and values of co-operation, tolerance, righteousness and social justice for peace and equality. Guidance helps in promoting ideas and values of a democratic and secular constitution and promoting unity and national integration.
- 3) **Guidance for channelisation of requirements of human resource:** Society is full of varied natural resources. However, for the progress and prosperity of the society, these resources need to be exploited by an efficient work

force. Hence, there is a need for the efforts at development and channelisation of individual potential to build up a honest and efficient human resource which can contribute to national growth and betterment of society. Thus, guidance is needed for matching manpower requirements with the demands of the economy (national and global).

We can see from the above discussion that guidance helps in the development of individuals as well as the society through fulfillment of individual and social needs.

Self Assessment Questions

1) What are the aims/goals of guidance and counselling?

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2) Explain the self-situational field in the context of guidance and counselling.

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3) State two individual and social needs each.

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2.2.3 Scope of Guidance and Counselling

Guidance and counselling has a vast scope, touching almost all the areas/aspects of human life. Barki and Mukhopadhyay (1995) has suggested the following as the scope of guidance and counselling.

- assisting students to develop their own academic and non academic plans and
- arrive at right decisions to implement the plans.

It does not attempt at providing any set solution to their problems. Students have to find solutions to the problems after getting guidance from a professional.

- helping the individual to realise his/her potentialities and
- making optimum contribution to the growth of the society.

It is the rightful obligation of every individual as a citizen of a country to do the following: .

- helping the individual to solve his/her own problems and make proper choice and adjustment. It is important to resolve problems of an individual to make him/her understand the societal requirements and his/her contributions to meet the same.
- providing assistance to teachers in understanding their students. This is a very important function of guidance and counselling services as the work of guidance and counselling and teaching are complementary to each other.

Therefore, guidance and counselling programme must encourage and stimulate better teaching by enabling teachers to gain a better understanding of their students.

- enabling students to acquire abilities which promote self direction and self realisation.
- developing in students qualities such as perseverance, dedication, sincerity, devotion, positive outlook, respect for views of others, etc. which are essential for making significant contributions.
- Focusing on the needs and aspirations of students.

Besides the educational field, guidance and counselling has its application in other areas also ranging from health, recreational, marital to career and personal – social. It is also provided to the gifted, retarded, visually impaired, hearing impaired, socially disadvantaged as well as to the average children.

2.2.3.1 Types of Guidance and Counselling

In the context of the scope of guidance discussed above, it would be appropriate to mention here that broadly we have three types of guidance and counseling such as educational guidance and counselling, career guidance and counselling, and personal-social guidance and counselling. A brief description about each of these is given below.

- 1) **Educational guidance and counselling:** Educational guidance gives all kind of information that the children need to join the type of school most suitable for them. It guides children as to what to study and how to study it effectively. It also helps them with regard to choice of co-curricular activities. It guides the children to perform their best in the school and provides remedial measures and counselling to help the children achieve academic excellence.
- 2) **Career guidance and counseling:** This is defined as the assistance given to the children to know the world of vocations, the entry point requirements of various jobs, job facilities, job nature etc. and then choose a right job for them.
- 3) **Personal social guidance and counseling:** This helps us in understanding ourselves and others in our surrounding. It helps the person to know his

strengths and weaknesses and to develop an effective personality. Personal guidance helps us to know how to make friends and establish good relationships, how to manage time, how to be happy in life and so on. Personal social guidance and counselling helps us to solve problems, tackle stress and anxiety, face frustrations and conflicts and to build up confidence and high morale.

Of course, personal guidance forms the basis of all types of guidance. Educational and career guidance will be of no use when there are personal problems to be attended to. Thus all the three types of guidance and counselling go hand in hand.

2.2.3.2 Functions of Guidance and Counselling

The foremost answer to the 'why' of guidance services is a basic concern for the individual. In some cases this concern is for the person who has already developed serious problems, and in others it is for the individual who, although developing normally, would benefit from having such specialised services available. Thus we can say that with regard to the different needs discussed in the above section, guidance and counselling can have the following functions:

- Appraisal and self understanding
- Orientation
- Developmental/educative
- Adjustment/remedial

Each of these functions are there for each type of guidance described above. Whether the child is learning in school, or is trying to choose a career for himself or is engaged building up relationships of a personal – social nature to live a happy life, the need for self understanding, orientation, development and adjustment is apparent.

Self Assessment Questions

- 1) Describe briefly the scope of guidance and counselling in your own words.

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- 2) Why is educational guidance important for students?

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3) What do you mean by personal and social guidance and counseling?

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4) What are the different functions of guidance and counseling?

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2.3 ASSUMPTIONS OF GUIDANCE AND COUNSELLING

There are certain basic assumptions and philosophy underlying guidance and counselling service. These are required to be kept in mind to do justice to the profession of guidance and counselling and render effective and appropriate guidance and counselling.

Following are some of the assumptions:

- Human nature is basically good.
- All human beings are worthy of respect and have dignity.
- All individuals have capability to adjust even though they may have to change and modify their behaviour.
- All need freedom of choice to take their own decisions and this need should be recognised by others.
- Each individual is unique and has potentials.

2.4 PRINCIPLES OF GUIDANCE AND COUNSELLING

As you know guidance and counselling being a professional activity is based on certain well accepted principles. The following are some of the principles of guidance and counselling evolved from psychology, sociology, education and other social science disciplines:

- 1) **Guidance and counselling is unique to an individual:** Each individual is a unique one. We know that no two individuals are alike. They differ in abilities, interests, aptitudes, personality traits, values, attitudes etc. This fact is to be taken into consideration while providing guidance and

counselling to a student. The implication of this principle is that a technique or a strategy which may be used for assisting one individual may not be applicable in the case of another. Thus, guidance and counselling is individual specific.

- 2) **Guidance and counselling is concerned with the ‘total individual’:** Focus should be on the all round development of an individual rather than only a segment of his/her personality. This means that any situation or problem of an individual must always be looked at with a total perspective thus, leading towards a total personality growth.
- 3) **Guidance and counselling is always goal directed:** Goal setting is an important endeavour of guidance and counselling. Setting realistic goals and working towards the same is one of the basic requirements in any guidance counselling situation.
- 4) **Guidance and counselling is a professional service:** A professionally trained person only can render guidance and counselling. It will harm the clients more if it is provided by untrained persons.
- 5) **Guidance and counselling should be based on a thorough knowledge of characteristics of the stages of human growth and development:** Each stage of human life has its own characteristics and developmental tasks to be achieved.
- 6) Achievement of these tasks, together with the effects of the interaction of the environment with the person are the deciding factors that shape the total personality of the person at a particular stage of life.
- 7) **Guidance and counselling is meant for all those who need help:** It is well known that guidance and counselling is required by every individual at all stages of his/her development irrespective of the age, caste, sex, occupation, status etc. It should be given to all those who need assistance at any point of time in their life span.
- 8) **Guidance and counselling is not specific to any stage of development:** It is required in all stages of one’s life. Human beings need guidance concerning different things at each stage of their life. Guidance and counselling is a continuous process. It is believed that guidance and counselling cannot be restricted only to the time of solving the problems.
- 9) The main emphasis is on helping the student to achieve an all round development. When these are undertaken for the explicit purpose of enabling individuals to overcome problems, the services may have to be terminated after the solution has been found. However, efforts require to be continued in terms of programmes to prevent the recurrence of the same problem. There is nothing like a one shot and one time guidance programme.
- 10) **Guidance and counselling should be based on reliable data:** Information about the individual/student is the basis for guidance and counselling services. Therefore, a counsellor should have reliable data/information about the individual. The counsellor should make efforts to collect the information from the appropriate sources (parents/guardians, teachers, peers etc.) using validated and reliable psychological tests and tools.

- 11) **Guidance and counselling should have a flexible approach:** By flexibility we mean flexibility in the use of tools for getting data, selection of methods/strategies for guiding, approaches for monitoring etc. An approach tried out for a student would be a learning experience for another situation providing insights into similar problems of other students.

Hence guidance and counselling programmes need to be planned following the above principles so that it caters to every individual's needs and requirements.

Self Assessment Questions

- 1) State the assumptions underlying guidance and counselling.

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- 2) State any two principles of guidance and counselling.

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- 3) Explain the statement: guidance counselling is not specific to any stage of development.

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2.5 PURPOSE OF GUIDANCE AND COUNSELLING PROGRAMME

A guidance programme is developmental, sequential and focuses on attainment of outcomes of three domains of an individual/student viz. personal-social development, educational-academic preparation and career planning. In this section we'll discuss purpose of guidance and counselling programme in educational institution. Review of literature suggests the following four main objectives for the guidance and counselling programme:

- Best development of the individual

- Helping the student to grow in self guidance and individual maturity
- Helping maximize student's satisfactions and social productivity
- Assist students to learn to live better lives.

Now let us briefly describe the relationship between guidance and education.

2.5.1 Guidance and Education

As we all know that education helps the child to develop all aspects of his/ her personality viz. intellectual, physical, psycho-social, moral, vocational and aesthetic. This process is mainly done in schools/ educational institutions beside family, and society. In school the instructional objectives of education are met. In order to achieve all its objectives including the developmental and social aspects, educational process needs to be accompanied by guidance. Guidance supplements schooling and helps in meeting the needs of children other than the instructional.

Thus, guidance and education are related to each other integrally. The only distinction which can be made between these two is in terms of the activities taken under these two processes. The main focus of education is on curricular and co-curricular activities in educational institution. On the other hand the activities of guidance are developmental and adjustive in nature. The aim of guidance is to help the child in making maximum use of his/ her potentials and capacities. Thus, guidance helps in the process of self- actualisation. Education as such is a broader concept which encompasses guidance when we take a total view of personality development.

Certain sociological forces in our society such as industrialisation, urbanisation, population growth and mobility and occupational specialisation have made demands upon education which have had implications for guidance in educational system. On the other side alarming cases of mental illness, juvenile delinquency and crime in our society require preventive and remedial programmes to personalise education in the schools, particularly in the early years. Likewise, preventive action is expected to save the school dropout from his/her social and economic plight. Guidance is understood as an integral part of education. It is considered as a specialised service.. Guidance assists the students in making intelligent choices and adjustments in life.

The guidance point of view in education brings instruction closer to guidance. The main purpose of instruction is to enable the child to learn, and the teacher facilitates the learning process. A teacher having guidance view point takes care for developing student's interest, habits and attitudes towards learning, as well as motivating them to learn.

When we talk about instruction and guidance, the focus of instruction is on communication of societal expectations whereas guidance focuses on a unique self-development. The teaching-learning process facilitates the acquisition of concepts, facts, skills, and thought processes. On the other hand guidance is concerned with the self that is, the self-concept, attitudes, feelings, values, needs, goals, etc. Guidance is viewed as part of the learning process, and consequently as leading to behaviour change. However, these outcomes emerge primarily through the individual as an active being with internal growth forces that lead to self-discovery, development and release of potential.

The whole educational process may be viewed as being implemented through three basic functions—administration, instruction, and guidance. Through administrative arrangements the teacher and learner are brought together in a physical environment presumed to be conducive to learning. Facilities, equipment, and curriculum materials provide the setting for the instructional and guidance functions to be activated. According to Witmer (1967) teacher has to bear following five responsibilities:

- Personalising pupil-teacher relationship
- Creating a wholesome psychological environment
- Understanding child growth and development
- Individualising curriculum content and instructional techniques and
- Working as a team member in the organisation and administration of guidance programme.

2.5.2 Purposes of Guidance and Counselling Programme in Educational Institutions

The basic purpose of the school guidance programme is to help each student as she/he progresses through school (Saraswat, & Gaur, 1994).

- To achieve a clear understanding and acceptance of himself/herself – his/her strengths, limitations, interests, aptitudes, skills, abilities, attitudes and drives.
- To develop his abilities and interests to the extent possible, by providing him appropriate experiences.
- To understand the choices he faces – the opportunities open to him and the qualifications required for the goal he sets
- To make his own decisions and plans on the basis of self understanding, a knowledge of the choices open to him.
- To take action on the plans he has developed and to achieve adjustment in the new situation.
- To accept the responsibility for his own decisions.

The school guidance programme has, as one of its basic objectives, the task of helping each student in making wise decisions and solving the problems. Witmer (1968) has suggested *three bases* for establishing guidance and counselling programme in schools.

- Philosophical Basis:** The first basis is what we believe about children, their growth and role of school in facilitating that growth. This basis includes:
 - Commitment to the individual
 - Search for meaning
 - Freedom to Grow
 - Opportunity for optimal development
- Psychological Basis:** The second basis is the psychological nature of children, their common and exceptional needs for self development in a social setting. This basis includes:

- Individual differences
- Developmental needs of all pupils
- Exceptional needs
- Learning difficulties
- Behaviour and adjustment problems

iii) **Social Conditions:** Third, a need for which the school must assume some responsibility is the urgency to remedy current social conditions through a strong preventive educational programme. The conditions are as follows:

- Culturally disadvantaged
- Dropouts and unemployment
- Crime and juvenile delinquency
- Mental illness

According to Vashist, (1995) the following may serve as the objectives for establishing a school guidance programme.

- The student is encouraged to participate in student government to the mutual benefit of the school, community, and the individual.
- The guidance program should develop skills in effective leadership and cooperative group participation in line with individual needs.
- Assistance should be given to all student organisations in developing programs which will benefit the school community as well as individual needs.
- The student should be given help to interpret his interests and needs in relation to classroom and extra-classroom policies and programs.
- Assistance should be given to students in making adjustments to financial problems in such a way that they can continue their education.
- The guidance program should make possible the attainment of personally successful and socially acceptable living in an attractive and congenial environment.
- Students should be encouraged to supplement classroom learning with a variety of experiences which will develop social responsibilities and good citizenship.
- Students should be assisted in making a choice of subjects which will give them a liberal education yet specialised training.
- Assistance should be offered to students in making wise decisions in the selection of vocational objectives.
- The guidance program should assist students to remove personal obstacles which prevent them from making maximum use of their opportunities for growth.
- Students should be provided with occupational information in relation to their preparation, aptitudes, and abilities.

- Assistance should be given to students in finding adequate employment in the industrial, business and professional fields.
- Assistance should be given in the development of a student health program which will have educational, preventative, and clinical aspects.

More specifically, such a program should:

- a) protect the well from the sick;
- b) detect structural and functional defects and secure treatment for them;
- c) discover defective habits and attitudes, and supply appropriate information and advice for their correction;
- d) teach hygiene for present and future living through the scientific information and advice given the student regarding his health needs.”

According to Dash (2003) following are the reasons for planning and implementing guidance and counselling programme in schools:

Discovering students’ potentialities, abilities, interest etc. to assist them in proper development of these for the contribution to the society and country.

- 1) Understanding and exploiting students’ abilities by teachers to maximise their scholastic achievement. It thus, minimizes the chances of failures and wastage of educational interventions, and reduces frustrations in students.
- 2) Improving the psychological and physical health and efficiency of students thus, assisting them to overcome their defects, deficiencies, handicaps, disabilities, etc.
- 3) Identifying gifted students and developing enrichment programme to stimulate them to pursue excellence in their respective areas.
- 4) Strengthening discipline by helping the teacher to understand the causes of indiscipline exhibited by students thus, protecting students from unwarranted punishment.
- 5) Helping students in selecting appropriate subject.
- 6) Solving recreational purposes to decrease possibilities of bad health and inefficiency.
- 7) Developing Parent-Teacher Co-operation to understand and help the child.
- 8) Helping the physically disabled children to make his/her decisions and to solve his/her problems without assistance.
- 9) Helping students to acquire the knowledge, develop the habits and skills and attain the attitudes and ideals that are very much essential for adjustment in modern life.
- 10) Developing right attitude and interest on the basis of individual difference.
- 11) Helping in adjustment to school
- 12) Guidance through school subjects

2.5.2.1 Objectives of Guidance at Different Stages of Education

Guidance at different stages of education has different purposes. Let us see the objectives of guidance at the elementary and secondary stage.

At elementary stage: It is generally believed that guidance is required at the time of career planning. But we all know that guidance is needed from the very beginning when the child enters the school. The main objectives of guidance programme at this level are:

- helping pupils to make a satisfactory transition from home to school.
- diagnosing difficulties in the learning of basic educational skills.
- identifying pupils in need of special education (e.g. the gifted, the backward, the physically handicapped).
- helping potential drop-outs to stay in school.
- guiding pupils to develop insight into the world of work and favourable attitudes towards work.
- assisting in plans for their further education or training.

At secondary stage: The main objectives of the guidance services at this level are to help students in

- identifying and developing their abilities and interests.
- understanding their strengths and limitations and doing scholastic work according to their abilities.
- obtaining information about educational and vocational opportunities and requirements.
- making realistic educational and vocational choices and plans considering all relevant factors.
- Resolving their personal and social problems.
- helping students in selecting appropriate vocational career.

2.5.2.2 Implications of Guidance Programme in Educational Institutions

The main concern of school guidance and counselling programme is the mental and physical health and personality development of each student in the school. Therefore, the guidance and counselling programme has to focus on all students rather than only those having educational, personal-social-emotional problems. Guidance is integrated in the total process of education. One of the ultimate goals of guidance is to develop a child with a well-integrated personality. It is the purpose of the guidance programme to help each individual make the best possible adjustment between his/her own needs and the demands of the society in which he/she lives. Therefore, the immediate objective in guidance is to help each student meet and solve his/her problems as they arise. One of the ultimate objectives of all guidance is self-guidance.

The acceptance of the responsibility for guidance and counselling programme as described above suggests the following implications for the school (Shrivastava, 2003):

For the individual child

- To provide conditions that will give every student a maximum opportunity to feel socially secure, free from abnormal fears and anxieties, happy in the belief that his/her achievements are worthy and acceptable.
- To provide opportunities for each student to find success.
- To develop those understandings and attitudes about the student (abilities, aptitudes, interests, and achievements) that foster sound physical and mental health.
- To develop attitudes toward desired social behaviour.
- To develop poise, resourcefulness, and increasing self-direction.
- To develop interests of intellectual, social, and recreational value.
- To acquire educational, vocational, and personal-social information necessary in making decisions concerning present and future plans.
- To aid in the selection of an appropriate and satisfying career which is compatible with the student's interests, aptitudes, values and aspirations.
- To develop self-control in terms of the best interests of the group and the attitudes and abilities of cooperating successfully with others-a sense of personal responsibility for group welfare.
- To develop an understanding and a wholesome respect for the acceptance of one's own capabilities and limitations, as well as those of other people.
- To develop self-confidence and self-respect.

For the organisation and operation of the school

- To place importance to the needs of students beside other considerations of school procedure.
- To provide a curriculum and working conditions where each child may work effectively to his/her full capacity.
- To provide students related information necessary for determining appropriate instructional materials, conditions and experiences.
- To provide professional service to facilitate teachers in developing the attitudes, skills, and techniques necessary for effective classroom transaction.
- To provide health services that will aid in detecting physical conditions that may be causing maladjustment.
- To provide materials and facilities for testing and recording data necessary to understand the students' needs, aptitudes, and interests.
- To provide counselling with parents where it is needed in order to help in the adjustment of the students.
- To provide referral services for those students who need services of a professional.

Self Assessment Questions

- 1) Mention the three bases for establishing guidance and counselling programme in the school.

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- 2) State any five reasons for planning guidance and counselling programme in school.

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- 3) Describe the objectives of guidance at the elementary stage of education.

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2.6 LET US SUM UP

Planning guidance and counselling programme in educational institutions is based on certain rationale and has specific purposes. The onset of industrialisation, and growing complexities of life has created the need for guidance in every sphere of life particularly during the school life. Guidance as a professional service helps an individual to be self directive and capable of taking his/her own decisions. Through guidance and counselling services we can help the student find solutions to his/her problems through creating an understanding of self and the situation. In this unit we learned about the goals of guidance and counselling. The scope of guidance and counselling and the needs of guidance were discussed. Guidance and counselling are based on certain basic assumptions and principles which need to be considered for providing effective guidance to individuals. The relationship between guidance and education were also highlighted. Guidance supplements schooling and helps in meeting the needs of children other than the instructional. Finally, the objectives of guidance and counselling programme at the elementary and secondary stage of education were discussed.

2.7 UNIT END QUESTIONS

- 1) Discuss the rationale for guidance and counselling programme.
- 2) Describe in detail the need for guidance at the individual level.
- 3) Discuss the scope of guidance and counselling.
- 4) Explain the principles of guidance and counselling.
- 5) Discuss the main reasons of integrating guidance in education system.
- 6) Discuss the purposes of guidance and counselling in educational institution.

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UNIT 3 ORGANISING AND EVALUATION OF GUIDANCE AND COUNSELLING PROGRAMME

Structure

- 3.0 Introduction
- 3.1 Objectives
- 3.2 School Guidance and Counselling Programme
 - 3.2.1 Developmental Tasks at Different Stages of Education
 - 3.2.2 Components of Guidance and Counselling Programme
 - 3.2.3 The Guidance Calendar
- 3.3 Organising Guidance and Counselling Programme at Elementary Stage
 - 3.3.1 Developmental Tasks for Early and Middle Childhood
 - 3.3.2 Objectives and Activities for Elementary Stage
 - 3.3.2.1 Objectives and Activities for Academic Development
 - 3.3.2.2 Objectives and Activities for Career Development
 - 3.3.2.3 Objectives and Activities for Personal –Social Development
- 3.4 Organising Guidance and Counselling Programme at Secondary Stage
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 - 3.4.2.1 Objectives and Activities for Academic Development
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- 3.5 Evaluation of Guidance and Counselling Programme Activity
- 3.6 Let Us Sum Up
- 3.7 Unit End Questions
- 3.8 Suggested Readings

3.0 INTRODUCTION

Guidance and counselling programme plays an important role in educational institutions. The main function of this programme is to assist the students in self-understanding, making intelligent choices and adjustment in life. In Unit 2 you have studied the assumptions and principles of guidance and counselling. According to the assumptions and principles of guidance and counselling, the ability of an individual to make intelligent choices and adjustments in life has to be developed. For this purpose a counsellor/ teacher counsellor has to know the developmental tasks at each stage and the objectives to plan the activities. In this unit we have described the components of guidance and counselling programme, developmental tasks and the guidance calendar to help you to design a comprehensive programme to render guidance and counselling services to all students to help them in their academic, career and personal development. Few exemplar activities are also suggested.

3.1 OBJECTIVES

After completing this unit, you will be able to:

- Describe components of guidance and counselling programme;
- Plan the guidance calendar;
- Define developmental tasks;
- Identify developmental tasks at elementary stage of education;
- Formulate objectives of guidance and counselling activities at elementary stage;
- Identify guidance and counselling activities at elementary stage;
- Identify developmental tasks at secondary and senior secondary stages;
- Formulate objectives of guidance and counselling activities at secondary and senior secondary stages; and
- Identify guidance and counselling activities at secondary and senior secondary stages.

3.2 SCHOOL GUIDANCE AND COUNSELLING PROGRAMME

In our country generally guidance and counselling programmes are of remedial nature, provided to only those students who have some problem and who approach professional (counsellor) / teacher counsellor for help. Comprehensive guidance programmes do not exist in most schools as of now. and therefore, all students are not benefitted by it. Further, guidance and counselling programmes are mostly organised at secondary and senior secondary stages. Seeking guidance is a universal need and therefore, it should be made available to all students for their all round development. Guidance and counselling programmes should be designed in such a manner that these enable individual student to cope up with his/her developmental needs specific to particular age levels.

3.2.1 Developmental Tasks at Different Stages of Education

Every stage of development of an individual has certain personal development goals or tasks. Students have to make successful adjustments in response to personal needs and societal demands at various life stages. The school should contribute to the accomplishment of these. Therefore, it is necessary that guidance activities/ programmes should be developed keeping in view the specific developmental tasks to be mastered at each life stage of an individual (Humes & Hohenshil, 1987). According to Havighurst (1972) a developmental task is “a midway between an individual’s need and a societal demand and as arising at or about a certain period in the life of an individual.” As per this view if an individual has to function effectively, he/she has to master these developmental tasks at each life stage. This contributes to his/her happiness in the present and also increases the chances of his/ her success and happiness in the future. A counsellor should keep these developmental tasks in mind while planning guidance activities/ programmes (Havighurst, 1972, Gysbers, & Henderson, 1988, and Myrick, 1987).

We know that a developmental task is a skill that an individual must learn at a particular time in his/her life if he/she is to function adequately as an individual and as a member of society. All developmental tasks are interrelated. The individual works at them more or less constantly no matter what other pressures may be imposed upon him/her. His/her goals may or may not always coincide with the goals of the institution. A student has to accomplish a development task at its appropriate time to avoid any difficulty in future life stages. Teachers should know about these developmental tasks to help students while they are making efforts to accomplish these.

Above description suggests that the maturational and societal demands are different at different life stages of an individual. Therefore, the nature of guidance activities would differ according to these stages, nature of student population and the type of school. However, some broad guidelines for developing guidance programmes have been provided by Bhatnagar and Gupta (1999). Table 3.1 shows the sequential nature and focus of guidance activities at different stages of school (Bhatnagar and Gupta, 1999).

Table 3.1: Guidance at different stages of education

Stages of education	Elementary and middle	Secondary	Senior Secondary
1. Focus	Developmental preventive	Preventive	Remedial
2. Objectives	Self awareness career awareness	Self understanding understanding career	Self identity career identity
3. Outcomes	Beginning competencies skills, attitudes, and values	Identify personal career concerns and goals	Self and career related decisions

According to Bhatnagar and Gupta (1999) the early stage of education being formative, aims at developing competencies, skills and attitudes to help students cope with early stage developmental tasks. These tasks help in handling the developmental tasks of later stages. During the middle and secondary school stages physical and mental growth are at a faster rate; hence exploratory activities help students to acquire a clear self and career identity. Efforts at resolving the identity crisis would help the students make adjustments and cope with various personal and career concerns of this stage. Guidance and counselling services provided in the early years help in creating initial awareness of personal-social and career related tasks.

Self Assessment Questions

1) What is developmental task according to Havighurst?

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- 2) Discuss guidance at different stages of education.

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3.2.2 Components of Guidance and Counselling Programme

Before a counsellor/teacher counsellor plans the activities, he/she should know the essential components of guidance and counselling programme. Gordon (1999) emphasised that the activities of the guidance and counselling programme will depend upon the following components:

- 1) **Individual planning:** This includes the guidance and counselling activities meant to assist all students to plan, monitor and manage their own personal development. Activities of this component of the programme are offered to all students, and are meant to assist them in the development and implementation of their personal, academic, social and career aspects, in accordance with the skills and information they gather. This component generally offers students the opportunity for self-appraisal, and to plan for the world of work. Individual or group activities help students to understand themselves and the environment.
- 2) **School guidance and counselling curriculum:** This refers to a curriculum designed to serve all students of a particular grade level or group. The main purpose of this curriculum is to provide knowledge and life skills to students. The curriculum emphasises decision-making, self-knowledge, career exploration and career development. Following three major areas are included in the curriculum:
 - a) Learning to live (understanding and appreciating the self, home, family and others; developing a sense of community; making decisions and setting goals; and understanding safety and survival).
 - b) Learning to learn (making decisions, setting goals, and taking action; understanding interaction between home, family, school and community; and understanding factors which affect school achievement).
 - c) Learning to Work (learning the relationship between personal qualities and work; exploring careers; learning how to use leisure time; learning the relationship between education and work; learning to work together; and learning how the community relates to work).

This curriculum should state the goals for guidance instruction as well as student outcomes. It is essential to educate parents and the community and also establish collaboration with them for successful implementation of guidance curriculum. The curriculum is delivered through the following activities:

- a) Classroom activities – The guidance and counselling curriculum should be taught in the regular classroom.

- b) Group activities – Group guidance and counselling activities, such as class talks, career talks, career exhibition/fairs, visits to work places, role plays, audio/video shows etc. should be organised.
 - c) Parent education – Parent education/orientation is essential to associate parents in guidance activities. This is done through conferences/seminars and meetings.
- 3) **Responsive Services:** The third component of guidance and counselling programme is responsive services to facilitate healthy personal, social, educational and career development of students. This includes preventive, developmental and remedial guidance and counselling as well as consultation and referral services. Counselling is either individual or in groups. Consultation would be with parents, teachers and other professionals, while referrals would be to other specialists or programmes.
- 4) **Counselling service:** The main purpose of counselling is to establish a relationship leading to personal development and decision-making. This is done through self- understanding and self - knowledge and knowledge of the environment. The service provides an opportunity for verbal interaction between the counsellor and the client, to assist the client to deal with a specific problem which could be physical, academic, emotional/personal, and/or social. Basically, this service offers clients the chance to make decisions and solve problems. The counselling service recognises the uniqueness, dignity, value and respect of an individual. The provision of such a service acknowledges the fact that students need assistance to cope with the complexities of life. Classroom teaching alone may not meet the needs of the client effectively.
- 5) **Referral Service:** Some problems and concerns require services of well-trained and skilled professionals who have expertise in assisting these individuals. There should be network of referral services, which include social workers, doctors, psychiatrists, psychologists, priests, police and others.
- 6) **Consultation Service:** It is important to know that clients are not only students but children, sports persons, boys and girls, working with a number of people who wish to contribute in the welfare of students. Therefore the counsellor or guidance teacher should consult parents, subject teachers and other school staff, librarian, warden and hostel staff to ascertain various changes in students' behaviour that might have occurred. Consultation with teachers is an important means of increasing teacher awareness of issues their students face. Such consultations may also demand referral.
- 7) **Appraisal:** This service gathers personal information about the learner, and assists the individual to understand himself/herself better and provides essential facts about the learner to the counsellor, or guidance teacher for decision-making.
- 8) **Placement and follow-up:** The main purpose of this service is to assist students to achieve their career goals, e.g. by assisting them with subject selection, or placement, in a class or school, based on the subjects offered. It takes into account the interests, aspirations and abilities of the learner.

This service offers the counsellor/guidance teacher an opportunity to collect, analyse, and use, a variety of personal, psychological and social data about the students using testing and non-testing techniques.

- 9) **Research and evaluation service:** Research and evaluation are designed to determine the effectiveness of a guidance programme. It is through active research that counsellors or guidance teachers can upgrade their programmes, to ensure that they address the needs of the clients.
- 10) **Systems support:** A comprehensive guidance and counselling programme needs support of the system such as staff development, the necessary resources and facilities, finance, and policy support. The above support is essential and should be considered while designing the programme to ensure its proper implementation. The guidance programme should also identify other programmes that need its support, such as special education, vocational education, etc.

Self Assessment Questions

- 1) Elaborate following components of guidance and counselling in your own words.
 - a) Individual planning
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 - b) School guidance and counselling curriculum
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 - c) Responsive Services
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- 2) What is meant by Systems Support?
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3.2.3 The Guidance Calendar

Guidance calendar is governed by the needs of the students and meant to complement classroom activities. A Guidance calendar facilitates planners to manage guidance activities efficiently taking into account the time of the year most suitable for certain activities. It also ensures the appropriate use of resources. The guidance calendar is part of a school guidance programme and shows all guidance activities (such as class talks, career talks, tours/visits, career exhibition/fairs, talent shows, seminars, drama, etc.) that are planned in the school to fulfill

needs of students other than the curricular and co-curricular and which cannot be met in a classroom. Activities may be planned weekly, fortnightly, monthly, quarterly, or annually depending upon the objectives and requirements. The guidance calendar helps in avoiding overlapping with other school activities, and also give advance information to the administration and the target groups. While developing the calendar, the date, time, target group, guidance service activity, and human and material resources should also be indicated. As we know that guidance is a cooperative service; staff, parents and community members should be involved in drawing up the calendar.

Self Assessment Question

- 1) Describe guidance calendar and elaborate its need in a comprehensive guidance and counselling programme.

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3.3 ORGANISING GUIDANCE AND COUNSELLING PROGRAMME AT ELEMENTARY STAGE

As you know the elementary stage include classes 1 to VIII and the age range of students is 5 - 13 years. Guidance Programme at this stage helps students to acquire the developmental tasks successfully. It is important to identify students' academic and personal – social needs as early as possible to facilitate them in learning and academic achievement. A counsellor/teacher counsellor can help in this regard. At each stage of education three basic needs (Academic, career and personal social) have to be fulfilled by organising guidance and counseling activities.

3.3.1 Developmental Tasks for Early and Middle Childhood

Havighurst (1972) has suggested the developmental needs of individuals according to their life stages. At each stage of development there are certain developmental tasks; and guidance and counselling programme formulates the objectives and plans different activities which can help students in mastering these tasks. We can take some direction from the following developmental tasks for early and middle childhood while planning guidance and counselling programme:

- 1) Learning physical skills necessary for ordinary games.
- 2) Building wholesome attitudes towards oneself as a growing organism.
- 3) Learning to get along with age mates.
- 4) Learning an appropriate masculine or feminine social role.
- 5) Developing fundamental skills in reading, writing and calculating.
- 6) Developing concepts for every day living.

- 7) Developing conscience, morality and values.
- 8) Achieving personal independence.
- 9) Developing attitudes toward social groups and institutions.

Considering above developmental tasks we can design the guidance and counselling activities. However, Gibson and Mitchell (1986) emphasised that the activities should be developed keeping in view the following characteristics of children at this stage.

Elementary school children have not by now developed any group identifications. They are still experiencing continuous growth, development and change.

- He/she is continuously integrating experiences.
- He/she has a limited ability to verbalise and to reason as reasoning powers are not yet fully developed.
- His/her ability to concentrate over long periods of time is limited. The child's enthusiasm and interest can easily be aroused.
- Their decisions and goals serve immediate purposes as they have difficulty in visualising long range plans.
- Open display of their feeling is noticeable.

3.3.2 Objectives and Activities for Elementary Stage

We have to formulate the objectives to facilitate individuals to achieve above developmental tasks. We have to plan activities according to the needs and objectives. We categorize these development tasks into following three main heads for our convenience:

- i) Objectives and activities for academic development
- ii) Objectives and activities for career development
- iii) Objectives and activities for personal social development

The following guidance activities are only exemplar. Teachers/ counsellors can further modify/adapt/add activities according to the resources available to them.

3.3.2.1 Objectives and Activities for Academic Development

- 1) **Facilitating students adjust in school:** This objective will be to help students to make smooth transition from home to school and understand the relationship between performance in classroom and success in school.

Suggested activities:

- Organising meetings for parents about school rules, programme policies, services, facilities etc.
- Orienting parents and children by providing booklets, handouts, brochures, and diaries about school rules, programmes and its activities.
- Arranging school visits of parents along with children.
- Showing displays/exhibits of children's work.
- Showing films on school activities and programmes.

- Arranging orientation talks for parents about school's programmes and activities.
- Making small play groups to provide opportunities to children for interaction with peers.
- Making children talk about their role model, favourite persons, play activities, hobbies, pets etc:
- Using puppet theatre, songs etc. to orient the children about school activities

- 2) **Developing basic academic skills:** Students may be helped through this objective to use basic academic skills (reading, writing and arithmetic) to achieve success in academics; develop communication skills and demonstrate ability to work independently as well as in cooperation with peers.

Suggested activities:

- Orient teachers about learning aids, tools and techniques to improve academic skills of students and motivate them to use these to facilitate children.
- Administer testing and non-testing tools and techniques to identify deficits in learning of basic academic skills in children.
- Form study groups and encourage students to participate to enhance their academic skills.

- 3) **Increasing enrolment and reducing drop-out:** Guidance activity may motivate students to continue education, may be through formal or alternative systems of education.

Suggested activities:

- Interacting with teachers and parents to identify academic and personal problems of students who are intending to leave school.
- Identify community resources and communicate to parents to help such students overcome financial and / or other problems in continuing education.
- Providing information individually or in group to such students about other systems of education (open school and non-formal system) to meet the educational needs of students.

- 4) **Improving relationship between teacher and student:** Improved relationship between students and teacher would make the students comfortable while interacting with the teacher generally and at the time of any academic or personal difficulty. Improved relationship will increase among students a feeling of belongingness and being understood and welcomed by the teacher in school. Teacher-students relationship needs to be more congenial in case of students belonging to rural background from socially disadvantaged groups and girls.

Suggested activities:

- Collecting information about students' personal and family background and developing Students Personal Information Blank / Cumulative

Record Card. It can be obtained through interaction with the students, their parents/ family members, teacher, peers etc. Anecdotal records, observation, rating scales can be used for gathering such information.

- Orientation of teachers through talks, discussion, case presentation, seminar etc. on how to reinforce desirable characteristics, behaviours and habits in students.
- Orientation of teachers through video films on creating a warm climate in the classroom to develop positive self-concept in students.
- Orientation of teachers using role play, etc. to develop listening skills and skill of using body language to communicate warmth and affection to students.

- 5) **Identifying learning difficulties in students:** This would facilitate students to get special attention of teachers and would facilitate teachers to individualise teaching–learning process.

Suggested activities:

- Conducting achievement test for identification of children not achieving minimum levels of learning (MLL) in language, arithmetic and environmental sciences.
- Meeting with teachers and parents for identification of children with learning problems such as lack of motivation, poor concentration, difficulties in writing and reading, poor handwriting, poor memory, etc.
- Administering diagnostic tests or using observation for identification of children with visual-auditory perceptual deficits, attention deficits, hyper activity, etc.
- Orienting teachers in using ‘multisensory and other individualised approaches in teaching for children with a variety of learning problems.
- Planning and organising special physical activity for hyperactive children to burn up their excessive physical energy.

- 6) **Developing skills for taking tests and other evaluation:** This would help students to develop study habits, management of time and task. They would feel relaxed and get prepared at the time of test.

Suggested activities:

- Organise class talk on advantages of class work and homework to make students to understand the need and importance of completing class work and home work.
- Help students to develop individual study plan and follow the plan to avoid anxiety and stress at the time of tests/evaluation.
- Orient students about different techniques of maximizing learning and memory of different concepts and contents.

- 7) **Developing skills to make decisions:** This would encourage thinking in students. They would explore new ideas and answers; learn to take responsibility for their decision and actions. The activities to achieve this objective would inculcate competence and confidence in students.

Suggested activities:

- Present problems related to daily routine and ask students to make their own decision to solve the problem. The problems need to be according to age and context of students.
- Organise class talk on relationship between school subjects and future educational opportunities to facilitate students in setting academic goals.

- 8) **Developing study habits/skills and attitudes:** This would benefit students in achieving success in academics. Developing positive attitude towards studies will enhance academic performance and they would be able to utilise their time properly for studies and other activities.

Suggested activities:

- Organise class talks, workshop and brainstorming sessions to develop interest and positive attitude towards developing study habits and skills.
- Organise sharing of experiences of successful students on effective study habits to motivate other students to follow.
- Collect good books on developing good habits and motivate students to read.

- 9) **Identification of children with special needs and helping them:** This would help such students to cope with their problems and progress in academic area with special provisions and facilities. This would also help these children to make adjustment to home, school and community at large.

Suggested activities:

- Use psychological tests, observations and interview with students, parents and teachers to identify and diagnose the type and degree of disability.
- Organise a class talk on problems of such children to create awareness among other classmates and teachers to facilitate these children in learning and performing in academics and other activities.
- Organise awareness programmes for parents and other community members about the type, causes, degree and of disabilities and strategies to deal with them.
- Organise counselling sessions to develop self-esteem and self-awareness among these children.
- Collect information about the schemes/facilities offered by government and non-government organisations and supply to these children and their parents.
- Prepare referral to appropriate agencies/professionals if required.

- 10) **Identification and helping children with special abilities/talents:** These children would be benefitted by getting special treatment from the school administration to further enhance their abilities/talents.

Suggested activities:

- Use psychological tests, observation and interview with students, teachers and parents to identify children with such talents.

- Collect information about opportunities/facilities on such talents and supply information to parents and students.
- Prepare referral to appropriate agencies/professional for their placement.

Self Assessment Question

- 1) Suggest two activities which you would like to organise in school for each of the following objectives:
 - a) Facilitating students adjust in school.
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 - b) Developing basic academic skills.
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 - c) Improving relationship between teacher and student.
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 - d) Identifying learning difficulties in students.
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 - e) Developing study habits/skills and attitudes.
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 - f) Identifying and helping children with special abilities/talents.
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3.3.2.2 Objectives and Activities for Career Development

- 1) **Assisting students to develop general awareness about the world of work, work attitudes, values and habits:** This would create awareness among students about different types of work in the world of work.

Suggested activities:

- Organising competitions such as chart/poster, essay, debate, projects on topics related to develop work values, attitudes and habits.
- Asking students to prepare write-ups on the job/professions of family members, relatives, people in the neighbourhood, etc.
- Organising role play, puppet show, fancy dress show, visits to work places, etc. to orient students about the work different professionals do.

- Preparation of scrapbook on their interest areas with pictures of workers and if possible interview with workers and employers.
 - Screening of video films on different aspects of work.
- 2) **Developing work attitude, values and habits:** Students would be able to inculcate proper attitudes and values towards all kinds of work and develop habits and characteristics required to do particular type of job/work. They will be able to develop team spirit, cooperation and problem solving skills.

Suggested activities:

- Organise exhibitions, games/sports, etc. and engage students in group work to develop team spirit, time management, problem solving skills etc.
- 3) **Developing decision-making skill in selection of courses:** Students will be helped to understand the relationship between educational achievement and success in career. This will help them to make career decision and set goals and identify their interests, abilities and skills and relate with current career options.

Suggested activities:

- Identify the interests of students using interest inventories and give them assignment or projects (individual or group) to collect information on the jobs/ occupations related to their interest.
 - Help students to explore the suitable options in selecting educational courses.
- 4) **Exploring career options:** This objective would facilitate students to explore various sources to collect career information and develop strategies to achieve career goal.

Suggested activities:

- Organise visits to work places to provide opportunities to students observe actual work setting; utilise library sources, newspapers and internet.
 - Orient students to utilise library sources, newspapers cuttings, internet etc. to get detailed information about the career in which they are interested.
 - Organise class talks, group discussion or interaction with experts on topics like need and process of career planning; developing life skills; developing hobbies/use of leisure time; developing good work habits/values/attitudes, etc.
- 5) **Exposing student towards a wide variety of career choices:** Students need to know about the diversity in career options/choices. They can analyse the traditional and emerging occupations and relate to their choice based on the knowledge of world of work and its requirements.

Suggested activities:

- Organise class talks/career talks of professionals/ entrepreneurs to give detailed and first hand information about their respective occupations and the life styles.

- Assigning projects (group or individual) to students related to their subject matter and occupations related to them.
 - Provide opportunities to students to observe the actual work situation and interviewing the workers and the employers.
 - Preparing occupations based folders/ leaflet, posters/charts by the students and display for larger dissemination.
 - Organise career exhibitions/career fairs, etc.
- 6) **Self understanding and its relationship with world of work:** This will help students to know their strengths and limitations and their relationship with career choices.

Suggested activities:

- Assessment of students personal characteristics (abilities, special abilities, interests, personality characteristics, attitudes, values etc.) using psychological tests, observation and other non-testing tools (rating scale, anecdotal records, etc.)
- Providing career (educational and occupational both) information through organising career talks, career exhibition or display of charts/posters, leaflets/folders, interaction with professionals/entrepreneurs, field visits etc.

Self Assessment Question

- 1) According to you which two objectives are very important for career development of students at this stage?

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3.3.2.3 Objectives and Activities for Personal – Social Development

- 1) **Developing a positive self-concept, appreciation and respect for all human beings including peers irrespective of caste, creed, religion, sex and socio-economic status:** Through this objective, students would understand themselves (positive self-image) and the people in their surroundings; develop respect for all in the society; interdependence of communities; characteristics/peculiarities of different individuals/communities; and appreciate ethnic and cultural diversity. This also facilitates exhibiting proper behaviour and feelings in a social group.

Suggested activities:

- Organising self-expression activity in the class room on ‘who am I?’, ‘My characteristics’, ‘My weaknesses/limitations’, ‘My likes and dislikes’, ‘I am proud of’, ‘I enjoy’, etc.

- Organise sharing of experiences of students on ‘our festivals’, ‘our special food’, ‘My family’, ‘our customs’, ‘stories related to our religion’, etc.

2) **Building social skills:** Students learn to distinguish between socially desirable and undesirable behaviour, learn to identify feelings and emotions and possible ways to express their feelings with others.

Suggested activities:

- Organise group discussion or role-play or story telling on appropriate and inappropriate behaviours and their impact on peers, parents, siblings and others.
- Ask students to prepare write-ups on feelings and behaviours of elders towards them and what modifications they would like in their feelings and behaviours.

3) **Preventing violence and substance abuse and inculcate conflict resolution skills:** This objective is to help students to learn about the violent activities/behaviours and their effect on themselves and others, drug abuse and how to keep them away from such negative actions, and how to inculcate skills to resolve conflicts.

Suggested activities:

- Organise role play, story telling, video film shows on incidences of violence, fighting, bullying, negative remarks/teasing, and seek responses of students.
- Organise group discussion/workshop or brain storming on preventing violent behaviour, drug abuse, smoking and other group/gang activities.
- Preparation of charts/posters, news papers cuttings on such incidences and organise exhibition to create awareness about violence, drug abuse and other bad habits.

4) **Educating for building character and moral awareness:** This would help students in developing self-discipline and using right ways of approaching problems in life.

Suggested activities:

- Citing stories and role models to enumerate importance of developing good traits and values.
- Identification of personality traits/values, habits, attitudes in role models for effective and successful living.
- Using value clarification exercises e.g. choosing among equally competing alternatives.
- Presenting hypothetical or real life difficult situations to create moral awareness e.g. should a child tell lie to protect his/her peer or sibling from punishment, use violence to protest, stealing to help someone in need etc.

5) **Enhancing personal-social development:** This will help students in differentiating between different types of situations involving interpersonal relationships and respond appropriately.

Suggested activities:

- Organising role-play, group discussion or class talks to make students understand difference between aggressiveness, assertiveness and shyness.
- Organising brainstorming session to develop an action plan for setting realistic goals and strategies to achieve these goals.

- 6) **Making students aware about the physical changes taking place at particular age levels:** This will lead to the acceptance of physical changes taking places during growth according to the age and realising individual differences in physical growth.

Suggested activities:

- Organise talks of medical experts/developmental psychologists on physical growth and development.
- Organise group discussion/panel discussion of medical experts/developmental psychologists on significant physical changes and their implications on physical, personal, social and emotional aspects of an individual during pre-adolescent and adolescent periods.
- Provide situations where students can talk about the physical changes experienced by them. This will help them in understanding the concept of individual differences in this respect.

- 7) **Making the students understand the preference of making friends at pre-adolescent and adolescent periods:** This will help students to understand why same sex friends are preferred by them during pre-adolescence stage and friends of opposite sex during adolescence stage. This will help in reducing anxiety about opposite sex, creating healthy friendship by paying less importance to gender considerations.

Suggested activities:

- Organise class talks of professional to explain them the issues related to sexuality and attraction towards opposite sex to be a normal phenomenon.

- 8) **Making the students at pre-adolescent stage understand the traditional sex role stereotypes and breaking them:** This will help students to understand the need of gender neutral roles in present day world and breaking sex stereotypes for a healthy development of the society.

Suggested activities:

- Organise discussion among students on characteristics of males and females and their implications for sex-role stereo-typing.
- Organise role play and/or screen video films to help students understand the sex-role stereo-types prevalent in the society and how to strengthen gender neutral roles.

- 9) **Developing skills to face demands of adolescence stage:** This will facilitate students to take holistic approach to life, respecting alternative points of view, developing communication skills using speaking, listening and non-verbal behaviours.

Suggested activities:

- Organise group discussion, workshop, talks of professionals, role-play etc. to develop effective communication skills.
- Organise role-play, puppet show or case study method to make students realise the need of maintaining good relationship with parents, siblings, friends/peers, teachers and others in the society.
- Organise role-play to develop skills for developing effective interpersonal relationship.
- Organise talks of professionals to teach techniques to develop coping skills to deal with problems, managing stress and resolving conflict.
- Provide personal or group counselling to those students who are facing/suffering from such situations/problems.

10) **Developing basic skills to develop friendship and deal with peer pressure:**

This will help students to select friends as per their likings and requirements and how to cope with peer pressure.

Suggested activities:

- Develop and use a questionnaire to know the opinion of students about the need of friends, qualities they expect in friends etc.
- Help students to identify and develop friendship with like minded peers.
- Organise class talk on the concept of positive and negative peer- pressure and how to cope with negative peer pressure.
- Organise workshop to overcome negative peer pressure to develop a healthy independent personality.

11) **Making students understand that they are responsible for their behaviour:** This will help them in taking appropriate decision while choosing between options having different results.

Suggested activities:

- Collect problem situations and present to students and ask them to think about the action they would take and the outcomes of their actions.

Self Assessment Question

1) Suggest two activities which you would like to organise in school for each of the following objectives:

- i) Developing a positive self-concept, appreciation and respect for all human beings including peers irrespective of caste, creed, religion, sex and socio-economic status:
-

- ii) Preventing violence and substance abuse and inculcate conflict resolution skills:

Educating for building character and moral awareness

Developing skills to face demands of adolescence stage

3.4 ORGANISING GUIDANCE AND COUNSELLING PROGRAMME AT SECONDARY STAGE

In previous section of this unit we have discussed the developmental tasks at elementary stage (classes I to VIII) and the objectives of guidance programme to facilitate proper development during this stage. In this section, we are focusing on the secondary stage (IX and X) and Senior Secondary Stage (XI & XII). The age groups include children between 14+ to 18+ years. We know that during these stages the physical growth is very fast and psychological changes also take place accordingly. At this stage children demand more independence and desire to adopt adult ways of behaviour, their life-styles etc. According to the ASCA model (2003), the period of secondary and senior secondary stage is full of growth, promises, excitement, and hope. On the other hand children at this stage also face frustration, disappointment, stress, conflict etc. As senior secondary stage is final phase of transition from adolescence to adulthood, the students explore all aspects of life. They need to be prepared to leave school and plan to enter the larger world. Another important aspect of this stage is getting membership in the peer group. For adolescents, the peer group holds an important place.

Gibson and Mitchell (1986) have categorized the priority concerns of adolescents into following ways (i) Developing as a social being, (ii) Developing as a unique, and (iii) Developing as a productive being.

3.4.1 Developmental Tasks at Secondary and Senior Secondary Stages

- 1) **General Developmental Tasks:** Havighurst (1972) has identified following general developmental tasks for these stages
 - Acquiring new and more mature relations with age mates.
 - Learning an appropriate social sex role and responsibility.
 - Acquiring emotional independence from parents.
 - Preparing for an occupation.
 - Acquiring a set of values.
 - Selecting a partner.
- 2) **Vocational Developmental Tasks:** Corresponding to the general developmental tasks Super et al (1957) have suggested following vocational developmental tasks for vocational life stage which he termed as the exploratory stage:
 - Acquiring identity as a worker
 - Choosing and preparing for an occupation
 - Getting work experience as a basis for vocational choice
 - Assurance of economic independence.

3.4.2 Objectives and Suggested Activities for Secondary and Senior Secondary Stages

Before you plan activities at these stages, you should know about the characteristics of such schools in our country.

Following are a few characteristics (Bhatnagar & Gupta, 1999):

- A large number of students than the capacity of a classroom.
- Heterogeneous group of students due to geographical and social mobility of people.
- More emphasis on academic pursuits and achievements by parents and school management due to school leaving stage.
- Lack of space, finance and trained guidance personnel for organising systematic guidance and counselling programme.

In the backdrop of above constraints a counsellor/teacher has to formulate the objectives and plan guidance activities for academic, career and personal-social development of students. Schools may vary in formulating the objectives as per the requirements and in organising activities accordingly. Following are few among many objectives and activities which a school may plan.

Activity-1

Conduct a survey of secondary and senior secondary schools in your area and identify the characteristics which may affect the effectiveness of guidance and counselling programme.

3.4.2.1 Objectives and Activities for Academic Development

- 1) **Developing study skills:** The students are assisted to become independent learners; they learn to manage time for studies and co-curricular activities and hobbies, they learn skills of speaking, listening and non-verbal behaviour for effective communication.

Suggested activities:

- Organise workshop/small group activity of students on how to obtain academic/curricular information using various sources, manage and apply the information.
- Organise class talks of professionals on development of study habits, time management, gathering information / knowledge, increasing memory etc.
- Organise group discussion sessions to encourage students to talk, discuss and listen to others on various topics.
- Assigning projects (individual or group) to develop interest in seeking information on difficult concepts/topics to encourage self-learning.

- 2) **Facilitating and strengthening self-understanding, self-acceptance and self-direction:** This will help them to make appropriate academic and personal decisions. This will also help them in making successful academic adjustment.

Suggested activities:

- Assessment of students' personal attributes such as their abilities, aptitudes, attitudes, values, personality characteristics and also information like family background using testing non-testing tools and techniques.

- 3) **Assisting students to solve their educational, personal and career related issues:** Students are benefitted by knowing educational and personal requirements of occupations and making decision to opt for a particular educational course.

Suggested activities:

- Organise career talks, group discussion, and exhibition to help students relate personal characteristics to requirements of education and occupations.

- 4) **Identification of children with special needs and helping them:** This would help such students to cope with their problems and progress in academic area with special provisions and facilities. This would also help these children to make adjustment to home, school and community at large.

Suggested activities:

- Use psychological tests, observations and interview with students, parents and teachers to identify and diagnose the type and degree of disability.
- Organise a class talk on problems of such children to create awareness among other classmates and teachers to facilitate these children in learning and performing in academics and other activities.
- Organise awareness programmes for parents and other community members about the type, causes, degree of disabilities and strategies to deal with them.

- 5) **Identification and helping children with special abilities/talents:** These children would be benefitted by getting special treatment from the school administration to further enhance their abilities/talents.

Suggested activities:

- Use psychological tests, observation and interview with students, teachers and parents to identify children with such talents.
- Collect information about opportunities/facilities on such talents and supply information to parents and students.
- Prepare referral to appropriate agencies/professionals for their placement.

Self Assessment Question

- 1) According to you which four objectives are very important for academic development of students at this stage under guidance and counselling programme?
- i)
- ii)
- iii)
- iv)

3.4.2.2 Objectives and Activities for Career Development

- 1) **Assisting students in career exploration and career planning:** The Students will understand the importance of qualities such as shouldering responsibility, punctuality, integrity, hard work, values etc. to become successful at workplace. With this objective, students make assessment of their career plans according to their educational qualifications, develop competency in their interest area and develop career maturity.

Suggested activities:

- Organising career talks, discussion, field visits (interaction with workers and exposure to workplace) for career exploration.
- Screening of video film to give exposure.
- Assign projects to students on careers related to their abilities, interests and personality characteristics.
- Help students to surf internet for career exploration under supervision and guidance of the counsellor/teacher counsellor.
- Orient parents and teachers to help them in self-understanding, career exploration and career planning.

- 2) **Helping students make realistic vocational choices and setting goals considering all relevant factors:** This will help students to develop competencies in their interest areas, assessing their career plans according to the educational qualifications and also to develop career maturity.

Suggested activities:

- Organise discussion/workshop with career experts, career exhibition, to provide career information to relate personal factors to the requirements of various training courses and occupations.

- 3) **Identification of students with special needs and learning difficulties and helping them in career development:** This would help such students to assess themselves and accordingly make vocational choices.

Suggested activities:

- Use psychological tests, observations and interview with students, parents and teachers to identify and diagnose the type and degree of disability.
- Collect information about the schemes/facilities offered by government and non-government organisations and supply to these children and their parents.
- Prepare referral to appropriate agencies/professional for their placement.

- 4) **Helping students in selecting educational courses and career within a broad occupational field keeping in view all relevant factors:** This will give a wide range of educational and occupational information to facilitate students in selecting proper academic/vocational / training course.

Suggested activities:

- Use group methods (career talk, career conference, career exhibition/day, visits to work place etc.) to help students to obtain detailed information about many traditional and emerging occupations.

- Orient students to use assignments, interview or observation to obtain first hand information from the workers/professionals working in the areas of their interest.

Self Assessment Question

- 1) Suggest two activities which you would like to organise in school for each of the following objectives:
 - i) Assisting students in career exploration and career planning:
 - ii) Helping students make realistic vocational choices and setting goals considering all relevant factors:
 - iii) Identification of students with special needs and learning difficulties and helping them in career development

3.4.2.3 Objectives and Activities for Personal – Social Development

- 1) **Enhancing understanding about the self:** Students would develop ability to do planning for life goals (short and long term), and learn coping skills to manage life events.

Suggested activities:

- Use assessment procedures (testing and non-testing) to develop understanding about the self (abilities, aptitudes, interests, personality characteristics, etc.)
- Organise group discussion, workshop, to enhance self-awareness and self-esteem.

- 2) **Developing social skills:** Students will be benefitted to know the importance of effective interpersonal relationship and communication skills, rights and duties as a productive member of the society and learn to identify and discuss changing personal, social and family roles.

Suggested activities:

- Organise training session to improve communication skills, assertiveness, interpersonal skills etc.
- Organise debates, group discussion, role play/drama, etc. on social issues such as relationship between rules, laws, and protection of rights of an individual.

- 3) **Preventing violence and substance abuse and helping students resolving conflicts:**

This objective is to help students to learn about the violent activities/behaviours and their effect on themselves and others; drug abuse and how to keep them away from such negative actions, and how to inculcate skills to resolve conflicts.

Suggested activities:

- Organise role play, story telling, video film shows on incidences of violence, fighting, bullying, negative remarks/teasing, and seek responses of students.

- Organise class talk on types of violent behaviours and their implications.
- Organise group discussion/workshop or brain storming on preventing violent behaviour, drug abuse, smoking and other group/gang activities.
- Arranging talks of medical experts/professional on drug abuse and its consequences on academic, career and personal social development.
- Organise visit to de-addiction center and create awareness about the negative impact of drugs on career and personal – social development
- Presentation of case studies of drug addicted people and organise discussion
- Assign projects to students to interview people suffering from drugs.

Preparation and display of charts/posters, news papers cuttings on such incidences and organise exhibition to create awareness about violence, drug abuse and other bad habits.

- 4) **Helping students with special needs in social skills:** This will help the students with special needs in developing social skills and personal skills.

Suggested Activities

- Organise counselling sessions to develop self-esteem and self-awareness among these children.
- Creating awareness among the peer group and doing group work involving children with special needs

- 5) **Identification of exceptional/gifted children and assist them in furthering special ability:** These children would be benefitted by getting special treatment from the school administration to further enhance their abilities/talents.

Suggested activities:

- Use psychological tests, observation and interview with students, teachers and parents to identify children with such talents.
- Collect information about opportunities/facilities on such talents and supply information to parents and students.

3.5 EVALUATION OF GUIDANCE AND COUNSELLING PROGRAMME/ACTIVITY

Evaluation of comprehensive guidance and counselling programme is important to know its effectiveness. While evaluating the programme we have to keep following points in mind:

- a) **Programme Objectives:** The first point in evaluation is to know how far the objectives have been successful in fulfilling the needs of the target group.
- b) **Programme Content:** Is the content relevant to the programme objectives and does it cover those objectives adequately?

- c) Programme Methodology: Here we are concerned with “How is the whole programme organised”? Are there better methods than the used to cater to the needs of the group? Is the frequency and duration of the activity in the programme appropriate?

While evaluating individual or group activities you may use one or more evaluation methods appropriate to the activity as described in Unit 4 of this block. The feedback from the target group can be obtained using check list, rating scale, questionnaire, interview schedule etc.

3.6 LET US SUM UP

Although a guidance programme should be designed as a constellation of services to improve the overall adjustment of a pupil, very few counsellors in India are able to organise comprehensive guidance programmes due to various reasons. To organise such a programme it is essential to systematically plan and administer guidance activities in order to achieve its objectives. Guidance activities have to be planned keeping in mind the developmental needs of the child and societal demands and expectations. In order to organise a suitable guidance programme, the needs and problems of students should be surveyed. This is important because programme goals, objectives, implementation strategies, evaluation techniques would all depend upon the needs of the target group. The school counsellors, therefore, should be well versed with need assessment procedures. They should also make a survey of resources in and outside school in order to utilise them in their work.

In India, there are various models of guidance services. Some schools have full time counsellors while some have teacher counsellors and a large number of them have careers teachers only.

The nature of guidance needs and problems of different populations vary. Accordingly the guidance programme structure and organisation would also vary.

The content of guidance programme will also differ at different stages of development since the developmental tasks which the individual has to cope with differ at different stages. Various psychologists have identified these developmental tasks for different cultures. The guidance workers should have an understanding of these in order to plan relevant activities for a particular stage of development in a particular culture.

Ideally, the guidance programme should be planned from elementary through senior secondary stages. However, in India due to various constraints, these programmes have not been introduced at the elementary stage. All the same, the importance of this stage can not be undermined. This being the formative stage, various developmental and preventive activities would lay the foundation of desirable habits, attitudes, skills and competencies required for the development of a healthy personality. Onset of puberty causes a lot of turmoil in an adolescent's psyche. Appropriate activities to help the perturbed adolescent youth cope with the demands of this stage need to be organised.

The secondary stage brings additional concerns for students in terms of various educational and career related decisions. Choice of suitable subjects has to be

made keeping in mind the future career options. The major focus of a counsellor's job is therefore, at this stage to help the students understand their aptitudes, interests and values, assist him in understanding the world of work and its demands. Group guidance and individual counselling are therefore used by a counselor for assessment, imparting career information and providing help in taking decisions related to career and personal-social concerns. The follow up of the out-going students is a source of educational and career information to the counsellor. It also helps him/her in evaluating the impact of various guidance activities. It should therefore form an integral part of a guidance programme. Research and evaluation studies should also be taken up by the counsellor to bring about improvements in the school guidance programme.

3.7 UNIT END QUESTIONS

- 1) Conduct a need analysis survey of students at elementary level and prepare a calendar of guidance and counselling activities.
- 2) Briefly describe the components of guidance and counselling programme.

3.8 SUGGESTED READINGS

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UNIT 4 METHODS OF EVALUATION

Structure

- 4.0 Introduction
- 4.1 Objectives
- 4.2 Evaluation
 - 4.2.1 Meaning of Evaluation
 - 4.2.2 Purpose of Evaluation
 - 4.2.3 Principles of Evaluation
 - 4.2.4 Characteristics of Evaluation
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- 4.8 Suggested Readings

4.0 INTRODUCTION

In the previous units of this block you have studied the development and organisation of guidance programme activities. You have done assessment before planning guidance programme and planned activities considering the needs of students at particular age/stage. While planning the guidance programme you also have to keep in mind how you are going to assess the effectiveness of your programme including the activity. Like any other programme, guidance and counselling programme also needs to be evaluated. Evaluation in guidance and counselling refers to the measures used to assess the effectiveness of guidance and counselling programme. Evaluation of guidance and counselling programme not only helps in developing effective and meaningful guidance and counselling programme but also helps counsellors enhance their skills.

As a counsellor/ teacher counsellor you have to follow a systematic way of determining effectiveness of the activities in terms of the outcomes achieved. Therefore, evaluation of guidance programme is also essential. In this unit, we

have described the concept of evaluation, its purpose, principles, characteristics, and types. We have also dealt with the approaches, models and methods of evaluation.

4.1 OBJECTIVES

After completing this unit, you will be able to:

- describe the meaning and importance of evaluation in genera;
- explain the purposes, principles, characteristics and types of evaluation;
- describe the criteria of evaluation specific to guidance and counselling programme;
- identify a suitable evaluation model for evaluation of guidance and counselling programme;
- enlist the steps involved in conducting evaluation; and
- select the appropriate methods, tools and techniques of evaluation as per the requirement of particular guidance activities.

4.2 EVALUATION

Evaluation is a very significant step in any programme/activity organised. It gives us feedback for reflecting and improving the programme or activity. Hence equal importance is to be given to the planning of evaluation as well as to how to conduct the programme/activity. Here we'll be describing the meaning, purpose, principles, characteristics, types and requirements of an effective evaluation in the coming sections.

4.2.1 Meaning of Evaluation

In simple terms, evaluation means measuring the effectiveness of any programme, activity, performance, in terms of its pre-determined goals or objectives. According to Webster's dictionary "Evaluation is the act or result of evaluating or examining and judging the worth, quality, significance, amount, degree or condition of something". Evaluation is done with a view to correcting, improving, changing, rating or pricing. Evaluation of a guidance programme not only helps school counsellor in determining the extent to which a counselling programme has made a positive impact on students, it also helps in identifying the problems/ barriers that obstruct the desired success of the programme. Thus, evaluation helps in guiding the counsellor to develop effective guidance programme according to the objectives.

4.2.2 Purpose of Evaluation

According to Vacc, Rhyne and Poidevant (1993) the main purpose of evaluation is to acquire an understanding of how present guidance services are being utilised and to determine areas that need additional emphasis. Evaluation may be done due to following purposes:

- i) To find the need and meaningfulness of a programme/ activity.
- ii) To identify the strengths and / or weaknesses of a programme/activity.

- iii) To assess the degree of satisfaction of the target group with the services rendered/ activity organised.
- iv) To analyse the kind of interventions to be used for a particular group of students.
- v) To observe the progress of desired change to be brought in students with the help of guidance and counselling programme.
- vi) To set a baseline for remedial actions and to improve subsequent efforts.
- vii) To assist school administration/counsellor /teacher to assess proper use of facilities, budget and other resources.

Thus, evaluation is done to determine the value of various activities and the resources used, in order to make decisions about the programme for the future.

Self Assessment Question

- 1) Define the word evaluation in your own words.

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- 2) State any three purposes of evaluation.

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4.2.3 Principles of Evaluation

Evaluation of any programme / activities is based on certain principles. For a true evaluation following principles should be kept in mind. An effective evaluation requires:

- i) Establishment of predetermined goals or objectives, against which evaluation is done.
- ii) Making evaluation more meaningful by setting up valid criteria.
- iii) Application of the evaluation criteria, which make use of appropriate tools and techniques necessary.
- iv) Involvement of all stakeholders (such as students, peers, parents, teachers, school management etc.) in guidance programme.
- v) Proper feedback and follow-up to improve and/or develop guidance programme.

- vi) Continuous evaluation to rectify the weaknesses / problems in the programme.
- vii) Establishment of credibility and confidentiality so that students, parents and peers share the information willingly with the counsellor.

4.2.4 Characteristics of Evaluation

Sharma (1999) had listed following characteristics of evaluation:

Evaluation is intended to contribute to the solution of a particular kind of practical problem.

Evaluation is a decision-oriented study in which the evaluator is asked to provide information wanted by a decision maker – a government policy maker, school management. Thus, evaluation is a commissioned study.

Evaluation is an idiographic activity, i.e. descriptive of the particular activities. It is not nomothetic i.e. law giving.

Explanation of the phenomenon being evaluated is not the primary purpose of evaluation. A proper and useful evaluation can be conducted without producing an explanation of 'why' the programme being evaluated is good or bad or 'how it operates to produce its effects.

4.2.5 Goals of Evaluation

The goal of evaluation, particularly in education and guidance, is to determine the worth of its materials, programmes and activities. In other words evaluation seeks directly to assess social utility.

Education and/or guidance programme evaluation is concerned with a phenomenon which has limited generalisability across time and place. It has to be done considering specific objectives of the programme and the target group for which the programme is planned.

Value questions are the sine-quo-non in evaluation and usually determine what information is sought. For example, the acquisition of knowledge and improvement of self-concept are clearly value laden.

Education and guidance are multi-disciplinary. The evaluator should appreciate the view about guidance held by other socially relevant disciplines. In this way the evaluator of guidance programme can become sensitive to the wide range of phenomenon to which he/she must attend if he/she is to properly assess the worth of a guidance and /or educational programme.

The evaluator's role is largely that of a methodological expert applying inquiry techniques to the solution of a particular type of practical problem. Consequently, the evaluator should have sound knowledge of statistical analysis techniques, measurement and psychometrics and methods of evaluation.

Self Assessment Questions

Fill in the blanks

- 1) The goal of evaluation, particularly in education and guidance, is to determine
- 2) In other words evaluation seeks directly to

- 3) The evaluator's role is largely that of a applying inquiry techniques to the solution of a particular type of practical problem.
- 4) Consequently, the evaluator should have sound knowledge of
.....

4.2.6 Types of Evaluation

Evaluation can be formative, summative or diagnostic based on what one wants to achieve.

i) Formative Evaluation

Formative evaluation is done during the programme / activity before its completion. It is conducted more than once depending upon the length of activity. Formative evaluation is quite helpful in the early stage of development of a programme as it helps in improving the programme.

ii) Summative Evaluation

As the name indicates, it is done at the end / completion of the programme/ activity. It is helpful in knowing the effectiveness of the whole programme. In this case the counsellor comes to know about the worth of programme at the end of the programme.

iii) Diagnostic Evaluation

Diagnostic evaluation is done at any time in the programme to pin point anything wrong in the programme. This helps the counsellor in correcting the problems immediately, thereby, improving the programme/activity.

Above three types of 'evaluation' are essential and should be kept in mind while planning and developing school guidance and counselling programme.

Self Assessment Question

1) Describe following evolution in one sentence

i) Formative Evaluation

.....

ii) Summative Evaluation

.....

iii) Diagnostic Evaluation.

.....

4.2.7 The Essential Requirements for Effective Evaluation

The essential requirements for an effective evaluation of guidance and counselling programme are mentioned below.

Goals and objectives of the guidance programme should be well stated and defined.

- The objectives should be observable and measurable.
- The method of evaluation should be valid.

- The process used for evaluation should be reliable.
- The person conducting the evaluation should be expert in evaluation process.

4.2.8 Criteria for Evaluation

As you know criteria are a set of principles, standards or a measure against which assessment and evaluation are done. In evaluation of guidance and counselling programme/activities, pre-determined criteria help in assessing whether the services rendered are in line with the objectives framed. Therefore, it is very essential that while planning and developing guidance and counselling programme, criteria for evaluation are also properly determined. It will help in making the programme effective. Criteria also help in identification or developing tool for evaluation such as checklist, interview schedule, questionnaire or a rating scale. You can select appropriate tool for collection of data from the students/teachers/parents etc. to evaluate the programme/activity against the criteria formulated. The obtained data are to be analysed and interpreted against the realisation of goals of the guidance and counselling programme/activities. Sometimes the criteria set for the goal are directly observable and measurable, for example, the problem of under achievers in class XI. Here the goal of guidance and counselling programme is to enhance achievement of students. It can be easily observed in terms of their increased attendance in class room, their achievement score/grade, their attitude towards studies and teacher etc. The academic achievement can also be measured using standardized tests or teacher made tests. This kind of evaluation is easy to do.

Sometimes counsellor faces problem when the goals to be achieved are not easy to assess. Therefore, a counsellor should be very careful while setting the goals of guidance and counselling programme. It will help in determining criteria for achieving goals. As a counsellor you should set such criteria which can easily be measured. You should also know that the criteria are different for measuring achievement of different goals.

4.3 EVALUATION OF GUIDANCE AND COUNSELLING PROGRAMME

In the comprehensive school guidance and counselling programme, evaluation is an important component. Unless we evaluate the different components of the programme, we'll not be in a position to comment on the effectiveness of the programme. Hence you should have a thorough understanding of the procedure of evaluation. Below you'll learn about how to carry out the evaluation and the different models of evaluation followed to evaluate guidance and counselling programmes.

4.3.1 Evaluation Perspectives

To achieve accountability, evaluation is needed with regard to the nature, structure, organisation and implementation of school guidance programme; the school counsellor and other personnel who are implementing the programme; and the impact of the programme on students. Thus, the overall evaluation of school guidance programme needs to be approached from three perspectives:

- i) programme evaluation,

- ii) personnel evaluation, and
- iii) results evaluation.

i) **Programme Evaluation**

According to Siddiqui (2009) when we conduct evaluation of the programme two questions arise:

- i) Is there a written guidance programme in the school?
- ii) Is the written guidance programme the actual implemented programme in the school?

If there is any discrepancy between the written programme and the implemented programme, it will be known while programme evaluation is being done.

We need *programme standards* to conduct programme evaluation. By programme standards we mean acknowledged measures of comparison or the criteria used to make judgments about the adequacy of the nature and structure of the programme as well as the degree to which the programme is in place. For example, here is a programme standard:

The school district is able to demonstrate that all students are provided the opportunity to gain knowledge, skills, values, and attitudes that lead to a self-sufficient, socially responsible life.

To make judgments about guidance programmes using standards, evidence is needed concerning whether or not the standards are being met. In programme evaluation such evidence is called documentation. Using the standard listed above, evidence that the standard is in place might include the following:

A developmentally appropriate guidance curriculum that teaches all students the knowledge and skills they need to be self-sufficient and lead socially responsible lives.

Yearly schedule that incorporates the classroom guidance plan.

Documentation of such evidence could include:

- guidance curriculum guides
- teacher's and counsellor's unit and lesson plans
- yearly master calendar for the guidance programme
- curriculum materials

ii) **Personnel Evaluation**

Personnel evaluation is based directly on the job task descriptions and usually has two parts: a formative part (supervision) and a summative part (evaluation). The job task description identifies the performance areas to be supervised and evaluated.

- For instance, the job description of a school counselor would include the following roles:
- implementing the guidance curriculum;
- counseling individuals and small groups with immediate needs and specific problems;

- consulting with parents and teachers;
- referring students to appropriate community agencies;
- coordinating, conducting, and being involved with activities that improve the operation of the school;
- evaluating and updating the guidance programme; and
- continuing professional development.

Accordingly the evaluation can focus in these areas.

iii) **Results Evaluation**

We need to evaluate the results of the guidance programme. According to Johnson (2003) the results may be long-range, intermediate, immediate, and unplanned. Long-range results focus on how programmes affect students after they have left school. Usually long-range results are gathered using follow-up studies. Intermediate results focus on the knowledge and skills all students may gain by participating in the guidance programme. Immediate results are the knowledge and skills students may gain from participating in specific guidance activities. Siddiqui suggested use of a confidence survey to conduct immediate evaluation, to measure mastery of guidance competencies. In this format guidance competencies are listed and students are asked to rate how confident they are that they have mastered the competencies. The confidence survey can then be used as a pre-post measure. The obtained scores can be related to such measures as academic achievement and vocational identity.

Finally, the possibility of unplanned for results that may occur as a consequence of guidance activities conducted as a part of the guidance programme also need to be taken into account.

4.3.2 **Basic Steps of Evaluation**

The process of evaluation is a cyclic process which includes steps like identification of objectives or programme goal; planning; analysis; reflection and follow-up. This cyclic process is depicted in the Figure below.

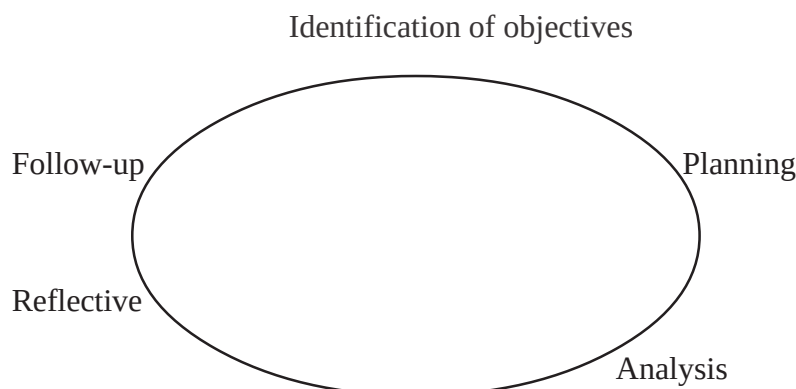


Fig.4.1: Basic Steps of Evaluation Process

Identification of programme objectives

Evaluation in terms of achievement of the objectives is most difficult in the guidance area of education. In the first place, no standard set of objectives has been formulated. Objectives may differ from school to school and from counsellor to counsellor. The objectives become the basis for defining suitable criteria for

evaluation and the nature of the evidence needed to measure the degree of achievement of these programme objectives. It is difficult to formulate objectives in terms of specific human behaviour because one individual may achieve the objective one way and another individual by a different way.

Until the objectives of guidance are clearly defined by a school it is difficult to measure the outcomes. Therefore, the first step in programme evaluation is to identify the programme objectives and also an assessment of what is to be evaluated. The focus can be on the total guidance and counselling programme or on any particular activity. A counsellor should state the objectives in clear, concise and measurable terms.

Planning

Once you have formulated the objectives of programme evaluation, the next step is to develop the overall plan of evaluation. Planning includes the following:

- a) *Type of evaluation:* You have to decide which type of evaluation will be done, formative, summative or diagnostic. We have already discussed the details of evaluation.
- b) *Criteria:* Specific objectives and criteria for judgment and appropriate assessment strategies must be established to obtain information from stakeholders (students, teachers, parents). Criteria are the basis for determining the extent to which programme objectives have been achieved. Since all primary programme objectives are related to student behaviour and development, the primary criteria inevitably relate to programme outcomes in terms of what happens to students. On the other hand, secondary objectives relate to programme provisions and therefore, it is important that realistic, meaningful and feasible criteria are established while planning the evaluation process.
- c) *Evaluation strategies:* It will depend upon the goals and objectives of guidance and counselling programme whether you will use survey, case study or experimental method, and also to whether you will construct tools (test/inventories) or use standardized ones. The counsellor also has to specify the type of data and method of data collection.
- d) *Procedures / techniques and tools for collecting data:* For collection of data, procedures and tools such as tests, case conferences, interviews, observation, group discussion, anecdotal records, questionnaire, inventories, diaries etc. can be used.

Travers (1949) had suggested different procedures for collecting data. According to him *subjective data* are obtained through self reporting or own assessment by an individual using rating scales, questionnaire and/or check list. *Objective data* such as academic grades, regularity in attending classes etc. can be obtained through records maintained in the schools.

Analysis

Inferences and conclusions can be drawn from the data only after a thorough analysis of data to determine all facts and relationship. In this phase the analysis of data is done to determine the extent of success, examine weaknesses or

strengths. It enables the counsellor to make recommendation or suggestions to further modify the future programme/activity. Therefore, analysis of data / outcome is an essential component of evaluation.

Reflection

Introspective thinking on the outcome of the analysis is very important for an effective guidance and counselling programme. The counsellor and school management/guidance committee have to consider the results of analysis to be correlated with the direction of the guidance and counselling programme. This will provide way for further follow-up and would also help in improvement of the programme in future.

Follow-up

Based upon the data analysis and reflection on outcomes of the programme, this stage of evaluation process deals with the actual implementation of the modified guidance and counselling programme. Follow-up of a programme helps the counsellor/ school management in correcting weaknesses/ limitations faced in the programme and to develop a programme which is more meaningful and beneficial to the students.

Self Assessment Question

- 1) Sequentially arrange the steps of evaluation procedure
 - a) Reflection
 - b) Analysis
 - c) Planning
 - d) Follow-up
 - e) Identification of programme objectives

4.3.3 Models of Evaluation

There are various models suggested for evaluation of guidance and counselling programme such as,

- i) Goal Attainment Scaling Model (Gliceqn, 1978)
- ii) Discrepancy Evaluation Model (Pine, 1975)
- iii) Accountability Bridge Model (Astramovich, Coker and Hoskins, 2007)

Here we'll describe the Accountability Bridge Model.

4.3.4 Accountability Bridge Model

This model of evaluation was developed by Astramovich, Coker and Hoskins in 2007. Under this model (as depicted in Fig. 4.2) there are two recurring cycles of evaluation– i) Programme Evaluation Cycle; and ii) Context Evaluation Cycle.

- i) **Programme Evaluation Cycle:** In this cycle there are four stages – Planning, Implementation, Monitoring and Assessment.
 - a) **Planning stage:** In this stage guidance and counselling programmes are planned. In addition to it, planning is also done for the types of intervention required and the resources needed for implementation of the programme.

- b) **Implementation stage:** The guidance and counselling programmes are actually executed based on the plan formulated in this stage. Any drawback in the programme is rectified, by way of formative evaluation, done with the help of feedback received from the Context Evaluation Cycle.
 - c) **Monitoring and Refinement Stage:** The evaluator/counsellor monitors the programme thoroughly to find out whether any adjustment is needed.
 - d) **Outcome Assessment Stage:** In the outcome assessment stage the evaluator/counsellor makes a final assessment of the outcome of the programme or intervention provided to students.
- ii) **Context Evaluation Cycle:** The second cycle also involves following four stages:
- a) **Feedback from stakeholders:** In the *stage* of feedback from the stakeholders, the outcomes are communicated to the stakeholders and the feedback is obtained from them.
 - b) **Strategic planning:** The next stage is the strategic planning stage, in which school counsellor engages in strategic planning which can include a thorough examination and possible revision of the vision, mission and purpose of the overall school counselling programme.
 - c) **Needs assessment:** During this stage the counsellor gathers the needs/requirements from different sources, apart from students and parents, which would be of help in redesigning and reformulating the overall counselling programme.
 - d) **Service objective:** This stage incorporates the results of all the previous stages and, based on the outcomes, feedback and assessment of needs, strategies for further intervention are designed. After establishing the service objectives, the evaluation cycle restarts, with the feedback from Context Evaluation Cycle reaching the planning stage of the Programme Evaluation Cycle.

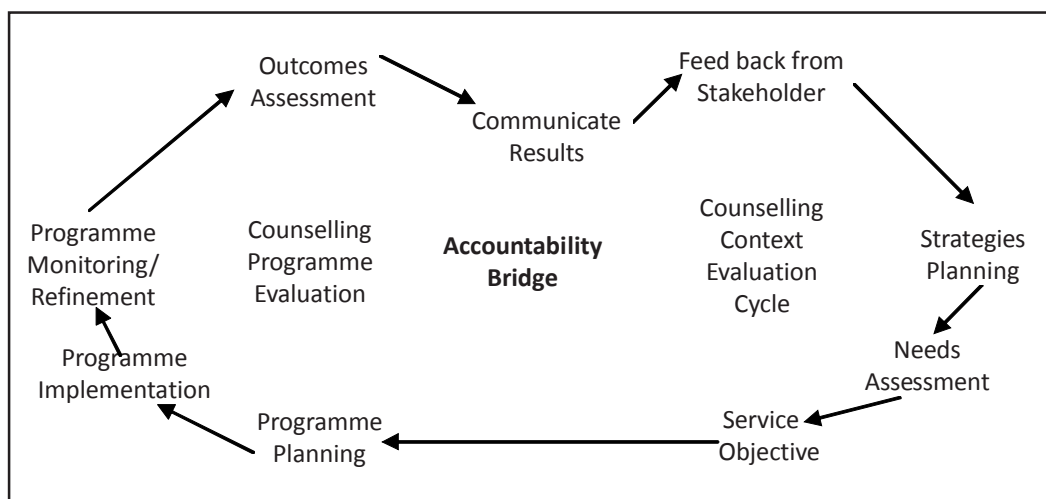


Fig. 4.2: Accountability Bridge Model

The Accountability Bridge Model can be an effective model of evaluation. It communicates the outcomes of the programme evaluation to the various stakeholders involved in the process of guidance and counselling. Communication of the outcome can be made in the forms of reports, summaries, presentations and discussions. The model also indicates the importance of the views of various stakeholders such as students, parents, school authorities, and teachers who have key roles to play in making the counselling programme effective.

Self Assessment Question

1) Match the following

- | | |
|----------------------------------|-----------------------------------|
| i) Goal Attainment Scaling Model | a) Astramovich, Coker and Hoskins |
| ii) Discrepancy Evaluation Model | b) Glice kn |
| iii) Accountability Bridge Model | c) Pine |

4.3.5 Approaches to Evaluation of Guidance and Counselling Programme

There appears to be at least three distinct, although not mutually exclusive approaches to conducting studies of programmes and studies of students, namely, i) the appraisal approach; ii) the assessment approach; and (iii) the evaluation approach. The distinction among these approaches lies in the purpose of approach.

- 1) **Appraisal approach:** The appraisal approach serves the purpose of determining the status of programmes and students. Surveys are conducted to determine the status and development level of programme provisions, activities procedures, techniques or of student characteristics such as aptitudes, interests, personality traits etc.
- 2) **Assessment approach:** The assessment approach aims to measure changes in programmes and activities. Through periodical surveys data is collected to identify and describe the nature and extent of change in programme provisions and student characteristics.
- 3) **Evaluation approach:** The evaluation approach is designed to determine the worth and effectiveness of programme provisions primarily in student behaviour and development and in addition, advances in educational functions like instruction. For this approach experimental studies and case studies appear to be more appropriate.

As a counsellor you should undertake evaluation of guidance programme by implementing these three approaches in the order in which they have been mentioned above. You should first determine what is being done and what exists; then determine what changes are being made for improvement and what needs to be done; and lastly determine the worth and effectiveness of the programme and programme elements in achieving objectives set for improvement in students' behaviour or performance.

Self Assessment Question

1) Briefly describe three approaches of evaluation.

a) Appraisal approach

.....

b) Assessment approach

.....

c) Evaluation approach

.....

4.4 METHODS OF EVALUATION

Evaluation of guidance and counselling programme may be done using methods such as survey, case study and experiment. Whatever method you use for evaluation of guidance and counselling programme; you should have a thorough understanding of the type of data to be collected and the tools available for collection of data. There are three types of data you may collect while evaluating the programme. These are described very briefly here:

- 1) **Enumerative data:** These include recording the extent of time devoted to providing various guidance services or frequency of guidance activities conducted during a particular period of time. The data is obtained on number / frequency of counselling sessions, group guidance activities, etc.
- 2) **Process data:** Process data include information on the personal characteristics and professional skills of the counsellor, such as time management skills, communication skill, organisational / coordination skills.
- 3) **Outcome data:** Information regarding behavioural changes occurred due to the introduction of guidance and counselling programme and involvement of the counsellor are known as outcome data. For example, personal development of student, improvement in students' grade, increased self – esteem of student etc.

The following methods are generally used for collecting data to measure the effectiveness of a programme. The feedback/ information about the effectiveness of the programme / activity can be obtained from the students (present and school leavers), parents, school staff, employers, etc.

4.4.1 Case Study Method

In this method the progress made by an individual in achieving the desired modifications after receiving the Guidance and Counselling programme is recorded. Case study method is individualistic and time consuming, but it can provide in-depth information about the progress made due to intervention.

Although generalisation of data obtained through this method is not possible but it may be used for specific groups and specific categories. Following are few issues which may be studied using case study approach:

Although individual case studies cannot be statistically analysed for evaluation of guidance services however, data on small group of students with certain common characteristics can be treated statistically. Bhatnagar and Gupta (1999) had suggested following issues which can be studied using case study approach:

- Potential drop outs
- Under-achievers
- Talented and gifted students in all areas
- Disadvantaged students
- Socio-metrically identified as Rejected and Isolates
- First generation learners
- Economically backward students
- Mentally retarded
- Physically handicapped
- Uncooperative students
- Students with highly specialised interests.

Careful analysis of data obtained through this method may provide sufficient information for formulation a hypothesis. This can be tested using experimental studies.

You may collect following type of information while using case study method:

- Preliminary information
 - Name, age, sex of the student (SES)
 - Education and occupation of parents etc.
- i) **Past History:** Birth history, birth order of the child/individual, development after birth in terms of physical, intellectual, social – emotional development; relationship with parents, siblings and friends.
 - ii) **Present status/ development:** Record of curricular achievement, participation in co-curricular activities.
 - iii) **Home and school environment:** Personal characteristics and attributes such as abilities, aptitudes, interests, attitudes, achievement level, personality characteristics, etc.

Above data help the counsellor to make evaluation against the background information and the present status/ condition of an individual. This facilitates evaluation of guidance and counselling programme and help in understanding the students in the context of the past.

4.4.2 Survey Method

This method is used in an evaluation study when data are required to be obtained from a large group of stakeholders such as students, parents, teachers etc. receiving

any group guidance or counselling programme. Through this method you can collect data about the perception of students, teachers, parents and others about the guidance and counselling programme using questionnaire / rating scale / interview schedule. Survey method is used most widely in evaluation of guidance and counselling programme / activity because it is flexible and conducted on the total target group or on the representative sample of it.

Following are major steps required to conduct survey:

- i) Identify the objectives of evaluation of guidance and counselling programme
- ii) Form a guidance committee to help counsellor to obtain data from the stakeholders
- iii) Identify the sample size and population
- iv) Select the tool (s)
- v) Administer the tools and obtain data
- vi) Compile and analyse the data
- vii) Generalise the data
- viii) Formulate recommendations

Although you can obtain data from a large number of persons using this method, however, it is difficult to ensure reliability of data as true sample is difficult to obtain.

Some of the drawbacks of survey method are subjectivity in responses, tendency of students to give socially desirable responses, selection of true sample etc. This method lacks experimental validation and it is difficult to establish the causal relationship. Survey method is comparatively time consuming and expensive.

4.4.3 Experimental Method

For scientific evaluation of any programme or intervention experimental method is the most appropriate method to determine the worth and effectiveness of programme activities and in improving guidance and counselling programme. This method is a planned attempt to study the effect of intervention on one or more groups of students/ individuals. Experimental method needs a systematic procedure to follow and sometimes it is difficult for a counsellor to arrange all these conditions. However, this method can be used for some services/activities. There are two designs which are generally followed by an experimenter: i) pretest-post test design and ii) experimental-control group design. You must have read about these designs in experimental psychology and know the characteristics of these designs and the conditions on which experiments are conducted in pre-test and post test design and experimental and control group design. Here we are describing these designs with specific reference to evaluation of guidance and counselling programme/ activity.

- i) **Pre-Test/ Post Test design:** As you know, in this experimental design there is only one group of students and any guidance and counselling intervention is given to this group only.
 - a) *Pre-test:* In this condition before introducing intervention (guidance and counselling activity or programme), pre testing through

questionnaire, rating scale, attitude scale or psychometric test is administered to find out the initial level of the group about certain concepts or behaviour or information.

- b) *Introducing Intervention:* Once the pre-test data is collected the next step is to introduce the guidance and counselling activity. This should be done immediately after the pre-test to avoid effect of any other variable.
- c) *Post-test:* After introduction of guidance and counselling activity, the post test using the same tool as in pre-test stage is administered to find out the changes in the level of attainment, behaviour or attitude. If you find significant increase in level of attainment, positive behaviour or attitude, then it can be concluded that the guidance and counselling intervention has been successful. If you do not find any change in post-test results, you have to think about the modifications to be made in the intervention.

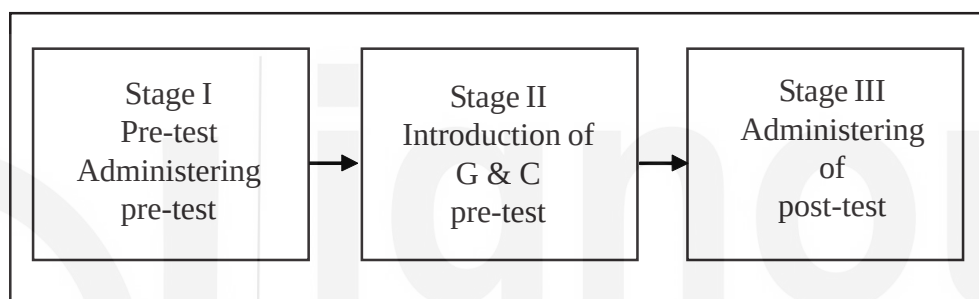


Fig. 4.3: Stages in Pre-Test / Post-Test Experimental Design

In this design it is not possible to check influences of other factors other than the intervention.

- ii) **Experimental / Control Group Design:** In this experimental design, two groups from the same population are selected and certain variables are controlled to avoid effect of these variable on the outcome other than the intervention. Which variables will be controlled would depend upon what the counsellor/teacher counsellor wishes to measure (behaviour, attainment, attitude etc.).

The two groups in this design are selected on the basis of pre-test scores and then their personal – social characteristics and other variables are also taken care of.

Experimental Group: The participants of this group are exposed to a particular intervention (independent variable) in the form of guidance and counselling activity.

Control Group: The participants of this group are not exposed to any intervention.

After the intervention in the experimental group, post test is administered to both the groups on the pre-determined criteria to find out the changes in the outcomes of both the groups. If the scores obtained by experimental group are significantly higher than the control group, it can be concluded that the intervention has positive impact on bringing desirable changes in the behaviour, attitudes or attainment of students.

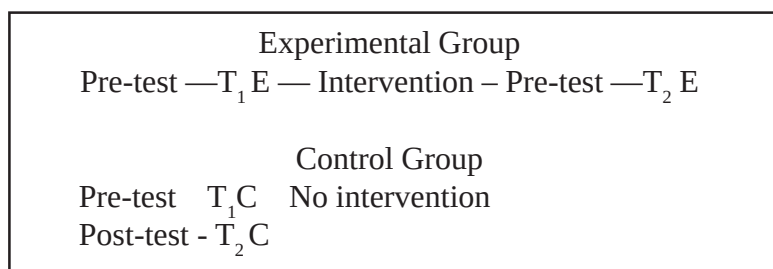


Fig. 4.4: Two Groups Design

The major difficulty in this design is in matching experimental and control groups because two identical groups are required to measure the effect of intervention on the experimental group. However, matching of groups can be done using random sampling.

Some other useful tools and techniques for evaluation of guidance programmes are checklists, rating scales, questionnaires, interview schedule and observation schedule. Checklists are useful in guidance evaluation. They can be used to obtain several objective evaluations regarding the same points from counsellors, teachers, parents as well as students. In this way insight into the perceptions of different people about testing, counselling, group guidance programmes and parent participation is obtained.

The data collected from the evaluation study needs to be organised, interpreted and used for the purpose for which the study was conducted. Findings are required to be summarized and shared with the staff member, authorities, etc. for utilisation. Follow up of evaluation is also important as to know how far the recommendations made on the basis of evaluation have been implemented and fulfilled.

4.5 TYPES OF STUDIES UNDER EVALUATION OF GUIDANCE AND COUNSELLING PROGRAMME

As you have to evaluate guidance and counselling programmes/activities, you have to keep following three variables which are important for such studies—sex, scholastic aptitude and/or scholastic achievement. For such studies you have to collect data under the following heads to study the effect of guidance and counselling programmes/activities as suggested by Sharma (1999):

- Number of boys and girls enrolled by grades, ability and/or achievement groups.
- Percent of boy and girl drop outs by grades, ability and/or achievement group.
- Post secondary school plans by class X students by sex, ability and/or achievement groups.
- Number of secondary school leavers who entered senior secondary school education and colleges.

State-wide studies of students can be conducted on representative samples of student population on issues like early school leavers, under achievement, factors which influence student behaviours and development, relationship between

guidance objectives and (a) qualifications and competencies of guidance personnel, (b) organisation of guidance services, (c) Counsellor student ratio, (d) procedures employed in counselling interviews, (e) influence of community involvement, (f) influence of school state policy and provision.

4.5.1 Studies of Students Based On a Sample of Student Population

The school, district, and state may determine issues for comprehensive research according to their needs. However, some important issues are listed below:

- 1) Studies of early school leavers with particular attention to reasons for drop out and characteristics of drop outs which can be used to identify potential drop outs.
- 2) Studies of student-achievement in secondary school and senior secondary school with controls on such variables as aptitudes, abilities, interests and other characteristics on which data are available and can be easily obtained.
- 3) Studies of factors which influence student behaviour and development, like the following:
 - i) Socio-economic factors.
 - ii) Parental involvement and influence on educational and career choices.
 - iii) Influences of peers and teachers.
 - iv) Motivation-particularly as it relates to school achievement, educational and career choices.
- 4) Studies of relationship between guidance objectives and such factors as:
 - i) Qualifications and competencies of guidance personnel.
 - ii) Organisation of guidance services.
 - iii) Counselor-student ratio.
 - iv) Procedures employed in counseling interviews like interpretation of test results, occupational information.
- 5) Periodic follow-up studies of secondary school leavers to maintain continuous information regarding post secondary school education, training, employment etc. for at least 3 years after passing school.
- 6) Evaluation of procedural view points like the following:
 - i) Relative effectiveness of using different kinds of personnel and combinations of specialised and non-specialised personnel.
 - ii) Relative effectiveness of combinations of individual counselling and group guidance.
 - iii) Influence of community involvement.
 - iv) Influence of state policy and provision for guidance.

4.6 LET US SUM UP

Evaluation is the systematic investigation of the worth or merit of some object. Guidance services serve students both directly and indirectly and guidance programmes relate to the development and behaviour of students. In terms of

goals, we may say that evaluation attempts to answer questions of worth of certain entities like processes, procedures, personnel, programmes etc. The true measure of the worth of guidance programme can be in terms of behavioural changes of clients and their parents. The acceptance and support as well as growth and development of guidance function in education is very likely to depend upon evidence that it can accomplish the purposes and produce the results claimed. This means that continuous and critical evaluation of all aspects of guidance programmes in terms of objectives and projected outcomes is necessary.

In this unit, you learned about the meaning, purpose, principles, characteristics and types of evaluation. The requirements for an effective evaluation were described. You also came to know about how to carry out an evaluation study: the steps involved and the approaches of evaluation. There are three approaches to conduct studies of programmes and studies of students: such as the appraisal approach; the assessment approach; and the evaluation approach.

Guidance services serve students both directly and indirectly and guidance and counselling programmes relate to student behaviour and development. Therefore, the effectiveness of guidance programme can be judged in terms of behavioural changes of students and related persons. You also learned about the various methods of evaluation such as case study, survey and experimental method. The choice of the method will depend on the objective and criteria of evaluation.

4.7 UNIT END QUESTIONS

- 1) Describe the meaning of evaluation and discuss the need of evaluating the guidance and counselling programme.
- 2) Describe the various steps for evaluating the guidance and counselling programme.
- 3) Which method will you use for evaluating career information service and how?
- 4) Describe the use of formative, summative and diagnostic evaluation in guidance and counselling programme.
- 5) Describe the accountability bridge model of evaluation.

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