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Lesson No.

- 2.1 : Counselling: Meaning, Purpose and Approaches-Directive, Non-Directive and Eclectic
- 2.2 : Counselling Interview: Steps in Counselling Interview
- 2.3 : School Guidance and Counselling Programme, Career Guidance, Career Talks: Role of Teacher as a Counsellor

Department website : www.pbidde.org

LESSON NO. 2.1

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2.1.1 Counselling – Concept and Approaches

Counselling is frequently referred to as the heart of the guidance programme. Through Counselling, the student is given assistance in analysing the problem, making decisions and devising plans. It is a self-finding experience in which the client is stimulated to think through the situation and develop plans and attitude which effectively help him to meet his difficulties.

While guidance authorities do not question the value or place of Counselling, there exists much confusion concerning the nature of the Counselling process. Sometimes back, a doctoral candidate rightly remarked, “Counselling appears to be the most defined and yet least understood aspect of the guidance programme.”

Definitions of Counselling :

It has been defined differently by different writers :

Bingham and Moor thought of Counselling as being synonymous with interview, interview for them being “the conversation with a purpose.” Garret took Counselling as a “Professional Conversation.”

As against almost completely outdated definitions, **Mac Daniel** views Counselling as “a series of direct contacts with the individual aimed at offering him assistance in adjusting more effectively to himself and his environment”. Shostrom and Brammer have gone a step further in characterising Counselling as a “relationship”. According to them “Counselling is a purposeful, reciprocal relationship between two people in which one, a trained person, helps the other to change himself or his environment.

Shertzer and Stone offer a very simple and concise definition. According to them, “Most simply defined Counselling is a learning process in which the individual learns about himself and his interpersonal relationship.” A much valued and frequently used definition by C. Gillbert Wrenn, “Counselling is

a dynamic and purposeful relationship between two people in which procedures vary with the nature of the students need, but in which there is always a mutual participation by the Counsellor and the student with the focus upon self-clarification and self-determination by the student.”

According to **Erickson**, “Counselling is a person to person relationship in which an individual with a problem and needs turns to another for assistance.

A.J. Jones States, “Counselling is a personal and dynamic relationship between two individuals one is older, more experienced and wiser than the other who together approach the problem of the younger less experienced or less wise to derive and solve it.”

Webster’s Dictionary defines Counselling as, “Consultation, mutual interchange of opinions; deliberating together.”

Halm and Maclean defines, “Counselling is a process which takes place in a one to one relationship between an individual beset by problem with which he cannot cope alone and professional worker whose training and experience have qualified him to help others reach solutions to various types of personal difficulties.”

Patterson describes the nature of Counselling by enumerating the following characteristics included in it:

1. Counselling is concerned with stimulating voluntary behaviour change on the part of the client.
2. The purpose of Counselling is to provide conditions which facilitate voluntary change.
3. As in all relationships, limits are imposed upon the Counsellee (limits are determined by Counselling goals which in turn are influenced by the Counsellor’s values and Philosophy.)
4. Conditions facilitating behaviour change are provided through interviews.
5. Listening is present in Counselling but not all listening is Counselling.
6. The Counselling understands his client.
7. Counselling is conducted in privacy and the discussion is confidential.
8. The client has a psychological problem and the Counsellor is skilled in working with client who have psychological problems.

In spite of vast differences found in various authorities regarding the nature of Counselling, there are certain areas of agreement among them. To fully understand its nature, therefore, a fruitful approach would be to identify the common elements of agreement among the various Counselling theorists. Andrew and Willey have enlisted the following elements :

1. Professional Counselling is a process involving only two persons.

2. The aim of Counselling is to help the Counsellee to become self-directive.
3. Rapport is essential for effective Counselling.
4. Communication between Counselling and client is accomplished in many different ways
5. Counselling should be performed by a professionally trained person.
6. In effect of Counselling, the client's feelings progressively change.
7. The Counselling situations must be structured.
8. Referral is a common technique in Counselling.
9. Counselling involves the client's recognition of a state of conflict and his inability to solve the conflict.

a) Counselling and Psychotherapy

Counselling and psychotherapy both have, as their basis, a helping relationship which seeks to assist the individual in attaining self-direction. Because of their common basis, the distinctions among the two terms frequently tend to appear forced or contrived and theoretical rather than qualitative and practical in nature. Yet it is important that these distinctions be known and understood. Some common distinctions frequently made between Counselling and psychotherapy include :

1. Psychotherapy usually deeper-involvement with the individual's personality and is more concerned with amelioration of more serious behaviour conditions. Counselling on the other hand, deals with situational, environmental condition. It stresses rational planning, problem solving and support in the face of situational pressures.
2. Counsellors deal primarily with normal individuals, Psychotherapy exists for individuals with psychological disorders.
3. Counselling approaches are based more upon emphasizing present , conscious material, while psychotherapeutic approaches tend to emphasize historic and symbolic unconscious material.
4. The setting in which Counselling taken place is mostly to be an educational setting or a community agency, while psychotherapeutic services are usually found in clinics, hospitals and private practice.
5. Psychotherapy usually takes a longer period of time to achieve its goals than does counselling. Counselling is usually conducted during shorter, more limited contacts.

b) Counselling and Guidance

Guidance is a broad term usually applied to total programme of activities services aimed at assisting an individual make and carry out adequate plans and

to achieve satisfactory adjustment in life. A comprehensive programme of guidance includes collection of data about the individual and about the educational and vocational opportunities available, environment helping him to make wise choices and plans and satisfactory adjusted helping him to find suitable placement and finally, following him upto ensure that he is well adjusted. Thus the total framework of guidance consists of the following services, individual inventory service, information service, counselling service, placement service, research service and follow up service. Counselling is obviously one part of the guidance services, it is subsumed by the general term 'guidance' in that it is one service with guidance although a very important one.

c) Counselling as a Learning Situation

If there is one point on which all Counsellors appear to agree, it is that Counselling represents a learning situation. Since learning is a two-way process, means both the Counsellor and the student are engaged in learning from each other.

The Counsellor learns : (1) Improving and expanding procedural techniques, such as better ways preparing for an interview and a more satisfactory methods of explaining testing procedures. (2) New techniques of developing a satisfactory Counselling relationship with the student. (3) Communicating more effectively to be a person with many vocabularies or vocabulary levels, including non-verbal communication, (4) Becoming more sensitive to student attitude and feelings, becoming more concerned for the movement when the student is ready to "get down to business."

The student is also engaged in learning in several ways, such as the following (1) He learns about himself about his personal strengths and weakness, abilities, aptitudes, interest, trait and self-concept. (2) He learns about the Counsellor-he is to be trusted with personal problems and that he does not intend to give specific advice on what to do. (3) He learns to express himself more readily because he finds it as a good way of releasing tension. (4) He learns ultimately to solve problems with less help from the Counsellor, i.e. attains independence in problem solving.

d) Counselling and Democratic Ideas

Infact, Counselling is base on the same ideals on which democracy is based. McDaniel lays down the following principles of Counselling :

1. Each client must be accepted as an individual and dealt with as such. The Counsellor must have a genuine respect for the rights of the individual for his right to fail as well as to succeed. This respect constitutes the basic of the principles that the final responsibility for

changing and directing his life is the client's own.

2. Counselling is basically a permissive relationship. Therefore the Counsellor refrains from instilling in the student acceptance of or conformity with his own preconceived ideas. Moreover, the student or Counsellor is free to terminate the Counselling relationship at any stage.
3. Counselling emphasis thinking with the individual. The Counsellor does consider all the forces surround the student, enters into his thought process and works with his problems. He sums up certain aspects of the client's frame of reference. Yet he remains a distinct individual. Thus he thinks with the individual and not about or for the individual.

Obviously, these principles of Counselling are consistent with the ideals of democracy. Democratic ideals demand acceptance of the individual and genuine respect for the rights of others. Acceptance of the individual implies recognition of rights of any one to be different. The Counselling process is consistent with this idea of respect for individual preference in that, instead of being dictatorial and directive, it recognizes individual differences.

2.1.2 PURPOSES OF COUNSELLING

There is no general agreement among authorities with regard to the purpose of Counselling. Different authorities have given different lists, some to the goals being common in most of them. According to **Loughary**, all the problems of secondary school's student can be reduced to decision-making. The Counsellor help students obtain information to make decisions and gain acceptance to certain personal characteristics that may interfere with, or be related to making decisions. Arbuckle believes that Counselling objectives should be based on client need, not Counsellor need. Included in the purpose of Counselling is that of helping the individual achieve integration, adjustment and identification with others. **Blackham** says, "Counselling is a unique helping relationship in which the client is provided with the opportunity to learn feels think, experience and change in ways he or she thinks are desirable. This opinion throws light on the purposes of Counselling." According to this it has two purposes (1) To make adjustment of the child better, (2) To include confidence in the client and to develop ability to solve one's problem. In short problem solving is the main Counselling; (1) to increase the knowledge of self, (2) to solve immediate problems, (3) to reduce tensions resulting from frustrations and (4) to improve the skills required to solve the problem. Rogers, on the other hand, believes that the basic purpose of Counselling is "a more broadly

based structure of self, and inclusion of a greater proportion of experience as a part of self, and a more comfortable and realistic adjustment to life.”

From what has been said in the preceding paragraph, it can be inferred that the central purpose of School’s Counselling is to assist pupils to explore and understand themselves so that they can become self-directing individual, it aims at effecting change in behaviour which in turn will permit the individual to live a more productive and self-satisfying life.

Byrne has adopted a more rational approach towards description of Counselling goals. He suggests that Counselling goals fall logically under three heads : ultimate, intermediate and immediate. The ultimate goals of Counsellor are philosophical goals which receive their substance from the Counsellor’s views of universal man and of the nature of life. Intermediate goals hinge on why students seeks Counselling help. Immediate goals are represented by the Counsellor’s interviewing, techniques his purpose in saying or doing certain thing. The Counsellor uses the immediate goals as a means of working towards intermediate goals. These intermediate goals should be consistent with the Counsellor’s ultimate goals. Obviously the Counsellor’s immediate and intermediate goals will undergo constant change while ultimate goals should relatively constant.

2.1.3 APPROACHES OF COUNSELLING

The publication of Carl Roger’s Counselling and Psychotherapy, in 1942, marked the beginning of a debate over Counselling theory that is still alive today. The opposing groups became identified as “directive” and “non-directive” or as “Counsellor-Centred” and “Client Centred” Counselling. These two approaches directive and non-directive-both aim at help in the individual in the quality of his adjustment. Beyond this agreement in purpose, they sharply differ in techniques or methods employed. A third theory of Counselling known as “eclectic” approach, developed sometime later among personnel workers, who recognized values in both the directive and non-directive approaches and who felt that Counsellors should be flexible enough to employ different Counselling approaches. The approach to be used would be determined by the nature and extent of the client’s problem. These three points of view are discussed in detail in the following section of this lesson.

2.1.3.1 Directive Counselling

Historically, Counselling started with this approach E.G. Williamson has been the leading advocate of this Schools of Counselling that was variously labelled as clinical, directive and Counsellor Centred. Others who typify this view-point include Erickson, Wrenn, Darley and Halan and Maclean.

In this type of Counselling the most important role is played by the Counsellor. For him the most important is the client's problem and determination of its cause and treatments intellectual interpretation is the central technique of the Schools of thought. High importance is given to the intellectual aspect of individual's personality. Consequently, a directive Counsellor given a great deal of attention to the interpretation of facts which are pertinent to the solution of the problem. He views the present situation of the problem in the light of the Counsellor's future goals as well. Partly, it accounts for the directive Counsellor's desire for pertinent information concerning the Counsellee. In short the Counsellor seeks to intellectualise the problem. Therefore, he is essentially an interpreter.

The directive Counsellor believes the persistent unsolved problems account for the pupils present behaviour and that as the pupil solves his immediate problems, he will gradually acquire better adjustment. He also believes that the satisfaction which the pupils achieves from solving his immediate problems increase his confidence in himself and in this Counsellor and that this confidence enables the pupil to attack his less obvious problems with increased success.

The directivity lay emphasis on diagnosing the problem situation before any treatment is undertaken. For finding out the cause, information is gathered about the problem through test techniques as well as non-test techniques. Test occupy an important places in this techniques. Williamson insists, "before the Counsellor is in a position to work with a client solving a problem situation, the Counsellor must have sufficient data available and must analyse the data and the relationship apparent in them to the extent that he obtains some understanding himself of the cause of the problem behaviour."

After making the diagnosis, the Counsellor conveys the appropriate solution to the client by rational means and thereby gets him to adopt his plan of action. In the words of Williamson, "Ordinarily the Counsellor states his points of view with definiteness, attempting through exposition to enlighten the student". He does not hesitate in questioning the pupil's inappropriate decision and in taking the initiative in helping him re-examine the implications of the pupil's questionable choices. Thus the directive technique generally consists of (1) gathering information by the Counsellor. (2) diagnosis of the student's problems on the basis of this information, and (3) conveying the appropriate solution to the client by rational means, thereby getting him to adopt the Counsellor's plan of action.

In this type of Counselling, the responsibility for the solutions of the problems lies with the Counsellor. The Counsellor, therefore, directs and controls the interview in the manner he thinks best. Customarily, he maintains a considerable degree of control over the interview, participates much as he would in ordinary conversation except that he keeps in mind the fact that conversation has a purpose, shares experiences with the Counsellee, gives information including the result to tests, makes suggestions and takes active part in planning with the Counsellee. Darley compares the interview to a sales situation in which the Counsellor attempts to sell the student certain ideas, plans of action or desirable attitude changes.

The method of directive Counselling consists of techniques such as questioning, reassurance, evaluation, interpretation and suggestions and advice and persuasion.

The directivists do not accept the thesis that every individual has within himself the power to solve his own problems. Williamson writes, "The history of pedagogy, as well as that to therapy, indicates that some type of direct assistance from outside that individual's human capacities seems to be needed to achieve inner growth. "The directivists also feel strongly that complete freedom of choice cannot be allowed to student in our schools. The immature student is not always able to make a wise decision. The Counsellor, therefore has the obligation to assist or even control, the decision-making process. He with his background of training and maturity is best qualified to understand the student's problem and help him arrive at correct decision. In short, here the ability of the more able to direct less able is highly valued and emphasized. Willey and Andrew have summarized the basic assumptions of the directive Schools as follow :

1. The Counsellor has superior training, experience and is competent to give advice.
2. The maladjustment of an individual does not entirely impair the intellectual ability of a client. Hence, Counselling is primarily an intellectual process.
3. Because of such factors as bias and lack of information, the client is not always capable of solving his problems.
4. The objectives of Counselling are achieved primarily through a problem-solving situation.

Williamson identified the following steps in process of directive Counselling.

- (a) Analysis-the collection of pertinent data by a variety of tools and techniques.
- (b) Synthesis-the summarization and organisation of data in order to

- gain a picture of the student's strengths and weakness.
- (c) Diagnosis-drawing a conclusion about the nature and cause of the problems.
 - (d) Prognosis-the prediction of future direction of the student's problem.
 - (e) Treatment-Counselling.
 - (f) Follow-up-the determination of the effectiveness of Counselling.

A) Basic Contribution of the Directivist

1. They developed several techniques of measurement and of gathering and analysis of data.
2. They emphasis the study of relationship among various kinds of data available in order to make accurate diagnosis and prognosis.
3. They emphasized the follow-up study in order to determine the outcomes of Counselling in terms of post-Counselling achievements of students.

B) Advantages

The method of Counselling provides a common-sense approach to work out a problem. It relates to Schools Counselling more closely than any other method because it fits well in Schools context in which moderate degree of authority rests with the teachers, the administrator, Counsellor and other School's personnel. It is a simple and a fast acting method.

C) Limitations

1. The approach is highly dogmatic and superficial.
2. The Counsellee does not develop ability to guide himself effectively, and thus becomes dependent on the Counsellor.
3. This is a dictatorial approach. No importance is given to the opinion of the student.

2.1.3.2 Non-Directive Counselling

The chief exponent of the non-directive or Client Centred approach to Counselling has been Carl Rogers, other advocates of this Schools of thought include Synder, Porter and Arbuckle.

In this approach, the most important role is played by the Counsellee. Its central technique is release of feelings and achievements of insight by the client. It accepts the emotional aspect of the problem as being of primary importance. Consequently, non-directive Counselling often accepts the Counsellee's immediate problem as of primary importance. He does concern himself with future goals. Therefore the non-directive view point is that records are useless, if not undesirable.

The non-directive Counsellor believes that failure to adjust to environment

is due to some emotional difficulty and that the Counsellor can help the pupil remove this emotional block through Counselling, which Rogers defined as a “definitely structured relationship, highly permissive in nature in which the client finds an opportunity to explore freely and without defensiveness, his difficulties and the emotionalized attitude which surround them. “In a relationship the Counsellor is able to assist the Counsellee in becoming aware of this deeper feelings and attitudes and in accepting them as part of himself.

In non-directive Counselling, individual does not need to call upon his environment for help will be self initiated. Thus, if the pupil raises questions about himself that can best be answered through use of tests, the Counsellor refers the pupil to appropriate person for testing. He will, but prefer not to interpret test scores. He does not want to become involved in any relationship in which the pupil could picture him as making judgement for him. What the pupil does want, according to non-directive Counsellor is a warm, permissive atmosphere for thinking unrestricted by diagnosis and value judgement the part of the Counsellor.

In the Counselling session a non-directive Counsellor acts as a kind of agent, does very little talking and he spends most of his time in listening and waiting. Makes non committal sounds from time to time, utters brief expressions of encouragement and often reflects feelings of the client. During the interviews, there are frequent long pause. The non-directive Counsellor refrains from questioning, probing, interpreting, advising, suggesting or reassuring. Instead, he uses only those procedures and techniques that will convey his understanding of the emotionalized attitude expressed by the Counsellee and his acceptance of them. The understanding he generally conveys is a sensitive reflection and clarification of the client’s attitude and feelings.

According to **Blocksma**, a student of Rogers, in the client centered counselling the "locus of evaluation" is the client whereas in the directive counselling it is the Counsellor. In the non-directive Counselling, in the words of Rogers, “the function of responsible integration of knowledge, the evaluation of self, the function of responsible choice, and he is respected as the person upon whom they rest, “this implies that the Counsellee himself is responsible for the choice and decision that he makes for his eventual adjustment.

The non-directivists believe that every individual has a tremendous capacity for adaptation and readjustment to a strong drive towards maturity and independence. They therefore, maintain that pupil has within himself the resources as well as a strong desire to solve his own problems. In short, the non-directive viewpoint places a high value on the right of any individual to be psychologically independent and to maintain his psychological integrity.

Synder summarises the basic assumptions of the non-directive Schools as follows:

1. The client has the right to select his own goals even though these goals may be at variance with those that Counsellor might choose for him.
2. The client will, if given the opportunity, choose for himself the goal most likely to result in the greatest possible help.
3. In a responsibly short time and by means of Counselling, the situation should develop to a point at which the client will be able to operate independently.
4. An emotional disturbance or block is the primary cause of preventing from adjusting properly :
Rogers listed the following steps in non-directive Counselling process.
 - (a) The Counsellor defines the helping situation.
 - (b) He is permissive so that client feels free to express his feelings.
 - (c) The counsellor recognises and clarifies the negative and positive outling of the client.
 - (d) As insight beings to develop in the client, the counsellor continues to reflect and clearly the new feelings of the client.
 - (e) The counsellor watches for signs indicating that the counselling situation should be terminated. The client or counsellor may suggest termination.

To conclude non-directive counselling is characterized, as compared to directive counselling by thinking no about or for the individual but with him. It places emphasis on the adjustment or individual by himself, not by the counsellor. And, it emphasis the importance of the personality of the counsellor rather than his training.

A) Contribution of the Non-Directivists

MC Denial and Shaftel have cited three major contributions of the client-centred counselling which are summarized here :

1. The concept of “acceptance” has been given substance and meaning.
2. Clear expression has been given to the meaning of learning in the counselling process. Learning is a product of the relationship and to the client’s development during the course of counselling.
3. The non-directivists deserve credit for initiating evaluation of counselling and suggesting research methodology of the dynamic nature of counselling.

B) Limitations

Some of the common limitations of this approach include.

1. Since non-directive approach is essentially initiative, it is difficult to evaluate its outcomes objectively.
2. It is doubtful whether it is possible for the counsellor to avoid imposition while giving therapy.
3. Some of the cases are likely to be lost in the early stages of the process because of a feeling on the part of the client that he is getting nothing of value from the one sided interview.
4. There are practical limitations to the employment of this approach in the School setting because :-
 - (a) The method is time-consuming. The average number of interviews involved in each case may be three or more. They busy schools counsellor can afford to find this much of time only at the expense of other counselling activities.
 - (b) Most of the problems that are faced by Schools students centre around effective study habits, choosing a college, choosing a vocation, applying for scholarship etc. These problems usually require a certain amount of giving and receiving information rather than non-directive type of counselling which is most suited for individual suffering from severe anxiety and conflicts.

2.1.3.3 Eclectic Counselling

Eclectic Counselling has been described as selective counselling. It is flexible and a combination of both directive and non-directive approaches. The counsellor does not have a pre-disposition to any approach. He decides the technique depending on the subject, his willingness co-operation of participant, his maturity and experience and the type of problem that he is faced with. To begin with the counsellor may be directive or non-directive but may change the approach depending upon the situation, i.e. may be directive sometime but non-directive on other occasion. So long as the individual is coming out with all the relevant information and is prepared to study the problem and the related phenomena in the light of the available detailed information, the counsellor may assume himself to non-directive. As soon as he finds the individual is not in a position to go a head he may choose to be directive.

Throughout the diagnostic and the remedial process, the counsellor can vary his techniques though trying to help the counsellee to solve his problem mainly though his own efforts. The counsellor has full faith in the goodness of the child and his ability to solve his problems. The emphasis is upon enabling the child

to be ultimately capable of understanding the problem and its related causes, and thus enabling him to make right choices, adjust to Schools and classroom situations and develop wise educational and vocational plans.

This approach is based on the belief that there are strengths and weakness in both the counsellor centred and client-centred approaches and that neither position allows that the counsellor the flexibility necessary to counsel most effectively. It is pointed out that :

1. No two problems or situations are identical.
2. Problems rarely restrict themselves to one area.
3. The emphasis frequently shifts form one problem area to another often during the same interview.

Consequently, the advocate of this approach emphasize that the counsellor must select the approach that is most appropriate to the immediate problem and be ready and willing to change approaches at any time. Shirley Hamrin and Paulson describe eclectic approach, neither this, not that, but both and more. Thorne, a leading exponent of the approach felt that, it was possible for a counsellor to alternate between directive and non-directive approaches within the same interview without disrupting, disrupting for long, the permissive relationship he had established with client. He believed that the critical factor was not the particular method use, but he skill with which it was used.

The critics of this approach often point out that it is vague and superficial. Yet, eclecticism is undoubtedly of much value in most of the practical counselling situations which require neither the exclusive use of directive nor of the non-directive approach. Because of the dynamic nature of the individual and his problems, the counselling relationship and techniques should also permit the flexibility that it so characteristic of eclectic counselling.

2.1.4 Summary

Counselling has been defined separately by different psychologists. There have not been much agreement upon it. It is different from psychotherapy, even when they have certain common group. It differs from guidance as guidance has many services and one of these is counselling. So counselling is a part of guidance programme. There can be different visions such as common in counselling and learning situations. However, there can be many learning situations and counselling as one such situation. Counselling cannot be identical with democratic ideals as democratic ideals lays down many situations and counselling is one such situation which is bond on democratic principle. Of many purposes of counselling some could be prominent i.e. to increase the knowledge of self, to solve

immediate problems, to reduce tension and to improve the skills to solve one's problem.

The three important approaches of counselling are directive, non-directive and eclectic. Directive counselling is counsellor centred. Non directive counselling is client centred. Eclectic counselling is a mixture of the two. Every one of these has its own merits and demerits.

2.1.5 Suggested Readings

1. Miller, F.W., Fruehling J.A., and Lawis, G.J. : *Guidance, Principles and Services*, Columbus : Bell & Howell Co., 1978.
2. Shertzer, B. and Stone, S.C., *Fundamental of Guidance*, Boston : Houghton Mifflin Co., 1976.
3. Shostrom, E.L. and Brammer, L.M. : *The Dynamics of the Counselling Process*, New York : MacGraw-Hill, 1952.
4. Traxler, A.B. *Techniques of Guidance*. New York : Harper & Bros., 1957
5. Sodhi. T.S. and Suri, S.P. : *Guidance and Counselling*, Bawa Publications, Patiala.

2.1.6 Suggested Questions

1. Examine the nature of counselling. Differentiate it from guidance and psychotherapy.
2. Describe in detail the Eclectic approach of counselling. Point out its limitations and contribution.
3. Discuss in detail the non-directive approach of counselling. How is it better than directive counselling ?

Structure :

- 2.2.1 Objectives
- 2.2.2 Introduction
- 2.2.3 Meaning of Counselling Interview
- 2.2.4 Steps of Interview
- 2.2.5 Self Evaluation
- 2.2.6 Suggested Questions
- 2.2.7 Suggested Books and Web Sources

2.2.1 Objectives :

After reading the lesson, the students will be able to :

- * understand the meaning of Counselling Interview.
- * describe the steps of Counselling Interview.
- * define Counselling Interview.
- * understand characteristics of Counselling Interview.
- * understand Educational Achievements of Counsellor.

2.2.2 Introduction :

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

2.2.3 Meaning of Counselling Interview :

Counselling is a face to face interaction between two persons. The Counsellor is a trained and experienced person, and the client is an immature and weak person with a problem. The counsellor helps the client to solve his problem. Rapport is established before starting the Interview.

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

All interviews have three elements in common :

- (i) A person to person relationship.
- (ii) A means of communication with each other.
- (iii) An awareness on the part of at least one of the persons regarding the

purpose of interview.

2.2.4 Steps of Interview :

1. Preparation for the interview and establishing rapport.
2. The unfolding of the problem.
3. The joint working out of the problem.
4. The closing of the interview.
5. Evaluation of the interview.
6. Follow up of the interview.

1. Preparation and Establishment of Rapport : The counsellor should prepare himself with the detailed information from the record. In case it is not sufficient he can go in for the initial interview without extensive preparation. Tyler is of the view that the objectives of the initial interview are, getting a sound counselling interview started, opening up the psychological reactions of feeling and attitude with the person and classifying the structure of the helping process. This facilitates the process of establishment of rapport. Rapport is a technical term used to denote the feelings of friendliness, security and mutual confidence between the counsellor and the counsellee.

Davis and Robinson suggested that the counsellor should express sympathy for the counsellee and assure him that his problem will be solved. The counsellor can reveal some of his experiences in order to expedite the establishment of the rapport. He can also do so by putting experiences of other persons. The counsellor can do it by putting questions to stimulate the counsellee to think further about his problem. In case it is found that the interviewee is not co-operating, he may, at times, threaten him that the results may not be correct and pleasant. He may cite some examples to prove his point of view. The interviewer may appreciate good points of the interviewee and show surprise at some deeds and actions of the interviewee. When the interview is going on, all type of fatigue, pressure, irritation and anxiety should be avoided, so as to make the interviewee feel of home. Interview should start with friendly pleasant and cordial greetings. The Interviewee should be helped to approach the main issue himself of his own. The discussion should concentrate on the main issue. Side tracking be avoided. However, some temporary shifts may be made to ease the situation, and also provide time to recapitulate. The point of view of the interviewee should be appreciated and his self respect must always be maintained.

2. Unfolding of the Problem

The interviewer should keep in mind the following points :

1. *Observation* - The counsellor should very carefully observe the physical reactions, bodily tensions, blushing, excitability defections, etc., of the counsellee.
2. *Listening* - The counsellee should be allowed to project his feelings and attitudes and the counsellor should patiently listen to the counsellee.
3. *Questioning* - A reasonable number of thought provoking questions should be asked in a simple language and with a sweet tone and a pleasing voice.

4. *Talking* - Adequate talking may be done by the counsellor.

3. The Joint Working out of the Problem : It is to be kept in mind that the problem will be worked out only when both the interviewer and interviewee understand the point of view of one another and make genuine efforts towards that direction. The interviewer is to be clear in his mind that his judgement is not infallible. The point of view of the interviewee may be correct. He should avoid dominating atmosphere and should work on democratic lines. The interviewer should always avoid to take the responsibility of solving problem upon his shoulders.

The interviewer is always to be objective and thus to accept the interviewee as he is. He should have the requisite data in hand before the conduct of the interview. He should try to understand the problem and point of view of the interviewee. He is to be a good listener and exchange ideas in a congenial atmosphere. He should render a real service to the interviewee.

4. Closing the Interview : At the end of the interview, the interviewee should have the feeling of satisfaction and genuine help provided to him. If at any stage, it is felt that more time is needed for constructive help the interview should be terminated tactfully and date and time of the next interview fixed. Salient points of the interview should be immediately recorded. In case the problem is dug out and workable solution found, it should end up in a pleasant mood.

Ruth Strang writes, "The success of an interview depends upon the personality of the interviewer. His philosophy and attitude of respect for people and his genuine faith in their ability to use the resources within themselves determine to a large extent his successful use of techniques. Over and above this basic philosophy, technical training is necessary."

5. Evaluation of the Interview :

Interview may be evaluated under the following four heads :

1. Regarding the setting of the interview.
2. Regarding the interviewer.
3. Regarding the interviewee.
4. Regarding the outcome of the interview.

Strang suggests that the interviewer should ask himself the following type of questions after the interview is over :

1. Did I give sufficient time for the interview ?
2. Did I conduct the interview without any intervention ?
3. Was I mentally alert and physically good or was I fatigued at the close of a hard day or a long series of interviews ?
4. Did I possess sufficient data about the student ?
5. Was I in the possession of the information about the educational and vocational opportunities and other facts that the student might need?
6. Was my approach an appropriate one ?
7. Was I successful in establishing an atmosphere of friendliness with the student ?

8. Was the child free to express negative feelings ?
9. Was my attitude one of sympathetic objectivity ?
10. Was I free from bias ?
11. Did I help the child to gain helpful insight about himself and his relationships ?
12. Did I make the child willing to face his problem frankly during the course of the interview ?
13. Did the interview help to make the student more self-reliant?
14. Was the interview, a satisfying experience for the student ?
15. Did the student feel free to come back for further interview at any time ?

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

2.2.5 Self Evaluation :

1. Counselling Interview is a face to face interaction between two persons. Yes/No
2. Rapport should be established between the counsellor and the counsellee. Yes/No
3. Adequate talking may be done by the client. Yes/No
4. Follow up is a continuous process. Yes/No
5. A counsellor should have these characteristics :
 1. Good Personality
 2. Good Training
 3. Enough Experience Yes/No

Answer Key : 1(Yes), 2(Yes), 3(No), 4(Yes), 5(Yes),

2.2.6 Suggested Questions :

1. Explain the various steps involved in the counselling interview.
2. Give the various precautions that a counsellor should observe at the time of interview.
3. How can an interview be evaluated ?

2.2.7 Suggested Readings and Web Sources :

1. Shertzer, B. and Stone, S.C. : Fundamentals of Guidance.
2. Shostom, E.L. and Brammer L.M. : The Dynamics of Counselling process.
3. Aggarwal. J.C. : Educational Vocational Guidance and Counselling.
4. Suri S.P. and Sodhi. T.S. : Guidance and Counselling.

Web Sources :

1. www.wiziq.com
2. www.blurtit.com

Lesson No. 2.1**AUTHOR : DR. (MRS.) TEHAL KOHLI**

- 2.1.1 Introduction
- 2.1.2 Meaning of Organisation of Guidance Programme
- 2.1.3 Career Talks
- 2.1.4 Career Guidance
- 2.1.5 Role of the teacher
- 2.1.6 Summary
- 2.1.7 Suggested Readings
- 2.1.8 Suggested Questions

2.1.1 Introduction:

The functional purpose of education is to help the individual to become increasingly self-directive and capable of creative and purposeful living. Knowledge of self can help him become increasingly confident, resourceful and capable of planning for himself and taking the initiative in adjusting to his environment, so as to make his life more satisfactory. Education becomes meaningful when coupled with the idea of guidance.

Mehta (1963), one of the authorities in the field of guidance in India, has described guidance as one leg of a three-legged table, the other two legs being instructional work and administration. If one of the legs of the table is broken, the structure is bound to fall. All the three legs of the table should be intact for the structure to stand erect. Education without guidance is lame.

Guidance programmes consist of a group of guidance services which include providing the individual with cumulative evidence about abilities, interests, growth development and limitations. They also provide comprehensive information about educational and occupational opportunities and requirements, personality development, effective studying and learning and other areas in which he needs information not usually provided through the instructional programme. Guidance programmes also set up means for adding his placement and adjusting in the classroom, co-curricular and community activities and in occupational area.

2.1.2 Meaning of Organisation of Guidance Programme

A well knit guidance programme is one of the essentials of any effective educational system. If it is to make its impact felt on the growth and development of the child and improve the quantity and quality of educational programme, it must be organised at all levels of education and for various services included in the guidance programme. So long as it remains an incidental activity of the schools and is left to the good sense of every teacher, much of its significance as an educative process is lost, in fact, organisation of guidance services means systematic planning, co-ordination and conduct of guidance services within an administrative framework, in which duties are allocated and responsibilities are defined.

A) Present Position of Guidance in India

Quick survey of guidance service in India was conducted in February, 1976 by the Department of Educational Psychology and Foundation of Education (N.C.E.R.T). It included information pertaining to services offered at State Bureaus, the administrative setup staffing pattern and units of these Bureaus, Private agencies were however, not covered in this survey. Information was supplied by all the states except Assam, Bihar, Orissa and Union Territory of (U.T) Chandigarh. At present State Bureaus are functioning in all the states except Jammu and Kashmir, Nagaland, Sikkim and Tamil Nadu, Among U.Ts, Only Chandigarh and Delhi have guidance Bureaus.

That present position of guidance, as ascertained by the above survey, showed that out of a total number of 22369 high or higher secondary schools in the states (Which supplied the information) only 8077 schools have guidance services. This number is greater than what it was during the survey conducted in May, 1973. Ministry of Human Resource Development through U.G.C. has opened student Advisory Bureaus in a few of the universities like Varanasi, Vardodra, Calcutta, Lucknow and Patna etc. These Bureaus impart information of educational facilities in foreign countries. In 1956 on the recommendations of Sheo Rao Committee, National Employment Service was started whose main purpose was to impart vocational guidance to the youth who got their name registered in the employment exchanges. Under this National Employment Service there are vocational guidance units which impart vocational guidance to school's children and youth. Under this NES, vocational guidance centres have been established in 95 State Employment Offices. The increase in figures, however, does not throw light on the quality and effectiveness of the programme. Evaluation of guidance services in India has given a very dismal picture of the whole programme of guidance services.

B) Need of Organizing Guidance Programme

Since guidance services do so much for the individual and the community, educational, vocational and personal guidance programme should be organised in a well knit manner and necessary links must be maintained vertically between different agencies from national to state, district and block/city/village level. Again, at block/city/village level necessary horizontal links must be maintained for various guidance services between schools and colleges, college to university level and also with offices of district counsellors and vocational guidance units. A guidance programme however, must always be tailored according to the local conditions of a block, city, village, schools, college or whenever it is to be implemented.

Besides the above general need, a well organised programme of guidance is also needed as it helps in (i) avoiding duplication of duties and carrying on all the duties (ii) making the best possible use of all the skills of guidance personnel; (iii) co-ordination of guidance programmes and practices, (iv) materializing all the aims of guidance programmes (v) appropriate use of the data collected about each individual, the community and financial resources.

1. An effective guidance programme should be accepted as an essential function of the schools administrator.

2. There should be clarity of objectives or aims for starting a guidance programme in schools.
3. There should be systematic team work associated with the guidance programme i.e. teachers, leaders, principles, director, psychologist, social worker and parents must be clear about their duties and responsibilities.
4. There should be active support, co-operation and leadership of the administration.
5. Attitude of the staff must be favourable towards guidance programme and students.
6. Co-ordination of various phases of guidance programme must be assured before launching a guidance programme.
7. There should be requisite specialist staff.
8. Provision for budget must be made before starting a guidance programmes. Allocation of funds be made and the sources of funds must be determined.
9. Guidance programme must be based on existing needs of students in general and the requirements of particular students.
10. Physical facilities in the form of space (for keeping record for practicals and guidance sessions) must be there.
11. Privacy of records must be there and records must be accessible. The records should be systematically kept.
12. Testing equipment must be there for appraisal of students.
13. Requisite information must be collected and properly disseminated as a part of information services.
14. There should be availability of referral services i.e. contacting the social worker, referring child to the nurse or doctor etc. Placement service should be properly organised.
15. Guidance programme should be a continuous programme and should deal with all types of students at all stages of education.
16. There should be some programme for training the staff members (in service programme) who may one day be directly attached to guidance programme.
17. There should be proper contact between community and organisers of guidance programme so that there is active support of the public.
18. Definite outlining of the functions of all the staff members must be made and there should be specialised duties for them. Co-ordination of duties must be assured.
19. Adequate implementation of guidance programme must be there, planning and organising of guidance programme is not enough.
20. Evaluation and appraisal of guidance programme must be made from time to time so as to avoid the repetition of mistakes, if any, and to

- incorporate new needs in the programme.
21. Research service is of the requisites of a guidance programme i.e. evaluation of what is going on the how to improve upon it as a result research. This includes adaptation of new test for particular state or country.
 22. Provision for guidance programme must be made in he regular schools-time table.
 23. Balance of various activities must be made according to the priority basis as some services are needed more than the others.
 24. Provision for providing curative and preventive functions must be made.
 25. There should be programme stability in guidance programme.
 26. The flexibility of guidance programme must be assured. It should be dynamic and undergoing continuous evaluation so that it remains current. McDaniel says that organisation of guidance programme must be fluid.
 27. Guidance programme requires the services of one or more appropriately and adequately trained guidance workers as it is major responsibility of these workers to provide competent leadership in the guidance programme.
 28. Guidance programme must be actively supported by functional preparation of teachers in guidance activities that are appropriate to their individual interests and aptitudes.
 29. The programmes should be based upon the knowledge of the problem and needs of pupils, as well as upon the competencies and training of staff members.
 30. The services of guidance programme should be made available to pupils in the elementary and secondary schools and to adult in the community.
 31. It should be founded on the concept of totality of personality moving in an environment which is comprehensive in nature.
 32. The co-operation of parents, patrons and interested community agencies is essential for an effective guidance programme.

C) Planning of Guidance Services in School for Guidance Programme :-

- (1) **Data Collection Service:-** The Service collects data from family, society, environment and individual. The data is collected with the help of various psychological tests. This data helps guidance worker to render guidance services.
- (2) **Occupational Information Service:-** The Service provides information regarding various occupations, nature of work, opportunities open, training required, educational institutions involved.
- (3) **Self Inventory Service:-** Obtain information regarding aptitudes, potentials, attitudes, interest of a student.

- (4) **Counselling Service:-** Helps individual to solve problems specific in nature.
- (5) **Vocational Preparatory Service:-** Pre-Service programme, information regarding vocation.
- (6) **Placement Service:-** Helping students to find suitable places for admission.
- (7) **Follow-up Service:-** Helps in professional career advancement.
- (8) **Research Service:-** Conducts research regarding new techniques.

D) Minimum Essential Guidance Programme to be Organised at School Level

Though guidance services should be provided at steps of all ladders of education, yet, to make a humble start, it can be initiated from post-primary classes onwards. It should concentrate on educational and personal guidance until 8th class and then from delta class onwards, the scope can be extended to vocation guidance, well chalked-out programme, tailored according to the needs of the schools should be one of the essentials of every schools. It should aim at relating education of life and to bring out the best in every student and also to help him develop self-understanding, self-insight, self-actualisation, self-enhancement and ultimately self-fulfilment. The minimum essentials can be to :

1. Set up a guidance committee in every schools. It can consist of (i) one administrator, (ii) a band of teachers, (iii) a band of teachers interested in guidance programme, (iv) 1 to 3 career masters (depending upon the strength of the schools), who are regular teachers but at the same time have had special short-term training in the guidance programme. (v) One full time or part time counsellor, in the beginning there can be one trained counsellor for 2 to 3 Schools as is being practised in Delhi. These counsellor should be asked to be in the schools for the whole day at least 2 to 3 days a week.
2. Counsellors, however cannot be produced over-night. Hence, teachers of different schools can also be sent in rotation for special training, i.e. for post-graduate Diploma in counselling psychology Punjabi University at Patiala, Post-Graduate Diploma in Guidance and Counselling at Punjab University, Chandigarh at N.C.E.R.T., Delhi etc. Four or five in-service teachers, who satisfy the essential requisites of admission and who are enthusiastic about the programme, can be sent on deputation for this training. These teachers should be recognised as full fledged counsellors or guidance workers and their posts should be converted within the Education Department itself. This will help in getting trained personnel for guidance services in the shortest possible time and with minimum of burden on the state Government. Since the status of counsellor is that of gazetted officers, it will attract the talent who may go in for socialization improvement of their qualification. Extra incentives for such teachers

can also be given.

3. Publicity about guidance programme can be given through different mass communication media so as to create awareness among teachers, parents and public at large about the need and utility of guidance programme in general.
4. Minimum guidance services include : (i) allotment of a separate room may be a small one and setting up of a career information corner which should have all the relevant literature about various careers and their prospectus. Career pamphlets, monographs, booklets and charts are published regularly by D.G.E. & T. office. Most of them can be had free of cost or at very nominal rates : (ii) Maintenance of cumulative records of each of the pupils. These should be sent to the academic/professional colleges alongwith the student, when they leave schools. At schools level also, they should be sent to the other schools when the students change over from their previous schools, (iii) Administration of psychological tests, (iv) Maintaining liason with the District Education officers, District Counsellors and Stated Bureau; (v) Organising a career day/career conference once a year, (vi) Provision of guidance programme must be made in the regular time-table as well as in the school's budget, otherwise it becomes a farce. Teaching work-load of career masters should be reduced and they should religiously devote some periods for guidance services say 2, 3 periods a day; (vii) Education and career talks can be delivered by the counsellors, specialists in the area educational guidance trained career masters and vocational guidance officer from Employment exchange on topic like; (a) development of effective study habits, (b) better methods of memorising (c) selection of subjects, (d) career openings, (e) introducing the students to various educational institutions and the world of work-here or abroad, (f) Sources to look into, prior to educational and vocational choices, (g) how to choose a career, (viii) relevant educational and vocational guidance films can be borrowed/purchased from proper sources and displayed for the benefit of students.

The facts remain that the schools are rich so far as the information about the individual and employment is concerned. Employment organisation is rich so for as the information about the world of work is needed. A perfect co-ordination of both is necessary for the guidance programme.

5. Schedule of guidance programmes, to be carried out in a full academic year, should be prepared right in the beginning of the academic session and should be adhered to through out the year.
6. Ideally speaking guidance programme should engulf the entire school's population and not the students facing crises in life. It should provide

primary, secondary and tertiary guidance and should aim at making every pupil more productive, developing independent thinking and it should be sensitive to socio-economic conditions of the country, in fact guidance programme should help in actualising the major objectives of education.

7. Career guidance as an optional or elective subject can also be introduced at the School and College levels. This will make the students career conscious right from the school's age.

2.1.3 Career Talks:

a) Meaning: Career talk implies a pre planned presentaion of occupational information to a known group of applicants or students of one or two classes import information about various aspects of occupations, different counsideration that need to be weighted in choosing a career.

b) Purposes of career talk:

- 1) To help the students to develop insight into the world of work and various training facilities as a whole
- 2) To learn more about their own interests and abities and appraise these in terms of requirements of job world.
- 3) To help the students learn more about the particular jobs for their intersts and abilities appear to suit them.
- 4) To help the students in planning their vocational career.
- 5) To help the students to pin point career decision.

c) Who should deliver career talks:

A career talk may be delivered by a representative worker, vocational guidance afficer and outside speaker.

d) Format of Career Talks:

1. Nature and Important of work
2. Personal requirements
3. Traning requirements
4. Advantages and disadvantages
- 5 Way of getting started.

e) Use of Aids and Means: 1) Film: strips and films ii) Model iii) Skits iv) Vists v) Work Sample projects vi) Individual and small group contacts vii) Career groups viii) Career conferences ix) Special career talks etc.

f) Other Important points concerning career talk:

- i) Multiple career talks
- ii) co-operation.
- iii) Local Situation and resources

2.1.4 Career Guidance: Chapter No. 2 Read Vocational Guidance.

2.1.5 Role of the teacher as Counsellor

Teachers occupy a pivotal position and are the major functionaries in the total

pupil personnel programme. It is they who have most frequent and the most extended contacts with the pupils in a natural situation. Without their co-operation, guidance service can never become an integral part of an education programme. In fact, the teachers remain the heart of the guidance programme. Guidance aware teachers fulfill their functions as guidance workers in a variety of ways:

1. Observe and identify symptoms of physical illness and sensory defects.
2. Consult welfare counsellors on problems pertaining to conditions in the home of the student.
3. Identify pupils needing special study and request assistance for them.
4. Analyse the physical, emotional and educational needs of pupils in the classroom.
5. Help parents to increase their understanding of their child's needs.
6. Perform group guidance service in the areas of study skills, social-adjustment skills and certain types of occupational information and self-appraisal activities relating the classroom work to specification of appropriate occupations.
7. Participate in child study groups and other work-shops in which the teacher gains insight and understanding of his own behaviour needs and those of the pupils.
8. Maintain a record of each pupil with appropriate entries of test data, course makers, observations, handicaps and total account of pertinent information for recording on the cumulative record.
9. Evaluate, in co-operative with the counsellor, each pupil's educational and vocational plan.
10. Help pupils discover their abilities and limitations.
11. Encourage pupils to utilize counselling services.

A teacher must be poised and sincere and should respect the individually of each child. He must help children develop positive goals, ways to evaluate themselves and apply behaviour controls.

2.1.6 Summary

Guidance is necessary for the development of the individual, educational system and the society at large. It is not the job of a single teacher. It needs a co-ordinated efforts. In N.C.E.R.T. there is a Department of Educational Psychology and Foundations of Education. At state level there are State Educational and Vocational Guidance Bureaus. In order to avoid duplication in work and also to establish effective work conditions there is a need that guidance work must be organised in a systematic way at all levels and a link be established between them. It is also needed to make the maximum use of skills of guidance personnel, co-ordination of guidance programme, practices and experiences, materialising all aims of guidance programmes and optimum use of the material and data. It is thus essential that the guidance programme in schools be defined

in an effective way. It is thus essential that the guidance programme be outlined the role of the teachers be clearly understood the role of the counsellor, social worker and the schools nurse be clearly defined the democrated.

In India, so far as the programme of Educational and Vocational Guidance is concerned, it is being run and organised by two organisation i.e. Educational and Employment Services. Both have their own area of excellence. The Schools have more information about the individuals, while the employment organisation is more equipped with the information about the world of work. Only a perfect co-ordination of the both is bound to yield desired results.

2.1.7 Suggested Readings

1. Arthur J. Jones : Principles of Guidance and Pupil Personnel Work.
2. Gordon: Teacher as a Guidance Worker.
3. National Employment Service in India (D.G.E. & T.) Publication. 1974.
4. Peters and Farewell-Guidance : A Development Approach.
5. R.N. Hatch and B. Stefftre: Administration of Guidance Service, Organisation, Supervision and Evaluation.
6. Shertzer, B & Stone, S.C. : Fundamentals of Guidance.
7. Stoops, E: Guidance Services : Organisation and Administration.
8. Trader: Teacher of Guidance. D.G.E. & T. Publications, Ministry of Labour, Govt. of India, New Delhi 110012.
9. Sodhi, T.S. : Guidance and Counselling (Punjabi and English).

2.1.8 Suggested Questions

1. What is the need of organizing guidance programme?
2. How teacher as a Counsellor can integrate their role in success of guidance programme?