

ELEMENTARY GUIDANCE AND COUNSELLING

**L.P. Agarwal
Ameya Ambulkar**





Elementary Guidance and Counselling

L.P. Agarwal
Ameya Ambulkar

Elementary Guidance and Counselling

L.P. Agarwal
Ameya Ambulkar

W
Wisdom Press
NEW DELHI

Elementary Guidance and Counselling

L.P. Agarwal, Ameya Ambulkar

*This edition published by Wisdom Press,
Murari Lal Street, Ansari Road, Daryaganj,
New Delhi - 110002.*

ISBN: 978-93-83318-06-3

Edition: 2022 (Revised)

ALL RIGHTS RESERVED

-
- This publication may not be reproduced, stored in
- a retrieval system or transmitted, in any form or by
- any means, electronic, mechanical, photocopying,
- recording or otherwise, without the prior permission of
- the publishers.

Wisdom Press

Production Office: "Dominant House", G - 316, Sector - 63, Noida,
National Capital Region - 201301.
Ph. 0120-4270027, 4273334.

Sales & Marketing: 4378/4-B, Murari Lal Street,
Ansari Road, Daryaganj, New Delhi-110002.
Ph.: 011-23281685, 41043100.
e-mail : wisdompress@ymail.com

CONTENTS

Chapter 1. Setting Up Counselling Services in Colleges	1
— <i>Ameya Ambulkar</i>	
Chapter 2. Understanding the Importance of Guidance: An Overview.....	9
— <i>Dr. Yukti Khajanchi</i>	
Chapter 3. A Review Study of Guidance Goals and Principles	15
— <i>Shefalika Narain</i>	
Chapter 4. Exploring the Meaning of Counselling: An Analysis.....	20
— <i>Divya Vijaychandran</i>	
Chapter 5. Providing Proper Guidance in the School: A Review Study	29
— <i>Hansika Disawala</i>	
Chapter 6. Role of Personnel in the Guidance Programme	36
— <i>Ameya Ambulkar</i>	
Chapter 7. Analysing the Counselling TechniquesUsed in Schools.....	43
— <i>Dr. Parag Amin</i>	
Chapter 8. Exploring the Concept and Importance of Guidance Services in Educational Institutions	51
— <i>Dr. Yukti Khajanchi</i>	
Chapter 9. Personal and Group Direction: Concept, Notes, Objectives and Techniques.....	58
— <i>Ameya Ambulkar</i>	
Chapter 10. Personal Guidance Advantages at School Level	64
— <i>Nikita Nadkarni</i>	
Chapter 11. Counselling Concept, Requirements and Objectives Considering in India	71
— <i>Jayashree Balasubramanian</i>	
Chapter 12. Exploring the Interview Process in Counselling.....	79
— <i>Dr. Zuleika Homavazir</i>	
Chapter 13. Investigating Different Counselling Services: An Overview of Individual Guidance	87
— <i>Alok Baptist</i>	

CHAPTER 1

SETTING UP COUNSELLING SERVICES IN COLLEGES

Ameya Ambulkar, Assistant Professor
Department of ISME, ATLAS SkillTech University, Mumbai, Maharashtra, India
Email Id-ameya@isme.co.in

ABSTRACT:

Adult counselling includes a follow-up service that may aid counselees in obtaining continuing education as well as guidance for making personal and professional modifications. Therefore, counselling is an ongoing and comprehensive process that helps individuals become more effective, Notes adjusted, and happy. Counselling services include providing knowledge and assistance in understanding oneself and others so that people may act freely, independently, and with responsibility for their own decisions and actions. Assistance with special counselling might be given in a range of areas, including career, education, social life, finances, and personal adjustment. Learning requires motivation, and counselling may be more able to help with this issue than other facets of the school/college curriculum. Motivation is the key to learning. The connection between sensation and thought is motivation. Counselling seeks to create this connection by assisting emotions in crystallizing by providing them direction, voice, and intellectual weight. It is crucial to provide counselling support and instill pertinent ideals to raise students' academic and cultural goals if academic failure is to be avoided or academic standards are to be raised.

KEYWORDS:

Counsellors, Educational Institutions, Psychological, Services.

INTRODUCTION

There are substantial psychological problems throughout the whole educational programme and procedure. If educational goals are to be achieved, they need to be taken care of. The selection and admission of students to educational institutions is one of the initial processes. What standards must be used while choosing them for admission? Everyone agrees that students vary from one another in terms of their skills, interests, attitudes, goals, and family and social backgrounds. Should students have a thorough understanding of all relevant information about their curricula? What kind of activities are necessary? "Do the students have the necessary training in the past?" Are they really interested in the topic? Relevant questions include "What is its value to them?" The parents make the topic decisions more often than the kids do. Counsellors might speak with parents about issues like choosing the right topics for their kids.

Methods of Vocational Counseling in College

A variety of techniques may be utilized to aid individuals in making sensible career decisions since there are numerous aspects that impact this decision. The decision to choose a profession is influenced by many and often intricate aspects. People often have no idea what factors contributed to their decision to choose their current profession. The decision may sometimes be influenced by occupational heritage, family tradition, and pride. People may shift between jobs until eventually, almost by mistake, one job, which was the only one available at the time, becomes their regular profession. Great respect for someone who has achieved great success or made an amazing contribution may have an impact on the decision, or the person may decide to serve because of what they believe to be a direct call from God.

There is no question that the professions selected based on any of these variables have often been excellent matches for the interests and skills of the individual, but in other instances,

they have proved terrible for both the person and the service itself. Although they could be significant supplementary aspects in certain circumstances, none of the considerations mentioned can be depended upon as an appropriate way of assistance in choosing a profession.

Organized vocational advice helps the person by giving him access to all the information that reveals his interests and skills as well as everything else necessary to comprehend the sort of employment. He is assisted in learning about the obligations and responsibilities of different professions, the working environments, the pay and benefits, and how to arrange this knowledge so that he may make decisions that are appropriate for his skills and requirements. Of course, it must be openly acknowledged that even the best-organized and best-equipped guiding programme may sometimes fall short due to the insufficiency of our current methods and approaches as well as the possibility that the person may reject the proof of his skills and interests [1], [2].

Difficulties of Vocational Guidance

Theoretically, regardless of his parents' socioeconomic standing, every young person with the necessary aptitude may strive to pursue any profession. Every year, children from impoverished families get the education and training necessary for success in a wide range of high-level professions, including medical, law, social work, teaching, research, and government service. The large number of women who have chosen professions historically held exclusively by males has been one of the most shocking examples of freedom of choice. Women have now successfully shown their aptitude in all professions and many professional vocations. One of the main challenges in vocational advice is this very freedom of choice, even if it is desired. The gradual, sluggish process of a person's occupational growth creates another challenge. Guidance for career choice cannot be completed quickly since it is a developmental process that often takes several years. What is necessary is a coordinated and organized programme in which parents, counsellors, instructors, and other students are of actual assistance both in promoting the development of maturity and in helping the student choose the career. Additionally, unique talents and goals may emerge in a young person's early years and can be expressed in numerous ways to those outside of the school. In the vocational counselling programme, both men and women from the community who work in business, industry, or a variety of professions may be included. Workers in churches are among the members of the community who should be of particular assistance in the finding of talents and interests because of their fundamental interest in character development and their contribution to society [3], [4].

DISCUSSION

It is crucial that students at specialty institutions get counselling. The existence of certain acceptable personality traits is just as important to a worker's performance in any kind of professional activity as are particular abilities and knowledges. The guidance staff must thus be well-versed in the necessary personality traits and must aid pupils in developing them. The employees of the Laboratory Institute of Merchandising in New York City have conducted a job study of the ideal character traits of a potential employee. General qualities like reliability in keeping appointments, tenacity, honesty, cooperation, and similar attributes are among the traits listed. These young women also require instruction in the development of impeccable grooming, appropriate dress, poise, dignity, adaptability to personality and job variations, the capacity to interact with and have intelligent conversations with customers about the quality, workmanship, and other aspects of products, as well as the proper understanding of lines of authority. In addition to the standard retailing studies, this school's counselling department offers classes in applied psychology, speech, clothing and grooming, and current events and

economics. The institution provides a two-year programme. For around four weeks in the first year of school, students work full-time under supervision on projects in retail companies.

Educational Counseling and Curriculum

The college curriculum is a structured collection of electives and other activities intended to advance students' skill sets. There are many different kinds of curriculum available, including general, business and vocational, and industrial arts. There are not many curricular options available to students in India. The curriculum is created to support each student in realising his or her potential and developing the capacity for self-direction. The goal of educational counselling is to improve how well the student benefits from the curriculum. Counselling is also utilised to assist students in developing effective learning strategies and techniques. The methodical organisation of educational opportunities benefits the student by giving them opportunity to have experiences that build their sense of belonging and adequacy. The educational activities provide students exploring paths to enhance their interests and skills. The educational experiences that are part of the curriculum help to build the knowledge needed for career and educational planning.

Making sure that the objectives of curriculum activities are in line with students' needs is one of the many ways that educational counselling helps to curriculum development. Another way it helps is by enabling testing, planning follow-up, and other counselling activities to contribute to the development of the curriculum. Yet another is by enabling the counsellors to help each student understand and select the courses that best suit his needs and to develop the social and vocational competencies necessary for successful living in a complex society. Additionally, administration benefits greatly from counselling in education. Counselling aids in more effectively achieving the educational administrator's interest in the smooth operation of the school or institution. However, it is important to keep in mind that counselling is largely focused on helping clients attain their own personal objectives.

The effectiveness of the initiatives in schools and colleges is hampered by a number of reasons. The main points of contention are where the practises implemented and the promises made are different. The general public, and administrators in particular, are unaware of the purposes of counselling. Naturally, the administrators want the guidance counsellors to act on their behalf even though this may go against what the individual students want. The counselling staff looks forward to the administrators' sympathetic support as well as their provision of the facilities required for the efficient organisation of counselling services. They anticipate that they will be enthusiastic about counselling courses. On the other side, the administrators anticipate that the counselling staff will act in their best interests. This often leads to a great deal of conflict and friction between the administrators and counsellors. Counsellors are expected by the administrators to manage institutional discipline and reduce disciplinary issues. The counsellors think that by planning extracurricular activities and supporting student interests, which would provide appropriate channels for both their expression and cultivation, such difficulties may be reduced. The counsellors have the correct belief that having a good understanding of the students, being aware of their issues, and making the best use of educational and preventative methods may considerably contribute to reducing indiscipline and improve the institutional atmosphere [5], [6].

Problems of Students in the Secondary Schools

The body presents the first difficulty. The look and body proportions are altered by the growth spurt in a short period of time. The young person will have to adjust to his or her new body image, which might be quite embarrassing. The alterations in bodily feelings are closely tied to body development. Now that previously unexperienced emotions are there, the person discovers that he is extraordinarily sensitive to stimuli. Freedom is the opposite side effect of

progress. The person is now an adult and wants to express his independence, but he finds it difficult to do so since he is uncertain of himself. The parents have been role models up until this point, but in the new environment of adolescence and post-adolescence, this does not instill a feeling of self-respect or self-confidence in the children. It could even make you feel less valuable. It seems sense that the teenager identifies with his classmates. His self-evaluation could be unclear, and his sense of values might not be comforting. He believes that his moral code from childhood is inappropriate in light of the current situation. It seems like young people struggle against great difficulties. As a result, they often act impulsively. Despite having the means, they lack confidence in their ability to make judgements. They could often be engaged in protracted battle. Additional issue scenarios arise in the school/college context, including:

1. The pupil who bemoans his incapacity to learn.
2. The pupil who struggles to talk in class due to anxiety.
3. The distant, unable to make friends student.
4. The pupil who repeatedly engages in neurotic, pointless patterns of activity.

There could be a number of these issues. The student lacks a clear and distinct purpose in life or a career goal since he is in a state of flux.

The learner may feel vulnerable in the unfamiliar setting since he is away from home. The majority of kids have hazy, anxious emotions that are sometimes referred to as anxiety reactions. The sympathetic attitudes of instructors may greatly assist students with their challenges and issues. The pupils would feel more secure if their issues were acknowledged and taken seriously. Because of this, the majority of students seek out their professors as sympathetic listeners. They are often forced to resort to their peers, who have no more experience or expertise than they have, since they fall short of this need. Naturally, individuals get little to no assistance, and as a result, their difficulties may worsen. This may show itself in a variety of ways, the most common of which is their inability to study. Students who have obvious emotional issues must consequently get the type of support that will ease their tensions. Students would have issues with role definition and differentiation if this were not understood. If these issues are not resolved, insecurity may grow and cause disturbing and painful experiences. He could choose to daydream instead of exerting himself in this circumstance, which might have unfavourable effects.

Adolescence is yet another challenging aspect that might cause many issues for the young people. One major issue is sexual attraction, which might become more intense and urgent in its search for ways to express itself and eventually find satisfaction. If one has just rudimentary and incomplete understanding of sex, this might turn into a very traumatic experience. Such information could cause them to act in ways that might be harmful to their adjustment and wellbeing. The majority of individuals often lack empathy for this component of the traumatic experience that teenagers go through. Counselling young people throughout this period of their life should be acknowledged as being as vital and required.

On campuses of schools, colleges, and universities, educational counselling has arisen as a field to assist students so they are not tortured by their internal conflicts, do not get cynical, and do not engage in self-destructive behaviours. The use of counselling as a beneficial programme in educational institutions is growing. Education has recently taken on a broader connotation, especially counselling, since it is becoming more and more clear that learning is ultimately individual or self-learning. The external agents, such as instructors, books, libraries, etc., may only support each student in pursuing and achieving his or her objective in line with his or her own preferences and wants. The school performs a significant, all-encompassing counselling role. The future citizen is urged to develop here into a free and

independent person. The ultimate objective of school counselling is to develop each student into a responsible person. Children are given a curriculum at school, which means they are given the right learning opportunities. Nothing in the curriculum encourages a student to take responsibility for his actions and decisions or to assist him pick his course of thought. Through exercising his freedom and experiencing a sense of accountability for his decisions and deeds, he must come to terms with who he is.

Making people competent is the goal of education. Simply taking the required course is insufficient. It does not provide individuals the means to live effectively and contentedly. Most educators are completely focused on their students and solely care about transferring information and intellectual abilities. Perhaps the more crucial issues of moulding and developing students into competent persons go unaddressed. Understanding how to learn is different from just learning something. Another facet of learning is developing sensitivity to one's surroundings and reacting to both its social and non-social components in a way that would make one feel good about oneself. The later parts of learning are what counsellors are concerned with. Teachers are focused on teaching, while counsellors are focused on learning. This makes a very important fact apparent. Learning is mostly an individual and personal endeavour, while teaching may include a group or large number of people. It is crucial that the many students who act in a self-destructive manner on our campuses get appropriate attention. They often exhibit self-perpetuating behaviours, which is self-defeating.

Decisions about College

A choice on enrollment in a post-high school institution, such as a business school, technical school, or college, must be made at the secondary school graduation. Teachers and counsellors should provide students with the necessary assistance before making a choice so difficult and important. Currently, it is probable that the issue of getting accepted for college work will be a very severe one due to the restricted facilities of colleges and the significant growth in the number requesting for admission. This implies that the grades received in the last two or three years of secondary school, as well as the quality of the work produced there, will be of utmost significance. The schools have a greater responsibility to support students who have the aptitude to succeed in such specialised training and who have the desire and ambition to pursue this specialisation due to the unprecedented demand for trained men and women in science and mathematics for increased educational facilities and scholarships.

One of the major issues that parents and high school students must deal with is choosing a college, which deserves far more thought than is often given to it. There are differences amongst colleges in terms of admission standards, price, culture, and possibilities available. Proximity to the student's residence is often a determining element. While some children do need continued family influences, others must leave home and develop their independence. Some people require a small college, while others need a big one. The fact that a parent attended the institution or that a friend—possibly a teacher or a counselor—did are two of the most popular justifications for choosing a college. The propaganda produced by almost every college and disseminated by the alumni highlights these factors. Alumni are extremely likely to suggest, "Let the others go to Podunk College," in an attempt to lure the top applicants to their school. In terms of spirit, offers, and fit for certain sorts of young men and women, colleges and universities do vary. Without carefully examining both the college and the student to see how well they complement one another, no college should be chosen. The choice should be based on the student's requirements and the extent to which the school can accommodate those demands. Other factors may then appropriately factor into the selection when two institutions are equally excellent and fit. The decision should be made based solely on the requirements of the individual since the question is just too important and significant in the lives of the young person. Students and parents should be informed about college entry

requirements well enough in advance of high school graduation to provide time to complete the required courses. The question for many people has shifted from "What college shall I choose" to "What college will take me?" at the moment due to the enormous demand for higher education and the limited facilities throughout the nation. Due to this scenario, it is now important to start making plans many years in advance and to apply to several universities rather than just one. Due to the intense rivalry that exists after a student enrolls in college, adjusting to college life and fulfilling the academic requirements of the institution are given a lot of attention. Due to this circumstance, the secondary school has a greater obligation to carefully assess the kind of college that will best meet a student's abilities and needs as well as to prepare him to adapt to the academic and social life of the college. The need of advisory services in secondary schools is strongly supported by the difficulty, significance, and complexity of judgements concerning colleges [7], [8].

Social Development and Guidance

The goal of education is to provide young people with the information, habits, and abilities they need to adapt to contemporary life and continue to improve it. It also aims to help them develop the attitudes and values they need. Although one-on-one education is practically impossible, it may be more successful than group work in terms of information acquisition and the development of practical habits and abilities. Additionally, there are some clear benefits to class or group structure for learning how to live and work together, accept limitations necessary for effective learning, respect others' rights, and collaborate with others in projects that are planned by the group and have value for everyone. Humans' innate social instinct is used in group work. Guidance plays a key role in helping young people form or choose groups that have worthwhile goals and are appropriate for the wants, requirements, and skills of the group members. The whole school should help young people with their social adaptations.

The administration, librarian, teacher, and counsellor all have a clear obligation to provide this assistance. Each student should have the impression that his instructor and every other member of the faculty who interacts with him accept him. Even if corrections, limitations, and penalties may be required, this attitude should pervade every aspect of the educational environment. Students should never hesitate to ask any member of the school staff for assistance. Everybody wants to be liked and accepted. We all want a sense of belonging, of being required and desired. Retaliation and harmful behaviours are often the outcome of nonacceptance or outright rejection. Additionally, counselling may aid with the planning of secondary school activities like student clubs. The establishment of clubs that are positive and beneficial often precludes the emergence of covert organisations with bad goals.

Many schools have clubs that are entirely conventional and no longer serve any genuine needs, despite having had a purpose in the past. Such organisations need to be shut down or have their goals altered.

A student who wants to join a particular club should be assisted in seeing the importance of acquiring the skills needed by the club and of becoming the kind of person the other members of the group would find acceptable. Club members should be assisted in realising their responsibilities for choosing new members.

A member shouldn't be accepted or rejected only based on personal preferences, where he or she resides, or even totally on the basis of the contribution they can make to the club. A consideration in the choice of the potential member should also be the assistance he can get from the organisation.

It has been proposed that the selection of new club members be based on their mental capacity relative to the other club members, i.e., a club mostly composed of students with high mental abilities should only choose students with high mental abilities. This could be beneficial in rare circumstances if the club's activities call for high skill, but this is often not the case.

According to studies, personality attributes rather than cerebral aptitude are typically used to choose who joins the team. Student organisations should be given support in realizing their importance as parts of the broader school programming and should be run and arranged in a way that benefits the whole student population, rather than just serving as self-sustaining clubs for certain subgroups of students. The finest programme of clubs, classes, and activities will not help the student who has not been guided in making the best use of his available opportunities. The issues caused by organisations and other elements in the school programme designed to increase social adjustment call for guidance services[9], [10].

CONCLUSION

Due to the greater focus on the person as the core of the whole educational process, the range of guidance has been expanded to encompass assistance with all of the individual's choices and difficulties. However, the primary issue for many young people today is still choosing a career. A variety of techniques may be utilised to aid individuals in making sensible career decisions since there are numerous aspects that impact this decision. There are many and often intricate considerations that go into choosing a profession. People often have no idea what factors contributed to their decision to choose their current profession. The decision may sometimes be influenced by occupational heritage, family tradition, and pride. Organised vocational advice helps the person by giving him all the information that indicates his interests and talents and all that are required to an understanding of the sort of job. People may wander from one career to another until they ultimately, almost by accident, choose one employment.

REFERENCES:

- [1] A. A. S. Drake, M. Hafen, and B. R. Rush, "A decade of counseling services in one college of veterinary medicine: Veterinary medical students' psychological distress and help-seeking trends," *J. Vet. Med. Educ.*, 2017, doi: 10.3138/jvme.0216-045R.
- [2] B. Y. Choi, J. H. Lee, A. Kim, B. Kim, D. Cho, and S. M. Lee, "The economic value of career counseling services for college students in South Korea," *Career Dev. Q.*, 2013, doi: 10.1002/j.2161-0045.2013.00045.x.
- [3] P. C. Francisa and A. S. Hornb, "Mental Health Issues and Counseling Services in US Higher Education: An Overview of Recent Research and Recommended Practices," *High. Educ. Policy*, 2017, doi: 10.1057/s41307-016-0036-2.
- [4] D. Nastiti and N. Habibah, "Studi Eksplorasi tentang Pentingnya Layanan Bimbingan Konseling Bagi Mahasiswa di UMSIDA," *Psikologia J. Psikol.*, 2017, doi: 10.21070/psikologia.v1i1.748.
- [5] R. G. Davenport, "The Integration of Health and Counseling Services on College Campuses: Is There a Risk in Maintaining Student Patients' Privacy?," *J. College Stud. Psychother.*, 2017, doi: 10.1080/87568225.2017.1364147.
- [6] J. P. Prince, "University student counseling and mental health in the United States: Trends and challenges," *Ment. Heal. Prev.*, 2015, doi: 10.1016/j.mhp.2015.03.001.

- [7] P. M. Sarrel and L. J. Sarrel, "A sex counseling service for college students.," *Am. J. Public Health*, 1971, doi: 10.2105/AJPH.61.7.1341.
- [8] D. Lee, S. T. Michelson, A. Elizabeth, O. E. Odes, and B. Locke, "The effects of college counseling services on academic performance and retention," *J. Coll. Stud. Dev.*, 2009, doi: 10.1353/csd.0.0071.
- [9] R. Meaney-Tavares and P. Hasking, "Coping and regulating emotions: A pilot study of a modified dialectical behavior therapy group delivered in a college counseling service," *J. Am. Coll. Heal.*, 2013, doi: 10.1080/07448481.2013.791827.
- [10] J. Mwangi and H. Otanga, "Students ' Perception and Attitude Towards the Role of Guidance and Counselling Services in Teachers Colleges in," *Int. J. Contemp. Appl. Sci.*, 2015.

CHAPTER 2

UNDERSTANDING THE IMPORTANCE OF GUIDANCE: AN OVERVIEW

Dr. Yukti Khajanchi, Assistant Professor
Department of ISME, ATLAS SkillTech University, Mumbai, Maharashtra, India
Email Id-yukti.khajanchi@atlasuniversity.edu.in

ABSTRACT:

Guidance is a continuous process that assists the individual in reaching his full potential in the direction most advantageous to himself and to society. Direction is not what guidance is. Additionally, imposing one's ideals on others is not what it is. Making decisions on behalf of others is not guidance. A person should make their own decisions. It is also not advice to take on another person's load. What may we refer to as advice in such circumstances? Considering these concepts, the definition offered by Crow & Crow has a very broad meaning: Guidance aids students in adjusting to situations in educational institutions and in the real world in the most effective way possible," the household while also assisting in the personality's overall development. Skinner asserts that guiding is a process of helping young people. individual learns to adapt to oneself, others, and circumstances.

KEYWORDS:

Adolescents, Continuous, Civilization, Guidance.

INTRODUCTION

Insight is as ancient as civilization itself. Elders in the family provided advice to the young and those in need in the prehistoric civilization. In India, advice from family elders is still sought today for concerns pertaining to education, employment, or personal matters. Unstructured, informal guidance has always been a crucial part of the educational process in all settings and at all levels. Revolutionary transformations have occurred throughout time in a variety of fields, including agriculture, commerce, industry, and medical. The social structure has become very complicated as a result of these developments in all spheres of life and our population's tremendous increase. With little understanding of the new circumstances, the head of the family or the community is ill-equipped to provide advice and counsel to today's children. As a result, specific guiding services are required. We will aim to engage you in discussion on the purpose, nature, and application of advice in India in this unit.

It is true that only a very small portion of the whole population of our country is able to solve its issues on its own without assistance from or direction from others. The majority of individuals, according to our research, lack both confidence and insight to discover solutions to their difficulties. People have always needed the occasional assistance of more senior or experienced friends to deal with the issues of everyday living in society. In traditional Indian culture, the family or community head was expected to provide the appropriate direction and counsel anytime any member of the family or community needed it. It goes without saying that informal counsel was often detrimental and deceptive to the person since it was delivered without a thorough knowledge of the issue at hand. In many spheres of life, revolutionary and evolutionary changes have occurred throughout time. The role of guiding has become very challenging because to the wide diversity of vocations, high ambitions of the populace, and occupational specialisation. Today's young cannot be guided by a family head or local community leader who has just a cursory understanding of social changes like consumerism, liberalisation, and globalisation.

The guidance movement has gained enormous popularity over the past twenty years and has inspired a lot of zeal and enthusiasm among parents, teachers, and social workers who have dedicated time to investigating its viability and utility for the general population, including school-age adolescents. Everyone is of the opinion that it is in the best interests of both the society as a whole and the individual to provide children with appropriate guidance services at various age levels in order to promote the healthy development of their personalities.

What exactly does advice mean? Let's look at what it does not imply first. Guidance is not offering directives, as Lester.D. Crow and Alice Crow effectively described in "An Introduction to Guidance" in 1962. It does not include imposing one person's viewpoint on another. It doesn't include making choices for someone else that he should make for himself. It doesn't bear the weight of another existence. What exactly is guiding if not all of these things? To quote them once more: "Guidance is aid provided to a person of any age by personally competent and sufficiently trained men or women to support them in managing their own daily activities, developing their own perspectives, making their own choices, and bearing their own burdens[1], [2].

DISCUSSION

Help, support, and ideas for advancement and pointing the way are all examples of guidance. In that regard, mentoring is a lifelong practise. All throughout his existence, man requires direction. He need it even as a young child. When a kid is born, the world is a huge, chaotic mess to which he has no prior exposure. He picks up everything from the culture. He learns how to stand up straight from his mother, how to walk from his father, and how to seek information and education from his instructor. All learning occurs via guidance. The social environment influences how well a person learns and how to adapt to it. To summarise, we can say that advice is a personalised support provided by society to the person in order to assist him adapt to his physical and social surroundings and to solve his life's difficulties.

Nature of Guidance

You already know that advice is a helpful service. By its very nature, guidance is a self-centered, analytical, and multidimensional activity. It requires dual comprehension. The first is having a current grasp of one's own talents, accomplishments, interests, motivations, behavioural patterns, and social, cultural, and economic background. Second, it involves comprehending the true nature of one's environment, the educational and professional options it offers, as well as its various skill and achievement needs. It is possible to define guidance as the process of connecting these two sorts of knowing so that they take on new significance in the person's life.

Scope of Guidance

The guidelines' purview is overly broad. "Guidance touches every aspect of an individual's personality—physical, mental, emotional, and social," according to Crow & Crow. It is focused on every facet of a person's attitudes and behavioural tendencies. It aims to support the person in integrating all of his activities in light of his inherent potential and available natural resources. Any individual in need may be led. This may include people who are distinct in terms of their age, hobbies, personality, and other traits. The reach of leadership is extensive. In light of modernization and industrialization, it has a very broad reach and is constantly expanding. As daily living becomes more complicated, the issues that need professional assistance are multiplying quickly. The range of advice is expanding horizontally to include a large portion of the social backdrop, issues of professional reputation, and a wide range of social trends and economic growth. "As now interpreted, guidance touches every aspect of an individual's personality—physical, mental, emotional, and social," say Crow & Crow with

authority. It is focused on every facet of a person's attitudes and behavioural tendencies. It aims to support the person in integrating all of his activities in light of his inherent potential and available natural resources.

The importance of advisory services in schools has been emphasised by the Kothari Commission. The commission shared this opinion about the scope of the guidelines. "Guidance services have much more to offer than just helping students make decisions about their careers and educational paths. The goals of guiding are developmental and rehabilitative; they include assisting students in making the optimal adaptations to their personal and institutional environments.

Therefore, guidance should be seen as a crucial component of education. With the development of science and technology, the scope of guiding has expanded, covering all areas of life and offering facilities for it. It will be difficult to surround it with a fence as a result. When talking about the range of assistance, we could consider certain specialty or niche areas of guidance. Despite the fact that the guiding programme is directed at the full person, viewed as a cohesive whole. A person's issues may be generically categorised as personal, professional, and educational [3], [4]. The following elements contributed to the growth of the guidance's application:

Complex nature of personality

Numerous conflicts are brought on by industrialization, including changes to jobs, workplaces, social and physical environments, and technological and modernising improvements. Guidance is necessary to deal with all of these. As a result, the range of counselling in the area of adjustment to practically all aspects of life has expanded.

Complexity of Occupation

Many new professions are emerging as a result of industrialization, automation, and cybernetics. And a few outdated professions are disappearing. A typical American guy changes jobs seven times over his lifetime. The tendency is inevitable since the development process calls for very sophisticated and complex vocations that need a higher level of education and extensive training. The breadth of advice will undoubtedly expand due to its complexity in a variety of ways.

Complexity of Training

In order to effectively address these issues with the aid of guidance, new occupations, new forms of training, new study programmes, the usage of new machine types, and most importantly preparing oneself for work in a changing world, must all be addressed. The goal of counselling will be to place the appropriate person in the right position.

Increasing Areas

With time and the complexity of situations, researchers like Brewer have developed around ten categories of guidance, including education, employment, religion, family relationships, citizenship, free time and recreation, personal well-being, proper action, collaboration, and cultural action. The need for advice will increase as society becomes more complicated, it remains a truth.

Migration

People relocate from one state to another state as a result of the industrialization process. In India, the states vary greatly in terms of their marital customs, religion, culture, way of life, and clothing. When people transition from one social setting to another, adjustment problems

become acute and need assistance. Similar forms of transition issues are present when individuals move from one nation to another for career, school, or training, when assistance may be necessary.

The Expansion of Education

The day when education was solely available to the wealthy few is long gone. Today, education is a national asset, and helping people find the correct jobs requires a lot of advice.

Areas of guidance

The range of assistance is broken down into a number of categories depending on the requirements of the person. Educational advice, career guidance, personal guidance, social guidance, career guidance, and health guidance are some categories for these domains. Guidance is therefore a constant, intricate, dynamic, and all-encompassing process. Guidance addresses both personal issues and issues related to school, employment, and other issues. Anywhere and in any medium, including periodicals, books, and communication, guidance services may be offered.

Objectives of Guidance Objectives of Guidance At Primary Stage

At the elementary level, guidance is included in every action. At the elementary school level, children's health needs to get specific care. The roles of a teacher, guidance counsellor, school, staff members of the medical service, and school social service professionals must all be coordinated at this point. All of these people support the development of correct attitudes towards academic activities as well as the acquisition of the fundamental information and abilities needed for elementary education. These are now the goals of counselling as well. A youngster must make several coordinations when they leave home and join the school setting. A child's school atmosphere is highly all-encompassing. The youngster interacts with a variety of people at school, including students and instructors. Additionally, the youngster doesn't feel secure at school, which causes extreme dread, hesitation, and suppression. Children who are totally reliant on their parents have more challenges. Up until fifth grade is in the primary stage. The kids settle in to the school at this time. They get entrenched in the school gradually, and they see themselves as respectable students. These kids experience suffocation as they go from the elementary level to the upper stage. Sometimes, early-stage behaviours seem like a joke. The new school has no established customs, regulations, or administration. When this occurs, the guidance worker designs the guidance programme to get the primary-aged kids ready for the next level of education. For example, she arranges for primary-aged kids to visit high schools, invites high school teachers to primary schools, and explains the application process. Putting them into high schools when they graduate from elementary school, acquainting them with the high school curriculum, etc[5], [6].

Objectives at College and University Stage

When a young person enrolls in college, they mature into full-fledged young adults with distinct personalities. Some of them have definite goals. Some people start to feel responsible. They take their studies extremely seriously because they understand what success and failure represent. However, some people are unable to comprehend the value of a college degree. They don't know what they can do when they enrol in college. After being accepted into the institution, they encounter several challenges. They believe that their education is useless. They enrol in college without having any goals because of this. In these cases, the goal of the college guidance programme is to promptly address the requirements of students who are unable to advance in college affairs and who may utilise their potential in their activities to provide adequate educational facilities. The goal of advisory services at colleges should also aim to assist students in making topic choices that will allow them to specialise,

since these specialisations aid students in developing their future career goals. Similar to this, additional goals of the advice service include setting up tutorial programmes and assisting students in moving forward while reading library materials.

The aims, character, and scope of a college education should be explained to the students before they begin their studies at the institution. The students should be educated about the many amenities available in the institution, such as the library facilities, in accordance with other guidance service goals. If such is not notified, it would result in the time being wasted by the student. This gives the impression that the roles and guiding principles of high, upper secondary, and college stages are similar to one another. As a result, the following format may also be used to give the direction of goals at the college and university stage [7], [8].

Teachers as a Guidance Functionary

There are six key functions that educators may fill. The first two are founded on the connections that instructors develop with their pupils. Teachers need to pursue their own professions. They have decided whether to attend university, what to study, and what professions to take. Young individuals may benefit from their experiences. Teachers should be having career dialogues, but it's important to deliver these ideas carefully since what works for the teacher may not work for the children. Additionally, teachers have a strong pastoral responsibility. Young people come to them as trusted adults with questions and problems, many of which have to do with goals for the future. It's crucial to discuss these topics with young people in a manner that gives them flexibility. Teachers must be prepared to provide guidance when making judgements about a student's future in the context of their career. Teachers should be suggesting professionals and other experts to young people. The following two positions place greater emphasis on instruction. The world of work may be connected by teachers to their topics. For instance, emphasising how a certain scientific method is used in research or industry might raise students' perceptions of the relevance of curriculum. Similar to how a study of publishers' roles in English literature might help readers better appreciate the work. This is also a great opportunity to include companies and professionals by asking them to discuss how they use the information and skills taught in the curriculum. Teachers may use their pedagogical expertise to provide career learning as well. Although it is a unique field with its own body of knowledge, career education may be strengthened by links to curriculum and extracurricular topics like writing and communication skills.

The last duties have to do with who runs this department in the school. Other nations have created an intermediate leadership position called a career leader, who is in charge of leading this branch of school curriculum. They could be in charge of managing career professionals or closely collaborate with the PSHE team. They should also be prepared to speak on behalf of the school to employers and post-secondary education providers. Training and compensation are necessary for this position. It is a role that, if developed effectively, might lead to senior leadership and provides significant experience throughout the whole school as well as the potential to make relationships outside of the walls of the classroom [9], [10].

CONCLUSION

The best possible adjustment to the present circumstances in the school setting, at home, and in the community is assisted by guidance for the kids. It helps the learner accept the aspects of life they cannot alter and distinguish between aspects of life they can and cannot change. At the elementary school level, guidance programmes must assist students in making successful starts, making wise plans, getting the most out of their education, and being ready for secondary schools. When recognizing children's specific requirements and diagnosing problems, educational advice must be employed. At the secondary level, educational advice

should assist students in developing a better understanding of who they are, various school characteristics, choosing the right courses, learning about various educational options, and developing excellent study habits. The students should be assisted in learning about the career implications of different academic courses. At the tertiary level, educational advice must inform students about the goals and scope of higher education and assist in motivating their studies. Every college or institution has to have a counselling department that offers the necessary services.

REFERENCES:

- [1] E. T. Stoeckli, "Understanding axon guidance: Are we nearly there yet?," *Development (Cambridge)*. 2018. doi: 10.1242/dev.151415.
- [2] M. Demir and G. Can, "Counseling and Guidance Understandings of Guidance Teachers and Their Attitudes Towards Counseling and Guidance," *TED EĞİTİM VE BİLİM*, 2015, doi: 10.15390/eb.2015.3864.
- [3] I. Kurniawati and E. Nusantara, "Pemahaman Guru BK Terhadap Evaluasi Program Bimbingan dan Konseling," *Indones. J. Guid. Couns. Theory Appl. IJGC*, 2015.
- [4] B. W. Tatler, "Current understanding of eye guidance," *Vis. cogn.*, 2009, doi: 10.1080/13506280902869213.
- [5] N. Sykes, "One Chance to Get it Right: Understanding the new guidance for care of the dying person," *Br. Med. Bull.*, 2015, doi: 10.1093/bmb/ldv030.
- [6] B. A. Habsy, "Seni Memahami Penelitian Kuliitatif Dalam Bimbingan Dan Konseling: Studi Literatur," *JURKAM J. Konseling Andi Matappa*, 2017, doi: 10.31100/jurkam.v1i2.56.
- [7] K. S. Taber, "The Use of Cronbach's Alpha When Developing and Reporting Research Instruments in Science Education," *Res. Sci. Educ.*, 2018, doi: 10.1007/s11165-016-9602-2.
- [8] M. Demir and G. Can, "Sinif Rehber Öğretmenlerinin Psikolojik Danışma ve Rehberlik Anlayışları İle Psikolojik Danışma ve Rehberliğe Yönelik Tutumları," *Eğit. ve Bilim*, 2015, doi: 10.15390/EB.2015.3864.
- [9] M. Yusuf, E. K. Sari, M. Supratiwi, and A. Anggrellanggi, "Performance of shadow teachers in inclusive schools in Indonesia viewed from working understanding, appreciation of work and career guidance," *Int. J. Educ. Econ. Dev.*, 2018, doi: 10.1504/IJEED.2018.096039.
- [10] W. G. Wadsworth, "Understanding axon guidance: Attraction, repulsion, and statistical physics," *Neural Regen. Res.*, 2015, doi: 10.4103/1673-5374.152360.

CHAPTER 3

A REVIEW STUDY OF GUIDANCE GOALS AND PRINCIPLES

Shefalika Narain, Professor

Department of ISME, ATLAS SkillTech University, Mumbai, Maharashtra, India

Email Id-shefalika.narain@atlasuniversity.edu.in

ABSTRACT:

The identification of individual differences is the cornerstone of the guiding philosophy. Not only do the people vary, but they also differ greatly and in many different ways. No two people are the same. Their genetic potential, innate physical, mental, and intellectual abilities, hereditary potential, capacity for success, and interests, aptitudes, wants, needs, and ambitions are different. There are variations in development rates, socioeconomic backgrounds, how genetics and environment interact, and how people respond to their own, other people, and psychological requirements. Since there are disparities across groups and sexes in terms of interests, aptitude, attitudes, and approaches, guidance should cater to all types of people. When creating a guidance schedule or plan, the philosophy of guiding understands the significance and function of these distinctions. We'll go through the main objectives and guiding principles of guidance.

KEYWORDS:

Assistance, Goals, Identification, Principle.

INTRODUCTION

The three main components of the guiding programme should be career planning and exploration, self-awareness, and educational/career development, including effective employment-seeking and employment-retention abilities. The curriculum's goal is to provide organized learning opportunities delivered via activities in big and small groups as well as on an individual basis. The counsellor is in charge of implementation, with the assistance and support of the professors and staff.

Individual Planning

1. The guidance program's individual planning section should provide counselling and guidance services that aid students in creating their own life and career plans. When possible, aims and objectives in this area are often offered on an individual or small group basis with the aim of assisting each person in developing his or her personal, academic, and professional aspirations.
2. Individual assessment, placement, individual evaluation, and implementation techniques are some examples.
3. As part of the process of life-career planning, students will be able to evaluate their aptitudes, competencies, and interests.
4. Students will be able to set educational, professional, and personal objectives by using self-evaluation data in conjunction with existing educational and vocational data.
5. Students will have the tools they need to transfer from school to job or postsecondary education or training.

Philosophy of Guidance

There are some points about the philosophy of guidance.

1. Everybody sometimes needs help weighing their options, coming to a conclusion, and formulating a plan of action.

2. All kids should have access to school guidance programmes, regardless of their colour, creed, sex, ability, accomplishments, or goals; every person is valuable and should be recognized for their unique distinctions.
3. Each student should have access to individual counselling as required, and the counselling relationship should be kept private unless the counsellor has authorised disclosure or when it is necessary to do so in an emergency to protect the patient or others.
4. All pupils should have the chance to grow in self-awareness and acceptance as well as their capacity for empathy.
5. All students need a thorough awareness of the workplace in order to make informed judgements about their future careers.
6. All students must learn to appreciate the contributions that all professions make to society and to comprehend how gender affects employment and careers.
7. Everyone has to be informed of the many professional options.
8. It's important for all pupils to have decision-making skills.
9. If they choose not to continue their education at a college or vocational school, all students must be able to find employment after graduation.
10. All pupils require help with developing fundamental abilities and learning/studying skills[1], [2].

DISCUSSION

The goal of guidance is to assist one in adjusting to the skills, interests, and demands of society. In other words, guiding is assisting someone in moving in the desired direction and orienting themselves in accordance with the requirements and needs of a changing world and society. At the elementary school level, the emphasis of guidance is on helping students integrate such fundamental social elements as family, home, school, religion, and peer connections. These are the energies that the kids' adolescence is built upon, and they combine to create a harmonic whole. Secondary guidance services have as their focus the assistance given to the students to develop themselves according to their potentialities and opportunities in the area of educational planning, career choice, interpersonal relationships, and interpersonal acceptance. At the primary school level, it is centrally focused upon differentiating aspects of these forces as they effect the students' knowledge, acceptance, and direction of himself/herself. Therefore, the goal of guiding is to increase a person's capacity to comprehend and manage self-situational relationships for higher social usefulness and personal happiness, which includes students, teachers, parents, etc.

Principles of Guidance

Understanding the concepts and the definition of advice on which the guidance process is founded is crucial for effectively organising a guidance programme. Running this code is simple if you understand these fundamentals. On the guiding principles, not all educationists agree. For instance, Jones has listed five guiding principles, Humphrey and Traxler have listed seven, and Crow and Crow have listed fourteen[3], [4]. Some concepts are universal. The following principles are universally accepted as sound:

1. **Individual Study and Evaluation:** The Guidance programme cannot be implemented unless and until accurate data on each participant is gathered. As a result, it is crucial to evaluate the person, investigate him, and carry out research-based activities in order to get such information. A cumulative record must be submitted to the guidance programmers in order for the programme to be executed. This gives the guidance counsellor a detailed picture of a student's accomplishments and growth. This notion states that using well-chosen standardized exams to research and evaluate a person is

highly beneficial. With the use of these exams, we may get information about a person's accomplishments, hobbies, and mental capabilities. Maintaining information like a cumulative record is essential for guiding.

2. **Advice Programme Evaluation:** It is important to periodically assess the advice programmes offered in schools. It is important to examine how the guidance programme has changed people in order to determine its effectiveness. The programme would be deemed ineffectual overall if these modifications weren't seen. Thus, for guidance professionals to be successful, they must adhere to the assessment of guidance programme premise.
3. **Responsibilities of Skilled Workers:** In the guiding programme, solutions to the individuals' unique difficulties are tested. The effectiveness of this programme will be called into doubt if it is not carried out by trained individuals.
4. **Duty of instructors and Principals or Headmasters:** The guiding programme should not be the exclusive duty of instructors; the principle or headmaster should also partake in this obligation. If they are given defined duties inside a guiding programme, the programme may run more smoothly.
5. **Guidance's Benefit:** Guidance should be available to everyone, not only those who show a direct need for it or demand it. But those who may profit from it directly or indirectly should also get the benefits of advice. Therefore, the range of its benefit should be greater.
6. **Guidance by a Trained Person:** In order to complete the guidance process, a trained person should be responsible for all aspects of advice. This will allow the programme to be carried out after contacting the relevant parties and departments. A flexible programme of guidance is necessary since societal and individual requirements might vary. Because of these variations, the guiding programme should be extremely adaptable in order to make the appropriate adjustments.
7. **Concerning Every Aspect of Life:** Men are sociable creatures. There are several facets to a social being's existence. All of these facets of life should be included in the guiding curriculum. The numerous facets of life include those that examine a person's bodily and mental hygiene, his or her family, school, social needs, and occupational requirements, among other things.
8. **Collaboration amongst Related Parties:** Given the current scenario, several problematic conditions arise. It is crucial to foster a sense of teamwork among those engaged in the counselling job if these issues are to be solved.
9. **Preference for All-Round Development:** It is critical to fully develop a person's personality in order to achieve full personality development. As a result, the guidance service should adhere to the idea that a person's whole development is important.
10. **Stage-based guidance:** Despite the fact that no two people are alike, they all exhibit similarities and differences. In order to provide children, adolescents, and adults the aid they want, guidance has to be given in accordance with their requirements.
11. **Assist in Achieving helpful Goals:** The goal of the guiding programme should be to help a person accomplish helpful goals; thus this programme should be carried out from this perspective.
12. **A Lifelong Process:** Guidance is a lifelong process that is continual.
13. **Guidance's Attitude:** Guidance is a programme that exhibits its attitude in both the curriculum's contents and its teaching strategies.
14. **Advice for all:** The fundamental tenet of advice is that it should be available to everyone since guidance is necessary at every stage of life. Practically, the idea that only those who are socially awkward should get coaching was evolved. However, owing to various challenging circumstances, advice service is only available to individuals who discontinue their studies or continue to fail. However, in accordance

with this theory, the capability of guidance should be extended to the maximum persons. Every member of the society is to be made felt that there is sufficient provision of guidance service for him[5], [6].

15. **Guidance is a Life Long Process:** Guidance is a life-long process because it is required at each step of life. At each step, a person has to face various problems. With solving these problems person cannot step forward. Similarly, guidance should not be for any particular age-group. It is for all age-groups. The occurrence of problems in life and efforts for their solution are natural. Hence, the need of guidance always persists.
16. **Acceptance of the Worth of the Individual:** The society consists of persons. If the society is not made strong it will lag behind. The prestige of each member of the society has to be accepted which is very important. For this, equal opportunities should be made available to each member of the society so that his personality may develop. It is the aim of guidance to let an individual move towards development according to his energies and capacities. Hence, by insisting to provide opportunities for expression according to education, profession, family, abilities and capacities, we accept the worth of a person[7], [8].
17. **Guidance should be based on the Objective Analysis of Data:** Data are collected in guidance programme. These data are related to the various aspects of life. We can reach to guidance only by analysing these data objectively. In order to solve a problem objective analysis of data is very essential. Without this, nothing can be concluded. In the absence of this, the entire guidance process seems to be meaningless. Hence, it is essential to make available data to the guidance worker related to the guidance seeker so that after analysis, something can be concluded.
18. **Importance should be given to Individual Differences:** It is a well-known fact that all persons are not alike, even twins show many variations. We can measure or assess various aspect of a person's personality by different tests. These variations cannot be overlooked in a guidance programme and this should not be done. Various factors are responsible for these variations and we can observe various effects of these variations on a person's personality. From this point of view, it becomes necessary to study these variations in detail before starting guidance work in order to solve the problems of an individual. On the basis of the results of these studies, an outline of counseling for problem-solving and an individual's development should be prepared. This principle includes both the individual differences created by heredity and environment. Both of these variations are important.
19. **Consider most of the Individuals as Normal Persons:** According to this principle, the majority of the persons seeking guidance should be considered as normal persons and it should be ensured that every normal or abnormal person may take advantage from guidance. Often this thinking develops that the guidance should be given to those persons only who are in some problem. It is not true that the guidance programme is only for problematic children. An attitude of equality for all the pupils should be developed[9], [10].

CONCLUSION

The goal of guidance is to assist one in adjusting to the skills, interests, and demands of society. In other words, guiding is assisting someone in moving in the desired direction and orienting themselves in accordance with the requirements and needs of a changing world and society. At the elementary school level, the emphasis of guidance is on helping students integrate such fundamental social elements as family, home, school, religion, and peer connections. These are the energies that the kids' adolescence is built upon, and they combine to create a harmonic whole. Secondary guidance services have as their focus the assistance

given to the students to develop themselves according to their potentialities and opportunities in the area of educational planning, career choice, interpersonal relationships, and interpersonal acceptance. At the primary school level, it is centrally focused upon differentiating aspects of these forces as they effect the students' knowledge, acceptance, and direction of himself/herself. In a democratic society like ours, counselling and education have the same goals. Similar to schooling, counselling services

REFERENCES:

- [1] FDA, "Guidance for Industry - Quality Systems Approach to Pharmaceutical CGMP Regulations," *Risk Manag.*, 2006.
- [2] K. Shen and C. W. Cowan, "Guidance molecules in synapse formation and plasticity.," *Cold Spring Harbor perspectives in biology*. 2010. doi: 10.1101/cshperspect.a001842.
- [3] K. E. Alter and B. I. Karp, "Ultrasound guidance for botulinum neurotoxin chemodenervation procedures," *Toxins*. 2018. doi: 10.3390/toxins10010018.
- [4] R. Schwartz and A. A. Schäffer, "The evolution of tumour phylogenetics: Principles and practice," *Nature Reviews Genetics*. 2017. doi: 10.1038/nrg.2016.170.
- [5] R. Weymouth and J. Hartz-Karp, "Principles for Integrating the Implementation of the Sustainable Development Goals in Cities," *Urban Sci.*, 2018, doi: 10.3390/urbansci2030077.
- [6] M. Yasir, M. Asif, A. Kumar, and A. Aggarwal, "Biopharmaceutical classification system: An account," *International Journal of PharmTech Research*. 2010.
- [7] S. Maes and P. Karoly, "Self-regulation assessment and intervention in physical health and illness: A review," *Appl. Psychol.*, 2005, doi: 10.1111/j.1464-0597.2005.00210.x.
- [8] L. M. Padilla, S. H. Creem-Regehr, M. Hegarty, and J. K. Stefanucci, "Decision making with visualizations: a cognitive framework across disciplines," *Cognitive Research: Principles and Implications*. 2018. doi: 10.1186/s41235-018-0120-9.
- [9] T. Hibi *et al.*, "The 5C concept and 5S principles in inflammatory bowel disease management," *J. Crohn's Colitis*, 2017, doi: 10.1093/ecco-jcc/jjx085.
- [10] D. Laffoley *et al.*, "An introduction to 'other effective area-based conservation measures' under Aichi Target 11 of the Convention on Biological Diversity: Origin, interpretation and emerging ocean issues," *Aquat. Conserv. Mar. Freshw. Ecosyst.*, 2017, doi: 10.1002/aqc.2783.

CHAPTER 4

EXPLORING THE MEANING OF COUNSELLING: AN ANALYSIS

Divya Vijaychandran, Assistant Professor

Department of ISDI, ATLAS SkillTech University, Mumbai, Maharashtra, India

Email Id-divya.vijaychandran@atlasuniversity.edu.in

ABSTRACT:

The most crucial component of the guidance programme is counselling. Contrary to common belief, counselling has a different connotation in the professional context. Let's now go a little further into the definition of counselling. We will examine the many definitions of counselling for this reason. It will assist us in making the notion clear. According to a common definition, individual counselling is a one-on-one, personal relationship between two people in which the counsellor, using that relationship and his unique skills, creates a learning environment where the counselee, a typical person, is assisted in getting to know himself and his present and potential future situations so that he can utilize his qualities and potentialities in a way that is both satisfying to himself and beneficial.

KEYWORDS:

Counsellor, Counselling, Psychotherapy, Potentialities, Professional Context.

INTRODUCTION

Counselling is the most important part of the guiding process. Contrary to popular misconception, therapy has a distinct meaning in a professional setting. Let's continue discussing the definition of counselling a bit further. For this reason, we shall look at the many definitions of counselling. It will help us make the idea more apparent. Individual counselling is typically defined as a one-on-one, personal relationship between two people in which the counsellor uses that relationship and his special skills to create a learning environment where the counselee, a typical person, is helped to become aware of himself and his present and potential future circumstances so that he can make use of his qualities and potentialities in a way that is both satisfying to himself.

It is said that counselling is a unique helping relationship in which the client is given the opportunity to learn, feel, think, experience, and change in ways that he or she thinks is desirable. According to counselling is "an interaction process that facilitates meaningful understanding of oneself and environment and results in the establishment and/or clarification of goals and values for future behaviour. Cottle and Downie defined counselling as "the process by which a counsellor assists a client to face, understand, and accept information about himself and his interaction with others, so that he can make effective decisions about various life choices" in 1970. defined counselling as the professional contact between a licensed therapist and a client. The purpose of this relationship, which is typically one-to-one but occasionally involves more than two people, is to assist the client in comprehending and clarifying his perspective on his life space so that, in the situations in which he has a choice, he can make decisions that are meaningful and informed and consistent with his essential nature. This definition describes counselling as a relationship, a technique designed to aid clients in decision-making, and an underlying process. Learning, personality development, and self-awareness are examples of factors that may improve choice-making and lead to improved role perception and conduct. At the 2010 American Counselling Association convention, when 31 organizations were represented, 29 organizations reached accord on a definition of counselling:

According to Kaplan counselling is a professional partnership that enables varied people, families, and groups to achieve their objectives in terms of mental health, wellbeing, education, and employment[1], [2]. Counselling is an interaction in a therapeutic setting that focuses mostly on a discussion about relationships, beliefs, and behaviour (including feelings), through which the child's perceived problem is clarified and framed or reframed in a suitable or useful way, in which new solutions are generated, and in which the problem takes on a new meaning. Counselling is the ethical and skillful use of a relationship to promote self-awareness, emotional growth, and the best possible use of one's own resources. The main objective is to provide people the chance to strive towards leading more contented and productive lives. It is clear from the several definitions provided above that counselling requires a connection. It includes a partnership between a person seeking assistance and a qualified, professionally trained counsellor. This is not a casual, straightforward, or professional connection. It is distinguished by warmth, comprehension, acceptance, and trust[3], [4].

DISCUSSION

Studying the connections between counselling and certain other professions is crucial for a better knowledge of therapy.

Counselling and Psychotherapy

Psychotherapy and counselling are often used interchangeably. Professionals disagree on whether these two words have the same meaning or a different one. However, the majority of the literature would note that whereas psychotherapy entails long-term consultation and treatment, counselling refers to short-term mental health care. Counselling addresses emotional pain brought on by the present circumstance. Counselling sessions can help children who are experiencing emotional distress due to the loss of a parent, exam failure, or a group of children who have all been affected by a disaster that poses a threat to their lives, such as a civil war or earthquake. When a person feels emotional disturbance, suffering over an extended period of time, and patterns in their conduct start to appear, psychotherapy might be helpful. In these situations, psychotherapy aids in addressing the underlying issue and assists the client in searching deeply inside for deeply ingrained ideas, attitudes, and thinking processes that may have led to the disturbed state of mind.

In essence, psychotherapy aids the patient in comprehending oneself, identifying the underlying reasons of difficulties that have emerged, and coming to a new knowledge of their past experiences. The choice of the professional term "counsellor" or "psychotherapist" may be influenced by professional training, the preferences of other coworkers, and the responsibilities being completed. Counselling in educational contexts may incorporate psychotherapy or vice versa. Some people are trained to just provide information and advice about ramifications. Children shouldn't be treated utilising psychotherapy methods or strategies. Counsellors who lack the necessary training may be useless or even harmful to the kid. Despite the foregoing characteristics, it is quite challenging to differentiate these two disciplines. More similarities exist than differences. In both cases, the goal is to help the individual enjoy a more balanced and fulfilling life. The client-therapist/counsellor interaction is crucial to the success of both counselling and psychotherapy. Counselling also closely resembles psychotherapy when dealing with serious emotional problems[5], [6].

Guidance and Counselling

The phrases counselling and guidance have often been used interchangeably. These words are often used interchangeably by laypeople and sometimes even by counsellors. Counselling and guiding are two distinct but connected procedures. Counselling is a part of the more thorough

process of guidance. In addition to counselling, guidance services provide a wide range of additional services. We may argue that the most significant and specialized service in the whole guiding course is counselling.

Instruction and Counselling

Instruction is a word that is closely linked to counselling. There are several distinctions between counselling and teaching. When someone gets instruction, they are often required to follow it, however when someone receives therapy, they are not required to behave in accordance with whatever the counsellor says. In therapy, nothing is really instructed. Similar to this, even if a person's growth is education's main goal. The primary goal is to learn a topic, skill, etc. However, this is not the case with counselling. Additionally, although the instructional plan is time-bound and organized, therapy is not, and there is no set time limit for counselling either.

Advice and Counselling

Sometimes counselling is mistaken for offering advice. It is essential to clear up this misunderstanding. Counsel is requested with the belief that one will be informed what to do, and counsel is given with the conviction that one will do as instructed. The individual asking for guidance is not truly in charge of the decision and its outcome. It is not always required for the person taking action to comprehend every aspect of that activity. Contrarily, the key element in counselling is the very comprehension of all pertinent aspects. Additionally, while offering advice, the advisor makes choices on behalf of the client, but during counselling, the client is alone in charge of making decisions. As a result, the counsellor bears complete responsibility for all of his or her acts. Giving advice might be an occurrence that just lasts for a short encounter. However, therapy is a process.

The Purpose Of Counselling

Many people believe that counselling is a cure-all, but this is untrue. People may have wildly varying and unreasonable expectations for therapy. This ultimately resulted in disappointment. Lack of knowledge of the precise objectives of therapy is what has led to this situation. The following list includes some of the main goals of therapy that are commonly understood by counsellors:

- 1) Achievement of positive mental health an individual is said to have positive mental health when he/she is able to relate meaningfully with others and lead a fulfilling life. He/she is able to love and be loved. One purpose of counselling is to help the individual to attain this state.
- 2) Another purpose of counselling is to help the individual to come out of a difficult situation or problem. It must be remembered that the individual is only assisted and finds his/her own solution for the problems.
- 3) Ability to make right and timely decisions is crucial for success in life. One major goal of counselling is to make the individual capable of making independent decisions. Counsellor may assist the individual by providing necessary information or clarifying the counselee's goals, etc. but the decision should be taken by the counselee himself/herself.
- 4) An effective person is one who is able to control impulses, think in creative ways and has the competence to recognize, define and solve problems. It can be seen that these different goals are not exclusive. These are all interdependent and overlapping.
- 5) For development, change is always necessary. Counselling helps individuals to make changes in their attitudes, perceptions or personality.

- 6) Another aim of counselling is to help in modifying the behaviour. Removal of undesirable behaviour or self-defeating behaviour and learning desirable behaviour is considered necessary for attaining effectiveness and good adjustment. The behaviourally oriented counsellors are the chief proponents of this view.

The Major Approaches to Counselling

Any profession's practice is predicated on a set of ideas and presumptions known as a theory. Counselling is no different. Despite the fact that several complex hypotheses have been put out, there is no one hypothesis that completely accounts for therapy. Therefore, since it is a more complete concept, the term "approach" is often chosen. An approach offers a logical justification for choosing a certain counselling style, a clear explanation of the counselling process' objectives, etc. The three main methods of counselling are as follows. The three approaches are eclectic, non-directive, and directive.

The Directive Approach

This method envisions the counsellor playing a more active role, as the name suggests. To assist the counselee in coming up with solid solutions, the counsellor uses several levels of guidance. Additionally, counselees are assisted in finding quicker answers to their issues via the counselor's own specialised expertise and experience in scientific diagnosis and data analysis. The advocate of this strategy, E.G. Williamson, claims that the counselee's capacity for self-regulation is inversely correlated with the need for guidance from the counsellor. Although as the therapy process moves on, the therapist has the primary duty for coming to a solution. Counselees are constantly urged to take on greater self-management responsibilities. This method assumes a more intimate relationship with the counselee in which the counsellor works to mentally identify with the counselee so that he or she may be better understood.

Counselling Steps

There are six phases in directive counselling. They are listed below.

Evaluation

This entails gathering the information required for a complete knowledge of the customer from a variety of sources. This includes giving psychological testing, among other things. However, these tests and form-filling should not stand in the way of the counsellor and counselee and their significance should be kept to the point where it provides a greater understanding of the counselee.

The synthesis

This refers to compiling and arranging the information thus received to show the counselee's assets, obligations, adjustments, and misadjustments. This also contains the information gleaned from psychological tests.

The diagnosis

In this stage, judgements are made on the kind and progression of the difficulties the counselee/client is displaying. Here, inferences are drawn from the outcomes of psychological testing, the distribution of surveys, etc.

The outlook

This refers to projecting the issue of the counselee's future path of development in light of past judgements.

Counselling

The most crucial and time-consuming phase in the whole procedure is this one. The counsellor's knowledge is most required at this point. The method of teaching and learning is very individualized. Direct instruction via clear explanations, aid in looking for relevant skills, hobbies, etc. might all be used to shed light on the counselee's issues. Sometimes the therapist offers kind, reassuring feedback while listening. Additionally, it could include practise sessions in which the client plays out the appropriate behaviour while receiving the counselor's loving support. As a result, to the extent that his or her talents and circumstances permit, he or she acts as his or her own teacher. By reinforcing and retraining these effective behaviours, success is thereby attained, which in turn creates an adjusted way of life.

Assisting the student in self-appraisal, or understanding his or her interests, reasons, and talents, is therefore a key component of counselling (b) assisting him or her in developing a plan of action that makes use of the talents and potentialities that have been recognised; and (c) building an adaptable way of living. Self-perceived data and data from external appraisals are required in order to assist the counselee in self-appraising. The best source of a particular piece of information is often the counselee himself. However, the counsellor should also provide any facts discovered during an analysis or diagnosis. The counsellor should take care to avoid giving the impression that they are both equally ignorant, however. The processes used by the counsellor in making their analysis, diagnosis, etc. are not specifically documented. However, a general concept is offered to the counselee. He or she should avoid taking a dogmatic stance instead helping the counselee with their theoretical knowledge, experience, and judgement. The counsellor must never come across as unsure of themselves since this will make people lose faith in them. He should keep the case facts up to date and diversified while taking cues from the counselee's shifting verbal and visual emotions. As a result, the counsellor works with the counselee to develop a sound case analysis and a successful plan for changing adaptive conduct.

Follow-up

Continuation is crucial in directing counselling. Currently, the client may be able to resolve the issue with the counselor's assistance. However, follow-up is necessary to make sure that the client is capable of handling the issue if a new problem arises or the prior one reappears. In order to go ahead in life, the client needs the counselor's assistance in understanding her strengths and weaknesses [7], [8].

Non-directive Counselling

This method allows the client to thoroughly explore his or her own ideas and emotions without any fear or pressure from the therapist. Thus, the counsellor serves as a catalytic agent by helping the counselee recognise his or her potential. In this case, the client is the source of information, and the client, not the counsellor, is ultimately responsible for change. The counsellor shouldn't be so inactive as to attempt to stay out of the clients' way or so active as to divert the client's attention to the counsellor.

Eclectic Approach

Here, the counsellor based their advice on ideas gleaned from a variety of accessible points of view. He or she has no particular theoretical ties. Instead, without bias or prejudice towards any one school of thought, combines those methods and tactics that the counsellor considers to be most successful in the context of that specific counselee. Eclecticism is the most practical and appropriate method to counselling, according to F.C. Thorne. Because no two persons are alike and no one theory of personality could adequately account for the numerous

behavioural patterns that different people display. A strategy or approach that works in one situation may not even work in another since each issue is unique in its scope and severity.

Counselling Process

The process of counselling begins with the completion of a questionnaire about the counselee's life history. Specifically in behavioural, emotional, and cognitive modes, it comprises reinforcement techniques, assertiveness training, desensitisation, feedback, and cognitive restructuring. The therapist employs Gestalt and holistic approaches in physical and imaginative modalities, including concentrating, abdominal breathing, confrontation, and empty chair or role reversal conversation. In interpersonal modes, self-management, parental advice, and social skills are applied. Regardless of the context in which it is used, the word "counselling" in the professional sense is always focused with assisting people. In this case, it is even more true since we are concentrating on the person as a whole rather than a particular issue.

The best way to define counselling is as a process. It denotes that therapy entails a series of recognisable occurrences spaced out across time. The length of time required, the dynamics and order of events involved, the kind and depth of research, etc., vary from person to person. However, each of these counselling methods includes a few fundamental steps that are essential to its success. But first, we'll familiarise ourselves with some of the associated ideas before getting into the specifics.

Stages

The process of counselling passes through certain stages which can be broadly classified as follows:

Initial stage: Client self-exploration

The customers are encouraged to explore themselves here, and their concerns are answered. The working alliance is created and general counselling objectives are outlined. The counsellor also forms some educated guesses about the nature and complexity of the issue via information collecting and client observation. Assessment tools like psychological exams, questionnaires, inventories, etc. are often used to aid with these judgements. The first phase is separated into

- (a) First interview
- (b) Initial counselling sessions.

First interview

Its main goal is to provide the groundwork for a successful working relationship. The most difficult phase is this one. Client arrives at the counselling session feeling unsure and conflicted. Counsellors communicate their acceptance of the client and their honest interest in his situation by using their words, facial expressions, and general demeanour. Simple courtesy, such as sitting customers comfortably and refraining from interrupting phone conversations, is crucial in building relationship.

The counsellor must decide in this interview if the work at hand is within his area of competence. If not, the customer must be sent to a suitable professional agency. It is important to let clients know what to anticipate from therapy and what they are looking for. The terms of confidentiality, privacy rights, and other moral and legal issues must be made clear. Discussions on session length, price payment, scheduling mutually convenient meeting dates, etc. are also taking place at this time.

Initial counselling sessions

In this situation, the therapist mostly listens to the client's worries and promotes the expression of sentiments without asking excessive questions. In order to acquire material for use in later, deeper studies, active listening is employed in conjunction with paying attention to the client's self-talk as well as his body language and other behaviours. Non-threatening inquiries might be helpful if individuals find it difficult to express themselves.

Middle stage: Deeper exploration and analysis

This stage is identified by the counselor's emphasis shifting from the client's outward issues to those that are internal, particularly on an emotional level. As a result, the client expresses his emotions more and more. The counsellor engages the client in more thorough exploration by presenting him with inconsistencies, more forceful interpretations of the client's words, etc. Some counsellors now conduct additional tests to delve further into the client's cognitive or behavioural functioning. As a result, the counsellor and client start to establish emotional exchanges like transference, counter transference, resistance, etc. as the client progresses to increasing disclosure and awareness. Despite having their roots in psychoanalysis, experts believe that they are universal characteristics of all therapeutic interactions[9], [10].

Final stage: Implementation of goals through action

The customer would have begun behaving in accordance with reality at this point. He or she starts applying these traits to daily life as they grow more self-aware, aggressive, and authentic. This stage of understanding implementation is a working through phase. Changes in conduct, attitudes, and abilities are emphasised and are first set as objectives. Specific tactics, such as role acting behaviour, rehearsal, assertiveness training, etc., are utilised with people who put off making decisions.

Termination

If the initial objectives are achieved, termination occurs. The counsellor may bring up the subject directly if he feels it has been resolved. Or the client could bring up the subject if he is certain that he has recovered. The termination process begins if the counsellor concurs. The counsellor must be aware of the potential that a termination attempt may be made owing to a lack of progress, nevertheless. He should also be mindful that customers who indicate termination are showing resistance and should be treated with caution. The counsellor must wean the clients during the last few sessions if termination is deemed feasible. They often experience the same sensations again, as well as grief, despair, separation anxiety. Counsellors that effectively handle termination ensure that their clients get the most out of their sessions and continue to use their new knowledge in other contexts in the future.

Guidance And Counselling In Education

Services for guidance are a crucial component of the overall educational curriculum. When we first started using the phrase, "guidance services," they were considered an extension of the educational system. It would have been seen as being considerably outside of and improper for schools. However, thorough and accurate evaluations by educators and the general public have led to an acceptance of advisory services not as an afterthought but as a key component of the educational process.

It is not meant to imply that guidance services are similar to or a replacement for either teaching or administration when it is said that they constitute a fundamental and important component of the overall educational endeavour. The borders between advice and various parts of education and administration are zones of interrelationships rather than clear lines of

demarcation, despite the fact that guidance services have their own identity. Of course, a skilled teacher performs a variety of guiding duties. Among other things, s/he provides insightful information and valuable context for understanding students' motivation and challenges, both academically and socially. Additionally, s/he fosters an environment in the classroom that is conducive to mental health, speaks with the student and her/his parents about future plans for education and employment, among other things.

Administration and guiding services are interconnected in another area. In general, administration is responsible for providing advice services; the guidance counsellor may delegate power to carry out the programme. Administrators and teachers benefit from guidance services. The former via active engagement, and the latter by service provision. Education and direction go hand in hand. Education, in essence, entails mentoring.

Although all education is advice, not all education is guidance. The growth of the person may be the same goal for both, but the approaches used are different. The emphasis now being placed on schooling is secondary level vocationalization. Consequently, a vocational education is crucial. The information, abilities, and attitudes that a person has for a certain career or vocation are the subject of vocational education. It alludes to the event that allows one to effectively carry out a socially beneficial vocation. For a successful entrance into most employment, including most semi-skilled ones, preparation in terms of skills and technical knowledge is necessary. The employment in the era of communication technology will need a fundamental education and background in some specialised abilities. Opportunities for employment in the service-related, clerical, technical, and professional career categories are expanding. But each of these vocations requires a specific combination of professional, technical, and vocational training. The most pressing need in our educational system is for significant reforms to the public-school program's curriculum and direction. These adjustments are the only things that can address the social and economic issues we are now facing [11], [12].

CONCLUSION

We've come to see that advice is offered to people so they may make the best decisions and modifications. It is also clear that guiding is a continuous process that values individual variations and is intended for everyone. Due to the rise in school-age children, societal changes, unemployment, changes in family structure, maladjustments, and other factors, guidance is very necessary for decisions like choosing a job, among other things. The goal of guiding is to assist a person in successfully integrating into society while taking into account their needs and talents.

The main categories of assistance covered here include academic, professional, personal-social, and others. Education must include guidance since it aids in the development of a well-rounded personality. Counselling has been characterized by several writers with varying emphasis on various elements. However, the majority of them agree that counselling is a process that entails a connection between a professional therapist and a person seeking assistance.

Counselling is strongly connected to the areas of psychotherapy, guidance, instruction, and advice-giving. Even while these professions are closely connected to counselling and share some of its duties, they are not counselling. As a scientific practise, counselling is founded on a set of guiding principles and presumptions. Counselling makes the underlying assumption that each person is capable of making their own choices and has the freedom to select their own path. The counsellor just supports judicial thinking and decision-making; he or she does not provide advice or provide solutions for the client.

REFERENCES:

- [1] P. Wong, "Meaning-centred counselling," *Quest Hum. Mean. A Handb*, 1998.
- [2] C. J. MacKinnon *et al.*, "A pilot study of meaning-based group counseling for bereavement," *Omega (United States)*, 2016, doi: 10.1177/0030222815575002.
- [3] C. J. MacKinnon *et al.*, "Meaning-Based Group Counseling for Bereavement: Bridging Theory with Emerging Trends in Intervention Research," *Death Stud.*, 2014, doi: 10.1080/07481187.2012.738768.
- [4] M. Daulay, "Urgensi Bimbingan Konseling Islam Dalam Membentuk Mental Yang Sehat," *Hikmah*, 2018, Doi: 10.24952/Hik.V12i1.859.
- [5] T. Strong, N. R. Pyle, D. N. Johnston, and A. J. Foskett, "Meaning-Making Lenses in Counselling: Discursive, Hermeneutic-Phenomenological, and Autoethnographic Perspectives," *Can. J. Couns.*, 2008.
- [6] G. T. Eells, "Suffering and Meaning in Counseling Service Work: Theoretical Foundations and Therapeutic Responses," *J. College Stud. Psychother.*, 2012, doi: 10.1080/87568225.2012.633043.
- [7] S. Astutik, "Konseling Konseptual: Sebuah Tinjauan Filosofis," *Indones. J. Educ. Couns.*, 2018, doi: 10.30653/001.201822.42.
- [8] B. M. Helm, "Exploring the Genetic Counselor's Role in Facilitating Meaning-Making: Rare Disease Diagnoses," *J. Genet. Couns.*, 2015, doi: 10.1007/s10897-014-9812-6.
- [9] T. Strong, N. R. Pyle, D. N. Johnston, and A. J. Foskett, "Meaning-making lenses in counselling□: and autoethnographic perspectives," *Can. J. Couns.*, 2008.
- [10] P. Cardoso, M. E. Duarte, R. Gaspar, F. Bernardo, I. N. Janeiro, and G. Santos, "Life Design Counseling: A study on client's operations for meaning construction," *J. Vocat. Behav.*, 2016, doi: 10.1016/j.jvb.2016.07.007.
- [11] G. Esposito, A. P. Ribeiro, D. Alves, M. M. Gonçalves, and M. F. Freda, "Meaning Coconstruction in Group Counseling: The Development of Innovative Moments," *J. Constr. Psychol.*, 2017, doi: 10.1080/10720537.2016.1238789.
- [12] G. S. Gumilang, "Meaning of punakawan symbolic in guidance and counseling," *Ter. J. Bimbing. dan Konseling*, 2018.

CHAPTER 5

PROVIDING PROPER GUIDANCE IN THE SCHOOL: A REVIEW STUDY

Hansika Disawala, Assistant Professor

Department of ISME, ATLAS SkillTech University, Mumbai, Maharashtra, India

Email Id-hansika.disawala@atlasuniversity.edu.in

ABSTRACT:

Providing guidance in the classroom is essential to effective instruction. Many of the actions referred to as guiding have always been carried out by good instructors. They have employed the curriculum, teaching strategies, and punishment as tools for child development. You would have grasped the ideas of guidance and counselling as well as their ramifications in the sectors of education and employment after finishing the Understanding Guidance and Counselling unit. Let's examine how guidance is used in the classroom in this unit and how it relates to the topics covered, the manner in which they are taught, and how the class is run. We would also talk about how the curriculum can be used by guidance to meet students' needs, how guidance workers can use art, health, and physical education to address children's emotional needs and development, how to improve discipline, and how a guidance-minded teacher can assist students in learning more effectively. The use of new age media by schoolchildren and the significance of guidance counsellors and instructors in helping kids deal with the possibilities and hazards provided by them to kids are additional topics for discussion in this unit.

KEYWORDS:

Communicate, Grasp, Providing, Programmes.

INTRODUCTION

The importance of guidance services as a fundamental component of the school has been emphasized time and time again. Sadly, relatively few schools have used the advice programmes when it comes to curriculum. In the past, the individual's adjustment has been the focus of guiding work. In schools, the goal has been to assist pupils in selecting the finest topics from the current curriculum. The potential of employing the expertise and training of guidance staff as well as the outcomes of their efforts in another direction to create and enhance the curriculum are the focus of this subject.

Concept of Curriculum

The curriculum, from the perspective of education, is the culmination of all student experiences, official or informal, that occur both within and outside of the classroom. The curriculum is seen from a guiding perspective as the "planned" learning experiences offered by the school. Undoubtedly, it must be acknowledged that children learn from all of their experiences, not only those that take place in the classroom. For instance, extracurricular activities provide learning opportunities that are distinct from those offered in normal school sessions.

Guidance through School Curriculum

Every topic has unique chances for instruction. Learning mathematics should improve one's ability to reason logically and precisely. Students should be shown how to fight demoralizing tendencies and how to better adapt to the changes that are taking place in the world through social studies courses in history, geography, and civics. The student's awareness of himself or herself and others, as well as the development of communication abilities, should all be

positively impacted by language. Fine chances for advice in the areas of leisure and health are provided by physical education. Guidance on health, current and future family life, and home economics or home science should all be included. If the professors are guidance-minded, the courses of business education or business studies, art, and the numerous work experience options have both personal and professional significance[1], [2].

Literature

In literary lessons, there are the greatest opportunity to cultivate values. Situations where reasons are made clear, issues are resolved, and choices are taken are presented in short stories, plays, novels, essays, and poetry. Studying characters in literature is a crucial component of guiding and instruction. We look at their motivations, the effects of their decisions, and potential contemporary issues. There are several instances in real-life literature that may be utilised to explain the difficulties facing today's teenagers and aid in the formation of moral principles.

This is, in the opinion of instructors who have a strong sense of direction, their main goal while teaching literature. Literature exists because it mirrors life via its craft and discipline. The following essay by a student in the tenth grade on "the kind of person I think I am, the kind of person others think I am, and the kind of person I would like to be" serves as an example of how illuminating such introspective reports can be to both the students and the teacher:

"The kind of person I think I am", I would want to believe that I am the most amazing thing to ever walk the earth, however, much to my dismay, I am not. In actuality, I am simply another student at the institution, with the same issues, pursuits, and persistent ideas about females. I like comedy, and when I work hard, I do well at school. High levels of sloth are one of my issues, but because to parental pressure, I was able to do practically all of the work that needed to be done. I have a lot of male and female friends, but the majority of the males I hang out with are older than I am, which gives me the impression that I am mature for my age.

"What kind of person others think I am" - I hope the majority of people believe I'm OK. I drag sometimes and put on too much display, which makes others think less of me. I don't think of myself as either a leader or a follower, but rather as somewhere in the between. I must come across as a man who is empathetic since I often hear from others about their struggles and life experiences. I'm a friendly person, but I also have a lot of foes. Some others believe that I am foolish or a "nut," the kind of man you instinctively despise till you know him.

"The kind of person I want to be", I enjoy myself just the way I am, but my biggest flaw is that I am very selfish. I don't work hard enough is the only other issue. I choose to "just get by" or take the simple route. I would be a lot better person if I could fix this. Overall, I believe I owe my parents a great deal, and I am very appreciative of all they have done for me. All I can do is hope that I develop into the type of adult they would want me to be.

Social Studies: Many schools' social studies curricula seem to have generated a lot of student protest. In order to address this issue, the instructor may start by encouraging the students to communicate their unfavourable opinions of the course. This demonstrates to them that she respects their viewpoint and is interested in hearing their suggestions for improving the course's value and appeal to them. She may go on to explain why the topic is important and why she believes pupils would benefit from it.

In social studies, students discover how the past shaped the present and how it will affect it. Young people should learn from it how to steer clear of some of the past's blunders. It should

educate kids how to distinguish truth from opinion and honest reporting from propaganda, just as science does. Both topics should prepare pupils to deal with the uncertainties of the present while also committing them to lasting principles.

Mathematics

Many great philosophers, like Aristotle, were also mathematicians, which is not by accident. One may apply the reasoning and discipline needed to solve arithmetic problems more readily to the marvels of an allegedly organised, predictable, and rational world. The instructor might emphasise the historical significance of logic and reason, how the language of mathematics transcends differences in race and colour, and how mathematics can be enjoyable when solving puzzles and difficulties. In algebra, the instructor may assist students in realising that mathematics is a "sign language" that people have developed through time to aid in both abstract and practical thought. Students will also be intrigued by the role that mathematics now plays in efforts to colonise space.

Personal and social values of all subjects

Any academic discipline, including art, music, business studies, education, and home sciences, serves as a means to an end. It ought to improve both the quality of life for the individual and for all of humanity. Each topic should be seen by students in light of their own social and personal growth as well as the overarching objectives of humanity [3], [4].

DISCUSSION

The nature of the learning process, the learner, the learning environment, the responsibilities of the teacher and the guidance counsellor, and other key elements are crucial in a guidance-based curriculum.

The instructor and counsellor must be familiar with how kids and teenagers learn. In the early years of our psychological and educational history, memory was stressed as a critical component of learning. It is now understood that learning involves changing one's behaviour patterns via "experience" rather than gaining information largely through memory. Since over a century ago, the issue of how humans learn has been the subject of experimental study.

The ideas of learning by trial and error, learning by conditioning responses, and learning by insight have been developed via studies by three schools of psychologists. Recent studies have placed more emphasis on learning via observation, thought, action, and creative expression.

Importance of the Learner

The guiding of children who, for one reason or another, deviate from recognized standards is a key challenge instructors encounter. Therefore, the instructor must constantly keep in mind that each kid will react in a different manner. The effective teacher will need to put her knowledge and abilities to use in developing a method broad enough to accommodate different learning styles in students.

A kid with unique needs could seem to behave differently from his peers, but his fundamental views are probably the same. On the other hand, the view on life of two youngsters who seem to be normal might differ greatly. When a teacher sees that a student needs specialised support, she might recommend them to a professional counsellor. Children love to chat about their hobbies, homes, friends, and self. For many of them, the instructor serves as a kind of second parent they may confide in. The instructor may learn more about the students and their views even during routine talks with them.

Guidance And Discipline

Despite the fact that without it, instructors would unavoidably fail, ironically, we tend to notice it more when it is absent than when it is there. We are aware that teaching without discipline is difficult, frustrating, and demoralising. But what precisely is this elusive trait that some instructors (the fortunate ones) seem to take for granted? Let's look at how certain educators describe discipline: (1) Treatment that corrects or punishes. (2) Training to improve self-control and orderly behaviour. (3) Acceptance of, or submit to, authority and control.

But the aforementioned notions of discipline are lacking something. Discipline is lacking when it comes to schooling and counselling. Discipline has to be connected to educational and guiding goals in order to be effective in a school context. Discipline is a tool we use to teach our kids that what one pursues and how one acts are connected. Discipline is not an aim in itself. We do not want our pupils to defer to authority out of pure fear, therefore. We want them to behave in accordance with morals, values, and a concern for other people[5], [6].

Classroom Discipline and Guidance Methods

Effective instructors are aware that maintaining classroom discipline involves more than just using constraints. Both democratic and authoritarian methods are acceptable, and everyone on the teaching staff is accountable for upholding discipline. What is beneficial for the student is of special importance to the class instructor. She must thus use judgement in determining what is beneficial or harmful for her pupils. She must uphold the regulations of the school and restrict the actions of individuals who lack self-control if she is to maintain a positive learning environment. When a teacher helps his pupils understand school rules and regulations, explains why those rules are developed, and teaches them how to take personal responsibility for upholding those laws, the classroom environment is at its finest.

Guidance And Other Curricular Areas

The National Curriculum Framework from 2005 placed a strong emphasis on the value of art, health, and physical education in the classroom. Most often, schools do not see them as curriculum subjects and do not give them any attention. These are often seen as recreational activities, and sometimes a cultural or sports day is observed. Arts, health, and physical education should be prioritized by teachers and guidance counsellors as curriculum topics with the potential to improve the children's general wellbeing.

Art Education

Why should the performing and visual arts be taught in schools as a core subject? Theatre is the medium of choice for exploring one's relationship to others, developing one's awareness of oneself, and cultivating critical empathy towards not just other people but also the natural, physical, and social worlds. Teachers may use the dramatic style to communicate the lesson material. However, this is just a small portion of how theatre is used. Role play, body/voice control and movement, as well as collective and spontaneous enactment, all allow for far more profound experiences.

"Using your hands, materials, and procedures promotes process comprehension, resourcefulness, initiative, and problem-solving. All kids can never duplicate these kinds of experiences. Additionally, this location is ideal as a useful setting for inclusive education. All artistic disciplines, including music, dance, theatre, and craft, aid in the social and cognitive growth of the individual. However, schools place little value on art instruction. Schools emphasize the children's cognitive growth with a curriculum that is centred on certain subjects. Children that score poorly on achievement exams in school are regarded as underachievers. Children's confidence in their talents steadily begins to decline as a result of

poor performance on achievement exams. The subject-based curriculum used in schools does not inspire youngsters to express themselves in a variety of ways. Some kids do poorly because they lack the diversity of expression that the schools demand via achievement exams.

Instilling confidence in these children's cognitive capacities, guidance counsellors and instructors may use the arts to show these kids that they can explore and express information in a variety of ways. Role play is an effective method for examining one's relationship to oneself and others. Some kids could need assistance with self- and other-adjusting social and emotional issues. Teachers and guidance counsellors may assist such youngsters in exploring and expressing themselves via role play. The youngsters are then able to identify the obstacles to their social-emotional adjustment behaviours and learn how to overcome them for a healthy existence [7], [8].

Guidance and Counselling Physical Education and Health

This is yet another significant aspect of the curriculum that has an impact on the kids' general wellbeing. Many children's health is at danger due to malnutrition and communicable illnesses. "Health is a critical input for the child's overall development and it influences enrolment, retention, and school completion rates significantly." Therefore, in order to promote the children's physical, social, emotional, and mental growth, guidance counsellors and instructors must educate them about health and physical education. The teens' sexual and reproductive health is a further area of worry. Sexuality and sex-related topics are seldom addressed in the context of the family. As a result, guidance counsellors and educators should be concerned with the requirements of teenagers in terms of sexual and reproductive health. Teenagers' physical and emotional health as well as their future selves may be at stake if they don't get the right kind of advice.

Guidance And the Virtual World

Today's society is completely surrounded by social media. Children are active on social media sites like Facebook, Instagram, and other similar platforms and spend a lot of time exploring the internet.

Guidance and the Virtual Media

Humans may now connect with one another virtually without physically being in the same place because of developments in information and communication technology (ICT). With the click of a mouse, we have access to information from all over the globe. Similar to how words may go across the globe with the click of a mouse.

Social media

On social media platforms like Facebook, Snapchat, Twitter, Whatsapp, YouTube, etc., millions of individuals engage in conversation. The ability to create and share user-generated material in the form of texts, comments, photographs, audio files, and videos makes social media platforms popular. Social media are unfettered forms of media that are available for free.

Many kids use one or more social media platforms, and they spend a lot of time online interacting with online communities. People produce, share, and receive unedited material on social media.

As a result, educators, parents, and guidance specialists must keep youngsters informed about the material they produce, distribute, and receive. Teachers and guidance counsellors should assist kids in determining whether the information they get on social media sites is trustworthy and reliable.

Cyber bullying

Cyberbullying is when someone is bullied or harassed via internet communication. This is now widely prevalent in cyberspace, and many kids fall prey to it. Because the material used for bullying may be further disseminated among others and stay available to many others for a long time, cyberbullying often has negative effects for the victim. Victims may find it challenging to cope with ongoing cyberbullying. This might diminish happiness, cause emotional instability or despair, or in the worst-case scenario, result in the sufferer taking their own life. Therefore, parents should talk to their children about potential online misbehaviour of the virtual community members and how to handle it. Teachers and guidance counsellors should cultivate in kids the courage to seek assistance and deal with cyberbullying at the school's guidance department right away[9], [10].

Cyber ethics

Another crucial area that educators, parents, and guidance counsellors should focus on is raising children's knowledge of ethical internet activity. Due to the open and unregulated nature of social media, children should be closely watched for inappropriate online activities. Everyone has the right to express themselves in whatever way. Such unrestricted independence may sometimes result in youngsters acting irresponsibly and clashing with the social norms and legal framework. Children should thus be made aware that some internet behaviour are immoral and inappropriate, and that they should abstain from engaging in them[11], [12].

CONCLUSION

The school's planned learning experiences for its pupils are collectively referred to as the curriculum. It should meet the pupils' general and unique needs as well as the ongoing requirements of the social order. The knowledge of the learning process must also be accounted for in an acceptable curriculum. Also included was guidance through academic subjects, with a focus on the formation of values. Learning was defined as behavioural modifications brought on by experience. Both the cerebral and physical sides of one's personality are necessary for the learning process. Certain psychological elements, such as motivation and needs, must also be taken into account to aid learning in the classroom. Anyone who has taught a class, whether they were the class teacher, the subject teacher, the counsellor, or a guest personality, is aware of how simple it is to instruct when the class is well-behaved. Inattention to rules leads to indiscipline. Contradictory rules, a child's displeasure, or misdirected sentiments, as was evident in Mary's case. To maintain discipline in the classroom, use strategies like clarity, firmness, and attention. We've spoken about how guidance counsellors may address the emotional requirements and developmental needs of kids by including art, health, and physical education. The use of new age media by schoolchildren and the significance of guidance counsellors and instructors in helping students deal with the possibilities and hazards provided by them to the youngsters were additional major topics for debate.

REFERENCES:

- [1] J. M. Kiweewa, B. A. Knettel, and M. M. Luke, "Incorporating Comprehensive Counselling and Guidance Models into School Curricula in Sub-Saharan Africa," *Int. J. Adv. Couns.*, 2018, doi: 10.1007/s10447-017-9316-9.
- [2] M. Thielking, J. Skues, and V. A. Le, "Collaborative Practices among Australian School Psychologists, Guidance Officers and School Counsellors: Important Lessons for School Psychological Practice," *Educ. Dev. Psychol.*, 2018, doi: 10.1017/edp.2018.4.

- [3] S. Balcı, "Investigating career guidance needs of middle school students," *SHS Web Conf.*, 2018, doi: 10.1051/shsconf/20184801017.
- [4] C. S. Bhat, "Cyber bullying: Overview and strategies for school counsellors, guidance officers, and all school personnel," *Aust. J. Guid. Couns.*, 2008, doi: 10.1375/ajgc.18.1.53.
- [5] B. D. Sibandze, "Challenges Faced by Teachers in the Implementation of Guidance and Counselling in Eswatini Primary Schools," *J. Educ. Pract.*, 2018, doi: 10.7176/jep/10-12-21.
- [6] M. A. Putri, N. Neviyarni, R. Ahmad, And Y. Syukur, "Guidance And Counseling In School Accountability," *Enlighten (Jurnal Bimbing. Dan Konseling Islam.*, 2018, Doi: 10.32505/Enlighten.V1i2.731.
- [7] D. Rosmawati, "Implementation of Guidance and Counseling at schools," *Proceeding 2nd URICES*, 2018.
- [8] K. Ellmore, "An audit of new asthma guidance for school staff," *Community Practitioner*. 2014.
- [9] E. M. E. Anyi, "The Role of Guidance and Counselling in Effective Teaching and Learning in Schools: The Cameroonian Perspective," *Int. J. Educ. Technol. Learn.*, 2017, doi: 10.20448/2003.11.11.15.
- [10] D. T. Loan, N. T. Van, D. Thi, B. Loan, and N. T. Van, "Career Guidance in Secondary Schools - A Literature Review and Strategic," *Am. Int. J. Soc. Sci.*, 2015.
- [11] O. Esteve, F. Fernández, E. Martín-Peris, and E. Atienza, "The integrated plurilingual approach: A didactic model providing guidance to spanish schools for reconceptualizing the teaching of additional languages," *Lang. Sociocult. Theory*, 2017, doi: 10.1558/lst.32868.
- [12] Y. Gordani, "An analysis of english textbooks used at iranian guidance schools in terms of Bloom's taxonomy," *J. Asia TEFL*, 2010.

CHAPTER 6

ROLE OF PERSONNEL IN THE GUIDANCE PROGRAMME

Ameya Ambulkar, Assistant Professor

Department of ISME, ATLAS SkillTech University, Mumbai, Maharashtra, India

Email Id-ameya@isme.co.in

ABSTRACT:

You are aware that education has a larger role in achieving human resource development, which is the most essential goal for all human endeavors. The promising area that contributes to the development of human resources is education. The three R's, or reading, writing, and math, are not the primary goals of education; rather, the whole development of a person's personality is what makes education successful. As you are aware, everyone's life depends heavily on direction. In the educational process, direction is supportive. The provision of guidance is essential to education. Guidance guides and aids in each person's development to the best extent possible. The Career Master/Career Teacher, the Counsellor, and the Teacher all have particular duties to play in the guiding programme in order to meet the educational goals. A full-time counsellor and other equipment are required for the systematic guiding programmers in schools. But when there isn't a full-time counsellor available, as there is in our schools right now, the Career Master and Teacher's position becomes even more crucial. Despite being educated in guidance, the Career Master has limits when it comes to planning guidance activities in schools. Due to the teacher's lack of training in counselling and mentoring, their function is likewise very constrained. The need-based minimal guiding activities might be organized in schools in the absence of full-time guidance specialists. Even though there is a full-time therapist, the Career Master and Teacher's duty shifts to one of assistance. Even parents and nonprofit organizations contribute to the planning of guiding activities. Guidance is thus referred to as a cooperative venture.

KEYWORDS:

Career, Curriculum, Educational, Psychological.

INTRODUCTION

The educational curriculum no longer includes guidance; rather, it is now a necessary component of the course itself. The world has become more complicated nowadays. Our whole way of life has undergone a profound upheaval in only one generation. Due to these modifications, advisory services are now a crucial and essential component of education. Guidance shouldn't be seen as a separate social or psychological function that is unrelated to schooling. Some people believe that advice cannot be provided without formal training. One cannot ignore the necessity for professional assistance in helping the kid resolve some of the more complex personal and societal issues that are exclusive to children. However, one may imagine the function guidance-oriented instructors can play in promoting children's growth and development in areas like academics, vocational maturity, personal development, and social development.

Need for Guidance Personnel

The foundation of guiding is a strong social network. A school kid is continuously interacting with other students, teachers, family members, and community people. Each of these characters has a significant influence on the student's life. The majority of people rely on other people sometimes during their lives for guidance, counsel, or assistance when making challenging choices. Since they are still developing in all facets of their personalities, school pupils require direction. He or she is maturing into the kind of well-adjusted member of

society that our culture values on the physical, intellectual, and emotional levels. The dependency of the young on the adult is therefore one of the fundamental underpinning reasons for having sufficient and well-trained professionals in guiding. The expansion and development of a high degree of complexity in practically all facets of social, professional, vocational, and educational life is another justification for keeping guidance workers in the schools. Our schools nowadays focus on more than just the three R's. The house uses taking care of issues like social and personal issues. However, as times have changed, qualified professionals have taken on an increasing amount of responsibility for mentoring children and teenagers[1], [2].

There is a growing need to provide knowledge on society as it grows more complicated. To live happily, the student needs the assistance of qualified professionals who can help him or her understand his or her own capabilities and limits. The school must hire a suitable number of highly qualified guidance counsellors in order to accommodate the demand for help. Initially, the idea of advice was only used for career planning. Its use has expanded significantly in recent years. More employees must be used in guiding due to the comprehensive view of the individual. Guidance is a shared responsibility of people in the family, community, nation, and school. It is not the only responsibility of the school. The advisory staff helps the individual grow and become more equipped to deal with issues, live contentedly, and benefit both themselves and society. We may sum up in a general sense by saying that guidance people are anybody who helps school kids mature to a significant degree[3], [4].

DISCUSSION

You already know that there must be guiding programmes at all educational levels in schools, as well as employees to carry out these programmes. Counsellors, career specialists, teachers, principals/headmasters, social workers, psychologists, psychiatrists, doctors, and other professionals make up the guidance staff. In addition, parents and the community are important in helping the kids get advice. Here, one must differentiate between full-time and part-time counselling staff, time or ad hoc staff members. First and foremost, the full-time guidance professional is the counsellor. The counsellor should be a competent individual with the necessary training and experience to conduct tests, provide therapy, and educate the kids. The guidance counsellor will also oversee the school's information desk and clinic. Although the counsellor is a full-time guidance professional, because guiding is a cooperative undertaking, s/he requires the support of all the instructors, personnel, department of education, etc.

A career master is essentially a teacher at the school who, as a result of his or her training and orientation, is concerned with guiding work. He or she may also be referred to as a teacher who emphasizes guiding. A person who has received training in the skill of gathering and spreading information on education and careers is known as a career master. Additionally, he or she should keep the school's information centre updated with accurate information. The Career Master is not completely trained, but he or she has received orientation in terms of advice, which aids in the organization of the bare minimum of guiding activities in schools. Compared to a school teacher, Career Master is superior personnel for organizing guiding activities.

There is relatively limited room for a teacher to do guiding work. However, a teacher is really a guidance counsellor since he works closely with the pupil every day. In our current framework, instructors get very little supervision training and orientation. Any guidance program's effectiveness ultimately depends on the cooperation of all the school's instructors[5], [6].

Role of Guidance Personnel

Now that you have reached the point where you are familiar with the specific responsibilities of each of the three key guiding professionals, we may begin by discussing Counsellor, Career Master, and Teacher in turn in the following subsections.

Counsellor

A counsellor is essentially a certified professional who is required to provide counselling duties in the school. A guidance worker's duties as a counsellor include a number of specialized areas that may be roughly categorized into: (a) diagnostic, (b) therapeutic, (c) assessment, and (d) research, with a range of specialized services and abilities falling under each category. After carefully developing a school guidance plan, a counsellor works methodically by assessing the requirements of the pupils, combining the physical and other resources at their disposal, and securing the support of the administrative authorities. The following are some examples of the specialized duties of a counsellor:

- 1) Orientation of students
- 2) Student appraisal
- 3) Educational and occupational information service
- 4) Holding counselling interviews
- 5) Placement
- 6) Research and evaluation

The counsellor should have expertise in the following areas in particular:

- 1) The processes and dynamics of student evaluation that go into comprehending student conduct.
- 2) Information about careers, including both postsecondary and non-post-secondary options for young people.
- 3) Techniques and processes used in counselling.
- 4) The referral process and knowledge of when a referral is necessary.
- 5) Guidelines for group direction.
- 6) Techniques and processes for carrying out regional research projects on the opportunities and requirements of students.

A person is chosen to become a counsellor based on their aptitude for doing the assigned duties of counselling as well as their interest, education, and experience. Counsellors are required to assist kids in making future plans, resolving issues, cultivating positive attitudes, and generally preparing them for life. A teacher of teachers should be the counsellor. He or she is in charge of running the school guidance programmes. He or she should assist the instructors in developing effective guiding strategies for the classroom. The counsellor should be very competent and have a diverse range of experiences. He or she need to comprehend kids completely. Experience in education is necessary. Prior job experience outside of school or in a vocational field is strongly desired. It is necessary to have the necessary counselling and guiding training. The counsellor must be approachable, pleasant, empathetic, and poised on a personal level.

The counsellor has a duty to the neighborhood. He or she should speak with civic organizations and describe the goals, issues, and characteristics of the guiding programme. A career development plan is facilitated by a counsellor, but its success relies on collaboration with other groups, including other staff members, parents, administrative employees, and community leaders. To advance their abilities and knowledge on career development, counsellors must stay current on a number of career development resources and participate in professional conferences [7], [8].

Career Master

The Career Master is located in the guiding programme next to the Counsellor. Today, the phrase "career teacher" has taken its place. A career master/teacher is a regular teacher at the school who provides information services (both educational and career-related). This individual is a certified graduate teacher who has had further training to prepare them for this position.

While the Career Master's duties are more constrained than those of a counsellor, they nonetheless constitute an important aspect of the service. The Career Master's main duties include related work as well as providing educational and vocational information services. Even in the absence of a counsellor, as is the situation in many of our schools, he or she must do these obligations. To operate as a Career Master, one needs have formal training for in-service teachers who provide information services. The State Bureau of Educational and Vocational Guidance offers this kind of training to school instructors, and sessions last between two and four weeks. Introduction to the purpose and range of the guiding programme is covered in one course. Training in service organisation and information delivery is prioritised. Additionally, orientation is provided on how to utilise cumulative record cards and non-testing methods of student evaluation. However, the Career Teacher lacks testing and counselling training. He or she is supposed to be knowledgeable about local resources, such as organisations that may be referred to.

Teacher

Any activity that includes kids needs the cooperation and involvement of teachers, and the school guidance system is no exception. The following describes the teacher's involvement in the school guidance programme:

- 1) The student's first point of contact with the school guidance programme.
- 2) Determining the requirements and issues that students face.
- 3) Establishing and maintaining a career information centre at the school for the purpose of planning education and careers.
- 4) Establishing a comfortable and safe learning environment for the learner.
- 5) Support the school guidance programmes and foster a positive atmosphere.
- 6) Fostering a supportive environment for the school guidance programme among the children, parents, and other relevant parties.

The master sculptor is the instructor. A key participant in the guiding programme is the teacher. The process of teaching and learning includes guidance. The classroom instructor has a bigger impact on a child's personality development than anybody else, maybe with the exception of the child's parents. Within the school, the teacher who prioritizes advice is the one who knows the most about the student. He or she watches the kid in various settings, both within and outside of the classroom. He or she takes note of both the mundane and interesting circumstances.

The teacher becomes the main figure in the school guidance system as a consequence of gaining deep insight into the requirements of the kid. The instructor uses a variety of strategies to guide the students. He or she learns about the student and his or her prospects in the setting. A teacher may obtain a better grasp of a subject via testing, watching, recording anecdotes, maintaining anecdotal records, and speaking with students, parents, and other people. The instructor is made aware of a number of details about the student's life. Understanding the student is a crucial foundation for guidance. As the teacher gains awareness of the more complex issues, he or she may be able to provide counsel on their own or send such situations to experts.

The Teacher as Guidance Worker

The most crucial guiding personnel are seen to be the instructors. They have an opportunity that is unmatched by any other staff member because of their regular interactions with pupils. However, the majority of instructors believe they lack the necessary qualifications to handle this duty. The greatest way to address this sense of inadequacy among instructors is to improve guiding knowledge and methods via in-service training. Teachers must get past their emotions of doubt if they are to fully participate in the guiding plan.

Although it is a component of the teaching load, providing good advice is not a task that should be added on top of that. As a guidance professional, the teacher must be able to recognise specific issues in the classroom and handle them sympathetically. The instructor may work with other topic teachers to assist the student. The exam results, accomplishments, ability, hobbies, and temperament should all be studied by the instructor. The student's intentions for furthering his or her education and career objectives should be known to the instructor. He or she needs to be aware of the kids' preferences, issues, and frustrations. A teacher can stop misadjustments from happening. Academic topic teachers and instructors of yoga, physical education, and other courses have the chance to develop strong relationships with their pupils. Classroom counselling and career advice are the teacher's two key guiding roles for their pupils.

The teacher's goal as a classroom counsellor should be to help each student reach their full potential on a personal, social, and academic level. Teachers have the chance to help students with their career goals in their capacity as vocational guides. The teacher's goal as a classroom counsellor should be to help each student reach their full potential on a personal, social, and academic level. Teachers have the chance to help students with their career goals in their capacity as vocational guides. Cooperation between teachers: Along three axes, educators and experts collaborate.

- 1) Identify specific pupils who need a specialist's assistance.
- 2) providing details on the suggested student; and
- 3) assisting with the implementation of the specialist's recommendations for a specific person or group.

There are seven different types of actions that instructors might use to provide advice when they are teaching.

- 1) Relying on personal connections
- 2) Increasing confidence and skill
- 3) Customizing instruction
- 4) Managing day-to-day learning
- 5) Communicating instructional objectives to pupils
- 6) Talking on typical issues
- 7) Monitoring the requirements of students

Comparative Roles of Counsellor, Career Master and the Teacher

Let's review each guidance professional's function in the guidance program—counselor, career master, and teacher. While all three of these individuals have the same goal of assisting kids through planning counselling activities in schools, each individual's function is distinct. But rather of being antagonistic, the roles are supportive of one another. Each of their specialized roles is based on their backgrounds, the facilities and infrastructure present in their various institutions, the amount of time and money available, etc. For instance, if a certain institution has a full-time counsellor, it is likely that the school will get assistance in both the truest meaning and spirit. In this situation, the Career Master and Teacher's role

changes to one of assistance. However, if there isn't a full-time guidance counsellor, teachers and career masters have a bigger part in setting up the minimal advice programme in schools, which is need-based. Currently, many of our schools are in this situation. However, the roles of each of the personnel counselor, career master, and teacher could be contrasted in light of their backgrounds in their respective professions, the kind of guidance programme they use, the resources they have access to, etc.[9], [10].

Need Based Minimum Guidance Programme in Schools and the Role of Personnel

A full-time counsellor, infrastructure, resources (testing and non-testing, information, etc.), and a suitable budget are required for the systematic counselling programme in schools. In their absence, schools might arrange the minimal guiding sessions depending on need. These curricula might be pursued by the career master or teacher with on-the-job training in counselling. Activities for group direction might definitely work nicely in this project. The planning of minimal guiding activities in schools involves the phases.

Community Resources in Terms of Personnel

A resource is the people in the neighbourhood. Human resource development-related organisations including the YMCA, YWCA, Scouts and Guides, Lions, Jaycees, Rotary, and others provide a variety of services. Parents are the child's first and most important teachers. They provide guidance both personally and via formal organisations like the PTA and evening programmes in family life education. Personnel who have received technical and professional training in such departments or organisations as the health office, psychiatric clinics, welfare agencies, police departments, fire departments, industrial and business organisations, and nearly all community organisations may occasionally serve as guidance personnel in schools. Any anyone who has an impact on pupils might be regarded as a member of the optional or unofficial guidance staff. The career master or instructor is in charge of overseeing the programme; the other materials are supplemental[11], [12].

CONCLUSION

We have briefly explored the requirement for a guiding programme in this section. We have also spoken about the importance and functions of various professionals, including teachers, career masters, and counsellors. Additionally, the comparative and assisting responsibilities played by each member of the staff have been highlighted. This article also covers the need-based minimum advice programme in schools and the functions of the guidance counsellor and teachers in planning these activities. We've also spoken about why it's important to form a guidance committee, how to do it, and what it should do. The significance of using community resources in the school guidance plan was another topic for debate.

REFERENCES:

- [1] S. J. Sukatma, "Peranan Personil Sekolah Dalam Pelaksanaan Bimbingan Dan Konseling Di Smkn 1 Manado," *Ta'dib*, 2016, doi: 10.31958/jt.v15i1.216.
- [2] N. C. Gysbers and P. Henderson, "Comprehensive Guidance and Counseling Program Evaluation: Program + Personnel = Results.," *Vistas Online*, 2006.
- [3] N. C. Gysbers, K. F. Hughey, M. Starr, And R. T. Lapan, "Improving School Guidance Programs: A Framework For Program, Personnel, And Results Evaluation," *J. Couns. Dev.*, 1992, doi: 10.1002/j.1556-6676.1992.tb01662.x.
- [4] J. J. Muehlenkamp, B. W. Walsh, and M. McDade, "Preventing non-suicidal self-injury in adolescents: The signs of self-injury program," *J. Youth Adolesc.*, 2010, doi: 10.1007/s10964-009-9450-8.

- [5] ICAO, "Safety Management Manual (SMM)," *Organization*, 2012.
- [6] L. Jahns, W. Davis-Shaw, A. H. Lichtenstein, S. P. Murphy, Z. Conrad, and F. Nielsen, "The history and future of dietary guidance in America," *Adv. Nutr.*, 2018, doi: 10.1093/advances/nmx025.
- [7] R. Pratama, S. Syahniar, and Y. Karneli, "Perilaku Agresif Siswa dari Keluarga Broken Home," *Konselor*, 2016, doi: 10.24036/02016546557-0-00.
- [8] Gysbers & Henderson, "Developing and Managing Your School Guidance and Counseling Program, Fourth Edition.," *Counseling Today*. 2006.
- [9] A. S. Hasan Basri, "Urgensi Penggunaan Teknologi Media Dalam Implementasi Bimbingan Dan Konseling Di Sekolah," *J. Al Isyraq*, 2018.
- [10] R. M. Carrico, T. Wiemken, K. Westhusing, D. Christensen, and W. P. McKinney, "Health care personnel immunization programs: An assessment of knowledge and practice among infection preventionists in US health care facilities," *Am. J. Infect. Control*, 2013, doi: 10.1016/j.ajic.2012.08.013.
- [11] J. L. Fencl, "Guideline Implementation: Surgical Smoke Safety," *AORN J.*, 2017, doi: 10.1016/j.aorn.2017.03.006.
- [12] W. Patton, "Perceptions of training needs of career guidance personnel before and after a University program," *J. Career Dev.*, 2000, doi: 10.1177/089484530002600302.

CHAPTER 7

ANALYSING THE COUNSELLING TECHNIQUES USED IN SCHOOLS

Dr. Parag Amin, Associate Professor

Department of ISME, ATLAS SkillTech University, Mumbai, Maharashtra, India

Email Id-parag.amin@atlasuniversity.edu.in

ABSTRACT:

You would probably agree that counselling is a crucial component of school guidance services after reading through unit 1. You need to have a broad knowledge of what counselling entails after reading about the main approaches to counselling and the different phases of the counselling process in unit 1. We will talk about the many counselling services that might be offered in schools in this section. You may have noticed that the majority of the definitions of counselling provided in unit 1 describe it as a helpful procedure involving two people: the counsellor and the counsellee/client. Individual counselling is the name of this sort of therapy, which is covered in this section. However, group therapy has been a popular alternative for certain clients as counselling as a service has developed over the years. There are several circumstances in schools that call for group therapy. Peer counselling has been included in this article because schools find it to be highly beneficial. Multicultural counselling must be understood since the student, teacher, and staff populations in schools are made up of people from many sociocultural backgrounds. This course also covers various specialized areas of counselling as well as providing therapy in crisis circumstances.

KEYWORDS:

Circumstances, Multicultural, Several, Requirements.

INTRODUCTION

One of the most crucial components of the school guidance plan is counselling. Individual therapy is a tailored procedure in which the client and the therapist work together in a one-on-one, face-to-face setting to explore and concentrate on the client's unique requirements. The goal of the counselling process is to assist the client in analyzing their emotions, beliefs, knowledge of themselves, exploring options, and bringing about change for the better. A counsellor may get clients for a variety of reasons. People could want assistance with:

1. Anxiety, depression,
2. Anger management,
3. Relationship issues.
4. Substance and drug abuse.

People may also seek therapy to enhance their communication abilities, employment possibilities, etc. The counsellor maximizes the client's capacity to make good changes by using her professional knowledge and abilities. Individual therapy focuses on the client's current issues and impending worries. Individual therapy fosters a connection based on mutual respect and trust, which gives clients the confidence to express and explore their issues. There is a significantly higher possibility that clients will benefit from the therapy process when they perceive the therapist as being sympathetic, truly concerned for their wellbeing, and on their side than when these experiences are lacking [1], [2].

DISCUSSION

As you can already see from the definitions, one-on-one therapy has always been thought of as a process. This idea has changed, however, for a number of reasons. The idea of "group counselling" has now become widely accepted. Its affordability from an economic standpoint

is one major factor. Both financial resources and qualified individuals are in limited supply. Therefore, it is a huge benefit if many people may get assistance at once. There are further advantages. The individual tends to lose his individuality in a collective situation and hence reacts more naturally. Additionally, group contact aids in the modification of certain attitudes, beliefs, emotions, wants, etc. People who are very resistive to complying to social standards, feel uneasy or uncomfortable in groups, or are shy or confrontational in their interpersonal relationships may find considerable benefit from group therapy. Additionally, certain groups like alcoholics, drug addicts, and other groups might profit from group therapy.

The Meaning of Group Counselling

Individual counselling is expanded upon in group therapy. In group therapy, a number of people collaborate with a qualified therapist to learn how to address their personal and interpersonal issues. The main objective of group therapy is to create an atmosphere that encourages each individual to gain insight into himself. Free speech is promoted and upheld among participants in this process, which results in an appreciation and assessment of one another's viewpoints. It is a way to contribute to problem-solving by taking pleasure in the social dynamics of group interaction and social facilitation.

Through deliberate and regulated group contact, it is intended to quickly improve each member's personality and behaviours. In group therapy, people discuss and examine their issues in order to better understand them, learn how to deal with them, and develop the ability to make wise decisions. The interaction with others in a group enables people to feel more connected to one another, discover and provide emotional support, and comprehend and accept one another. As group cohesion rises, a sense of shared direction and purpose develops. The three aspects of individual counseling—remedial, preventative, and developmental—are all present in group therapy. However, since schools are designed to be institutions that offer education and supervision to students—the majority of whom are normal—emphasis is placed on the preventative and developmental components in the school setting. As a result, group therapy in schools is primarily concerned with preventing issues from becoming upsetting or incapacitating as well as promoting harmonious growth [3], [4].

The Assumptions of Group Counselling

The foundation of group therapy is a set of presumptions. The first is that people are capable of being trusted by other group members and have the required skill and ability to do so. They need to show some fundamental consideration for the group as a whole. This promotes group cohesiveness and creates a safe environment for each group member to confront and discuss personal issues. The second presumption is that each person has the capacity to accept personal responsibility for change. On the other hand, if the person feels as if others are in charge of his life, he will have little choice but to resort to disruptive behaviours. The third supposition is that group members can comprehend and learn from the goals and group-process methods. Instead than forcing members to act in a certain way, the goal is to change them [5], [6].

The Process of Group Counselling

There are several phases to the group therapy process.

Initial exploratory stage

Participants in group discussions at first are often strangers. They may not want to communicate or be limited in their ability to address anything except the most basic issues. They can be bashful or worried about coming across as foolish. They often put themselves

first instead of others. The counsellor must describe both his own role and the duties of the other group members. To encourage the growth of trust, he must provide favourable circumstances. The therapist may do this by listening intently to group members and acting in a real, friendly, and non-judgmental manner. Members are urged to communicate their thoughts and emotions openly and honestly. By practising and modelling facilitative and communicative attitudes and abilities, the counsellor develops them in the participants. The group members quickly absorb the input in a healthy way when they see the counsellor's non-judgmental response to both positive and negative feedback from the participants.

Transition stage

As the group progresses from the first exploratory stage to the next stage, members are forced to engage in more in-depth exploration, self-disclosure (letting others know more about oneself), and active interaction with others if they are to advance. Although some trust has been built up to this point, it is still a precarious relationship, and the group members are uncomfortable, conflicted, and defensive as they become aware that they are expected to go further into the unpleasant emotions and experiences. Some people worry that if they expose too much, the group will reject them. Some people even worry that the group's participants or the therapist himself would make fun of them. Conflict or rebellion that results from a fight for dominance, control, or authority among the members and with the counsellor is another feature of this stage. The group's members constantly criticise one another. They could even voice scepticism towards the counselor's direction. All of these actions indicate a refusal to acknowledge unpleasant emotions. Members' resistance is an indication that they are getting to the root of their issues. Other manifestations of resistance include skipping sessions, refusing to participate, criticising others, or just talking without mentioning any emotions. Counsellors should push group members to resolve problems and advance towards more sincere self-examinations when resistance surfaces.

Working stage

The group feels closer and more aware of one another's issues at this stage. Since their level of trust has grown, individuals are more prepared to take chances while discussing their emotions and thoughts and providing one another with helpful criticism. They have greater faith in one another because they are more encouraging and cooperative. But at this point, there is a risk that this level of closeness inside the group would create a false sense of unity where people start to defend one another and repress their bad feelings.

At this point, counsellors should confront the group members about their actions and demand that they push one another to put the group's ideas into action. For instance, a group may challenge a participant who claims to understand the need for assertiveness yet chooses to behave passively both inside the group and in his dealings with others outside of it. The group gradually starts to produce work and commit to delving deeply into important issues and focusing on group interactions. Less reliance is placed on the counsellor, and the group starts to concentrate on achieving set personal and collective objectives. The group members are more ready to view confrontations as a positive way to effect change since they feel free to confront one another. Members accept challenges among themselves to modify their daily lives as the group interactions lead to changes in attitudes and behaviours. The many strategies used in counselling are in line with the theoretical perspectives. Techniques like role acting, psychodrama, assertiveness training, etc. are often used.

Consolidation and Termination

Termination is more than just stopping. In actuality, it is a crucial step in the "group counselling" process. In group therapy, it is typical to set an end date in advance. It's usually

a good idea to start talking about termination three or four sessions before to the last one. It provides enough time to handle the psychological or emotional strain that comes with weaning, work towards applying new knowledge to the outside world, solve any outstanding issues, reflect on the experiences of individual members, and determine how each may further these improvements. When required after the termination, recommendations for further assistance might also be offered. It may also provide specific recommendations on how to expand on new knowledge by reading, participating in workshops, joining a support group or other more experienced organisations, etc.[7], [8].

Peer Counselling

Peer counselling is a supportive relationship and practise, much like therapy. Peer therapy is a supporting connection between two or more persons. In circumstances when individuals have a lot in common, peer therapy is used. The idea behind peer therapy is that most individuals turn to their friends for support when they are faced with difficult life circumstances, while making crucial choices, etc.

Peer counselling in a school context entails one student offering advice to another student or a group of students. The need for peer counselling grows as more schools lack a regular, full-time, qualified professional counsellor. Even if the school employs a regular counsellor, it might be challenging for them to meet the diverse needs of so many pupils. Additionally, a lot of children could find it difficult to confide in their professors or counsellors when they are distressed or having problems. You may be wondering at this point if peer counsellors can effectively manage complicated topics or circumstances. Your worries are valid. Utilising peer counsellors in the right circumstances is the idea. We do not want a peer to advise another peer regarding sexual abuse or suicide, for instance. The peer counselor's function in this situation is restricted to assisting the peer in promptly getting professional assistance.

Such an activity by the peer counsellor is crucial because the peer would get prompt assistance to deal with the circumstance, so minimising the harm. While a peer may provide advice regarding study techniques, time management, socialisation skills, frequent attendance at school, etc. to another peer. Though it is now garnering Counselling in Schools popularity, peer mentorship or counselling is not a new idea. Peer mentorship is a practise that has long been used in several boarding institutions. An older student often serves as a mentor or buddy to two or more fresh students.

This older student mentors' newcomers by acquainting them with the daily schedule at school, assisting them in adjusting socially and emotionally to their new surroundings away from home, assisting them in various academic assignments, etc. Some instructors have long favoured peer mentorship in day schools as well. Teachers sometimes invite a peer to "tutor" other students who are having trouble with a certain academic learning task. You'd have to admit that peer therapy was a young concept in many schools. Peer counselling was employed by teachers in the classroom because they believed it was good for the wellbeing of their pupils. The following are some advantages of peer counselling:

1. Both the peer mentor and the peer counselee profit from peer counselling.
2. Since the peer counsellors are chosen from within the student body, it is cost-effective.
3. Access to peer counselling is simple.
4. Because peer therapy is casual, clients may approach the therapist with no reluctance.
5. Peer counselling improves the counselling programmes at the school.
6. More students join the counselling courses thanks to peer counselling.
7. Peer counsellors serve as a link between students and trained counsellors.

Multicultural Counselling

You now understand that therapy is a collaborative effort between a trained counsellor and client to bring about beneficial changes in the client. Counsellors and clients may not necessarily come from the same cultural group in a multicultural society. In an attempt to comprehend what occurs when a trained therapist interacts with clients from varied socio-cultural backgrounds and how those variances effect the calibre of the contact and the healing process, multicultural counselling was developed. The population of India is made up of many different identities, including different castes, tribes, socioeconomic classes, religions, languages, minorities, genders, ages, and sexual orientations.

The student body of the institution likewise reflects this reality. It's possible that teachers and pupils have different backgrounds. There are distinctions among the student body as well. As a result, multicultural therapy becomes more significant in the school counselling system. A therapist has to develop and exhibit extra intercultural abilities in order to provide multicultural counselling. Learning about the culture of the clients, comprehending the socialisation process within that culture, and comprehending the intricate process by which individuals form their gender-role identities, values, attitudes, and worldviews are all part of multicultural counselling. A culturally competent therapist should be able to recognise and value the diversity of the people they deal with. Understanding the variations in the clients you deal with is insufficient. Counsellors who provide multicultural therapy must examine their own selves and recognise their own biases, prejudices, and worldviews towards others who are different from them. You may create effective intervention tactics and approaches for addressing the clients' reality by being self-aware and knowing about the clients' culture.

Crisis Counselling

There are times when severe changes in life render us unable of carrying out our daily tasks. To manage the crisis and go back to normal under such circumstances, we need assistance. A crisis scenario may arise in a person's life as a result of a loved one's passing, a crippling injury, disease, physical or sexual abuse, a natural catastrophe, a war, militancy, or other occurrences.

When confronted with such circumstances, children may also go through life crises. These extreme, stressful situations have a negative impact on your capacity to deal. It often makes it tough for individuals to handle it on their own and interferes with day-to-day living as usual. A highly specialised field of counselling is the professional assistance provided to deal with a crisis situation.

Suicide prevention

Most people think that kids don't kill themselves. However, data suggest that a sizable number of kids kill themselves every year. Suicide is a terrible waste of life. People may commit suicide for a variety of reasons. We learn of a few youngsters who have committed themselves during the board examination period or at the time the results of the board examination are announced. This may be the result of test-related stress, exam failure, poor score, being denied admission to a desired course, etc. Suicide may also result from sadness, a loved one's passing, a bad relationship, child abuse, drug usage, etc. Suicide may be avoided if those close to the prospective victim are able to see the warning symptoms. Teachers and counsellors should thus provide therapy to at-risk kids. Suicidal thoughts might cause extreme anxiety, melancholy, tiredness, etc. They could disclose their suicide plot to a buddy. They could express despair about their situation. They can be experiencing intense grief at the death of a loved one. May display a loss of interest in things they formerly found enjoyable or in how they dress and look. There are suicide warning indicators that need the

assistance of educators and counsellors. If your evaluation indicates that a student is in danger of suicide, you should contact the parents right away and make an intervention plan, if necessary, with the assistance of outside, reputable organisations.

Specialised Areas in Counselling

So far, we've spoken about counselling in general, including all of its facets and associated ideas. However, there are certain aspects of therapy that need a counsellor's unique skills and methods. These are acknowledged as being unique areas in therapy.

Family Counselling

In family counselling, a professional counsellor works with a family to help members improve their relationships and communication in order to foster each member's personal development while preserving harmony and positive interactions within the family. There are four distinct phases that family counselling goes through. Building a connection and determining the issues are the first steps. During the middle stage, family members emotionally comprehend the causes of their issue. The last step involves changing the family system by assisting the family in learning new behavioural patterns. The termination stage is the phase of weaning during which the family worked to operate well without the counselor's assistance.

In the first sessions, counsellors work to build rapport, trust, and confidence. Each member is valued equally, and it is insisted that each person speak for themselves. Members are encouraged to express what they see as their issue as well as their expectations of the family. Counsellors keep an eye on things like family dynamics, the family's power structure, communication styles, and its strengths. Members get assistance in coming to see themselves as a social group. If necessary, family history and interactions with extended relatives are also investigated. Goals are established and each family member's commitment is made clear when the issue has been refocused. It will also be chosen whether to have separate sessions or include everyone in one session. During the middle stage, participants get assistance in developing an emotional knowledge of the issue. Counselor's more confrontational style causes emotionally charged revelations. At this time, it is suggested to express any unresolved sadness related to a loved one's death, a divorce, the loss of childhood, etc. Here, participants start to understand that relationships may be improved. As a result, positions become less rigid and conversations are more open and helpful. In the termination stage, the family is weaned and assisted in functioning well without the assistance of therapists. Members are urged to generalise these changes to interactions at home in the finishing stage. Reviewing what occurred, talking about possible issues in the future and how they plan to manage the situation, etc., are useful in this situation [9], [10].

Career Counselling

The professional relationship in which clients are assisted in making career decisions, preparing for employment, and performing job-related tasks successfully is referred to as career counselling. The four kinds of client difficulties identified by E.G. Williamson (1939) are: no choice, ambiguous choice, imprudent decision, and disparity between interests and aptitudes. Because the choosing and formation of a vocation are directly tied to social and environmental factors and personality development, the counselling procedure in these situations is quite similar to that in general therapy.

Through building rapport, client concerns are recognised and clarified, and the counsellor then develops a working hypothesis based on the data acquired. Then, with the counsellor's assistance, the client's difficulty is resolved. Evaluation follows. The primary distinction is that extra data is acquired in occupational sectors during career counselling. Review of the

employee's employment history, possible use of occupational tests, and investigation of employment and educational options are all done. Finally, choices are made about career progression or choice. Despite being predominantly used in school in India, career counselling is also used in businesses and community organisations for employee help and counselling initiatives. Additionally, specialised counsellors provide job placement assistance and vocational rehabilitation coaching to assist underprivileged or disabled people in finding employment. Numerous studies in this area have shown the value of career counselling.

Counselling for Prevention of Substance Abuse

There are numerous negative consequences of drug misuse. The mood, perceptions, and behaviours are altered by these psychoactive chemicals. The so-called stimulants suppress appetite, causing major medical illnesses and nutritional shortages. Serious interpersonal issues including marital violence, child abuse, and sexual dysfunction are also brought on by drug usage. The physical and psychological dependence that these chemicals cause makes it virtually hard for the sufferer to break the habit. Drug addicts are increasingly involved in street crimes, which indicates their efforts to get cash to pay drug traffickers. Counsellors emphasise residential treatment regimens for patients with drug misuse issues in a highly organised, safe atmosphere. This is so that they are first shielded from harmful environmental impacts. Additionally, taking medicine is often advised to assist addicts in quitting their formed dependencies.

After determining that hospitalisation is not necessary, the counsellor enrolls the client in the therapy course. As a first step, they require that the client refrain from using narcotics. Since good rapport or communication cannot exist without it. Family members are also given advice and made aware of their flawed behaviours, such as dysfunctional communication, which have contributed to or exacerbated the issue. The client and family members get assistance in growing their sense of self-worth and accountability for their actions. They develop more straightforward ways of expressing their demands. They become aware of suppressed unpleasant emotions that are influencing their current behaviours via investigation of their early experiences. Additionally, they pick up new stress-reduction techniques. Drug abusers need group therapy because they often lack social skills [11], [12].

CONCLUSION

A helpful connection is what counselling is. Individual therapy is a tailored procedure in which the client and the therapist work together in a one-on-one, face-to-face setting to explore and concentrate on the client's unique requirements. Individual therapy fosters a connection based on mutual respect and trust, which gives clients the confidence to express and explore their issues. People who are very resistive to complying to social standards, feel uneasy or uncomfortable in groups, or are shy or confrontational in their interpersonal relationships may find considerable benefit from group therapy. We have spoken about the phases of group therapy as well as how groups are structured. In circumstances when individuals have a lot in common, peer therapy is used. Peer counselling in a school context refers to one student providing assistance to another student or group of students.

REFERENCES:

- [1] H. Fasching, "Career counselling at school for placement in sheltered workshops?," *Br. J. Learn. Disabil.*, 2014, doi: 10.1111/bld.12009.
- [2] L. Myllymäki, H. Ruotsalainen, and M. Kääriäinen, "Adolescents' evaluations of the quality of lifestyle counselling in school-based health care," *Scand. J. Caring Sci.*, 2017, doi: 10.1111/scs.12420.

- [3] Z. Shechtman, "Group counseling in the school," *Hell. J. Psychol.*, 2014, doi: 10.4135/9781452229683.n22.
- [4] E. M. E. Anyi, "The Role of Guidance and Counselling in Effective Teaching and Learning in Schools: The Cameroonian Perspective," *Int. J. Educ. Technol. Learn.*, 2017, doi: 10.20448/2003.11.11.15.
- [5] K. G. Bledsoe, S. Logan-McKibben, W. B. McKibben, and R. M. Cook, "A Content Analysis of School Counseling Supervision," *Prof. Sch. Couns.*, 2018, doi: 10.1177/2156759x19838454.
- [6] D. Rosmawati, "Implementation of Guidance and Counseling at schools," *Proceeding 2nd URICES*, 2018.
- [7] B. D. Sibandze, "Challenges Faced by Teachers in the Implementation of Guidance and Counselling in Eswatini Primary Schools," *J. Educ. Pract.*, 2018, doi: 10.7176/jep/10-12-21.
- [8] M. A. Putri, N. Neviyarni, R. Ahmad, And Y. Syukur, "Guidance And Counseling In School Accountability," *Enlighten (Jurnal Bimbing. Dan Konseling Islam.*, 2018, Doi: 10.32505/Enlighten.V1i2.731.
- [9] S. K. Low, J. K. Kok, and M. N. Lee, "A holistic approach to school-based counselling and guidance services in Malaysia," *Sch. Psychol. Int.*, 2013, doi: 10.1177/0143034312453398.
- [10] T. W. Baskin and C. D. Slaten, "Contextual School Counseling Approach: Linking Contextual Psychotherapy With the School Environment," *Couns. Psychol.*, 2014, doi: 10.1177/0011000012473664.
- [11] A. Anghel and R. A. Lupu, "Multicultural Counseling in School," *Procedia - Soc. Behav. Sci.*, 2013, doi: 10.1016/j.sbspro.2013.08.632.
- [12] M. Davis, "Brief Counselling in Schools: Working With Young People From 11 to 18," *Psychiatr. Serv.*, 2003, doi: 10.1176/appi.ps.54.6.917.

CHAPTER 8

EXPLORING THE CONCEPT AND IMPORTANCE OF GUIDANCE SERVICES IN EDUCATIONAL INSTITUTIONS

Dr. Yukti Khajanchi, Assistant Professor

Department of ISME, ATLAS SkillTech University, Mumbai, Maharashtra, India

Email Id-yukti.khajanchi@atlasuniversity.edu.in

ABSTRACT:

Today's students deal with a variety of issues across the many facets of school life. These issues might be caused by psychological, behavioural, educational, occupational, or personality issues. One of the main objectives of the guiding course is to provide pupils the tools they need to overcome these issues and develop future self-reliance. However, one is also aware that the current schools hardly make any effort to develop a guiding plan. Despite several official suggestions made over the last few decades, this problem still exists. The absence of proper information among the necessary or concerned employees about the design and structure of the guidance programme in schools is one of the probable explanations for the non-implementation of this programme. The current section focuses on the numerous services used in a guiding programme and the tasks each of these services performs. A brief is then given on the structure and planning of the school-based guiding initiative. Finally, a summary of the many actions necessary to assess the guiding programme follows.

KEYWORDS:

Concept, Collection. Designed, Service.

INTRODUCTION

A school's guidance programme is a collection of activities designed to help students deal with the challenges they confront in their academic, professional, personal, and social growth. It serves as a crucial component of academic learning and is not instructional in nature. A guiding programme includes a number of services. guidance service as follows: In order to help people acquire the information and skills necessary to make appropriate decisions, plans, and interpretations necessary to successful changes in a number of domains, the guiding process consists of a collection of services. The main components of a school guidance programme are six services. They are orientation, counseling, pupil inventory, occupational information, placement and follow-up services. Each of these services are distinct due to their specific function.

Orientation Service

It is often observed that when kids transfer between schools, they find it challenging to quickly accept and adapt to the new environment. This also happens to pupils who go from high school to college or from high school to a job setting. The pupils may have some transition issues while entering a strange or new environment. The orientation services are designed specifically to acquaint the students with the new surroundings and help them adapt and make the required modifications in order to overcome this challenge. So, it's usually a good idea to start any educational programme or course with an orientation session.

Pupil Inventory Service

Prior to receiving assistance from a counsellor or career instructor, it is crucial to determine the particular talents that are most common among the kids in addition to their overall features. Since one cannot know what to anticipate from students or what they are capable of accomplishing without knowing their aptitudes and interests. Before guiding a student, it is

necessary to evaluate a student's ability, accomplishments, interests, attitudes, socioeconomic situation, family history, and other factors. The recording and maintenance of this data is aided by the student inventory service.

Together, the teacher, counsellor, and career instructor may create these records using a variety of methods. As of now, you are acquainted with both testing and non-testing approaches. Well-known non-testing techniques include observation, anecdotes, rating scales, sociometry, and interviews. The many testing methods include nonverbal, nonverbal, performance, projective, and personality exams. The counsellor or other qualified persons must give these examinations. To keep the records of pupils utilizing some of these ways, a teacher's help is necessary. By monitoring students in classroom settings and keeping track of their behaviours, a teacher might provide specifics about particular student behaviours. These occurrences may be compiled into a book of anecdotes.

Counselling Service

This assistance is regarded as the most essential step in the guiding procedure. Its objective is to aid pupils in the process of holistic development. It gives the person a chance to talk about their goals and issues with a professional or counsellor in a comfortable setting. A person may become self-directed and self-sufficient as a result of the process. Only counsellors are permitted to provide this service. However, a teacher at a school may also provide some aid. This is so that a teacher, who spends the most of their time in the classroom dealing with the pupils, may always report a student who exhibits disruptive conduct to a school counsellor. Additionally, the counsellor might benefit from the teacher's observations and notes on certain children while doing counselling. Both individual and group counselling are offered as part of the counselling service[1], [2].

DISCUSSION

It should be highlighted that counselling is available to all students, not only those who are average or have special needs.

Placement Service

The placement service works to assist students in finding jobs while they are still in school or after they graduate. The school offers specific resources that help students find work. These resources include either dedicated placement people or integration assistance provided by other counselling employees. The participation of the principal, counsellor, teacher, career master, state employment agency, private agencies, and the community is necessary for this activity. The importance of this service is greater for secondary and upper school pupils. The placement service in this area is concerned for people who:

- (i) Drop out of formal education before completing it.
- (ii) Who desire part-time employment while attending school, maybe during breaks, after school, or on weekends.
- (iii) People who stop attending formal classes after upper secondary level.

The primary goal of placement is to make it easier to fulfil the requirements of both the company and the potential employee. The pupil should not be put until the counsellor or the in-charge guidance staff has given the proper and accurate information about him or her. His or her personal biographical details, accomplishment grades, attendance, test results, health information, and other necessary data are often made public. In addition, the instructor may help by describing the student's interests and other abilities, such involvement and communication.

In addition to placement, this service introduces students to certain job application strategies. The guidance counsellor might introduce them to the procedures for applying for jobs, the rules for applying, how to find different sources of information, and how to be ready for interviews. These abilities may be cultivated by either group or one-on-one counselling. In order to help its students find relevant and appropriate occupations, a school that offers placement services must be able to access all available resources. The placement service's success is determined by how well it accomplishes this goal. The guiding committee's efficient and organized operation may mainly address this. The school committee should also inform the community and pupils about the placement plan. The material may be distributed inside the schools through student assemblies, library notices, or publication in school magazines[3], [4].

Techniques and Procedures of Guidance

- (i) Who quit their official education before finishing it (drop-outs).
- (ii) Who desire part-time employment while attending school, maybe during breaks, after school, or on weekends.
- (iii) People who stop attending formal classes after upper secondary level.

The primary goal of placement is to make it easier to fulfil the requirements of both the company and the potential employee. The pupil should not be put until the counsellor or the in-charge guidance staff has given the proper and accurate information about him or her. His or her personal biographical details, accomplishment grades, attendance, test results, health information, and other necessary data are often made public. In addition, the instructor may help by describing the student's interests and other abilities, such involvement and communication. In addition to placement, this service introduces students to certain job application strategies. The guidance counsellor might introduce them to the procedures for applying for jobs, the rules for applying, how to find different sources of information, and how to be ready for interviews. These abilities may be cultivated by either group or one-on-one counselling.

In order to help its students find relevant and appropriate occupations, a school that offers placement services must be able to access all available resources. The placement service's success is determined by how well it accomplishes this goal. The guiding committee's efficient and organized operation may mainly address this. Refer to for information about the guideline committee. The school committee should also inform the community and pupils about the placement plan. The material may be sent to libraries, published in school magazines, or made public during student assemblies inside the schools[5], [6].

Follow-up Service

A guidance worker who does not assess the progress made by his/her student is like the physician who does not verify whether his/her patient has recovered or not. Here, it becomes very essential in a guidance programme to learn the nature and extent of progress of the student even after he leaves the school. This service does not only pertain to the study of occupational aspect but also to other related aspects such as emotional and social adjustments. For example, if a student has been counselled for social-emotional problem, after he/she leaves the school, the guidance worker must do a follow-up to check how far he/she is able to cope up with the new environment and what are the problems he/she is still facing.

Purpose of this Service

- (i) Information on the scope of impact or efficacy of the school guidance programmes is gathered from former pupils.

- (ii) Modify the school guidance programme as necessary in light of the input received.

The programme typically stays in touch with students and drop-outs after they graduate from school. One of the most popular methods used for follow-up is the questionnaire that is provided to students on a regular basis after they leave their school. The guidance counsellor may further develop the future plan for the current students based on the experiences of previous students and so provide the remaining students with the essential activities. The follow-up service is more pertinent to the study sector. The administrators may enhance their services after collecting reliable feedback from the past pupils. The educational institutions may also undertake research on the link between the training provided to these former students and the extent to which the training was used using the information provided. Studies on the given courses' efficacy, efficiency, and attractiveness may also be carried out. A follow-up plan covers the following three steps:

- (i) A methodical collection of data from alumni.
- (ii) Interpretation and presentation of the data to all parties involved, including the community, parents, and students.
- (iii) Based on the results, propose a modified structure for the educational course.

Importance of Guidance Services

Every person should have access to a healthy social network, decent housing, and practical coping mechanisms. The progress of any nation is reliant on healthy mental development the day to deal up with poverty, hunger, illiteracy, bad health, and India. Children and adolescents are the future of our country. Modernization, westernisation, and industrialization all had a deleterious impact on children's mental health. instances of paedophilia as a mental health issue). Mental diseases have risen dramatically, with suicide and depression rising three to four times. Children experiencing mental health issues as a result of rioting and bombings are becoming more and more common. Children who misuse alcohol and other drugs are more likely to develop mental and behavioural issues overall, necessitating more care, attention, and direction. For all of these issues, guidance is crucial [7], [8].

Educational and Vocational Guidance

The practise of aiding each student to achieve their highest level of academic growth is known as educational guidance. It is a procedure involved with assisting students in their decision-making and changes to educational systems, curricula, courses, and school life. Counsellors who restrict their Notes to just options are only scraping the surface. If every student isn't given a setting that promotes his or her own optimum growth, very little gets done. Guidance for education is mostly focused on the student. The role of educational advice is crucial for students. The main goal of educational advice is to provide students the skills they need to collaborate with the school environment and to raise their awareness and sensitivity so they may choose the best learning environments and tools for themselves. If we research and examine the situations in India, we will discover that more educational advice is required there. Because educational advice is evaluated in the context of a child's development, it is thus considered to be a fundamental component of education.

Unquestionably, one of the most important choices one makes in life is their work. The irony is that such a significant choice is often made very early in a person's life and is sometimes made without as much consideration as is frequently paid to items like purchasing a necktie or a pair of shoes. The sort of profession a person chooses affects a variety of crucial aspects of their lives, including how they spend their time, who they associate with, where they live and work, and a lot of other significant factors. Naturally, choosing a profession should be done with the greatest care, consideration, and forethought. When it comes to choosing a

career, a person often finds herself unqualified for the job, in a pickle where they must decide between two options, or completely in the dark. All of these people need what is known as vocational counselling. Vocational counselling would be most meaningful, beneficial, and valuable to the person if it were made a fundamental element of the whole educational process[9], [10].

Consideration of Failures at Examination

The scores are usually always less than 50% in the intermediate and high school exams administered annually by the U.P. Board of High School and Intermediate Exams. More over half of the pupils who take the exams come up short. And although there are a few strange suicide instances that occur as a consequence of this failure, many more people become disheartened and give up on their educational careers before they ever get started. A significant number of the entrepreneurs engage in anti-social behaviour, while others get disoriented and lose their mental equilibrium. Nearly all education experts believe that the riches and power of the country are being seriously threatened by this very high failure rate. On the surface, it appears to be a national issue or, at best, the result of the state's flawed educational policies and institutions, which allow for almost no intervention from psychologists. Nevertheless, with his help, psychologists can address the issues that cause children to perform poorly on examinations.

Encouragement to the Child's Inspiration to Study

Another issue that troubles psychologists is when a certain youngster displays a lack of motivation and excitement for learning. This lack of motivation may have both internal and external causes that are influenced by social, familial, academic, and environmental factors. Personal causes might include emotional ones like annoyance and worry as well as cerebral ones like a poor constitution.

The house or the school are both affected by environmental variables. In terms of the school, this might be due to a number of factors, including an uninteresting curriculum and routine, an educational approach that is everything but psychological, the lack of extracurricular activities, etc. All of these aspects and reasons are changed by the psychologist, who then gives the youngster motivation-building advice. In actuality, rather than using any direction, this may be accomplished more by eliminating the causes that undermine drive. In order to do this, the psychologist might work with the teacher to provide an environment where the student will voluntarily show an interest in his studies. The youngster might be motivated to show interest in studying his subjects only after that.

Removal of Weakness in Particular Subjects

When student exhibits evidence of being poor in one or more disciplines, the psychologist is faced with still another issue. For instance, the majority of students in Uttar Pradesh are very inadequate in the topic of English. The majority of college students that struggle academically are those who write in the English language. Some pupils try to avoid certain courses as if they were fleeing for their life. For many individuals, a burdensome topic like mathematics is second only to language in terms of the fear it inspires. Students who struggle in a topic often do so because they lack a deep interest in it rather than because they lack the necessary skills.

The psychologist may identify the particular reason of the deficit via testing and observation. Attempts should be made to develop it in him if the topic should be studied as quickly as feasible or if the pupils may potentially acquire a skill. If another factor is to blame for the kid's weakness, instructors, parents, the psychologist, and the student may work together to stop the pointless weakness that is impeding their development.

Scope of Vocational Guidance

Vocational counselling seeks to aid a person in selecting a profession that complements their natural abilities. It further develops a person's readiness for a chosen career and offers services in line with his educational background and capacity for future training. An individual's educational potential and success are influenced by his or her health, nature, temperament, and culture. Similar to how counselling and education are connected, vocational guidance and education have an inverse relationship. The key component of career counselling is vocational education. Both are connected. Vocational education prepares people for successful placement, while vocational counselling aids in choosing a suitable profession. The core of career counselling and vocational education is the individual's effective integration into the field of employment for his or her personal pleasure and work satisfaction as well as to become a contributing member of society. The display of uncertainty is not in vain when increasing complexity creates hurdles for one phenomenon at a time. It holds true for starting a career as well. In order to understand the nature of vocations, choose vocations, and enter vocations, it has almost become mandatory to seek the advice of experts. This complexity is a result of the complexity of the human personality, modern industrial complexity, complexity of educational subjects, and complexity of various vocations. Without counselling, choosing a profession may be destructive, and it has happened. Due to the variety of professions available and the continually changing environment, both the individual and the vocation must fit each other. It is insufficient. Counselling for entering a certain profession is not the end; instead, it must be followed by a successful adjustment. Therefore, there is a broad demand for vocational assistance rather than a specific requirement [11], [12].

CONCLUSION

A school's guidance programme is a collection of activities designed to help students deal with the challenges they confront in their academic, professional, personal, and social growth. It serves as a crucial component of academic learning and is not instructional in nature. The main components of a school guidance programme are six services. They are placement, counselling, occupational information, student inventory, orientation, and follow-up services. Due to their varied functions, each of these services is unique. Orientation Service: It has typically been observed that when students transfer between schools, they struggle to quickly accept and adapt to the new environment. This also happens to pupils who go from high school to college or from high school to a job setting.

REFERENCES:

- [1] R. L. Isnaini, "Penguatan Pendidikan Karakter Siswa Melalui Manajemen Bimbingan dan Konseling Islam," *Manag. J. Manaj. Pendidik. Islam*, 2018, doi: 10.14421/manageria.2016.11-03.
- [2] I. Yuliani, "Konsep Psychological Well-being Serta Implikasinya Dalam Bimbingan dan Konseling," *J. Innov. Couns. Theory, Pract. Res.*, 2018.
- [3] I. Yuliani, "Counseling konsep psychological well-being," *J. Innov. Couns. Theory, Pract. Res.*, 2018.
- [4] P. A. Harrison *et al.*, "Selecting methods for ecosystem service assessment: A decision tree approach," *Ecosyst. Serv.*, 2018, doi: 10.1016/j.ecoser.2017.09.016.
- [5] S. C. Woodruff and T. K. BenDor, "Ecosystem services in urban planning: Comparative paradigms and guidelines for high quality plans," *Landsc. Urban Plan.*, 2016, doi: 10.1016/j.landurbplan.2016.04.003.

- [6] V. Lutfiyani and B. P. Caraka, "Strategi Layanan Bimbingan dan Konseling Komprehensif dalam Pengembangan Self-Knowledge pada Siswa Sekolah Dasar," *SENDIKA ; Semin. Nas. Pendidik. FKIP UAD*, 2017.
- [7] C. W. Chen, "Guidance on the conceptual design of sustainable product-service systems," *Sustain.*, 2018, doi: 10.3390/su10072452.
- [8] A. Alizamar, M. Fikri, and A. Afdal, "Social Anxiety of Youth Prisoners and Guidance and Counseling Services for Prevention," *J. Psikol. Pendidik. dan Konseling J. Kaji. Psikol. Pendidik. dan Bimbing. Konseling*, 2017, doi: 10.26858/jpkk.v0i0.4123.
- [9] J. R. Rohr, E. S. Bernhardt, M. W. Cadotte, and W. H. Clements, "The ecology and economics of restoration: When, what, where, and how to restore ecosystems," *Ecol. Soc.*, 2018, doi: 10.5751/ES-09876-230215.
- [10] A. König, T. Bonus, and J. Grippenkov, "Analyzing urban residents' appraisal of ridepooling service attributes with Conjoint Analysis," *Sustain.*, 2018, doi: 10.3390/su10103711.
- [11] Jos Boesten, "Scientific Opinion on the development of specific protection goal options for environmental risk assessment of pesticides, in particular in relation to the revision of the Guidance Documents on Aquatic and Terrestrial Ecotoxicology (SANCO/3268/2001 and SANCO/10329/2002)," *EFSA J.*, 2010, doi: 10.2903/j.efsa.2010.1821.
- [12] D. B. Miracle and O. N. Senkov, "A critical review of high entropy alloys and related concepts," *Acta Materialia*. 2017. doi: 10.1016/j.actamat.2016.08.081.

CHAPTER 9

PERSONAL AND GROUP DIRECTION: CONCEPT, NOTES, OBJECTIVES AND TECHNIQUES

Ameya Ambulkar, Assistant Professor

Department of ISME, ATLAS SkillTech University, Mumbai, Maharashtra, India

Email Id-ameya@isme.co.in

ABSTRACT:

Personal counselling comprises the psychological and emotional ties that an individual builds for himself. Paterson has included social, emotional, and recreational counselling with personal counselling. In reality, personal assistance for solutions includes issues with health, emotional adjustment, social adjustment, and leisure and recreational challenges. The social adjustment category includes a person's financial difficulties. Personal advice may also encompass aspects of one's character and spirituality. In other realms, we may incorporate the issues in personal counselling that cannot be addressed in educational and occupational guidance. As a result, the primary goal of personal coaching is to create harmony between a person's mental, social, and physical aspects. This is because it is often seen that individuals sometimes find themselves surrounded by deviant behaviours and social flaws, despite their best efforts. These people live a neglected existence in the company of their relatives, neighbours, and other citizens. The resulting conditions make it difficult for a person to envision and plan a peaceful and productive life due to the lack of balanced personalities in families and the neighbourhood as well as the hazy identification of mental and emotional deficiencies. In such a situation, individual counselling may be useful in resolving issues.

KEYWORDS:

Aspects, Assistance, Psychological, Recreational.

INTRODUCTION

The assistance provided to a person to resolve his or her own difficulties is known as personal guidance. Many pupils who are emotionally maladjusted and unable to successfully adapt to social situations may be found in any school. Because of this, they don't use all of their potential. Some could have picked up bad behaviours that would bother their parents or professors. Personal counselling services work to identify these misbehaved and problem students in the classroom. An effort is made to determine the underlying cause of the problem using diagnostic psychological testing and sociological data from the family and school. In less serious situations, the counsellor sets up counselling sessions with the person and works to help him recover. If the home setting is the root of the issue, the counsellor works with the parents to try to shift their perspectives on the kid. Parental counselling may sometimes become necessary. They are given advice on how they may assist the kid personally. The counsellor collaborates with the instructors and offers advice on how they might assist the kid if it is determined that circumstances related to the classroom are the root of the issue. However, challenging and critical situations are reported to them so they can assist the youngster. However, challenging and severe situations are directed to qualified clinical psychologists or psychiatrists in hospitals.

Personal counselling is assistance provided to anybody who needs it in order to address their emotional issues and help them gain control over their emotions. The most important quality of a mentally healthy person is controlled emotion. When faced with disputes and difficulties, a person who has control over his emotions is able to keep his mind in balance by combating stress. The emotionality of the pupils is elevated since they are at the teenage stage of their

growth and development. They sometimes lose control over things that are really unimportant. When the circumstances elicit strong emotions in them, they become quite emotional. Several things, such as poor academic achievement and romantic failure. Emotional issues are brought on by social and familial maladjustment[1], [2].

Personal Problems

When facing personal issues, you need personal counsel. The students' social and emotional wellness is its primary goal. Thus, the students' emotional distress or imbalance underlies the demand for it. Similar to how educational problems and educational guidance centre on issues relating to students' education, vocational issues and vocational guidance centre on issues relating to an individual's vocation, and personal issues and personal guidance centre on issues relating to an individual's person, inner life, and own behaviours. These "problems" are specifically related to his behaviour, which are unwelcome and unfavourable in terms of his integration in any setting, including his family, school, health, social, etc. His own psyche or external variables may be the root of his maladjustment. The main causes of personal issues are growth requirements and developmental activities.

While meeting these requirements encourages healthy adjustment, it is recognized that doing so might lead to pupils having personal and social issues. Personal issues might include a variety of fears, anxiety, negative mindsets, excessive shyness, excessive anxiousness, lack of confidence, excessive aggression, excessive rudeness, etc. These are seen as issues because they obstruct an individual's growth. If they persist for a long time, an individual's social growth, educational and professional development, and personal development are all severely impacted.

If a major issue is not resolved right away, it might disturb life's delicate equilibrium. Helping students with psychological issues, conflicts, and problems from day-to-day life, understanding their behaviour and the factors that contribute to it, and understanding the needs of the student who determines the type and nature of the problem are all part of what is meant by personal guidance.

It was discovered that somewhat more than two-thirds of the student body think they need some type of aid with personal issues. A sizable fraction of the student population was discovered to be struggling with one or more personal issues. These issues were ones that pertained to a part of one's personal life. They suggested that there was either a problem with the person's ego-functioning or self-concept[3], [4].

DISCUSSION

Children are born with the whole range of human potential for learning, development, and growth. You have a wonderful chance as a parent or teacher as you advance in your career. being a member of a group of adults working with young children to encourage the development of their human potential via cautious and considerate supervision approaches. Guidance is the assistance provided by one person to another in making decisions, making changes, and resolving issues. Guidance strives to help the recipient develop their independence, technical skills, and sense of self-reliance. It is a service that is available to everyone, not only students or members of the family or the Proceedum of Guidance. It can be found anywhere there are individuals who can provide assistance, including in the family, business and industry, government, social life, hospitals, and prisons.

The Questionnaire

A questionnaire is a series of questions that must be responded to by one person or a group of people, usually in order to get data or information. It has to be expanded to fit with other

methods. Questions are designed to elicit information on circumstances and customs that respondents are assumed to be knowledgeable about. There are mainly two sorts of questions in a questionnaire: closed and open. Open-ended inquiries demand that the respondent reflect and write. What sport is your favourite, for instance?

Observation

In this method, conduct is investigated by trained observers' observational skills. The skill of the observer determines how well the method works. The observer is supposed to see clearly defined actions that are free from prejudice and bias. While observational approaches are helpful in the study of both pupils and people, their value also relies on the method and goal used.

Sociometry

It is the study of the nature of social relationships between individuals within a community. It provides a chance to spot personality issues, particularly in outcasts and rejects. The method is a helpful source of data for evaluating pupils' social behaviours. Sociometric procedures often fall into one of three categories: (1) nomination, (2) social acceptability, or (3) "who's who" or "guess who." The student is invited to choose and identify her friends using a criteria that the instructor has provided in the nomination procedures. For instance, the instructor may inquire about the pupils' top three classmates. The student is asked to declare his or her sociometric preference once the degrees of social connection are revealed in the social acceptance approach. The "Guess Who" approach asks students to identify the individuals in the class who most closely fit short descriptions of several categories of pupils. As an example, one of the claims would be, "The boy is always in trouble with his parents." Who?

Autobiography

You may have read the autobiographies of a lot of notable people; some of the more popular ones are: Mahatma Gandhi's autobiography, "My Experiments with Truth," was written by Nirad C. Chaudhary. A person's life is described in his or her own words in an autobiography. It provides useful details about the person's interests, skills, personal history, hopes, aspirations, likes, dislikes, etc. as a guide approach for studying the person.

Rating scales

In this method, the amount and quality of a person's presence or absence of a certain kind of behaviour or attribute are appraised. In your regular instruction, you may grade your pupils on their performance, penmanship, routines, and many other things. For instance, Meena earned the most in Hindi whereas Ashok performed better in maths. Shyam is taller than Nitesh, but Ram is taller.

The verb "rate" denotes a judgement or an estimation of worth. The rater makes his assessments after seeing the subject in various contexts. Each student is evaluated according to the same basic characteristics under a rating system, and evaluations are expressed as marks on a scale that ranges from "very poor" through "poor," "average," to "good," and "very good." These ratings are visually shown on profiles for convenience and contrast. Procedures used: A rating scale rates characters based on a specified amount of points.

The points are expressed as grades or numerical values. For instance, meeting strangers could be a significant issue for one person while posing no issue at all for another. The severity of the issue between these two extremes might vary from person to person. Both qualitative and quantitative evaluations are possible [5], [6].

Meaning of Group Guidance

The curriculum for guiding includes group counselling as a crucial component. The key goals of guiding are to support the person in developing self-direction, self-knowledge, and self-realization. These cannot be accomplished in a vacuum without culture. Since group experiences are the only method for lessons to be really learnt, many encounters must take place in a group. Group counselling is a connection where the guidance counsellor tries to help a group of students improve or adapt to their individual or collective life problems in an acceptable manner. It happens when a group of students are encountered by one or more guidance counsellors. The greatest places to discuss educational and professional goals, thoughts on adjusting to school and social conditions, choices for alternatives and careers, financial limitations, job possibilities, and issues with personality adjustment are in groups.

Concept

The scenario that is formed when more than one person is joined together in a group for educational, vocational, or personal direction is known as the situation of group guidance or group counselling. It is instruction delivered via group activities. The members' shared issues serve as the foundation for the formation of the organisation. For instance, if information regarding different courses or careers is to be transmitted, it may be done in a group setting since it may be necessary for each member of the group. Similar to this, group guidance is necessary whether some people have personal issues like low self-esteem or don't have any issues but need to build strong social connections or improve their skills for living in a group. The two forms of group counselling are therapeutic and orientational. The goal of orientational group assistance is to help students get used to new surroundings, programmes, or courses. Informing the students about the admission criteria and processes for different high schools and colleges also counts as an orientation-type group counselling exercise. According to Bennett (1963), the group guiding orientation courses have the following objectives:

- (1) To familiarise the newcomers with the new institution, its guiding principles, norms and regulations, etc., to help them transition well and have happy group lives.
- (2) To assist the newcomers in revising their objectives in light of their improved self-awareness and fresh possibilities.
- (3) Assisting the newcomers in developing their capacity for desirable adjustment.
- (4) To encourage the newcomers to contribute in their own ways to the new school.
- (5) To assist newcomers in broadening and deepening their outlook on life and making more informed future plans.
- (6) To provide opportunity for instructors and students to get to know newcomers and learn about their potential.

Method of Group Guidance

Different group activities are planned for students at various educational levels. The following is a conversation delivered in stages: At the primary school level, orientation courses may be organised both before and after student entrance. According to Bennett, the programmer should explain to the parents what the school stands for, what sorts of activities it organises, etc. before children are admitted. In actuality, it is a parent orientation programme that seeks out their collaboration and goodwill in jointly creating strategies for assisting kids in adjusting to the new school environment. It seeks to address strategies for a smooth transition of kids from home to school. Students are required to attend post-admission orientation, during which time attempts are made to familiarise them with their new surroundings, assist them feel at home, and support them as they transition socially [7], [8].

Group conferences are used to orient both parents and students. The instructor serves as a group guidance worker when they are in the classroom. The instructor serves as a group guidance worker when they are in the classroom. He must follow the development perspective recommended. At the secondary level, the instructors must conduct a large portion of the group counselling work as part of classroom activities. If the teachers are properly oriented, they can greatly contribute through classroom activities to develop realistic self-concepts, to recognise and deal with students' strengths and weaknesses effectively and intelligently, to recognise and understand emotional reactions and learning how to deal with them, and to face some of the problems and processes of social development and to learn how to get along better with peers, adults, and younger people. They may also be able to assist in the development of healthy relationships between peers, adults, and younger people. There are many chances for education in occupational options, vocational planning, and adjustment via the curriculum's many components. The instructor may help the students via house activities in realising their potential, preparing for careers, offering experience in citizenship, and becoming more skillful in interacting with their teachers, classmates, and friends if the school has a "house system" or "home room."

Aside from teaching, a counsellor may support a teacher's job by planning unique group activities including class discussions, career conferences, field excursions, etc. He is capable of instructing courses on vocational information, notably at the delta and school-leaving levels. Information about careers is important for all career decisions that students make. Activities for group guiding may be cross-sectional or longitudinal in character. In the case of longitude activities, the process takes place over an extended period of time in order to create a thorough understanding of numerous areas of the working environment related to long-term vocational and educational preparation. Cross-sectional group guiding work involves a group primarily concentrating on evaluative and diagnostic programmes at a certain moment. When people are preparing to begin their life's job, when a realistic awareness of the working world is required, it becomes even more crucial. Cross-sectional group guidance concentrates on bringing about adjustments, while longitudinal group guidance targets developmental.

Cross-sectional group guiding activities often take the form of group counselling or multiple counselling, with the aim of changing people's attitudes and assisting them in making more effective and stable modifications. Similar to individual counselling, group counselling has goals and objectives. It has therapeutic qualities. In group therapy, people engage with one other and with the counsellor to gain understanding and learn how to adapt. the advisor. People with comparable issues talk to each other about them, which improves understanding of the issue. group counselling or therapy might take one of four different forms: cathartic supporting, non-directive, group development therapy, or interpretative group therapy. The goal of cathartic-supportive counselling is to get group members to confess to the rest of the group. Much of the stress is relieved through confession and open dialogue. The same counselling approach used by Roger is used in non-directive groups.

In a different chapter, it is covered in more depth. The fundamental idea behind group interaction, which forms the foundation of group development therapy, is that group members may better comprehend one another's issues and behaviour by interacting with one another and exchanging ideas. In interpretive therapy, the counsellor modifies the group members' responses by his own interpretations, which results in a shift in the participants' perspectives. According to some, this is the most successful kind of group therapy. However, orientation-style group counselling sessions are often used in educational and professional settings. Rarely do we encounter counselling or therapeutic circumstances group development counselling is only appropriate for use after college[9], [10].

CONCLUSION

The assistance provided to a person to resolve his or her own difficulties is known as personal guidance. Many pupils who are emotionally maladjusted and unable to successfully adapt to social situations may be found in any school. Sometimes, parental counselling is unavoidable. They are given advice on how they may assist the kid personally. Personal counselling is assistance provided to anybody who needs it in order to address their emotional issues and help them gain control over their emotions. The most important quality of a mentally healthy person is controlled emotion. When faced with disputes and difficulties, a person who has control over his emotions is able to keep his mind in balance by combating stress. Personal Issues: In the event of personal issues, individual counselling is required. The students' social and emotional wellbeing is its primary goal. Thus, the students' emotional distress or imbalance underlies the demand for it. Similar to how educational problems and educational guidance centre on issues relating to students' education, vocational issues and vocational guidance centre on issues relating to an individual's vocation, and personal issues and personal guidance centre on issues relating to an individual's person, inner life, and own behaviours.

REFERENCES:

- [1] B. Kausikan, "Asia in the Trump era: from pivot to peril," *Foreign Aff.*, 2017.
- [2] D. E. Graham, "Cyber Threats and the Law of War," *J Nat'l Sec L Pol'y*, 2010.
- [3] N. Vos, "Agricultural Drainage and the Des Moines Water Works Lawsuit," *Drake J. Agric. Law*, 2017.
- [4] M. Faure and A. V Raja, "Effectiveness of Environmental Public Interest Litigation in India: Determining the Key Variables," *Fordham Environ. Law Rev.*, 2010.
- [5] D. J. Gerber, "Two Forms of Modernization in European Competition Law," *Fordham Int. Law J.*, 2007.
- [6] D. J. Dodd, "Data security law - State statutory requirements for protecting personal data," *Am. J. Trial Advocacy*, 2015.
- [7] A. Lehman and D. Cordray, "Prevalence of Alcohol, Drug and Mental Disorders among the Homeless: One More Time," *Contemp. Drug Probl.*, 1993.
- [8] L. A. Abdulrauf, "Do We Need to Bother about Protecting Our Personal Data: Reflections on Neglecting Data Protection in Nigeria," *Yonsei Law J.*, 2014.
- [9] D. Ashton and M. Couzins, "Content Curators as Cultural Intermediaries: 'My reputation as a curator is based on what I curate, right?,'" *M/C J.*, 2015, doi: 10.5204/mcj.1005.
- [10] H. E. I. Anderson, "The Nationality of Ships and Flags of Convenience: Economics, Politics, and Alternatives," *Tullane Marit. Law J.*, 1996.

CHAPTER 10

PERSONAL GUIDANCE ADVANTAGES AT SCHOOL LEVEL

Nikita Nadkarni, Assistant Professor

Department of ISDI, ATLAS SkillTech University, Mumbai, Maharashtra, India

Email Id-nikita.nadkarni@atlasuniversity.edu.in

ABSTRACT:

Giving each student the chance to realise his full potential in terms of academic, professional, personal, and emotional growth is one of education's goals. Personal Guidance, which is a crucial component of education, is focused on this purpose. Counselling and guidance services help students develop their capacity to comprehend and accept the outcomes of their decisions as well as their growing responsibility for their actions. Making such wise decisions is a skill that must be learned, just like any other skill. In this essay, I investigate the objectives of guidance and counselling programmes, the counselor's function, the main types of counselling, counselling techniques, and programme assessment.

KEYWORDS:

Assessment, Experienced, Support, Techniques.

INTRODUCTION

Individual support for better adjustment in the world is referred to as personal guidance. creation of actions and attitudes in all spheres of life. It helps the kid deal with all of their emotional and psychological issues as well as help them adapt to their physical and social surroundings. The field of individual adjustment falls under personal counselling.

Need of Personal Guidance for Different People (Students)

1. When asked about pupil needs staff focused on the provision made at each school stage and guidance teachers' duties rather than directly on pupils' needs. Although staff identified the same sorts of needs or provision at the various school stages, they also commented on the different levels of maturity within year groups. Staff saw a key role for guidance in linking with the home but had not given much thought to the guidance needs of parents.
2. The most fundamental pupil need identified was for individual attention and to have a consistent relationship with a teacher who knew them. Staff identified a range of needs at each school stage.
3. Deprivation was seen as a major source of variation in pupils' guidance needs within and across the schools and was seen as having an impact especially on pupils' self-esteem and aspirations. Staff identified few specific needs experienced by middle class pupils. Geographical location was not seen as a major factor in determining particular guidance needs. Staff, however, believed that pupils' needs were changing and increasing due to increased staying-on rates, greater pressure within schools and because of wider changes in society.
4. On the whole, guidance provision in the project schools was based on a generalised model of pupil needs. It was difficult to discern the impact of particular pupil needs in the nature and structure of guidance provision in each of the schools. This was perhaps inevitable in the absence of whole school reviews of needs and provision. The two areas where it was possible to see some direct relationship between particular needs and provision was PSE provision and the schools' response to pupils' socio-economic background.
5. Administer specially designed diagnostic test.

6. Identify the student for guidance purposes.
7. Analyse the causes of learning difficulties.
8. Plan cooperatively the approaches for removing the difficulties.
9. Implement the approaches.
10. Evaluate the approaches[1], [2].

DISCUSSION

The instructor may support the student's spirit of inquiry both within and outside of the classroom. It should be completely free to come up with fresh concepts. For creative expression to occur, psychological safety and freedom are necessary. They should have complete freedom to allow their imaginations to grow. You may utilize specialized software created to support their thinking. They need to be inspired to consider the possible outcomes and effects of their actions. They should be inspired to consider other strategies and options.

Guidance at the Elementary-School Level

For the majority of kids, elementary school is their first experience with attending school and a crucial period in their life. Going to an elementary school may not be a significant adjustment for people who had pre-school education, such as attending nursery or kindergarten. The three Rs, or essential skills, are recognised as the primary task of the elementary school. Additionally, it is the duty of the school to support students' growth in their leadership, initiative, and creative abilities. These formative years are when a child's self-concept develops. The youngster is separated from his home, parents, and siblings while attending school. The youngster may find this to be an unpleasant experience, to which they may respond by sobbing or by refusing to attend to school. The obligation to foster a sense of security in the students so they don't worry or retreat is on the school. The new student is an outsider to the other students in the school, thus it is up to the instructors to help him or her fit in. They need some kind of comfort.

At this point, fostering children's social and emotional development is more crucial than teaching them specific subject content. The majority of parents and institutions give little thought to students' social and emotional development. Parents often worry that their kids won't do well in school. However, it's crucial to recognise that learning may often take care of itself if the kid is adjusted, feels at home, and is safe in their school. This has the effect of counteracting the goals of enrolling the kid in school. The involvement of the instructors in this situation is quite important. He must be aware of the youngster and provide the essential support for their social and personal growth. But when more students register, the size of the class also grows, making it more difficult for instructors to get to know each student well enough. Because of this, the majority of kids do not get the attention they otherwise would. This explains why organized advice should be offered at the primary school level. Early parental advice aids a child's capacity to adapt to new circumstances and fosters the development of problem-solving skills. This is in line with the fundamental tenet of counselling, which is "prevention is better than cure." The resources of the school, the family, and the community may all be used to assist children. Early support for adjustment may aid in the students' development of their mental health. The necessary preventative actions depend on the resources at hand. One must be aware of three things in order to provide assistance to the students:

1. The kid is adaptable in his formative years, and any issues have less time to fester and grow resistant to change.
2. It is simple to get the parents' support and assistance since they are really worried about how their children are doing in school.
3. The youngster still has many years of growth and development to go.

Attending school raises the significant issue of "readiness to learn." Aside from this, social and emotional development are two additional equally significant issues of critical significance for the school. The home environment and the attention that family members offer have an impact on a child's social and emotional development. to the growth of these. Work begun at home must be continued at school. Sulking, tantrums, aggression, withdrawal, lying, and other negative attitudes and behaviours need to be examined and rectified at home and at school. The school will also have to cope with a variety of challenging circumstances. Individual children's developing trends vary from one another. others may have grown to their typical level of development, while others may not have. Giving all the kids the identical chores and exercises might cause adjustment issues. Play is a straightforward method that the school may use to address the majority of issues. Play should be promoted as a way for kids to get over a lot of their emotional barriers. When it comes to elementary school, the classroom may be utilised to set up various learning activities.

Parents and teachers need to understand that no amount of prodding will be able to get the youngster to achieve more than what his or her abilities allow. Unfortunately, most parents have a tendency to think that as soon as they enrol their children in school, the school is in charge of caring for them. In actuality, parents should show the same level of interest in their kids as they would want their instructors to. This does not imply, however, that parents should overwork the kid to the point that he starts to dislike learning. The greatest way to apply guidance in elementary school is to be aware of the children's developmental stage. They are, to put it simply:

1. There are similarities and differences among kids
2. Each unique youngster develops on his or her own timeline.
3. Growth may be fostered but never pushed, since it takes time.
4. The development of a single youngster may fluctuate from time to time.

It may be the child's development pattern when they are sluggish, thus it is best not to push them. According to Erickson, the risk in the early years is the formation of a feeling of inferiority that might lead to a kid losing hope in his abilities and standing. This is a terrible condition, and if it persists, the youngster can end up being an unhappy underachiever. The instructor should find it extremely straightforward and easy to build a strong relationship with young students. The instructor will find it easy to attempt to understand and assist each individual kid in the group after rapport has been built. However, the teacher must recommend the student to a more qualified individual, such as a school counsellor, when the student is unable to connect to the instructor, i.e., when no rapport is developed between them[3], [4].

It is general knowledge that youngsters are content and often unaware of the difficulties of transition. They are often eager and readily piqued, yet their passions fizzle out quickly. In addition to the household, school occupies them for the most of their time. It's sad for the youngster if they have negative school experiences. Children in elementary school need assistance with their academic difficulties, and their educational experiences should be fun and engaging. The main goal of counselling at this level is to stop emotional breakdowns. Children have adjustment issues when they go from being the focus of attention at home to becoming an anonymous student at class. They may become dissatisfied with school as a result of this feeling of lack of significance. If the curriculum materials are not modified to the child's skills, learning issues may also arise. There may be issues with other students, and these issues may cause some students to bully others while others sulk. More and more individuals are realising that many emotional issues people encounter later in life might be linked to their early years. To ensure that children grow up to be productive members of society, emotional issues must be identified early and treated, if not completely eliminated.

An essential component of the whole educational course is guidance. It must be a continual process starting with the child's initial interactions with the school for it to be successful. The idea of continuous growth serves as the foundation for guidance at the primary school level, with an emphasis on issue avoidance and the promotion of good mental hygiene. The main objective of guidance at this point is to contribute to the creation of a welcoming school environment that will support students' transition and learning[5], [6].

Guidance at the Secondary-School Level

The students start secondary school when they are at least ten years old. By this point, their physical and motor development is often finished. The other dimensions, notably the social, emotional, mental, and moral ones, nonetheless, still need development. The students enter the important adolescent years during these years. Additionally, the majority of students are in the pre-puberty stage, at which time the puberty spurt, or fast and noticeable physical growth, occurs. Additionally, this is a time of emotional fragility. Numerous issues that need to be addressed and treated with empathy follow adolescence. Therefore, at this point, the student's mentoring is crucial. There are at least two other elements to take into account:

1. At the secondary school level, students must make academic decisions that may eventually affect their future careers.
2. The student is developing sexual maturity.

Boys and girls often experience self-consciousness and an interest in one another's new dimensions. They become nervous, restless, and disoriented. They tend to dislike adult involvement and long for more independence.

Early adolescence and the years after puberty fall within the high school years. Helping young boys and girls through the challenges of growing up is more important than ever. They also often acquire fads and obsessions, which, if not properly addressed, may cause emotional paralysis. Despite the enormous overall progress, sadly only physical development is given focus. Adolescents are eager to communicate their own thoughts, passions, and feelings and look forward to approval and support. In order to establish a relationship of confidence and trust with high school students, the guidance counsellor must be warm, empathetic, and friendly with them.

On account of this, it is possible to instill in them positive attitudes, interests, and ambitions. The guidance counsellor can assist the student in understanding and resolving issues that, if not addressed, might grow to enormous dimensions. Helping the student establish career awareness, career interests, and associated aspirations is another crucial factor. Academic success is often seen as an essential aim. By attempting to connect the adolescents' skills and interests to academic endeavours, the guidance counsellor may assist them in overcoming major disappointments. Pre-puberty preventive counselling in secondary school lowers the need for corrective counselling later and enhances students' capacity to make decisions independently on careers, social, civic, and other activities. Adolescents are expected by society to pick a profession that will enable them to contribute to society, get married, and have a family. The duties demand that crucial future choices be made. Adolescence is a time of decision-making, and guiding is a deliberate attempt to assist in enhancing the calibre of those decisions. Guidance must assist people in becoming ready to make the right choices now if it is to contribute to enhancing their effectiveness[7], [8].

Attitudes and Interests of School Students

The emergence of attitudes and interests is one aspect of significant psychological change that occurs throughout adolescence. Most students have similar interests while they are

young, but as they become older, changes in their mental and social makeup cause them to have different views towards their parents, their school, their instructors, their classmates, and the authorities. Interests often vary and might be challenging to comprehend. All of these changes that we have mentioned have an impact on young people's behaviour. The school has an obligation to assist the Young people develop into disciplined, responsible adults who behave in a way that is accepted by society as a whole. However, this does not often occur, indicating that the guiding requirements of pupils have either not been satisfied or have been completely disregarded. After completing secondary school, students have the choice to continue academic professions, enrol in trade or vocational institutions, or begin employment as relatively unskilled labourers. At this point, they do not possess any tradeable abilities or proficiencies. The workforce is in need of employable individuals, but when students leave school without learning any specialized knowledge, they are left with nothing to offer and can only count themselves among the jobless. Because unemployment is such a severe societal issue, it shouldn't be dealt with in a random manner or on the streets. The school has to think through the issues that are likely to come up and provide genuine solutions. The following are some ways that personal guidance might benefit the student:

1. Pick a curriculum that best fits your child's talents, interests, and goals.
2. Develop effective study habits and techniques that will help him or her reach the desired levels of academic accomplishment.
3. Because life demands are many and unclear, pursue social interests and abilities outside of the classroom.
4. Recognize the role of education and how it relates to his or her requirements.
5. Expand his or her potential in a chosen field.
6. Grow a passion for the chosen profession and a desire to work in it.
7. Enjoy life at school by developing positive and rewarding connections with instructors and other students.

At schools, there should be ongoing educational counselling. Each student needs assistance in becoming accustomed to the demands of the academic world by forming admirable curricular interests and worthwhile life goals, cultivating effective work habits, mastering sound study techniques, fostering admirable interpersonal relationships, maintaining satisfactory mental health, and acquiring a strong moral code. Failure is a significant issue for advice. Teachers often recommend school counsellors to students who are receiving subpar academic marks. However, advice may also greatly assist other students. The most effective way to help young people grow into normal, healthy adults who are emotionally mature and capable of making a substantial contribution to their society is via guidance.

To help students find acceptable careers, vocational counselling is required at the high school level. All educational counselling also includes vocational counselling. Similar to curricular decisions, career decisions are often determined at home by parents or other elders. Rarely are young men and women permitted to act on their own free will. According to Naya Mam ParatantryatSwatantryam, the purpose of educational guidance is to move each student from a condition of reliance to one of autonomous decision-making and action. The person won't be able to function well if the selected employment isn't one that fits their ability. If it exceeds one's capabilities, performance will be subpar and the person can feel a lot of strain and stress. Additionally, if one's employment falls well short of their abilities, it will cause boredom, resentment, and unhappiness.

Poor performance would once again be the outcome. A job should not just be a good fit for one's skills, but also for their hobbies and aptitudes. Maslow, Super, and other psychologists emphasise that one must discover possibilities for self-actualization in one's profession, which should aid in the development of one's self-image. In order to assist the student choose

the right career path, there must be support at school. Along with entertainment and mental renewal chances, leisure activities also aid in the development of proper attitudes and inclinations towards appropriate career paths. Every person has a whole, distinctive personality, and he or she would have holistic life happiness[9], [10].

CONCLUSION

Personal advice is the assistance provided to a person to better change their attitudes and behaviour in all facets of life. It helps the kid deal with all of their emotional and psychological issues as well as help them adapt to their physical and social surroundings.

When questioned about student requirements, staff members concentrated on the provisions provided at each school level and the responsibilities of the guidance instructors rather than on the needs of the students themselves. Despite the fact that staff members recognized similar requirements or services across all school levels. The most basic need for students were to get individualized attention and to have a regular interaction with a teacher who knew them. At every level of education, staff members recognized a variety of requirements. Even students who self-selected an adequate educational programme may have issues that call for assistance. A teacher could need to invest between a fifth and a third a small number of students that need a lot of assistance, depriving the remainder of the class of the teacher's entire attention to their requirements.

REFERENCES:

- [1] K. Allen, M. L. Kern, D. Vella-Brodrick, J. Hattie, and L. Waters, "What Schools Need to Know About Fostering School Belonging: a Meta-analysis," *Educ. Psychol. Rev.*, 2018, doi: 10.1007/s10648-016-9389-8.
- [2] F. Yuksel-Sahina, "School Counselors' Assessment of the Psychological Counseling and Guidance Services they Offer at their Schools," *Procedia - Soc. Behav. Sci.*, 2012, doi: 10.1016/j.sbspro.2012.06.659.
- [3] M. P. González, R. M. Flórez, and J. P. Díez, "Evaluation of career guidance and career education needs in six university degrees on education. Bases for the development of the tutorial action plan," *Educ. XXI*, 2018, doi: 10.5944/educxx1.22721.
- [4] R. M. Thaib and I. Siswanto, "Inovasi Kurikulum Dalam Pengembangan Pendidikan (Suatu Analisis Implementatif)," *J. EDUKASI J. Bimbing. Konseling*, 2015, doi: 10.22373/je.v1i2.3231.
- [5] M. S. Ismail, S. S. Abdullah, M. Z. Mohamad, and W. M. K. F. W. Khairuldin, "Student's Career Maturity: Implications on Career Counselling," *Int. J. Acad. Res. Bus. Soc. Sci.*, 2018, doi: 10.6007/ijarbss/v8-i4/4072.
- [6] J. A. Akande, D. A. O. Olowonirejuaro, and D. C. E. Okwara-Kalu, "A Study of Level and Sources of Stress among Secondary School Students," *IOSR J. Res. Method Educ.*, 2014, doi: 10.9790/7388-04513236.
- [7] H. Eriksson, S. Högdin, and A. Isaksson, "Education and career choices: How the school can support young people to develop knowledge and decision-making skills," *Univers. J. Educ. Res.*, 2018, doi: 10.13189/ujer.2018.060907.
- [8] A. S. Pathipati and C. K. Cassel, "Addressing Student Burnout," *Acad. Med.*, 2018, doi: 10.1097/acm.0000000000002215.

- [9] K. Buston, D. Wight, and S. Scott, "Difficulty and diversity: The context and practice of sex education," *Br. J. Sociol. Educ.*, 2001, doi: 10.1080/01425690125134.
- [10] M. N. Borhan, A. N. H. Ibrahim, A. Aziz, and M. R. M. Yazid, "The relationship between the demographic, personal, and social factors of Malaysian motorcyclists and risk taking behavior at signalized intersections," *Accid. Anal. Prev.*, 2018, doi: 10.1016/j.aap.2018.09.004.

CHAPTER 11

COUNSELLING CONCEPT, REQUIREMENTS AND OBJECTIVES CONSIDERING IN INDIA

Jayashree Balasubramanian, Assistant Professor

Department of ISME, ATLAS SkillTech University, Mumbai, Maharashtra, India

Email Id-jayashree.balasubramanian@atlasuniversity.edu.in

ABSTRACT:

In the Indian context, counselling is not a recent institution. Lord Krishna served as the first counsellor, and the Bhagavad Gita incorporates the best counselling ideas for individuals from all cultures, eras, and places. The Gita or the Song Celestial tells how Arjuna's mind was greatly conflicted and how he was able to resolve this struggle by developing an understanding of himself. Between Sva and Para, or "mine and thine," was the source of Arjuna's strife. Through self-awareness or self-understanding, the problem was resolved. Acting in line with one's Swadharma is required. Man should conduct himself in a way that is appropriate for his position in life and his responsibilities. The way we define self-realization in the Gita is different from how we define it in a Rogerian or existential sense. Man must understand his spirituality, which displays oneness with the supreme, and his inner essence. This aids in removing the fictitious separation between the Atma and the Paramatama. Man is concerned with freedom in his quest for the higher spirit—the freedom to achieve self-realization. 'Freedom' has a different meaning now than it had in the past. Its meaning is restricted to freedom of thought, expression, and religion, as well as freedom to realise one's full potential. In this meaning of the word, the physical world and material life are our primary concerns.

KEYWORDS:

Ability, Incorporates Recurrent, Responsibilities.

INTRODUCTION

The student had the ability to choose his own guru (teacher) in the ancient Orient. The guru, in turn, was free to choose the manner of teaching and to provide the sort of education that, in his opinion, best suited the student. However, the recurrent foreign invasions were too much for the gurukula educational institution to handle. It vanished, and strange educational paradigms took its place. Regimentation eventually took the place of the element of independence that existed in the traditional educational system. Teachers were required to follow a predetermined curriculum in their instruction of students, and students had to follow this fixed curriculum. Freedom then vanished from Indian schooling. Indian society became heavily criticized.

Need of Counseling in Human Problems

Counselling attempts to assist clients in accepting themselves "as they are" and understanding them, so they may strive to reach their potential. This often involves changing attitudes, perspectives, and behaviours. The environment or circumstance will determine how the counselling procedure is conducted. The counsellor unconditionally embraces his clients and values their unique personalities, selves, and self-worth. Counselling naturally encompasses the sentiments of the clients. There are strong sentiments that the role of counselling evolves into a very sensitive and specialized one. Counselling contains a cognitive component through which a behaviour change (conation) is tried to be attained in addition to the concern for the clients' emotions. The customer is welcomed without any hesitation, and he is assisted in outlining his issues and considering potential solutions.

The therapist does not make decisions that might lessen the client's emotional issues or attempt to fix his difficulties. Instead, the client is assisted in learning about his or her own strengths and flaws via counselling. The goal of reaching self-understanding is often accomplished by using objective psychological tools. It is widely acknowledged that everyone has the capacity to solve their own difficulties. Lack of correct or sufficient self-awareness and environmental awareness is what is intended to keep the person from making the right decisions. The goal of the counsellor is to help the client behave responsibly and maturely on their own while fully knowing the implications. This is what personality development entails. A youngster or teenager is incapable of acting on their own. He is not ready to take responsibility for his conduct. He is hence seen as immature. When a mature person, on the other hand, has the requisite awareness of his capabilities and liabilities as well as the environmental conditions physical, social, and cultural in terms of which he has to behave, he is expected to function well and make acceptable adaptations. The goal of counselling is to assist clients in achieving a level or state of self-autonomy via self-awareness, self-direction, and self-motivation. Such a person experiences the least amount of fears, conflicts, and inhibitions. He has "full human functioning [1], [2].

Counseling as a Helping Relationship

A "helping relationship" is at the heart of counselling. We all try to satiate our own demands. We often find ourselves in circumstances where our interests collide with those of others as a result of attempting to satisfy our own wants. But via socialization as a kid and education as an adult, we learn to control our wants such that there is no overt conflict. So long as our pleasure is not jeopardized, we may learn to repress certain wants and block some aspirations. Human suffering may result from a variety of factors, including physical impairments, conflicts of interest, and one's own nature. Lack of self-confidence, disengagement, and a lack of will to succeed are often results of feeling inadequate and inferior to others.

Even if the person has the motivation or desire, subjective and external circumstances prevent him from achieving his goals. Human passion and zest for life dwindle as a result of psychological conflicts, namely those involving objectives, values, hobbies, and the like. By forming a supportive connection, the counselling psychologist lessens this pain. One of the partners in a helpful relationship, according to Rogers, "intends that there should come about, in one or both parties, more appreciation of, more expression of, and more functional use of the latent inner resources of the individual." Relationships that are often seen, such those between a teacher and a student, a husband and wife, a mother and a kid, or a counsellor and a counselee, might all be seen as beneficial ones. A helpful relationship has the following characteristics that are vital to it:

1. Is significant because it is private and personal.
2. Has an emotive quality that involves weak to strong emotional connections.
3. Involves both the helper's and the helped's integrity and is maintained freely.
4. Includes the verbal or tacit (to be inferred) permission of the counsellor and the counselee.
5. Occurs when the person in need of assistance is conscious of his own limits and shortcomings.
6. Involves faith placed in the assister.
7. Is often attained and maintained by engagement and conversation; it entails giving and receiving notes, i.e., it is a two-way process.
8. Requires some degree of "structure." Either the situation is hazy or well-defined.
9. Is characterized by a desire to enhance the client's current situation, or, to put it another way, by this concern.

While most interpersonal interactions may entail giving or receiving assistance, giving assistance properly and efficiently has gained significance over time. In other words, providing assistance has taken on a more formalized form. McCully (1966) stated that "a helping profession is defined as one that, on the basis of its specialized knowledge, applies an intellectual technique to the existential affairs of others in order to enable them to cope more effectively with the dilemmas and paradoxes that characterize the human[3], [4].

DISCUSSION

The disturbing increase in student suicides that is occurring every day is concerning. To make matters worse, it has been seen that even students attending elite universities like IITs and IIMs are turning to similar behaviour. On the other side, the stress of the tests and the anxiety that is brought on during that time is causing a number of issues. All of this has led to a fresh debate among academic authorities. They argue that it is past due for all educational institutions in India to establish a facility for psychological counselling. Students who are experiencing any kind of emotional or mental trauma should be taken care of and helped to resolve their issue by doing this. Even though just a few institutions have started to address this, they are reporting a substantial rise in the number of students seeking counselling around test time. The other side of it, too, is that it's not just about the tests. Students often experience broken relationships, problems at home, emotional sorrow from losing someone, and intense pressure to achieve due to parental pressure. The pupils' intense competitiveness is another important issue that is having a detrimental impact on them. This has motivated the kids to work hard, and even one mark may make a huge difference in their future. According to experts, counselling institutions help pupils develop the confidence they need to tackle problems and life's challenges. Additionally, they may be instructed on how education should be seen as a tool to improve knowledge and wisdom while possibilities will always present themselves. The experts advise developing specialized programmes that may mould counsellors into professionals with backgrounds in human psychology.

Goals of Counseling

The counselor has the goal of understanding the behaviour, motivations and feelings of the counsellee. The counselor's goals are not limited to understanding his clients. He has different goals at different levels of functioning. The immediate goal, however, is to obtain relief for the client and the long-range goal is to make him a 'fully-functioning person'. Both the immediate and long-term goals are secured through what are known as mediate or process goals. Counseling's twin objectives are to assist clients resolve their current issues and to provide them with the tools they need to handle emerging issues. Rapid societal change brought on by industrialisation and urbanisation has given rise to a number of difficult issues. Because of how quickly things are changing, adjusting involves constantly coping with novel circumstances. Since each client has particular issues and needs, counselling must be tailored to them in order to be effective. Counselling has three main objectives: short-term, long-term, and process goals.

A goal statement is not only significant, but also essential since it gives one's actions direction and meaning. Additionally, it is important for a thorough assessment of its use. The only way to determine if an activity, including counselling, is relevant or not is in relation to the objectives that have been established. It creates a congruence between what is required or desired and what is practicable or feasible. Each client has a unique set of counselling objectives, which take into account both the client's expectations and the surrounding circumstances. There are two types of objectives, however, that are present in most counselling sessions in addition to the particular goals. These are categorised as long-term and procedural aims. The latter are quite important. They influence the interactions and

attitude of both counselees and counsellors. The process aims include promoting actions that will increase counseling's efficacy. The long-term objectives are those that align with the counselor's own philosophy of life and may be expressed as:

1. To assist the counselee in realizing their full potential.
2. To aid the mentee in achieving self-realization.
3. To assist the counselee in achieving complete maturity.

The difficulties for which the client is actively looking for quick answers are referred to as the urgent aims of counselling. The customer is unable to perform effectively because he does not completely and effectively use his abilities. Through self-examination, the counselee might be assisted in developing a more complete awareness of himself and in appreciating his strengths and flaws. The counsellor might provide the client the knowledge they need, but even the most comprehensive information may not be helpful unless the client has a comprehensive awareness of himself in relation to his own resources as well as those of his surroundings. The long-term and short-term objectives are not unconnected. Since both rely on the process objectives to be realized, there is a relationship between both. The process objectives are the fundamental counselling features and prerequisites for effective counselling. They include warmth, friendliness, and empathy that allow for inter-personal exploration, which in turn aids the client's self-exploration and self-understanding and eventually leads to the long-term goals of self-actualization, self-realization, and self-enhancement. To allow the client to become a fully-functioning person, some constraining and self-destructive habits of conduct may need to be removed and conquered.

Parloff (1961) discusses the objectives of counselling and makes a distinction between short-term and long-term objectives. According to him, the former refers to the processes and stages in the counseling process which lead to the accomplishment of the final aims. In addition to mediating and ultimate objectives, Patterson (1970) proposes a third level of goals, called intermediate goals. The broad and all-encompassing long-term benefits, such as good mental health, are referred to as ultimate aims. Driving proficiency, for instance, cannot be considered the final objective. The idea of psychological efficacy seems connected. When counselling objectives are described as "self-actualization," "self-realization," "self-enhancement," etc., it may be challenging to identify a relevant and appropriate metric to determine whether the goals have been met or not. These ideas seem to have value as long-term objectives.

The overall objective of life is referred to as self-actualization and the like. Self-actualization as a life aim cannot be static since life is not static; it is a continual process. An organism's propensity to fully express its unique abilities and nature in the universe is what determines how it behaves. "the Attempting to realise, sustain, and improve the experiencing organism is an organism's fundamental propensity. The improvement of oneself is described) as the "all-inclusive human need that motivates all behaviour at all times and in all places." Given that selfactualization is the ultimate good and the purpose of existence, it may be seen as a universal desire. Counselling is seen as a sort of therapy throughout this book, claims that the purpose of therapy is to assist the patient in realising their potential. the concepts of universal man and the essence of existence give the ultimate aims substance. Immediate objectives are those that correspond to the counselee's current intents, while intermediate goals are those that are described by the reasons for seeking a counselor's support.

Goals like "self-actualization," "actualizing potentialities," etc. are criticised heavily for being overly vague and unhelpful in actual practise. An operational definition of words, according to would be a more practical strategy. He believes that a broad idea might be broken down into more concrete, objective, and quantifiable elements. Due to their very wide and universal

character, ultimate objectives cannot be compared to immediate or mediate goals. The realization of general objectives may be aided by the accomplishment of mediate goals (On the negative side, they include a decrease in worry, a sense of animosity, unpleasant behaviours, etc.; on the good side, an increase in pleasure, the development of adaptive habits, a better knowledge of oneself, etc. The primary objective of counselling is to persuade a prospective client to schedule an appointment and continue seeking counselling services until the intended outcomes are achieved. The ultimate objectives of "self-understanding," "self-realization," and "self-actualization" can only be attained via the achievement of interim goals. Perhaps a type of immediate aim that starts the counselling process in action is the process of self-discovery. Having reduced anxiety regarding the likelihood of reaching one's objectives is a key result of counselling, counselling results in changes in conduct and personality structure that are both quite long-lasting. Change is seen as beneficial in a variety of areas, including interpersonal relationships, academic accomplishment, work satisfaction, etc. Desirable change may be seen as the development of more constructive reactions to trying circumstances through changing one's attitude towards both oneself and others. The following list includes some of the main counselling objectives that counsellors commonly acknowledge[5], [6].

The Role of Government of India and Universities

In 1954 the Government of India set up the Central Bureau of Educational and Vocational Guidance. Central Government came forward with programmes of financial assistance to various States either to start or to expand their existing guidance bureaux. By 1955, 11 State bureaux were established and there was a steady growth in various other States as well. The M.S. University, Baroda, set up counseling services and appointed a full time counselor in 1958 with the assistance of the University Grants Commission. The Centre did creditable work and it branched off into test developing work which must have seriously affected the counseling work proper. The Centre also offered a two-year part-time course for school teachers, where classes were held on Saturdays and Sundays. However, such part-time arrangements could not do much in professionally equipping the teachers for guidance work in any significant manner. During the period of the Second and Third Five-Year Plans there was a tremendous growth in the guidance movement in India resulting in the opening of new universities and hundreds of training colleges to meet the demand for trained teachers for the several thousand secondary schools which came to be opened in consonance with the Directive Principles of Universal Education namely, Article 45 of the Constitution.

The guidance bureaux came to be attached to the State Directorates of Education. The end of the Second World War in 1945 brought in its wake serious problems of rehabilitating the retrenched defence personnel. To render assistance to these ex-defence personnel (ex-servicemen) the Government of India established employment exchanges. These have grown and become knit into the National Employment Services Organization under the Directorate General of Employment and Training, Government of India. Vocational guidance sections were attached to employment exchanges with the implementation of the recommendations of the Shiva Rao Committee. The Government of India gave generous assistance to State Governments to set up Directorates of Employment and Training. In due course, vocational guidance cells were created in most of the Directorates of Employment and Training at the State Government levels[7], [8].

Present Status of Counseling in India

Three categories may be used to group the many agencies that provide career guidance:

1. Central and state governments, among others: The Directorate of Employment and Training at the State headquarters and the Vocational Guidance Unit of the Ministry

of Labour and Employment, Government of India, both come under this category. The primary service provided by governmental organisations is providing potential job searchers with employment-related information. Vocational Guidance Officers (VGOs), who work for the guidance cell, are responsible for setting up career conferences and visiting schools on a regular basis to offer career speeches.

2. The second group of organisations may be largely categorised as private, since a number of nonprofit organisations similar to the Parsi Panchayat, Bombay, have emerged to provide advice on a career. Along with the Rotary Club, the YMCA, and the YWCA, other organisations including the Gujarat Society in Baroda, the United Christian Mission of North India in Jullundur, and the Vocational guiding Society in Calcutta also significantly contribute to the guiding movement.
3. College and university-run organisations are included in the third category. The first organisations offering advice and counselling were the guidance bureaux at M.S. University, Baroda, and St. Xavier's College in Bombay. In recent years, psychology departments at numerous institutions have started to provide counselling and advisory services. The service provided by S. V. University; Tirupati's Department of Psychology is a prime example of this kind of support.

Depending on the kind of bureau, the guidance bureau performs different tasks. In well-established bureaux like the Bureau of Psychology, Allahabad, the roles are well defined. Based on psychometric data, this bureau offers educational and career advice. The Government of Maharashtra's Institute of Vocational Guidance has rendered remarkable service by gathering and sharing vocational information. A number of career booklets and brochures have been published for students who are leaving school. The Ministry of Labour, Training and Employment and the Central Vocational Guidance Bureau have published and continue to publish career booklets to cover the majority of jobs. Additionally, the Employment News, a weekly publication of the Ministry of Labour, Training, and Employment, was also available. On the model of the Dictionary of Occupational Titles (DOT) of the USA, the Ministry has released the National Classification of Occupations (NCO).

The State Directorates of Education are tasked with running the guidance programmes at the governmental level. The National Council of Educational Research and Training (NCERT), New Delhi, serves as the central office for the State Bureaux, which are established under the State Directorates of Education. The NCERT offers a one-year diploma programme for those who work in guiding. Additionally, the State bureaux have started offering brief training sessions in career masters advising. Counselling still has a chilly reception in India, which may be explained by the fact that it is a foreign idea. The administration's and the community's indifference, as well as the instructors' complacency and belief that counselling has no place in the current educational model, are the result of a number of interrelated causes.

Thus, it can be seen that counselling in India has not yet reached adulthood. The concepts behind the words "guidance" and "counselling" are sufficiently ambiguous. Other fields of assistance and counselling were organised throughout the 1970s. At its facilities in Bombay and New Delhi, the Family Planning Association of India (FPAI) provides counselling for family welfare. In recent years, several private counselling facilities have sprung up in large cities like Bombay and New Delhi. This puts us in direct contact with the crucial issue of the qualifications needed for counsellors. With a dean of student welfare, the job at the counselling facility was more like to that of a centre for student personnel services. The facility was shut down in 1966 since the experiment was a failure. Since 1955, St. Xavier's College in Bombay has offered counselling to its students. Initially, pastors handled the

counselling. However, it has tended to grow more psychologically focused after 1960. A counsellor works full-time at the college. The college offers St. Xavier's Institute of Education training facilities for school counsellors.

In 1963, the Wilson College in Bombay established a counselling service with a counsellor for its students. In 1965, the University Grants Commission (UGC) agreed to help the Delhi University set up a counselling service. The centre was established by the Department of Psychology, and a psychology lecturer was in charge of it. Annamalai University In 1965–1966, counselling services were also established with the aid of a Fulbright Professor. However, the administration was unable to determine whether the counselling clinic should be housed in the Department of Education, Psychology, or Philosophy, therefore this attempt failed. A dean of students has been appointed at the SNDT Women's University in Bombay, and limited student personnel services are being offered there.

Regarding organised work and the delivery of professional services, the general image of counselling in India is gloomy. Due to the lack of experienced counsellors, a lot of what passes for counselling is dubious. The University of Baroda, St. Xavier's College in Bombay, and other similar organisations claim to have provided programmes for counsellor training. The absence of work possibilities is the main factor contributing to the terrible state of counselling in India. Counselling is probably provided by professors from many disciplines who lack the necessary expertise, comprehension, zeal, responsibility, or dedication. What is often referred to as counselling is really a kind of student service that was launched by a few institutions, whose principals and a few staff members may have attended student service seminars that were held in India and the United States under the direction of USEFI[9], [10].

It is critical to understand that counselling differs from student personnel services. Psychotherapeutic support in the form of counselling requires academic preparation, professional training, and supervised internships. Most of the advice and counselling clinics are staffed by a select group of ambitious teachers who identify as counsellors. In India, there is currently no regulation requiring counsellors and guidance professionals to be certified. It is encouraging to see that, thanks to the emergence of several psychology departments at various colleges, the situation is quickly changing. Some of them have been giving postgraduate courses in the area of counselling and specialising in it. It may be stated that counselling has moved beyond its early growing pains and is progressing steadily. This might be inferred from the standing of the professional organisations and the course options mentioned earlier. The National Vocational and Educational Guidance Association was founded in 1967, while the All India Vocational Guidance Association was founded in 1954. Since 1967–1968, the old organisation has not been operating. The membership in the latter group is available to those with a master's degree in psychology or education, and it is more homogenous. There are reportedly 300 regular members and 60 life members of this organisation[11], [12].

CONCLUSION

"Counselling is a learning-oriented process carried out in a straightforward one-to-one social environment in which the counsellor, professionally competent in relevant psychological skills and knowledge, seeks to assist the client by methods appropriate to the latter's needs and within the framework of the overall personnel programme, to learn how to put such understanding into action in relation to more clearly perceived, condition." Counseling's twin objectives are to assist clients resolve their current issues and to provide them with the tools they need to handle emerging issues. accelerated societal transformation caused by Urbanization and industrialization have brought up a number of difficult issues. A goal statement is crucial and important since it gives the reader a feeling of purpose and direction.

Additionally, it's essential for a thorough assessment of the its utility. Only in terms of the established objectives can the effectiveness of a programme be assessed. whether or not any activity, including counselling, is significant.

REFERENCES:

- [1] V. Jishnu, R. M. Gilhotra, and D. N. Mishra, "Pharmacy education in India: Strategies for a better future," *J. Young Pharm.*, 2011, doi: 10.4103/0975-1483.90248.
- [2] D. K. Carson, S. Jain, and S. Ramirez, "Counseling and family therapy in India: Evolving professions in a rapidly developing nation," *Int. J. Adv. Couns.*, 2009, doi: 10.1007/s10447-008-9067-8.
- [3] G. Dhandapany, A. Bethou, A. Arunagirinathan, and S. Ananthakrishnan, "Antenatal counseling on breastfeeding - Is it adequate? A descriptive study from Pondicherry, India," *Int. Breastfeed. J.*, 2008, doi: 10.1186/1746-4358-3-5.
- [4] R. Abhyankar, "Psychiatric thoughts in ancient India," *Mens Sana Monographs*. 2015. doi: 10.4103/0973-1229.153304.
- [5] M. K. C. Nair, M. L. Leena, and K. Ajithkumar, "Concept of health care counseling for pediatricians," *Indian Pediatr.*, 2016, doi: 10.1007/s13312-016-0968-z.
- [6] P. Mahajan *et al.*, "The 2015 Academic College of Emergency Experts in India's INDO-US Joint Working Group White Paper on establishing an Academic Department and Training Pediatric Emergency Medicine Specialists in India," *Indian Pediatr.*, 2015, doi: 10.1007/s13312-015-0773-0.
- [7] M. Vaz, M. Vaz, and K. Srinivasan, "The views of ethics committee members and medical researchers on the return of individual research results and incidental findings, ownership issues and benefit sharing in biobanking research in a South Indian city," *Dev. World Bioeth.*, 2018, doi: 10.1111/dewb.12143.
- [8] M. Chatterjee and R. Saraswathy, "Genetic counselling: A tool to resolve ethical and social issues related to birth defects," *Int. J. Hum. Genet.*, 2016, doi: 10.31901/24566330.2016/16.3-4.14.
- [9] C. J. Rybak, N. P. Poonawalla, M. U. Deuskar, And R. S. Bapat, "Experiential Learning Workshop For Indian Students," *J. Humanist. Couns. Educ. Dev.*, 2007, Doi: 10.1002/j.2161-1939.2007.tb00035.x.
- [10] L. Augustine and S. Anuradha, "School counsellors' insights on well-being," *Indian J. Heal. Wellbeing*, 2015.
- [11] D. Balaiah, D. D. Naik, R. C. Parida, M. Ghule, K. T. Hazari, and H. S. Juneja, "Contraceptive knowledge, attitude and practices of men in rural Maharashtra," *Adv. Contracept.*, 1999, doi: 10.1023/A:1006753617161.
- [12] P. Mahajan *et al.*, "The 2015 Academic College of Emergency Experts in India's INDO-US Joint Working Group White Paper on Establishing an Academic Department and Training Pediatric Emergency Medicine Specialists in India," *Int. J. Crit. Illn. Inj. Sci.*, 2015, doi: 10.4103/2229-5151.170839.

CHAPTER 12

EXPLORING THE INTERVIEW PROCESS IN COUNSELLING

Dr. Zuleika Homavazir, Professor

Department of ISME, ATLAS SkillTech University, Mumbai, Maharashtra, India

Email Id-zuleika.homavazir@atlasuniversity.edu.in

ABSTRACT:

After being made to feel at comfortable, the counselee is encouraged to speak freely during a counselling interview. The counsellor adopts a listening position of attention, sympathy, and friendliness. He does not assess or condemn the counselee's words. Therefore, the fundamental quality of a counselling interview is that it is non-judgmental and non-evaluative. The counsellor understands the emotional requirements of the client. He conveys to the client that they are welcomed without conditions. The other sorts of interviews are not affected by this specific characteristic. Equally important to the counsellor is what the client attempts to say but cannot say. The primary concerns of the counsellor are the explanation, interpretation, and comprehension of the counselee's emotions, thoughts, and desires. There is no room in this procedure for the counselee to feel stressed or anxious.

KEYWORDS:

Interview, Non-Judgmental, Non-Evaluative Research.

INTRODUCTION

A face-to-face method of gathering information for a number of objectives is an interview. It is a well-known method of hiring (selection). It is also used as a research methodology (e.g., market research, consumer research). In contrast to the interview described above, the counselling interview has quite different objectives and places less emphasis on gathering information. The fact that it aims to be therapeutic is very important. Every interview, whether used for research or counselling, must meet a few fundamental requirements, including One thing to keep in mind is that there shouldn't be any tension with the subject of the interview. The interrogator must build trust and confidence with the interviewee in order to develop rapport. From this point on, the counselling interview diverges from other interview formats. The guidance Interviews are distinctive in that they serve both informational and therapeutic purposes device.

Relationship between Counselor Counselee

The nature of the connection between the counsellor and the counselee, as well as the latter's openness to communication and sincere desire to change, are major factors in how well the counselling interview goes. The key to a successful counselling interview is building a rapport that exudes warmth, kindness, and permissiveness (tolerance and indulgence). If a connection is made, it will be easier to develop a therapeutic relationship, which will enable the counselee to find solutions to his or her difficulties and achieve more personal harmony, greater ability to handle frustration, and better personality integration. This indicates that the client is less anxious, exhibits less unrealistic conduct, and has the ability to settle many of his or her difficulties.

The counselling connection is distinct from other types of relationships, such as those that occur between friends, instructors and students, and parents and children. Some of the connections could display apathy and disinterest. However, the majority of the connections mentioned above show love and social ties. The ideal counselling relationship is one in which the counsellor accepts all the client says as an experience that may happen in people without claiming responsibility for it or analysing it. This connection is open and accepting while also

being objective[1], [2].The main issue is developing a successful counselling connection. Individually, counsellors each bring their own wants, ideals, worries, and conflicts to the situation. Some of them have responsibilities outside of counselling, such as those of a teacher, parent, or supervisor. They will unavoidably introduce the attitudes appropriate to the relevant jobs. They could view the counselee's symptoms as being impetuous, stubborn, and unreasonable. They could have strict standards for how others should behave, and they might prevent them from building a strong connection that is characterised by unconditional acceptance. As long as students or others abide by the standards expected of them, instructors and supervisors approve or provide credit to them. A conditional acceptance is what it's known as. In a counselling setting, a counsellor is not expected to act in this manner. The counsellor does not prescribe or compel adherence to his expectations; rather, what is required of him is his unwavering acceptance of the client. As an example, the father embraces his kid and shows care and love despite the fact that the youngster erred or misbehaved. For the parent, the kid is still his or her child, and their connection does not change regardless of the wrongdoings or errors the youngster does. The parent's love is unrestricted. This does not exclude the possibility that a parent may feel unhappy and miserable as a result of their child's actions[3], [4].

DISCUSSION

The precise methods and abilities used by the counsellor to achieve his counselling aims or objectives are referred to as counselling techniques. various counsellors may use various strategies, and these variances may be due to both the particulars of the client's situation and/or subjective variables such the counselor's responsibility, leadership, and planning statements. However, there is always a risk of adopting an approach that is overly technique-focused. Sometimes, a counselor's perspective seems ludicrous because of their blind devotion to predetermined formulas or rigorous techniques. Not all customers can be served using the same methods. The choosing of a certain approach by the counsellor has a subjective component. Typically, counsellors adopt a variety of styles depending on their understanding of the requirements of the counselee. The many methods are always undergoing an ongoing process of empirical validation. We'll talk about some of the well-known, empirically proven strategies.

The fundamental character of the method, namely the client-centered approach or the non-directive approach, the directive approach, the authoritarian approach, and the eclectic approach, is the main point of contention. The degree to which the counsellor takes the lead, the client's engagement, and other such fundamental issues are all relevant to the nature of direction in a particular method. For instance, the authoritarian method makes the assumption that the client is unaware of and unable to change the situation that he is facing because it is governed by unconscious forces, and that it is the counselor's job to take charge of assisting the client find a solution. On the other side, the non-directive method takes a more or less diametrically opposed stance. According to this theory, the counsellor has no knowledge of the client's issue since they are unaware of the personality of the counselee. Therefore, the customer must actively participate in finding solutions to or resolving his difficulties.

The counsellor assists the client by creating a welcoming environment that radiates warmth and friendliness and is free of tension and stress. The directed method makes the assumption that people have varying levels of self- and environment-knowledge. Due to a lack of knowledge or ignorance on certain crucial topics, they are unable to resolve their difficulties or make the essential decisions that will lead to their resolution. As a result, the counsellor must provide the client with accurate information about his assets and obligations as well as information about the overall position. The eclectic approach does not want to associate itself with any one theoretical school of thought. The eclectic therapist thinks that he should be

allowed to choose the strategy that works best for his client. As a result, the significance that various techniques take on depends on how a counsellor deals with his client[5], [6].

We cannot separate a method from its theoretical underpinnings because, although it is true that a technique without a sound theory and philosophy would be blind, we might also declare, with equal vigour and conviction, that a theory and philosophy without application would be sterile. You may think of counselling approaches as the particular innovations made by counsellors to fit each counselling circumstance. Some of the inventions have proven effective over time and are now regarded as reliable methods. Speaking of tactics, we could tell each one apart from the others as soon as the counselee initiates communication. The 'opening technique' is very important at this point and cannot be emphasised enough. What is the counselor's opening tactic? Or to put it another way, how does he inspire confidence? There may be several methods for earning the client's confidence, but it would be useless to attempt to explain or define them since they emerge of their own accord. experiences and develop into crucial abilities. For instance, some therapists meet their clients outside when they arrive. Others provide a cordial greeting, while others just give them a grin. All three methods may be effective and worthwhile in building rapport and a sense of trust. Some clients may respond favourably to the counselor's welcome, while others may not give it any thought. The next issue is how to start a conversation. What kinds of subjects need to be covered? Would it be best to start the counselling session right immediately or would it be beneficial to have a little chat about anything unrelated so the client feels at ease and has a little breathing room to relax?

Structuring the Counseling Relationship

The counselee comes in with a variety of attitudes, expectations, and sentiments. He often feels anxious and worries what will happen. It is crucial that the counsellor be absolutely explicit with the counselee about what might happen during the counselling session. 'Structuring' is the term for this. There has been a lot of writing about this. It's been reported that counsellors sometimes employ an unstructured setting. There can be no connection like an unstructured one, hence the issue is rather delicate or ticklish. We may compare minimum structure to structuring the environment. What does the term "structuring" mean? The majority of counsellors believe that structure refers to defining the parameters, responsibilities, objectives, and other elements of the counselling partnership. In a nutshell, structure is concerned with the operational details of the therapeutic alliance. It dispels a lot of preconceived notions people had about counselling. Some counsellors believe that the clients might benefit much from this type of preliminary comprehension. It is advantageous if the customer has some comprehension of the situation. What does he want to gain from the therapeutic alliance? What duties and obligations would he have? What would be the time frame that he would have? What costs, if any, must he cover? and similar. When a customer has no knowledge of these issues, he will undoubtedly feel uneasy and concerned.

Other crucial objectives of structuring exist. The majority of customers have false impressions about counselling. Some patients want the therapist to do a psychoanalysis on them. certain people may want the counsellor to do certain tests and analyse the findings. While the counsellor could comply with the clients' requests if it is deemed essential, this does not imply that the counsellor will always have to do so. By organising the conversation, some of the myths are dispelled. Additionally, it gives the client the required orientation to the counselling environment. Clients who get referrals often have a combative or reserved demeanour because they believe the counsellor is an employee of the organisation and serves simply as an intermediary to explain management decisions. This is typically the case when consumers are suggested by business management or by officials from a school or institution. The customers' anxiousness is reduced with the aid of structure. There is still another group

of customers who are persuaded of the wastefulness of this procedure and think it won't have much of an impact on them. Such clients often just react superficially and may not actively engage in the therapeutic process. In this case, structuring might assist the client and the counsellor both save a lot of time. Most significantly, structure aids clients in becoming somewhat oriented to the counselling environment.

Degree of Lead

The counselor's level of leadership is addressed by the second operating method or style. We'll try to offer a fairly succinct summary of the many leads since there is a lot of information published on this topic. "a team-like working together in which the counselor's remarks seem to the client to state the next point he is ready to accept" is what the term "lead" denotes. Lead is the kind of communication verbal or nonverbal that the counsellor uses to assist, invite, direct, or encourage the client to respond. For instance, the therapist could employ silence as a lead. In this situation, the counselor's job would be one of receiving. Simple repetition of the client's remarks by the therapist is possible. The counselor's function in this is one of acceptance. The adviser may use the reflection of sentiments as a guide as well. He could remark, "You feel like...." Here, the counselee's understanding is the primary responsibility of the Notes counsellor. The counsellor could investigate. "Yes, go on" or "tell me more about it," etc., all imply this. Here, the counselor's job is to look.

As a result, counsellors use various leads and assume various characters that are intended to provoke emotion or to promote comprehension or action. The counsellor may sum up the client's expressions, do a hazy analysis, and interpret the client's emotions and sentiments in the latter two situations, namely understanding and action. He can use direct questions to enquire more or probe the client's emotions. Usually, the counsellor offers comfort, encouragement, and support to assist the client gain confidence. Along with confidence, the counsellor may use strategies like suggestion, persuasion, pressing, and even cajoling to assure action.

It is not possible to specify the sort of method the counsellor should employ and the type of client they should work with using formulas or general guidelines. The counselor's intuitive assessment, which is based on his experience and the current scenario, will determine a lot. The counsellor may provide guidance in addition to knowledge in certain particular circumstances to encourage acceptance. This should not be confused with the counsel supplied by parents, teachers, friends, neighbours, or well-wishers, however. In essence, a deeper look would reveal that the advice offered by a counsellor was really no guidance at all. As a response to the client's query, "What do you think I should do?" it often takes the form of the question, "What do you think you would do?"

Relationship Techniques

The counselor's objective is to influence the client's conduct in the desired way. The client's actions as a consequence of counselling serve as evidence that he has accepted and been impacted by the approaches the counsellor has developed. It emphasises the value of connection skills, with the expression of feelings ranking first. The client typically expresses his emotions in an uncaring manner, as if they were separate from him. This approach acts as a safeguard. The counsellor draws the client's attention to himself by attempting to get him to consider his own emotions. He helps the client see that emotions are a natural aspect of the subjective self and that, once acknowledged and valued, they are no longer annoying. But achieving this is really challenging. It is incredibly subtle in addition to being intangible. The counsellor makes an effort to reflect the client's thoughts and emotions in order to help him get a better knowledge of himself. Mirror is a crucial word in this sentence. The counsellor is meant to operate as a neutral surface that reflects the client's sentiments back to him so that

he may better understand himself, despite the fact that many mirrors distort, sometimes horrifyingly. It's really easy to mistake this situation. When we refer to "understanding feelings," we often mean "intellectualising feelings," or, to put it another way, "deffecting affections." It is intended via introspection on emotion and self-awareness to achieve a better understanding, identification, and expression of emotion rather than its denial. The introspection approach genuinely promotes the expression of emotions. The majority of issues are caused by sentiments; thus customers have a strong propensity to disavow and mistrust. they feel personally. The method of reflecting emotions aims to stop this trend. The client is helped to control himself rather than reject a part of himself, which gives him the power he needs to trust his impulses.

The client and counselor's second connection involve the sharing of experiences through verbal and nonverbal communication. Clients' vocal and nonverbal behaviours reveals their emotional states. For his part, the counsellor might express himself by using the same techniques and reflecting on his own experiences. What is expressed orally and what is conveyed nonverbally may be in harmony or concordance. Frequently, non-verbal gestures may not represent what is expressed aloud. The puzzling image of inconsistent reflections of experience is often the result of this common encounter with humans. Through non-verbal channels of communication including gestures, tone, voice, posture, and the like, what is spoken orally may not truly be transmitted. As a result, it is essential for the counsellor to have the abilities required for him to be perceptive of the client's use of nonverbal communication to express experience[7], [8].

Sharing of Experience

The therapeutic process depends heavily on the connection between the counsellor and the client. One way to think about this connection is as a continuum, with personal response and reflection of emotion at one end and experience sharing at the other. Reflection of experience is located in a rather central area. In order to assist the client experience his or her own emotions in a more expressive way, the counsellor will share his or her own thoughts, feelings, and experiences. Sharing experiences is akin to behaviour therapy's use of modelling. In doing so, the counsellor allows the client to imitate him by expressing his emotions. Sharing experiences so requires the counsellor to be open about his own sentiments with the client. Reflecting on feelings, reflecting on experiences, and sharing experiences all work together to support actualization therapy and are closely related to Rogerian therapy. Recognising the sentiments that clients have communicated includes reflection on feelings: It may be quite challenging to pin down the emotions that customers are expressing. a significant variance in how counsellors identify their clients' emotions.

The three main types of emotions are positive, ambivalent, and negative. Positive emotions aid in the process of self-actualization and are ego-constructive. Contrarily, negative emotions are ego-destructive. Conflicting sentiments exhibited simultaneously towards the same issue are often described as having ambivalent feelings. They are comparable to the love-hate dynamic. Since they enable the counsellor to see the apparent discrepancies and reflect them to the client, ambivalent sentiments are particularly significant from a counselling perspective.

Feelings of ambivalence may lead to intense interpersonal conflict. Making the client aware of the apparent conflicts in his sentiments is one of counseling's objectives. The above descriptions of contemplation of emotion, reflection of experience, and sharing of experience as important tools in counselling. However, the hardest and most difficult of the counselor's talents may be reflecting on emotions or sharing experiences. Here are some explanations of several reflection challenges[9], [10].

Special Relationship Problems

Although the counsellor may use the method of his choice with all the knowledge and expertise at his disposal, it is often discovered that certain psychological phenomena facilitate or impede his efforts. Counsellors are often perplexed by such circumstances, which typically impede the counselling process. Transference, counter-transference, and resistance are the three phenomena that have been named as specific relationship issues. The relevance of the phenomena in the psychoanalytic method has been acknowledged. It is acknowledged that counselling cannot overlook the unique relationship issues, and they are seen as having equal validity in counselling and psychoanalysis. According to psychoanalytic theory, transference is the process through which the client's sentiments towards one person typically the parent of the other sex are projected onto the therapist. Existential therapists define transference differently from other types of therapists. a psychologist. The existentialist rejects the notion that transference entails a client's sentiments for his family members being transferred to the therapist. In most emotional domains of development, the neurotic is someone who has not progressed beyond the constrained forms of experience that are typical of a kid. As a result, he sees other people or the therapist the same way that he saw his parents when he was younger. The neurotic client's transference issue is mostly related to his connection to current events and how he interprets the scenario in light of his prior experiences.

Transference

Transference may have either a good or negative effect. Negative transference is the manifestation of sentiments of anger and aggressiveness towards the counsellor, while positive transference is the expressing of feelings of attachment or reliance. A client may respond to the counsellor in the same way he would to his father. The counselee may sometimes have a negative emotional response in which he may mistakenly believe that the counsellor disdains or is angry with him. Positive emotional responses, such as admiration, are sometimes shown by the counselee, who is often unaware of his own feelings for the counsellor.

Wood (1951), while describing transference in psychoanalysis and client-centered treatment, provides the following example: "It seemed to me that as we were talking along, that you, not only as a counsellor but you as a person, were getting sort of excited about this thing too, just as I was," his client said during the second interview. And that, well, there were moments when you weren't a counsellor to me anymore; instead, you were simply another person I was discussing this issue with. "In fact, a peculiar thing, I hate to admit it (laughs), is that, except in the last two interviews, I don't believe I've been much concerned with your reflections," the client said during the fourth session. You've undoubtedly noticed that I've been going really quickly and, at times, kind of racing up the centre of your spine without, well, intending to. Manic joy, kind of (laughs). However, I think I've done enough to you today.

Transference is not seen by the counsellor as a problem in therapy, but rather as a circumstance where the client provides the therapist with important information about how he sees his reality. The transference relationship is a valuable source of interpersonal information as a result. According to Rogers (1942), the client will have sentiments of difference when he believes that the 'other' person, the counsellor, knows him better than he does. There is initially no interaction between the client and the counsellor that incorporates transference, or prior to transference. The client's identification with the counsellor becomes stronger after the first contact and development of a connection that ultimately expands to provide a condition for transference to appear, which causes transference. The treatment comes to an end when the client withdraws his projections as transference is addressed [11], [12].

Therapeutic Function of Transference

Strong attachments to the counsellor might be challenging. However, less strong transference strengthens the bond between the parties by enabling the client to communicate skewed emotions without the customary defensive backlash. Through his treatment of the transference emotions, the counsellor might increase the client's trust in him or her. These emotions allow the client to maintain the counselling connection and increase his emotional engagement with the issue. Through interpretation, transference also aids the client in understanding where his sentiments in his current circumstance came from. When knowledge is acquired and more fulfilling and mature connections with individuals are developed, the transferred sentiments and maladaptive actions often vanish. The counsellor shouldn't conform to the client's expectations in order to meet the client's obsessive wants. If the counsellor does this, it's possible that by reinforcing the projections, they will continue to exist.

Resolving Counter-transference Feelings

The first stage after being aware of countertransference sentiments is for the counsellor to question himself, "Why is it so? The counsellor must acknowledge that he feels a variety of ways about the client and that the counselling process will cause him to change in certain ways. The counsellor must be aware of the possibility that his fears result from job uncertainty. Every counsellor who is uncomfortable with how he responds to a client should acknowledge the potential that his words might be seen as his own projections. It may just be required to genuinely acknowledge this possibility and make an effort to change. Although there is no unbiased proof that discussing counter-transference sensations with the client is beneficial, it is discovered to be a moderate, soothing, and interpretive reference, helpful in reducing anxiety. To promote his own development and overcome his challenges, the counsellor might make use of his knowledge of himself as it is revealed throughout the therapeutic process. In certain cases, counter-transference may be readily managed by inviting the client to express their issues in group treatment settings[13].

CONCLUSION

A face-to-face method of gathering information for a number of objectives is an interview. It is a well-known method of hiring (selection). It is also used as a research methodology (e.g., market research, consumer research). The counselling interview is distinct from the ones mentioned above in that its objectives are vastly different and information gathering is not its primary concern.

The precise methods and abilities used by the counsellor to achieve his counselling aims or objectives are referred to as counselling techniques. Various counsellors may use various strategies, and these variances may be due to both the particulars of the client's situation and/or subjective variables such as the counselor's responsibility, leadership, and planning statements. However, there is always a risk of adopting an approach that is overly technique-focused. This methodical, technique-focused approach.

REFERENCES:

- [1] P. J. Hartung and L. Vess, "Critical moments in career construction counseling," *J. Vocat. Behav.*, 2016, doi: 10.1016/j.jvb.2016.07.014.
- [2] M. M. Kazmer, R. L. Glueckauf, G. Schettini, J. Ma, and M. Silva, "Qualitative Analysis of Faith Community Nurse-Led Cognitive-Behavioral and Spiritual Counseling for Dementia Caregivers," *Qual. Health Res.*, 2018, doi: 10.1177/1049732317743238.

- [3] M. Nyatsanza, M. Schneider, T. Davies, and C. Lund, "Filling the treatment gap: Developing a task sharing counselling intervention for perinatal depression in Khayelitsha, South Africa," *BMC Psychiatry*, 2016, doi: 10.1186/s12888-016-0873-y.
- [4] R. B. Kennedy, "The Employment Interview," *J. Employ. Couns.*, 1994, doi: 10.1002/j.2161-1920.1994.tb00180.x.
- [5] A. Alfaiz, "Guidance and counseling profession: a philosophy and professional challenges in the future," *COUNS-EDU Int. J. Couns. Educ.*, 2018, doi: 10.23916/0020180313420.
- [6] J. Meng, S. Ali Hussain, D. C. Mohr, M. Czerwinski, and M. Zhang, "Exploring user needs for a mobile behavioral-sensing technology for depression management: Qualitative study," *J. Med. Internet Res.*, 2018, doi: 10.2196/10139.
- [7] R. K. Frels and A. J. Onwuegbuzie, "Administering quantitative instruments with qualitative interviews: A mixed research approach," *Journal of Counseling and Development*. 2013. doi: 10.1002/j.1556-6676.2013.00085.x.
- [8] R. McCullough, F. Dispenza, L. K. Parker, C. J. Viehl, C. Y. Chang, and T. M. Murphy, "The Counseling Experiences of Transgender and Gender Nonconforming Clients," *J. Couns. Dev.*, 2017, doi: 10.1002/jcad.12157.
- [9] H. Hazrullah And F. Furqan, "Kompetensi Profesional Guru Bimbingan Konseling Dalam Pemecahan Masalah Belajar Siswa Di Man Rukoh Banda Aceh," *J. Ilm. Didakt.*, 2018, doi: 10.22373/jid.v18i2.3245.
- [10] J. G. Maree and A. Twigge, "Career and self-construction of emerging adults: The value of life designing," *Front. Psychol.*, 2016, doi: 10.3389/fpsyg.2015.02041.
- [11] J. Shaw *et al.*, "Investigating barriers to genetic counseling and germline mutation testing in women with suspected hereditary breast and ovarian cancer syndrome and Lynch syndrome," *Patient Educ. Couns.*, 2018, doi: 10.1016/j.pec.2017.12.011.
- [12] P. H. Nguyen *et al.*, "Incorporating elements of social franchising in government health services improves the quality of infant and young child feeding counselling services at commune health centres in Vietnam," *Health Policy Plan.*, 2014, doi: 10.1093/heapol/czt083.
- [13] K. Sweet *et al.*, "Counselees' Perspectives of Genomic Counseling Following Online Receipt of Multiple Actionable Complex Disease and Pharmacogenomic Results: a Qualitative Research Study," *J. Genet. Couns.*, 2017, doi: 10.1007/s10897-016-0044-9.

CHAPTER 13

INVESTIGATING DIFFERENT COUNSELLING SERVICES: AN OVERVIEW OF INDIVIDUAL GUIDANCE

Alok Baptist, Director

Department of ISME, ATLAS SkillTech University, Mumbai, Maharashtra, India

Email Id-alok.baptist@atlasuniversity.edu.in

ABSTRACT:

Individual counselling focuses on problems like depression (including postpartum depression), anxiety, panic attacks, family of origin issues, communication problems that impede effective relationships, stress management, drug abuse recovery, loss, meaning-of-life issues, forgiveness problems, grieving, emotional issues, sexual assault, abuse, effects of family violence, transitional issues, anger management, coping, and more. Individual counselling is the element of counselling designed to assist a person in making plans, taking action, or making adjustments in accordance with his own requirements. All counselling actions seek to promote human wellbeing, and a strong connection between the counsellor and the client is essential to achieve this goal. To put it another way, guiding or counselling refers to assistance provided to a person in order to better adapt the development of attitudes and behaviours in all spheres of life.

KEYWORDS:

Counselling, Guidance, Individual Services.

INTRODUCTION

If we are aware of or have influence over certain antecedent circumstances, it is now feasible, within limited bounds, to forecast certain types of conduct. Rogers correctly surmises that this scenario poses serious risks to humanity. Man could evolve into an automaton. He may be persuaded to act in a predefined manner, as Notes many others did during the Nazi era. However, there is also room for good, not because it has already been preconceived, but because specific circumstances may enable folks to exercise free will and accept responsibility. According to Rogers, a man is valued as he develops, attaining worth and dignity via the realisation of his potential and being sufficiently self-actualized to respond imaginatively to changing and new circumstances. Accepting these principles, the counsellor treats the client as a person and establishes a sincere loving connection. He embraces the person in all of his moods and is so forceful that he adopts the counselee's perspective on everything.

Whatever name counselling may go by, it always aims to change the client's perspective of himself, others, and the surrounding environment. Some people think of counselling as being equivalent to psychotherapy, while others find the idea repugnant. Counselling for these people may include educating or instructing them. A lot of career advice comes under this heading. Super has acknowledged the many counselling theories and hypothesises that a branch of applied individual psychology or consulting psychology may develop. In this scenario, Super sees the practitioners provide advice to clients as they navigate a range of adjustment issues.

Although it should be made clear that teaching is not the same as therapy, counselling is often seen as a sort of teaching. It is a process of development. In counselling, it seems to reason that the counsellor is more knowledgeable about the objectives and circumstances than the counselee is, much as it is with a sportsman's guide and the hunter. This does not imply that he is more familiar with the person being led than the latter is. As a result, the counsellor must

not be confident in the following move. As the counselling sessions advance and foster more understanding between the parties, he must be ready to modify his presumptions on when to interrupt, when to interfere, and how to influence. Like a master teacher, a counsellor participates in a teaching-learning process as well as a teaching scenario. The counsellor must be conscious of the assumptions he makes in each circumstance at all times. If one wants to provide advice, they must be prepared to face risk. Counselling deals with a range of issues, teaches in a variety of ways, is difficult in a number of ways, and has a variety of results, including both failure and success[1], [2].

DISCUSSION

The following problems call for more severe therapy from a qualified counsellor on an individual basis. Any of an individual's current or future areas of experience may be the focus of his need for aid in making choices, planning courses of action, and making changes to life conditions. Very few issues are localised to only one place. The way a person responds to events demanding choices and his capacity to handle them often depend on a variety of variables.

The person's physical and mental health state, for instance, are significant. Anyone with a good physical constitution who, as a result, does not experience pain or discomfort or who is not too worried about the risk of getting a disease is often able to deal with common annoyances or disappointments with a decent amount of adjustment. Similar to this, a child or girl or man or woman who has established a fair amount of objectivity and impartiality towards themselves in regard to others is likely to be able to exercise self-control.

However, not all people have yet been able to acquire these desired traits under home and school direction. Even those who think they have a good handle on their emotions sometimes experience the classic "last straw." The goal of counselling is closely correlated with the counselee's age, interests, and life experiences. Additionally, one of the counselor's duties in individual therapy is scenarios is to aid the person in identifying the root reasons of his issue. The challenge might be a result of his experiences at work, at home, at school, in his social networks, or in his leisure pursuits.

Home Experiences

It is fairly uncommon for a youngster to feel resentful of his parents on times, envious of benefits that seem to have been given to a brother or sister but not to him, or ashamed that his family does not measure up to that of his peers.

When both the mother and the father are working and away from home, the child is more likely to participate in unsupervised after-school activities that land him in hot water with the parents of nearby kids and result in punishment from a worn-out mother when her misdeeds are brought to her attention. These are only a few of the many issues that may develop in the family, even when the mother and father make an effort to be excellent parents.

Real or imagined household problems may have such an impact on a kid or early teen that they need separately receiving counselling. In certain cases, the circumstances call for the assistance of a member of the school guidance staff. If internal tensions and resentments become out of hand, therapeutic or psychiatric intervention can be necessary. Later youth and adulthood are when decisions about one's goals for starting a family become quite crucial. The young person may be quite concerned about the concerns that arise while picking a partner, getting married, choosing and decorating a house, planning the finances for the home, and raising children. The older adult also need assistance in order to address issues with marital adjustment and parent-child interactions.

School Experiences

An attentive and guidance-focused instructor may generally assist the youngster throughout his primary school years to address his challenges of adjustment in group settings. It is normally better to avoid emphasising a child's personal struggles by placing him in circumstances where he would seem to be different from his schoolmates, such as individual therapy. A youngster wants to have a sense of belonging to his group. Any practise that makes his peers think he is getting better care than they are might end up doing more damage than good. There are, however, times when a student struggles to keep up or shows a propensity to act differently from the rest of the group. Such circumstances need individualised care. College and secondary school students may need individualised assistance in planning their courses or adjusting to them. A person can struggle academically or have a poor attendance history. Personality clashes between a student and a teacher can result in problems. Success in school will be hampered by bad study habits, a lack of time, or a lack of enthusiasm in doing homework at home. They must be able to relate to the student easily, help him set goals and objectives, and use any ethical means necessary to help the student change or learn the behaviours he needs to cope with his environment and work towards the goals they have jointly established. Young people frequently ask questions about their school experiences, indicating their concern over issues that may.

Third, the right setting is essential. Depending on the interview's purpose, this setting must provide guarantee of anonymity, a contemplative atmosphere, and/or sufficient information sources. Finally, counselling, as the word is employed in educational contexts, must provide a connection that enables satisfying both short-term and long-term requirements. When the kid needs the counselor's specialised help, he or she must be accessible. The counselor's support of the student in exploring the psychological underpinnings of his thoughts and words is another goal. In this aspect, the counselor's strategy is very different from a person having a social chat. When someone expresses self-doubt or worry in public, we respond by trying to "close down" the feeling. We can add a humorous aside, switch the subject, provide consoling remarks, or argue that circumstances couldn't possibly be as they seemed.

The exact opposite is what counsellors do. The counsellor will concentrate on the student's main problem and encourage him to open up rather than "close down" the student. I can't fathom you failing," the conversationalist promises the test-anxious student when he predicts failure. You have always performed so brilliantly. However, the counsellor questions, "You're confident you'll fail. Why?" The counsellor has to be aware of his time constraints and his capacity to help the student. The counsellor has a responsibility to have the time and expertise to follow through and effectively end the interview after helping the student to open up. Counsellors often find themselves acting at different places along our dimensions as they go about their daily work. The counselor's actions may be influenced in part by the nature of the interaction between the student's awareness. However, the counselor's fundamental beliefs about human development and how these beliefs are translated into a theoretical approach to counselling also have an impact on how he behaves [3], [4].

Nature of Individual Counseling Problems

The kind of issues that the school counsellor should be concerned about have been and continue to be the subject of great debate. Many therapists have received strict instructions to identify that certain emotional and personal issues should be avoided and to be prepared to send the client to a psychiatrist or consulting psychologist. Despite the fact that the precise danger and damage have not been specified, they have been informed that there is a risk of doing the individual harm. The word makes no reference to how severe the issue is. Therefore, it would appear that Arbuckle's focus on psychotherapy as a semantic issue is

appropriate. The authors hold the opinion that when one helps people choose their educational and career paths, they are also influencing and intervening in behavioural, attitudinal, and social aspects of the counselee's life and personality in a manner comparable to that of, to put it bluntly, psychotherapy.

The primary structural distinction between counselling and psychotherapy seems to be important. It has been noted that whereas in counselling, as generally perceived, the connection includes a particular issue, the approach in psychotherapy is generic and first ambiguous. It is easy to show that the counselee commonly utilises a particular issue with career choice as an alibi to address a broader issue with disliking parents, mistrusting teachers, and being afraid of peers. Additionally, it must be acknowledged that the counselor's resistance to psychotherapy is a sign that he lacks the expertise and knowledge necessary to operate effectively in a setting devoid of obvious framework. The last point is that selecting a profession often necessitates a review and assessment of personal issues. It is simpler to distinguish between psychotherapy and school counselling on paper or in a classroom debate than it is in a direct client-counselor interaction. It is not the domain of an outsider to know when to refer. The counsellor has to be aware of both his skills and flaws. Making choices will become more comfortable with work with clinic teams and psychiatric specialists, but they will still be tough.

As we've said before, the counselor's job is determined by his skill set. Inadequately prepared individuals are compelled to find solace in conceptualizations that limit the scope of their counselling actions. It may be challenging for those with strong theoretical and practical backgrounds to confine their job to an information-giving function like to that of a classroom instructor. It is challenging to prevent their adoption of psychotherapy responsibilities given their awareness of the influence that the counselee's attitudes, past conditioning, and personal self-defeating actions have on all decision-making[5].

Clinical Procedures

When there are substantial emotional disturbances and it seems that both internal and external maladaptive variables are at play, the therapeutic method is used as a teaching tool to provide direction. These instances may need a considerable amount of time to examine and cure.

Method of Approach

Clinical procedures involve the following activities

- (1) Identifying the presence of an ostensibly serious adjustment difficulty;
- (2) collecting extensive client data and documenting it in the form of a case history;
- (3) interpreting and evaluating the data in relation to observed symptoms;
- (4) recommending appropriate treatment;
- (5) implementing therapies; and
- (6) monitoring the case to ascertain the type and extent of adjustment effected.

When the person or institution referring the client feels that his maladjustment is severe enough to need professional treatment, they may send him to a psychiatrist or a clinic. Therefore, it is often the job of a social worker to gather pertinent information about the current circumstance and past experiences. The validity of the tests given to the client, the extent of the client's cooperation, the objectivity of the social worker compiling the case history, and the honesty of the reports from parents, teachers, or other people interviewed regarding the client are all important factors that affect the reliability of the case history's materials. If a clinical team is conducting the research, staff meetings are held when the results are reviewed by the psychiatrist, paediatrician or physician, psychologist, and social worker. It is crucial to evaluate and understand the facts in question with expertise. Typically,

it is discovered that data obtained through the administration of tests, scales, and inventories has to be supplemented by the use of assessing procedures specifically designed for therapeutic reasons.

Personal Qualities of the Interviewer

The interviewing stage of therapy for personal adjustment is an art; to be successful, the interviewer needs a set of specialised personality traits, in-depth training, and experience working under the supervision of professionals. The desired personality traits emphasised in this book as necessary for interacting with individuals in any circumstance involving advice must be possessed by the interviewer. No matter the reason for the interview, the teacher, school counsellor, employer, or staff member of a guidance clinic should demonstrate that they are compassionate and socially adept people. Possessing these skills is essential, particularly in adjustment interviews.

Practically every state requires some teaching experience in order to certify school counsellors. This makes sense for a number of reasons. A person requires experience dealing with people in classroom groups before he can sensibly assume the task of counselling a single student.

The counsellor should act in a kind yet respectful manner. He must refrain from using emotive or "joking" language that aims to put the counselee at ease. A person seeking counselling must be comfortable enough with the counselor's acceptance of him to be able to disclose his ideas and emotions without worrying about being judged. The client must, however, respect the counselor's judgement and have confidence that, whatever the nature of his issue, the counsellor will acknowledge its seriousness to him and give it thoughtful consideration as the two of them collaborate to find a satisfactory solution. A successful therapy scenario requires adequate communication between the parties. This connection may be made if the counsellor uses a warm grin or a light-hearted remark to ease the counselee's anxiety. A counsellor who adopts a kind of "hailfellow-well-met" approach is more likely to reject someone who is seeking assistance than to earn their trust [6], [7].

Planning the follow-up

The counsellor should take a few quick notes after each interview to verify his own defective memory and to keep track of what happened during the series of interviews. Before the student and teacher have their next official interaction, they may be quickly reviewed. Even if there is no immediate contact scheduled with the student, a note may be made to quickly check in with the student after a week or a month to see whether the predetermined goals have been met and to see whether the counsellor can continue to be of service.

This unofficial, one-on-one follow-up might be set up to provide the counsellor with some proof of his efficacy. For study groups like all seniors, all recent graduates, or all students now enrolled in technical institutions, a more thorough, mass follow-up is undertaken individually. The interviewer should avoid seeming to rush the process and should keep the talk on-topic and limited to the issue at hand. Finally, the counselee should feel relieved and ready to return for more counselling after the interview, knowing that his counsellor has benefited him [8], [9].

Whether or whether the interviewer should take notes throughout the interview is a common question. On-the-spot notes are preferable to efforts at remembering after the interview for the aim of analysing the interview or in preparation for an impending interview. An emotionally disturbed person, however, can have a negative reaction to hearing what is being stated and seeing the counsellor job down. It might become routine for the counsellor to show the interviewee his writing and explain its significance. This process often motivates the

counselee to cooperate. Any topic that shouldn't be brought to the person's notice may be communicated using a code. It is beneficial to record an interview whether the subject is aware of it or not and gives his or her consent. Otherwise, the use of the recording device can prevent the counselee from expressing themselves freely. If the interviewee (1) feels that he has been assisted, (2) is willing to return for another interview, and (3) demonstrates an enhanced capacity to encounter and handle comparable challenges in the future, the interview will be successful. The following "Do's" and "Don'ts," which are included in a guidebook for teachers, counsellors, and administrators of the Canton, Ohio, Public Schools, might help the interviewer whether he takes on a more active or passive position[10], [11].

CONCLUSION

If we are aware of or have control over certain antecedent circumstances, it is now feasible to forecast certain types of behaviour within specified bounds in the field of psychology. Rogers correctly surmises that this scenario poses serious risks to humanity. Any of an individual's current or future areas of experience may be the focus of his need for aid in making choices, planning courses of action, and making changes to life conditions. The person's physical and mental health state, for instance, are significant. Anyone with a good physical constitution who, as a result, does not experience pain or discomfort or who is not too worried about the risk of getting a disease is often able to deal with common annoyances or disappointments with a decent amount of adjustment. A youngster wants to have a sense of belonging to his group. Any practise that makes his peers think he is getting better care than they are might end up doing more damage than good. However, there are times when one finds it difficult to keep up or has a propensity to act differently from the rest of the group.

REFERENCES:

- [1] E. J. Permana, "Pelaksanaan Layanan Bimbingan dan Konseling di Madrasah Aliyah Negeri 2 Banjarnegara," *PSIKOPEDAGOGIA J. Bimbing. dan Konseling*, 2015, doi: 10.12928/psikopedagogia.v4i2.4493.
- [2] F. J. Fiana, D. Daharnis, and M. Ridha, "Disiplin Siswa di Sekolah dan Implikasinya dalam Pelayanan Bimbingan dan Konseling," *Konselor*, 2013, doi: 10.24036/02013231733-0-00.
- [3] R. Hariko, "Landasan Filosofis Keterampilan Komunikasi Konseling," *J. Kaji. Bimbing. dan Konseling*, 2017, doi: 10.17977/um001v2i22017p041.
- [4] F. Mahadhita and K. Kurniawan, "Hubungan Keterampilan Dasar Konseling dengan Minat Siswa Mengikuti Konseling Individu," *Indones. J. Guid. Couns.*, 2017.
- [5] T. Ratnawulan, S., "Manajemen Bimbingan Konseling Di Smp Kota Dan Kabupaten Bandung," *J. Edukasi J. Bimbing. Konseling*, 2016, Doi: 10.22373/Je.V2i1.694.
- [6] E. M. E. Anyi, "The Role of Guidance and Counselling in Effective Teaching and Learning in Schools: The Cameroonian Perspective," *Int. J. Educ. Technol. Learn.*, 2017, doi: 10.20448/2003.11.11.15.
- [7] N. Afriana, "Evaluation of implementation of individual conseling services using model cipp in sma negeri 2 banjarmasin," *J. Pelayanan Bimbing. dan Konseling*, 2018.
- [8] C. P. Bhakti, N. E. Safitri, and A. C. Dewi, "Strategi Layanan Bimbingan dan Konseling Untuk Mengurangi Perundungan Siber di Kalangan Remaja," *J. Psikoedukasi dan Konseling*, 2018, doi: 10.20961/jpk.v2i2.15838.

- [9] V. Lutfiyani and B. P. Caraka, “Strategi Layanan Bimbingan dan Konseling Komprehensif dalam Pengembangan Self-Knowledge pada Siswa Sekolah Dasar,” *SENDIKA ; Semin. Nas. Pendidik. FKIP UAD*, 2017.
- [10] M. Hanum, P. Prayitno, and H. Nirwana, “Efektifitas Layanan Konseling Perorangan Meningkatkan Kemandirian Siswa Dalam Menyelesaikan Masalah Belajar,” *Konselor*, 2015, doi: 10.24036/02015436468-0-00.
- [11] F. M. Yendi, Y. Syukur, and Y. Rafsyam, “Self-Esteem Dan Pelayanan Bimbingan Dan Konseling yang Dibutuhkan Siswa Kelas Akselerasi,” *Konselor*, 2015, doi: 10.24036/02015446471-0-00.