



NETAJI SUBHAS OPEN UNIVERSITY

B. Ed. Spl. Ed. (M.R./H.I./V.I.)-ODL

**GUIDANCE AND
COUNSELLING**

B-10 (A)

**B. Ed. Spl. Ed. (M. R. / H. I. / V. I)-
ODL Programme**

AREA - B

B - 10 (A) : GUIDANCE AND COUNSELLING



**A COLLABORATIVE PROGRAMME OF
NETAJI SUBHAS OPEN UNIVERSITY
AND
REHABILITATION COUNCIL OF INDIA**



AREA - A
DISABILITY SPECIALIZATION
COURSE CODE - B-10 (A)
GUIDANCE AND COUNSELLING

| | |
|--|---|
| Chairman | Prof. Subha Sankar Sarkar, Vice Chancellor, Netaji Subhas Open University, Kolkata-64 |
| Convenor | Prof. Atindranath Dey, Director, School of Education, Netaji Subhas Open University, Kolkata-64 |
| Course Writers | |
| Unit - 1 | Mr. Abhedananda Panigrahi |
| Unit - 2 | Mr. Abhedananda Panigrahi |
| Unit - 3 | Mr. Abhedananda Panigrahi |
| Editor | Prof. Swapan Kr. Sarkar |
| Processing General and Format Editing In-house Processing In-charge | Ms. Swapna Deb & Mrs. Antara Choudhury Ms. Swapna Deb |

The Self Instructional Material (SIM) is prepared keeping conformity with the B.Ed.Spl. Edn.(MR/HI/VI) Programme as prepared and circulated by the Rehabilitation Council of India, New Delhi and adopted by NSOU on and from the 2015-2017 academic session.

All rights reserved. No part of this work can be reproduced in any form without the written permission from the NSOU authorities.

Mohan Kumar Chattopadhyay
Registrar



Netaji Subhas Open University

From the Vice-Chancellor's Desk

Dear Students, from this Academic Session (2015-17) the Curriculum and Course Structure of B. Ed.- Special Education have been thoroughly revised as per the stipulations which featured in the Memorandum of Understanding (MoU) between the Rehabilitation Council of India (RCI) and the National Council for Teacher Education (NCTE). The newly designed course structure and syllabus is comprehensive and futuristic has, therefore, been contextualized and adopted by NSOU from the present academic session, following the directives of the aforesaid national statutory authorities.

Consequent upon the introduction of new syllabus the revision of Self Instructional Material (SIM) becomes imperative. The new syllabus was circulated by RCI for introduction in the month of June, 2015 while the new session begins in the month of July. So the difficulties of preparing the SIMs within such a short time can easily be understood. However, the School of Education of NSOU took up the challenge and put the best minds together in preparing SIM without compromising the standard and quality of such an academic package. It required many rigorous steps before printing and circulation of the entire academic package to our dear learners. Every intervening step was meticulously and methodically followed for ensuring quality in such a time bound manner.

The SIMs are prepared by eminent subject experts and edited by the senior members of the faculty specializing in the discipline concerned. Printing of the SIMs has been done with utmost care and attention. Students are the primary beneficiaries of these materials so developed. Therefore, you must go through the contents seriously and take your queries, if any, to the Counselors during Personal Contact Programs (PCPs) for clarifications. In comparison to F2F mode, the onus is on the learners in the ODL mode. So please change your mind accordingly and shrug off your old mindset of teacher dependence and spoon feeding habits immediately.

I would further urge you to go for other Open Educational Resources (OERs) -available on websites, for better understanding and gaining comprehensive mastery over the subject. From this year NSOU is also providing ICT enabled support services to the students enrolled under this University. So, in addition to the printed SIMs, the e-contents are also provided to the students to facilitate the usage and ensure more flexibility at the user end. The other ICT based support systems will be there for the benefit of the learners.

So please make the most of it and do your best in the examinations. However, any suggestion or constructive criticism regarding the SIMs and its improvement is welcome. I must acknowledge the contribution of all the content writers, editors and background minds at the SoE, NSOU for their respective efforts, expertise and hard work in producing the SIMs within a very short time.



Professor (Dr.) Subha Sankar Sarkar
Vice-Chancellor, NSOU

**B. Ed. Spl. Ed (M. R. / H. I. / V. I)-
ODL Programme**

B-10 (A)

GUIDANCE AND COUNSELLING

First Edition : February, 2018

Printed in accordance with the regulations of the
DEB-UGC, Government of India



**Netaji Subhas
Open
University**

**B-10 (A)
GUIDANCE AND
COUNSELLING**

B-10 (A) □ GUIDANCE AND COUNSELLING

| | |
|---|--------------|
| UNIT-1 : INTRODUCTION TO GUIDANCE AND COUNSELLING | 9-25 |
| UNIT-2 : ENHANCING SELF IMAGE AND SELF ESTEEM | 26-46 |
| UNIT-3 : GUIDANCE AND COUNSELLING IN INCLUSIVE EDUCATION | 47-72 |

Unit - I □ Introduction to Guidance and Counselling

Structure

- 1.1 Introduction**
- 1.2 Objective**
- 1.3 Guidance and Counselling: Definition and Aims**
 - 1.3.1 Definition of Guidance**
 - 1.3.2 Definition of Counselling**
 - 1.3.3 Aims and Objective of Guidance and Counselling**
- 1.4 Areas of Guidance and Counselling**
 - 1.4.1 Areas of Guidance**
 - 1.4.2 Areas of Counselling**
- 1.5 Core condition of Counselling**
- 1.6 Skills and Competencies of the Counsellor**
- 1.7 Role of Teacher in Guidance and Counselling Students with Special Needs**
- 1.8 Let Us Sum Up**
- 1.9 Check Your Progress**
- 1.10 Reference**

1.1 Introduction

Guidance and Counselling is indispensable in every cultured civilization where attempts have been made to discover human potentialities, to assess human behaviors and to predict human activities. Guidance and Counselling is prevalent in every civilized and organized society. In modern era life needs new skills which were not so much necessary in earlier societies, rather the teachers need to master those skills to meet the day by day necessities of the young stars. Guidance efforts are not based on personal experiences, superstitions or sudden idea of the parents and teachers. Moreover, guidance efforts are based on the study and research in the periphery of natural and social sciences. Guidance and counselling programs are the reflection of the scientific work performed in the fields of psychology, sociology mental hygiene and

education. Education, guidance and counselling are interrelated as they are all concerned with the social welfare of the society. This chapter attempts to create awareness among teachers about the significance and application of guidance and counselling in any educational institution.

1.2 Objective

After passing through the unit the learners will be able to: -

- Define the concept of guidance and counselling.
- Explain the nature, purpose and scope of guidance and counselling.
- Describe the need for guidance.
- Describe the bases of guidance and counselling.
- Establish the relationship between guidance and education.
- Examine the roles of guidance and counselling services in the field of Special Education.

1.3 Guidance and Counselling: Definition and Aims

Guidance is not a direction neither it is a decision of another individual which he can make by himself nor it is the burden of another's life. Crow and Crow have defined guidance as the assistance made available by competent counsellors, to an individual of any age to help him direct his own life, develop his own point of view, make his own decisions, and carry his own burdens. Jones points out that the focus of guidance is the individual, not his problems; its purpose is to promote the growth of the individual in self-direction. According to Good, guidance is a process of dynamic interpersonal relationship designed to influence the attitude and subsequent behavior of the person. Good has given emphasis on interpersonal relationships, which plays a great role in determining the degree of success the individual will achieve in the society. Guidance can help an individual to develop his desirable attitudes and behaviors.

National Vocational Guidance Association established by Fatima Wilson has defined guidance as the process of helping a person to develop and accept an organized and fully sufficient picture of himself and his role in the world of work, to test his concept against reality and to convert it into reality with satisfaction to himself and benefit to society.

Guidance is a support given to individuals through various techniques so that he is able to understand the social requirements and to know the ways and means to adjust himself to these situations, Guidance is a classified set of specific services established as a basic part of the education system sketched to boost the development of students and assist them toward comprehension of sound, decent adjustment and maximum attainments appropriate with their potentialities. Guidance is also a point of view that includes a positive attitude toward students and a realization that it is to complement, make more powerful and make more intelligible to all other phases of an individual's education.

Counselling symbolize only one but most valuable of the service to be found in any guidance programme. Guidance affects all aspects of an individual's life and it tries to help the individual in clarifying his problems, counselling may be considered of as the gist of helping process. Counselling wrap ups a wide area of measures like advising, psychotherapy and follow-ups. Counselling is the focal point of all guidance services. It is a confronting relationship in which evolution takes place. It accelerates an individual's self-understanding, self-acceptance and self-realization.

Halm and McHean defined Counselling as a one-to-one relationship between an individual worried by problems with which he cannot deal alone and a professional worker whose training and experience have experienced him to help others to achieve a solution. Counselling is that communication which occurs between two individuals called counsellor and client which takes place between a professionally trained counsellor and an individual seeking help. This relationship is not accidental, or trade like. It is characterized by compassion, understanding, acknowledgement and dependence

1.3.1. Definition of Guidance:

"Guidance involves personal help given by someone; it is designed to assist the individual to decide where he wants to go, what he wants to do and how best he can accomplish his purpose."- Jones.

"Guidance is a term with many meanings. It is a point of view a group of services, a field of study which we should be required to choose one of the emphasized service would pre-dominate."- Moser and Moser.

"Guidance is a process of enabling each individual to understand his abilities and interest to develop them as well as possible and to relate them to life goals and finally to reach a state of complete and matured self-guidance as a desirable human element of the social order."- Traxler.

"Guidance is a means of helping individuals to understand and use wisely the educational, vocational and personal opportunities they have or can develop and as a form of systematic assistance whereby students are aided in achieving satisfactory adjustment to school and in life."- Dunsmoor and Miller

"The elements of guidance are learning about the individual student, helping him to understand himself, affecting changes in him and in his environment which will help him to grow and develop as much as possible."- Knapp

1.3.2. Definition of Counselling:

- Counselling is a dynamic and personal relationship between two people who approach a mutually defined problems with mutual consideration of each other to the end that the younger or less mature, or more troubled of the person is aided to a self -determined resolution of his problem. -Waen.
- Counselling is a personal and face-a-face relation between two people in which the counsellor by means of his special competencies, provides a learning situation in which the counsellee a normal person is helped to know himself and his possible future so that he can use his characteristics and his potentialities in a way that is satisfying both to himself and to society, can learn further as how to solve further problems and future needs. - Tobler
- Counselling is a series of direct contact with the individual which aims to offer him assistance in attitude and behavior. - Carl Rogers.
- A counseling is a person to person relationship in which one individual tours another person for assistance. - Ericson.
- Consultation, mutual interchange of opinions, deliberation together. - Webster's Dictionary.

1.3.3. Aims and objectives of Guidance and Counselling

Guidance and Counselling ensues at helping the clients to understand and accept themselves "as they are", and Counselling is to help the student to help himself.

The main objective of counselling is to bring about a spontaneous change in the client. For this purpose, the counsellor provides facilities to collect the desired changes or make the suitable choice.

According to Dunsmoor and Miller, the purpose of student guidance counselling are: -

1. To give the student clue on matters important to success.
2. To get information about student which will be helpful in solving his problems.
3. To establish a rapport between student and teacher.
4. To help the student to execute a plan for solving his difficulties.
5. To help the student know himself better his curiosity, performances, inclinations and favorable circumstances.
6. To stimulate and cultivate distinctive abilities and appropriate attitudes.
7. To elicit favorable effort toward achievement.
8. To help student in outlining for educational and vocational choices.

1.4 Areas of Guidance and Counselling

1.4.1. Area of Guidance

Life is getting more and more complicated and miscellaneous nowadays. The present situation is that people have to face many difficult problems in their everyday life. All these life situations point to different areas of guidance and counselling which are as follows: -

1. Education
2. Vocation
3. Avocation
4. Social Relationship
5. Health
6. Morals
7. Personal Problems

1. Education:-

As educational problem is prime in the list of student's problems, education is an important guidance area. Guidance in education includes syllabus offered by colleges and universities, guidance in education may be categories in the following two classes:

A. Pre-admission guidance

B. Post admission guidance

Pre-admission guidance focuses on people who are considered as entering into an Intermediate Care Facility(ICF).

2. Vocation: -

All persons are not suitable for all jobs. Every job requires certain academic and skilled environment and arrangement. In order to guide the people for right choice of job compact lay out has been made to benefit.

3. Avocation: -

Woodrow Wilson has truly said," The real intellectual life of a body of undergraduates, if there are any, manifests itself, not in the classroom, but in what they do and talk of and set before themselves as their favorite objects between class and lectures." Thus the liability of any College or University doesn't end with covering the syllabus by the teacher's performance. Teacher must help the students plan for them and cooperate in activities of them.

4. Social Relationship

Social communications or relationships create problems for most of the people in our society. Social Relationships refer to social interactions between two or more individuals. We human beings sometimes get puzzled with social relationships, hence social relationships can be improved by the help and support of guidance and counseling. By this means friendship can be established spontaneously and casually.

5. Promotion of Health

People has a special stake in the health and tangible prosperity of the society. Guidance aims at the entire health of the people. Surveillance, Booster Doses and Injections and other guidances are also provided by the guidance services.

6. Moral Needs

Moral development focuses on the emergence, change and understanding of morality from infancy to adulthood. In the field of moral needs morality is defined as principles for how individuals ought to treat one another, with respect to justice, other's welfare and rights. In this periphery too, we sometimes face awkward situations. Guidance about moral needs is to be provided to students to keep them on the track and lead noble lives.

7. Personal Problems:-

People may face many personal issues related to themselves, their friends, family, relatives and teachers their educational enactment and social adaptation. Through guidance these problems can be sorted out.

1.4.2. Area of Counselling

Addictions (Alcohol, Drugs, Gambling, Shopping, Smoking, Work, Sex)

People often becomes habituated to something as a way of trying to get some kind of command in their lives. Controlling and limiting anger is very important in every aspect of one's life. Without control one is putting limits on what one can accomplish. Anger can incredibly destroy many things which is too much essential in one's life. Anger management counselling is about teaching people that anger can be expressed in a constructive way.

Whether the bereavement or loss is sudden or wanted, it is highly painful and shocking. People feels under great tension and pressure when someone they love dies, and no matter what is the state or situation, agony can include an ample sphere of mental states from depression to violence. Loss can also be the loss or deprivation of a bond after apemisfortune that can leave people feeling vacant and unattended but also help to sink him into total bereavement. In that case counselling can really support people as they go through the phases of mental sufferings and tries to secure the platform which they need.

Depression

Living with despair can be very hurtful and troublesome place to be. Low spirits can take over and leave people both sensibly and intensely exhausted. People often feel very detached and confined, as though no one fully understands what they are undergoing through, counselling aids to afford people with a room where they are perceived and sustained through a very shadowy and awful period. It also benefits people to deliberately reconstruct and steadily put their lives well organized, well balanced and well adjusted.

Eating Disorders (Thinness, Spree Eating Disorder, Compulsive Eating Disorder and Irrestible Overeating)

Eating disorders can really seize people's lives and existence, and often they find themselves absorbed with issues around food, body size, shape and obesity. Eating

disorders purviews binge eating to constricting, and they can frequently contain mismanagement of purgatives, vomiting and activity. Eating disorders are not just about food and activity though, they have lot to do with affairs, acquaintances, past events and in belief in oneself. Counselling can help people virtually to change the manner they eat and exercise, and advice to confront the harmful motive. It can also benefit people to flourish and raise all other scopes of their lives.

Low Self-Esteem and Confidence

People often come for counselling because they have very low dignity. This means that they lack determination and their self-respect is very shatter able. This can often be the consequences of what they have suffered in the past, either in their growing up, or in a commitment. It may be the conclusion of intimidate or corruption for instance. Counselling can honestly guide people how to begin to rely in themselves afresh and to identify what they have to suggest, and the definite and visible features of themselves. It can cooperate people in prospering and acquiring.

Relationships (Couple's Counselling, Divorce Counselling, Issues around Sex/Affinity, Adultery)

Relationships can often be intensely problematic and challenging. Couples come for counselling because they are striving to broadcast, or because they have controversies about closeness between them or their sex life is being afflicted. Sometimes one mate has been disloyal and people want to be able to work through with a noncommittal person. A counsellor can surely cure couples to initiate listening to one another repeatedly, to perceive and sense each other and to shape up their way of relating. On the contrary counselling can also be profitable if individuals or couples are going through a divorce and they want someone to guide them through this.

Stress (Money, Health, Relationships, Work)

Stress performs a substantial part in many people's life. Sometimes jobs, commitments, wealth and or health concerns can cause people to feel under a lot of compression. Evidences of being stressed are feeling overpowered, depreciate, annoyance, lack to sleep and sometimes eating can be influenced (either over or under eating). Stress can often precede to phenomenal fitness dilemmas and impulsive outbreaks. Stress is practically tough to live with, and counselling can offer an avenue for this, and a field where you can converse and perform through the antecedents that are evoking you to feel so much affected mentally.

Trauma (Experiencing/witnessing accidents, attacks, abuse, violence, wars, natural disasters etc.)

As an outcome of either enduring or observing a traumatic event an individual can be left in inquisition their faiths and with their expectations destroyed. They can feel devastated and their mental states may be puzzling and difficult to apprehend. They may experience memories, upsetting memories, fantasies and restlessness. People can often feel deeply disconnected from what has happened and find themselves recapturing the event repeatedly. The aftereffect of this can neither be despair, low self-content, annoyance, stress, nervousness or even anxiety attacks. Some people may also promote obsessive markings as a way of coping. Counselling can comfort people to manage with shocking experiences and cooperate them to conceive what they have passed through. It can also lay hand to them in dealing with the signs of illness that they may have grown.

Post-traumatic Stress Disorder(PTSD)

PTSD is most generally used to define manifestations originating from intensely scary experiences. However not everyone who experiences a dreadful accident will develop PTSD. There may be an acute sensitivity of apprehension and a sense of being upset. Others may stay away from expressing or pertaining to think about the event as a mode of self-protection. This can lead to confinement, a feeling of apathy and extended shock. In turn relationships will collide, feeling on edge and likely to leap at any noise or sound. Insomnia or restlessness and mood swings are also likely. In the case of PTSD Cognitive Behavioural therapy techniques work best, as these can inspire an individual to alter undesirable thoughts and feelings with decisive ones. It is recommended that therapy initiates at least four weeks after the event has taken place. Any other areas are also required for the Counselling like Vocation, Education etc.

1.5 Core Conditions of Counselling

Carl Roger was the founder of Humanistic psychology. At that time Freud's style was the model and Roger was worried about corrupt the unconcealed. It is truly said that he didn't like people of isolated type. The last time he fascinated someone is when she came out of coma and welcomed him. Carl Roger turned the chair reverse to face the patient and greeted him. He switched the autocratic pattern of therapist led psychotherapy toward a client or person-centered convention. That gave command to the client's self-knowledge and appetite toward mending one's own problems. The primitive idea of Rogarian theory is that the human experience is exclusive to each

individual and under suitable conditions, people will cut down their walls such as masks or covers and possibility of danger becomes healthy. Rogers believed the person (or self) is not a constant structure but a progress and the person is always becoming. He trusted in the instinctive affirmative abilities of all living creatures. In addition to the dilemmas that emerges when personal power is decreased, divergences between a personal Absolute Self and an Actual Self may lead to psychological pain or agony. The following are his percepts about people: -

1. **Openness to Experience:** His own and around him and "abide vagueness." "It is the opposite of defensiveness."
2. **Trust in one's own emotional Self:** "there is a continuous development of faith or hope in and even passion for the complicated, affluent, diverse combination of feelings and impulses which remain in each of us. This assurance leads to preeminent self-acceptance and dependence on one's internal foresight."
3. **An Internal Locus of Evaluation:** Rogers believed power or control lies within the self rather than in society or even another person. The fundamental assumption deviates from trying to live up to or make others happy: "Am I living in a way which is who I truly am and expresses my passion?"
4. **Willingness to be a Process:** Rather than seeing people as a commodity, Rogers believed the human experience is a flowing energy. Therapy doesn't conclude in the outcome of a permanent state where problems are resolved, rather, it allows the legitimization of the individual to be able to handle situations while still being true to self. For Rogers, the process of therapy should be non-directive. The prime aspect of the therapist in client-centered therapy is related to the attribute of the psychotherapeutic relationship: that "unconditional positive regard." He considered it is essential for therapists to establish "a coordination which give emphasis to the significance and value of each person and their individuality."

1.6. Skills and Competencies of the Counsellor

The personal and professional traits of counsellors are very important in simplifying any helping relationship. A counsellor must be well equipped to support individuals to make adaptations and live a cheerful and cordial life. The orientation can be with regard to the school and syllabus, job and a person's character. For adequate counselling, the counsellor must be equipped with two kinds of evidence. First he must

have data relating to the counselee's history of inclinations, efforts, curiosities, strategies etc. In addition to this he must have the proficiency to clarify this data. Secondly, the counsellor must have knowledge about the areas in which the counselee may look for his service. These areas may be educational or personal. With these two kinds of information he helps the counselee to meet his individual diagram of aptitude with convenient favorable circumstances. As the method of counselling advances, both the counsellor and the counselee must appear at a commonplace. Counsellors who steadily cultivate their self-awareness expertise are in contact with their principles, thoughts and feelings. They are probable to have a fair understanding of their own and their client's need and precisely evaluate both. Such awareness can help them be truthful with themselves and with others. They are able to be more compatible and frame trust concurrently. Counsellors who acquire this type of knowledge are most expected to relate distinctly and precisely. Three other characteristics that make counsellors originally more effective are recognized proficiency, charisma and dependability. Specialization is the grade to which a counsellor is recognized as knowledge able and well versed about his or her traits. Counsellors who demonstrate certificates and diplomas in their offices are usually perceived as more dependable than those who do not and as a result, are likely to be effective. Clients went to work with counsellor who appears to know the line of work well. Attractiveness is a behavior of seen closeness between a client and a counsellor. Counsellors can make themselves attractive by speaking in fine, understandable and dialect free sentence and proposing relevant self-disclosure.

Any other qualities of a Counselor are as follows: -

1. Sympathy
2. Listening skill and patience
3. Virtue or Self-Respect and Confidentiality
4. Attention power
5. Conversation Skill
6. Sensitivity or Delicacy
7. Crisis or critical situation Management
8. Knowledge of Psychology
9. Organizing or systematizing Facts

The Desirable Qualities of a School Counsellor are the Following:-

1. Hypnotic Personality
2. Personal adjustment
3. Interpersonal or Mutual Relationship
4. Professional Competence or Ability
5. Leadership
6. Professional dedication or Commitment
7. Philosophy of life
8. Wide range of interest

Counsellors who are nonverbal signs in responding to clients, such as more nodding and eye contacts are seen as more attractive than those do not. The apparel of the counsellor also makes a distinctness, clothes should be clean, neat and professional looking but not emphasized to themselves. Dependability is related to the sincerity and abiding of the counsellor. The counsellor should be genuinely concerned about the client by establishing a intimate relationship with the client. "There is and can be no such thing as instant intimacy" or trustworthiness. Rather, both should be generated through patterns of behavior that are demonstrated and most clients should neither disbelief nor given to blind trust.

1.7 Role of Teacher in Guidance and Counselling Students with Special Needs

Special education counselling is a specialization of school counselling that is concerned with the success of special needs students. The essential purpose of special education counselling is to ensure that special needs of students and their families who have approach to the appropriate supports and interferences in order to facilitate enhanced accomplishment in a school ambiance.

In addition to facilitating academic and rational growth, special education counselling is concerned with improving a student's ability to function in civil, sentimental and behavioral capacities. Special education counselling is a multi-modular discipline in which special education counsellors must be well versed in counselling theories and techniques, as well as educational theory, educational law, and special

education regulations. Special education counsellors work with special needs students in elementary schools, middle schools, and high schools to certify that they have the support services they need in order to achieve their highest potential in the areas of academics, personal and social growth, and career development. This is cultivated by working with students in social, emotional, behavioral, and physical disabilities in various frameworks including in one-on-one counselling, group counselling, in special education classrooms, as well as in regular education classrooms.

Another essential duty of special education counsellors is to work with special education and general education teachers and staff members to guarantee that the needs of each special needs student are being met. Special education counsellors do this by advocating on the child's behalf co-functioning with teachers to cultivate more effective support services for the child, or working with teachers and staff members to develop a considerate understanding of the interventions in place to help the child succeed. Much collusion and consultation is also undertaken with other special services workers, such as school psychologists, occupational and physical therapists, speech-language pathologists, and the like.

Special education counsellors work broadly with families as well. In this context, they might serve as an intermediate helping families to understand school policies and procedures or laying services to families about their rights concerning special education services. Special education counsellors also often work with families to improve their competence to meet their child's needs at home. This might comprehend tendering parent's and guardian's intuition into productive planning for enhancing their child's functioning. It may also be associated with assigning to families to outside resources, such as child and family counsellors, vocational training, or non-profit organizations that specialize in working with families of special needs children.

What is the Role of a School Counsellor in Special Education?

The aspect of a school counsellor is to help all students, combining those with special needs, to attain their full potential. Introducing an appropriate Individualized Education Program (IEP) at an early age can make all the difference, not only in these children's bookish learning, but also in their ecstatic health and social balancing and eventually in their ability to become fruitful endowing members of society.

However, the population of children who are referred to special education classes is very assorted. So simply section them into broad categories won't work. It is vital for

each child's particular stamina's, weaknesses, and special needs to be adequately diagnosed and consigned. The school counsellor is the person who can help earnestly by justifying these children. The following are some of the other important services that school counsellors provide :

- Holding Counselling sessions with special education students.
- Encouraging family involvement in the IEP. It helps extremely if the parents or other accountable adults understand and are route with the services that have been approved, including probable criteria to outside organizations. The special education counsellor can also address specific questions or concerns and inform parents and guardians of their rights.
- Consulting with and working with other school staff to better understand the child's special needs and what backing systems, alterations and modifications may be necessary.
- Co-acting with other school and community professionals, including but not restricted to teachers, school psychologists, physical therapists, occupational therapists, and speech and language pathologists, in the transmission of services.
- Classifying other students who should be evaluated to regulate eligibility for special education.

What are the Educational Requirements to Become a Special Education Counsellor?

The educational prerequisites for special education counsellors are quite different from those for counsellors that work outside the school system. It is highly recommended that students begin their studies not in counselling, but instead with a bachelor's degree in special education and gain experience as a special education teacher. To achieve this goal, students must complete a four-year special education program, including a student teaching placement in a special education setting. Upon graduation, students will need to pass a written examination and fulfil the requirements of obtaining teaching license in the state in which they live.

After a few years in the classroom as a special education teacher, prospective special education counsellors should then pursue a master's degree in school counselling, which is most often the utmost degree in this field of work. Courses in master's degree programs revolve around developing a deep understanding of human behavior, educational policies and principles, and topics related to working with special

needs community. Human development, research methods, evaluation and assessment procedures, and statistics are common areas of study as well.

1.8 Let Us Sum Up

The general public tends to view counselling as a therapeutic function and emphasizes immediate goals, such as problem resolution, tension reduction, and the like. Counselee may refer to the verdict of a particular rivalry or bad situation. However, the goals of counselling are appropriately concerned with such fundamental and basic aspects such as self-understanding and self-actualization. These help provide the counselee with self-direction and self-motivation. Counselling in its attitude and attribute is productive. It aims at assisting the individual to develop such that he becomes psychologically mature and is capable of realizing his potentialities optimally.

Counselling has no miraculous solutions. The only concise, rational and pragmatic view of counselling is that it is not and cannot be everything to everybody. It is concerned with helping individuals find prudent and feasible solutions to their problems by helping them gain a vision into themselves so that they are able to apply their own potentialities and opportunities and thus become self-sufficient, self-directed and self-actualized. An important attribute of a counsellor is that he like and respects himself, but he does not use the counselee to satisfy his own needs. Every normal human being has a craving to be appreciated, acknowledged and accepted. The counsellor must possess good personality, good character and decent philosophy, health, emotional adherence, approachability, sympatric understanding of youth, intelligence, social culture, broad knowledge and interest in guidance and personal working conditions and understanding of social economic conditions. The above given qualities must be possessed by counsellor.

1.9 Check Your Progress

1. Give definition of Counselling
2. Give definition of Guidance
3. What is different between Guidance and Counselling
4. Discuss about areas of Guidance and Counselling

5. Discuss about the Competencies of the Counsellor
6. Discuss about the role of teacher in guidance and counseling students with CWSN

1.10 Reference

1. Caspi, A.; Roberts, B. W. (2001). "Personality development across the life course: The argument for change and continuity". *Psychological Inquiry*. 12 (2): 49-66.
2. Roberts, B. W., Wood, D., & Caspi, A. (2010). The development of personality traits in adulthood. In O. P. John, R. W. Robins, & L. A. Pervi(Eds.), *Handbook of personality: Theory and research* (3rd ed., pp. 375-398). New York, NY: Guilford Press.
3. Rothbart, M. K.; Ahadi, S. A.; Evans, D. E. (2000). "Temperament and personality: Origins and outcomes". *Journal of Personality and Social Psychology*. 78: 122-135.
5. Putnam, S. P., Ellis, L. K., & Rothbart, M. K. (2001). The structure of temperament from infancy through adolescence. In A. Elias & A. Angleitner(Eds.), *Advances in research on temperament* (pp. 165-182). Germany: Pabst Science.
6. Deal, J. E.; Halverson, C. F.; Havill, V.; Martin, R. (2005). "Temperament factors as longitudinal predictors of young adult personality". *Merrill-Palmer Quarterly*. 51 (3): 315-334.
7. Hettrema, P.J.; Deary, Ian J. (11 November 2013). *Foundations of Personality*. Springer Science & Business Media. p. 7. ISBN 978-94-011-1660-2.
8. Penke, Lars; Denissen, Jaap J. A.; Miller, Geoffrey F. (August 2007). "The Evolution of Personality Variation in Humans and Other Animals" (PDF). *European Journal of Personality*. 21 (5): 549-587. ISSN 0890-2070.
9. Bell, M. G. (2010, January 1). *Consciousness: The Evolution of the Self and Personal Individuality*. Retrieved November 1, 2014, from www.agenthuman.com/product/evolution_self_personal_individuality.html#selfevol
10. Costa, P. T. Jr. & McCrae, R. R. (1994). Set like plaster? Evidence for the stability of adult personality. In T. F. Heatherton & J. L. Weinberger (Eds.), *Can personality change?* (pp. 21-40). Washington, DC: American Psychological Association.
11. Baltes, P. B. (1997). "On the incomplete architecture of human ontogeny: Selection, optimization, and compensation as foundation of developmental

theory". *American Psychologist*. 52 (4): 366-380. doi:10.1037/0003-066x.52.4.366.

12. Roberts, B. W. & Caspi, A. (2003). The cumulative continuity model of personality development: Striking a balance between continuity and change in personality traits across the life course. In U. Staudinger & U. Lindenberger (Eds.), *Understanding human development: Life span psychology in exchange with other disciplines* (pp.183-214). Dordrecht: Kluwer.
13. Roberts, B.W.; Mroczek, D. (2008). "Personality trait change in adulthood". *Current Directions in Psychological Science*. 17 (1): 31-35. PMC 2743415? . PMID 19756219. doi:10.1111/j.1467-8721.2008.00543.x.
14. Roberts, B. W.; DelVecchio, W. F. (2000). "The rank-order consistency of personality traits from childhood to old age: A quantitative review of longitudinal studies". *Psychological Bulletin*. 126: 3-25. PMID 10668348. doi:10.1037/0033-2909.126.1.3.

Unit - 2 □ Enhancing self Image and Self Esteem

Structure

- 2.1 Introduction**
- 2.2 Objective**
- 2.3 Concept of Self as Human**
- 2.4 Understanding of Feeling and Changes**
 - 2.4.1 Are feeling good or bad?**
 - 2.4.2 Feeling usually leak out**
 - 2.4.3 Methods for Changing Your Emotions**
- 2.5 Growth to Autonomy**
 - 2.5.1 Autonomy and Psychological Development**
 - 2.5.2 Personal Autonomy**
- 2.6 Personality Development**
 - 2.6.1 Evolutionary Perspective**
 - 2.6.2 Lifespan Perspective**
 - 2.6.3 Influencing Factors**
 - 2.6.4 Genetics**
 - 2.6.5 Environmental**
 - 2.6.6 Gene-environment interactions**
- 2.7 Role of Teacher in Development Self- Esteem in Children**
 - 2.7.1 Positive, Charismatic Teachers**
 - 2.7.2 Nature Self - Esteem and Resilience at School**
 - 2.7.3 Demystifying the Problems**
 - 2.7.4 Accommodations that Maximizing Success**
 - 2.7.5 Teach Decision Making Problem Solving**
 - 2.7.8 Teachers Can Provide Choices in Many Ways. Examples Include**
 - 2.7.8 Have Children Contribute**

2.8 Let Us Sum Up

2.9 Check Your Progress

2.10 Reference

2.1 Introduction

Shallow confidence can be intensely implanted, with its connection with its scary childhood involvements such as continuation of being apart from parental care disregard, or impassioned, tangible, or sexual abuse. In posterior life, vanity can be weakened by ailment, adverse life events such as losing a job or getting divorced, inadequate or discouraging relationships, and an accepted sense of absence of command. This sense of lack of control may be notably manifested in sacrifices of heart-warming, materialistic, or sexual abuse, or victims of bias on the grounds of religion or creed, culture or art, race or pursuit, sex, or sexual coordination.

The relationship between low self-esteem and psychological chaos and psychic agony is very complicated. Low self-esteem inclines to mental disorder, which successively strikes self-esteem. In some cases, low self-esteem is in itself an overriding feature of mental disorder, as, for example, in despair or marginal trait anarchy.

People with low self-esteem bears to detect the world as an unsympathetic place and themselves as its sufferer. As a conclusion, they are hesitant to precise and insist themselves, fails out on experiences and favorable circumstances, and feels helpless to alter things. All these decreases their self-esteem still further, sucking them into a descending wound.

If you feel that you endure from indigent self-esteem, there are a number of elementary things that you can do to lift yourself and, optimistically, emerge out of the downward spiral. You may already be doing some of these things, and you certainly don't need to be doing them all. Just do those that you feel most cozy with.

2.2 Objective

After going through the unit you will be able to:

- Define the concept of self as human.
- Explain the understanding of feeling and changes.
- Describe the growth to autonomy.

- Describe the personality development.
- Establish the role of teacher in developing self-esteem in children.

2.3 Concept of Self as Human

The emotional and mental constitution of self is the study of either the subjective, conative or intuitive portrayal of one's individuality or the apt of experience. The primeval conception of the self in modern psychology derived from the discrepancy between the self as I, the subjective or abstract knower, and the self as Me, the object that is known.

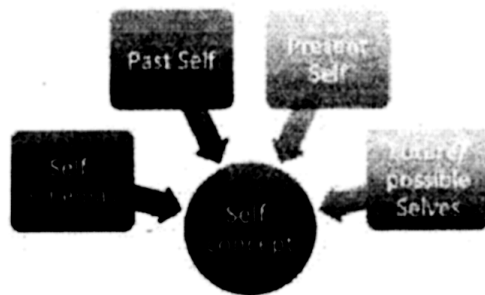
Prevailing views of the self in psychology position the self as playing a component part in human desire, apprehension, influence, and social existence. It may be the case that we can now approvingly work out to ground experience of self in an auditory process with emotional consequences, which will give us penetration into the components of which the intricate build up planted selves of modern identity are repressed.

The self has many aspects that aid to create essential parts of it, such as self-awareness, self-esteem, self-knowledge, and self-perception. All parts of the self enable people to alter, change, add, and customize aspects of themselves in order to payoff social acceptance in society. "Probably, the best account of the origins of selfhood is that the self comes into being at the interface between the inner biological processes of the human body and the sociocultural network to which the person belongs."

One's self-perception is defined by one's self-concept, self-knowledge, self-esteem, and social self.



One's self-concept (also called self-construction, self-identity, self-perspective or self-structure) is a collection of beliefs about oneself that includes elements such as academic or scholastic performance, gender identity, sexual identity, and racial identity. Generally, self-concept embodies the answer to "Who am I?".



Self-concept is detectable from self-awareness, which attributes to the magnitude to which self-knowledge is designated, dependable, and presently pertinent to one's mental outlooks and inclinations. Self-concept also differs from self-esteem: self-concept is about concerning the mind (e.g. "I am a fast runner"), while self-esteem is evaluative and assertive (e.g. "I feel good about being a fast runner").

Self-concept is made up of one's self-architecture, and collaborates with self-esteem, self-knowledge, and the social self to design the self as complete. It comprises the past, present, and future selves, where future selves (or possible selves) perform individuals' ideas of what they might become, what they would like to become, or what they are anxious of becoming. Possible selves may function as encouragement for certain behavior.

The recognition people have about their past or future selves is akin to the perception of their current selves. The secular self-estimation theory disputes that people have an addiction to manage a positive self-evaluation by dissociate themselves from their negative self and compensate more consideration to their positive one. In addition, people have an impulse to apprehend the past self-less cordially (e.g. "I'm better than I used to be") and the future self-more positively (e.g. "I will be better than I am now").

The self-concept is a centralized model that uses self-evaluation in order to describe one's self-designs. Features such as personality or temperament, skills and abilities, occupation and hobbies, physical characteristics, etc. are estimated and enforced to self-schemas, which are ideas of oneself in a specific extent (e.g., someone that considers themselves a geek will associate "geek-like" qualities to themselves). An accumulation of self-schemas makes up one's overall self-concept. For example, the statement "I am lazy" is a self-assessment that subsidizes to self-concept. Statements such as "I am tired", however, would not be part of someone's self-concept, since being tired is a momentary state and therefore cannot become a part of a self-schema. A person's self-concept may change with time as revision occurs, which in acute cases can lead to identity crises.

2.4 Understanding of Feelings and Changes

Emotions are high-priority to your competence to accustom to the confrontations of your daily life. When you feel good or pleasant, you're able to wink off even the most burdensome of tasks, but when you're miserable or unhappy, you stretch even an entertaining activity with a sensation of melancholy and fate. Emotions also influence our relationships with others. If a friend tells you a tragic or unfortunate story and you reciprocate by chuckling rather than looking heartbroken or worried, you'll seem disrespectful and heartless. On the contrary, if you frown when you should smile at your friend's jokes, you'll cause offense for different reasons.

Flying off the handle to an insignificant frustration can make you seem aggressive or even not stable. Contrariwise, if you counter with improper delight to a nearly minor piece of good news, people will also inquire your development and dependability. Babies are granted to blare with pleasure or groan with extreme anger but as adults, we're expected to control in the visible show of our feelings.

Our mental states affect emotionally not only the way others treat us, but our extrasensory perception of well-being. We are likely to rely on that whether we are experiencing positive or negative emotions imitates forces outside our jurisdiction, accusing everything from our chromosomes to the weather. However, what many people do not comprehend is that emotions aren't rigorously controlled by your body's anatomy the way that reflexes are. You're not stuck for life with the emotional equipment programmed into your DNA.

To understand the way that you can control your emotions, we first have to take a modest deviation through the early history of psychology. Glimpses about what emotions are, and what causes them, have transformed entirely in the last 100 or so years. To take this expedition, who is surpassing to start with than William James, the founder of American psychology? According to James, and the closely related views of physiologist Carl Lange, your emotions are completely governed or administered by your body's responses. In fact, they are the emotions. Imagine you're being pursued by a bear. If you're like most of us, terror and extreme fright will take over your entire being, causing your heart to race, your palms to get sweaty, and your stomach to turn somersaults. James and Lange equated these responses of your autonomic nervous system with the actual emotion of fear. According to their theory (known to intro psych students as the infamous "James-Lange Theory"), your bodily reaction doesn't follow the emotion, it is the emotion. As James said, "Common sense says we lose our fortune, are sorry and weep; we meet a bear, are frightened and run; we are insulted by a rival, are angry and strike, afraid because we tremble ... the more rational statement is that we feel sorry because we cry, angry because we strike, afraid because we tremble" (Ellsworth,

1994, p. 222). Quite literally, when James and Lange talked about a "visceral" (or gut) emotional reaction, they meant it.

Many people found the James-Lange theory hard to accept. Common sense seems to work out just fine, despite James' assertion. Apart from the theory just "feeling" wrong (so to speak), it also failed to meet the test of scientific acceptability and was therefore eventually dropped as an explanation.

One very similar theory that appeared soon after the James-Lange foray into the field was that proposed by physiologist Walter Cannon; a view that is now known as the "Cannon-Bard" theory (reflecting his collaboration with a doctoral student named Philip Bard). This theory suggests that our emotions are organized by the response of a small structure in the brain known as the thalamus. It's the thalamus that would sense, for example, the onrushing bear. This sensation simultaneously causes the visceral reactions in the body and the subjective experience in the brain. The Cannon-Bard theory eventually became discredited too because it did not withstand experimental scrutiny. The thalamus may be involved in some emotional regulation, but it's not the brain's hot spot for our feelings. Instead, the amygdala seems to be the culprit when it comes to such emotions as fear, rage, and jealousy.

Rational-emotive psychologist Albert Ellis takes another approach to cognitive theory, accounting more broadly for our tendencies to let our thoughts produce our own self-produced misery. Ellis believed that through "masturbation" we allow our emotions to be dominated by the "must's": "I must be successful," "I must be loved," "I must have what I want." Ellis talked about the "A-B-C" model of emotion:

To modify the consequence (i.e. your emotion), you need to change your beliefs. To change your beliefs, you need to analyze them. In this example, you can the belief that "no one likes me" by looking at the evidence for this belief. Why do you think that no one likes you? Does one person's turn you down mean that no one likes you? Does this mean that no one will ever like you? Does it mean that you must have everyone like you?

It's through challenging your thoughts and beliefs about yourself that you can change your emotional reactions. Once you start to pick separate the illogical or absurd basis for your emotions you can free yourself from being dictated by the non-adaptive emotions of rage, jealousy, rejection, and dejection and alternatively boost your adaptive emotions of happiness, contentment, and joy.

With this emotional mending apparatus, you'll be able to make more than the gray skies clear up. You don't have to be held hostage to your gut, your thalamus, or even your *amygdala*. Focus on the thoughts that precede your emotions and you'll find that you can control your mood.

2.4.1 Are feelings good or bad?

A common saying is "you are responsible for your feelings." (For the moment, let's forget about involuntary and out cold feelings.) Prosperously, all feelings can be viewed as instinctive, as neither good nor bad. This is how: many people believe that feelings and thoughts cannot be bad because they hurt no one. Acts can be bad (because they can hurt). From this viewpoint, there would be no need to hide our feelings (unless disclosing the feelings hurt someone) and no need to feel guilty about any thoughts or feelings. However, it is easy to see how we come to believe that thoughts and feelings are bad. Suppose as a child you hit your little brother and were slapped and told, "don't do that." As a 5-year-old you aren't likely to figure out that the parent who hit you meant "your hitting is bad but feeling angry is OK," so you grow up thinking "feeling angry is bad."

2.4.2 Feelings usually leak out

Feelings usually find a way to express themselves, however, there are several ways of subjective feelings get expressed:

1. You may **act on** feelings: scream at someone when angry, cry when sad, communicate (in body language) your enthusiasm when captivated to someone.
2. You may have **physiological reactions** when feeling something: you blush or bloom when embarrassed, have high blood pressure when anxious, sexual arousal when attracted.
3. You may try to **suppress the feelings** and deny being upset or angry. Quite often people who decline their emotions think they are healthy and well adjusted, but they tend to have high blood pressure, high heart rate, an immune deficiency, high incidence of cancer (Temoshok, 1992), difficulty sleeping, and lots of aches and pains.
4. You may try to **change the situation**: shout out orders like a drill informer when things go erroneous or become charming to attract and influence someone. Note: howling "shut up" at someone implies but doesn't directly express your feeling, "I'm angry at you."
5. You may have **one feeling to deny or conceal another**: criticism or appreciation may hide allurements, crying may occur when you are mad, love may hide scared dependency.
6. You may **blame others** rather than presuming responsibility for your own feelings: "You are a selfish, mean person" instead of "I feel very hurt," "You are

a lazy slob" instead of "I feel furious when you are so sloppy," "You are arrogant" instead of "I'm afraid you won't like me."

7. You may **not be aware** of the true nature of your emotions but they can still have an aftermath on your life. Sensational examples are people with numerous personalities; an unconscious personality may have feelings which are not known to the person until that personality becomes conscious and "in control" later.
8. You may honestly **share your feelings** with others. This involves many skills: self-acknowledgement, "I" statements, social skills, assertiveness, self-confidence etc.
9. You may **use your feelings as a barometer** of your relationships with others and your self-acceptance. Negative, unwanted feelings are a sign that something needs to be changed, that self-help is needed. Now we will look at ways to take control of your emotions.

2.4.3 Methods for Changing Your Emotions

Comprehending your emotions--behavior, feelings, physiology, and thoughts--will help you to layout ways to change them. First, don't forget that methods focusing on the behavior or changing the environment can also reduce an unpleasant emotion, e.g. curtail your fear by putting better locks on the doors or by avoiding someone you are mad at. Fears can also be reduced by **carving** someone who is less afraid than you are. You can develop other behaviours that will neutralize the undesirable emotions, e.g. activity counteracts depression, assertion counteracts anger, facing the fear counteracts it, relaxation counteracts the hyperactivity of the workaholic, etc. These feeling do decline if we repeatedly expose ourselves to the bothered situation or memory over and over again while relaxed or under less distressing conditions (yet, becoming very tormented while talking to friends about the "awful" situation doesn't usually help).

However, changing the consequences of a behaviour can alter emotions also, e.g. ask your friends to praise your healthy decision and challenge your bashful allegiance. Second, don't forget that our thoughts strongly influence our emotions. And, since we can sometimes change our thoughts and since psychology is in a "cognitive" epoch, there is great prominence on cognitive means at this time. The methods here comprises with basic raw emotions: anxiety or fears, anger, and sadness. Of course, these same methods can be used on the emotional part (level II) of any other problem. Inactive dependent problems tend to be handled with cognitive-behavioural methods and new skills. Emotions are a crucial part of our lives and they are spellbinding. **Several recent books will help you understand.**

2.5 Growth to Autonomy

Psychological autonomy is one of the classical concepts covering the exclusive human modes of living and behaving, which have been the objects of debates and arguments among philosophers and researchers for centuries (Augustine, 1968; Baer, Kaufman, & Baumeister, 2008; Erasmus-Luther, 1988; Murphy & Brown, 2007; Paul, Miller, & Paul, 2003; Schneewind, 1998). Are human autonomy and the psychological freedom that comes with it ever possible? What role do society and culture play in the emergence and functioning of psychological autonomy? How do autonomous individuals relate to other people and broader communities? These are only a few of the questions that scholars try to answer. The debates about the nature of human autonomy and its role in people's motivation, functioning, and well-being have arisen again in the recent decades because of the emergence of positive psychology and the economics of happiness, and because of the dissatisfaction scholars have with both behaviourist and cognitivist approaches to human behaviour and its motivation (Chirkov, 2011a; Chirkov, Ryan, & Sheldon, 2010; Jenkins, 2008; Pugno, 2010; Ryan & Deci, 2006). Why have people throughout history been willing to fight and even die for their freedom? From one perspective the answer is obvious: oppression causes suffering and we're all hardwired to flee suffering. But recent research suggests an additional reason: we also seem to be hardwired to desire autonomy.

Autonomy can be defined as the ability to make choices according to one's own free will. (Whether or not that will is free isn't relevant here - only that it feels free.) If we feel coerced by even an internal pressure like guilt or shame - to say nothing of external pressures like other people - our feeling of autonomy vanishes.

2.5.1 Autonomy and Psychological Development

The connection between autonomy and the ideal of developing one's own individual self was adopted within the humanistic psychologies of Abraham Maslow and Carl Rogers, who saw the goal of human development as "self-actualization" and "becoming a person," respectively. For Maslow and Rogers, the most developed person is the most autonomous, and autonomy is explicitly associated with not being dependent on others.

More recently Lawrence Kohlberg developed an account of moral psychological development, in which more developed agents display a greater amount of moral autonomy and independence in their judgments. The highest level bears a great resemblance to the Kantian moral ideal, in its reference to adopting universal values and standards as one's own.

Kohlberg's work was criticized by Carol Gilligan, who argued that this pattern reflected

male development, but not female. Instead of taking "steps toward autonomy and independence," in which "separation itself becomes the model and the measure of growth," "for women, identity has as much to do with intimacy as with separation" (Gilligan 1982, 98). The trajectory is thus less about individualization and independence than toward ultimately balancing and harmonizing an agent's interests with those of others.

Gilligan does not entirely repudiate autonomy itself as a value, but she also does not suggest how it can be distinguished from the ideals of independence and separation from others. Her critiques have been widely influential and have played a major role in provoking work on feminist ethics and, despite her criticism of the ideal of autonomy, conceptions of "relational autonomy."

The contemporary literature on personal autonomy within philosophy tends to avoid these psychological ideas of individual development and self-actualization. For the most part, it adopts a content-neutral approach that rejects any particular developmental criteria for autonomous action, and is more concerned with articulating the structure by which particular actions can be deemed autonomous (or, conversely, the structure by which an agent can be deemed autonomous with respect to particular actions).

2.5.2 Personal Autonomy

The contemporary discussion of personal autonomy can primarily be distinguished from Kantian moral autonomy through its commitment to metaphysical neutrality. Related to this is the adherence to at least a procedural individualism: within contemporary personal autonomy accounts, an action is not judged to be autonomous because of its rootedness in universal principles, but based on features of the action and decision-making process purely internal and particular to the individual agent.

The main distinction within personal autonomy is that between content-neutral accounts, which do not specify any particular values or principles that must be endorsed by the autonomous agent, and substantive accounts which specify some particular value or values that must be included within autonomous decision-making.

2.6 Personality Development

Personality development is the relatively enduring pattern of thoughts, feelings, and behaviours that distinguish individuals from one another. The dominant view in the field of personality psychology today holds that personality emerges early and continues to change in meaningful ways throughout the lifespan.

Adult personality traits are believed to have a basis in infant temperament, meaning that individual differences in disposition and behaviour appear early in life, possibly even before language or conscious self-representation develop. The Five Factor Model of personality has been found to map onto dimensions of childhood temperament, suggesting that individual differences in levels of the "big five" personality traits (neuroticism, extraversion, openness to experience, agreeableness, and conscientiousness) are present from young ages.

2.6.1 Evolutionary perspective

To use an evolutionary perspective is to consider all behaviors (such as fears, prejudices, relationships, etc.) as the result of evolutionary processes. This perspective takes the stance that behaviors came into existence as a result of adaptations to living conditions.

For example, humans naturally dislike and fear spiders and snakes. Using an evolutionary perspective, this is because our ancestors learned that these creatures are frequently poisonous and may be deadly. Likewise, humans have a natural fear of large carnivorous animals and know instinctively to stay away from them. The humans who developed a fear for these creatures were evolutionarily more successful because they avoided these harmful organisms and more of them survived than their counterparts who did not learn to fear harmful animals.

2.6.2 Lifespan perspectives

Lifespan can be defined as the period that extends from conception to death. Thus, lifespan development is a process that begins at conception and continues to death. Lifespan development can therefore be defined as a methodical, intra-individual transformation that is attributed to progressions corresponding to age. The development advances in a way that implicates the level of functioning. As a child grows he exhibits transformations that progress with time. These may include physical growth, cognitive advancement, and psychological advancement that may entail emotional and social development.

2.6.3 Influencing Factors

Personality traits demonstrate limited levels of continuity, smaller but still significant normative or mean-level changes, and individual differences in change, often late into the life course. This pattern or motif is influenced by ancestral, environmental, variable, and hypothetical factors.

2.6.4 Genetics

Twin and adoption studies have manifested that the heritability of personality traits ranges from .3-.6, with a mean of .5. Heritability of .5 means that 50% of variation in observable personality traits is attributable to genetic influences. But a given genotype will lead to a certain phenotype only under the right environmental circumstances. In other words, the heritability of a trait may change depending on an individual's environment and/or life events.

2.6.5 Environmental

With the effects of genetic similarity removed, children from the same family often appear no more alike than hapazardly selected strangers; yet identical twins raised apart are nearly as similar in personality as identical twins raised together. What these verdicts suggest is that shared family environment has practically no effect on personality development, and that similarity between relatives is almost entirely due to shared genetics.

The weakness of shared environmental effects in assembling personality came as a wonder to many psychologists, and aroused research into no shared environment, or the environmental influences that make siblings different from one another instead of similar. Non shared environmental effects surround the variability in behavioral outcomes that is not elucidated by genetic and family environmental influences. Further effects of environment in adulthood are demonstrated by findings that different work, marital, and family experiences are conjoined with personality change, and by the collision of major positive and negative life events on personality.

2.6.6 Gene-environment interactions

Three main types of gene-environment interactions are active (the process by which individuals with certain genotypes select and create environments that facilitate the expression of those genotypes), passive (the process by which genetic parents provide both the genes and the early environmental influences that contribute to the development of a characteristic in their children), and reactive (the process by which non-family individuals respond to the behavior produced by a genotype in characteristic ways).

2.7 Role of Teacher in Development Self- Esteem in Children

Teachers play an important role in the nourishment a student's sense of excellence and self- estimation. Research about flexibility focusses the significant influence of even one adult to help children with learning and attention problems become progressively optimistic and prosperous. The late Julius Segal called that one person a "charismatic adult," noting this was an adult with whom children "identify and from whom they gather strength."

2.7.1 Positive, charismatic teachers

How can teachers serve as appealing adults? Certainly they must use particular arbitrations to reinforce the self-esteem and resilience of students. However, if preparations are to be effective, the teachers using them must possess a positive disposition, or set of assumptions, about themselves and their students. Some of the main features of this mindset are:

- Every student has a thirst to learn and be successful in school. If they are not, we must contend to understand the nature of their learning problems.
- If students are displaying self-defeating behaviors, such as quitting, or not trying, or acting like the class clown or class bully, we must recognize these are fruitless coping strategies that often cover feelings of vulnerability, low self-esteem, and hopelessness. Rather than establish disciplinary consequences. we must ask how to underrate the dejection of these youngsters experience each and every day.
- If we are to lower the use of these ineffective coping behaviors, we must teach these youngsters in ways they can learn best. This indicates that as educators we must first change our access and teaching style if students with learning problems are to adopt a more hopeful, positive approach. We must be comfortable in making accommodations when needed.
- Each child or adolescent possesses "islands of competence," or areas of strength, that must be identified, reinforced, and displayed by educators. A strength-based model does not deny the child's problems but recognizes the importance of using the child's strengths as an important component of any intervention program.
- We must actively invite and involve students in the process of their own education.

2.7.2 Nurture self-esteem and resilience at school

If one accepts the principle of this mindset, then it is easier for educators to trust upon acknowledgement theory for proposing signal for bolstering self-esteem and hope. This

theory directs us to find ways for youngsters with learning problems to feel an increasing sense of ownership, control, and responsibility for their successes and to view mistakes as experiences from which to learn rather than feel defeated. What follows are several key strategies with examples of how teachers might accomplish this task. Each educator should use these strategies in a way that most successfully meets the particular needs of each student.

2.7.3 Demystifying the problems

A first step in aiding children with learning difficulties is for teachers and parents to acknowledge the nature of these problems, help children understand their exclusive learning strengths and weaknesses, and make appropriate accommodations in their school programs. When one conduct psychological/educational evaluations, she/he explore to recruit the children, as well as their parents and teachers, as active "partners" in the evaluation. He ask these youngsters what they see as their learning strengths and weaknesses. He is often very impressed with their ability to comprehended their learning profile. He describes the evaluation as an attempt to understand more clearly their strengths and weaknesses. So together we can figure out the best ways for them to learn.

2.7.4 Accommodations that maximize success

If all children learn individually. then it makes distinctive sense that we teach them in ways they learn best. The kinds of accommodations I typically recommend do not require major modifications in a student's program, nor do they claim that a teacher have different educational plans for each student in the classroom. What is required is that all patties - students, teachers, parents - understand a child's strengths and weaknesses, appear at common expectations and goals, and recognize what has to be done to reach these goals.

However, the kinds of modifications it is typically advised do not crave for major changes. A teacher auditing several of these recommendations recently remarked, "These are all very reasonable." The following are a small selection of these accommodations:

- Untimed tests should be provided. I have known students with learning problems whose scores have gone up significantly by taking tests untimed. and yet they only required a few extra minutes. Removing the pressure of time lessened their anxiety.

- A maximum time for homework can be defined. [believe that if most members of a class can do six math problems in 15 minutes, then, if possible, teachers should set that as a maximum time. If some students can do only three problems in that time span, the three should be accepted. To ask students with learning and attention problems to put in an inordinate amount of time for homework not only is counterproductive in terms of learning, but also increases tension at home. We should guarantee students know what the homework chores are. Many students with learning problems have difficulty copying homework assignments from the blackboard. Providing the child with a monthly "syllabus" of assignments can be very beneficial. Some teachers assign a "buddy" to ensure the child has an accurate picture of the homework required.
- Children should be permitted to use computers for their assignments. Many students who have difficulty broadcasting their ideas on paper do much better with computers. Yet, I know of teachers who still feel "students have to learn to write." By this they mean. writing with a pen or pencil. My feeling is if students try hard to write with a pen or pencil but find it effortless to precise their thoughts using a computer, they should be granted to do so.

2.7.5 Teach decision making, problem solving

It is constantly stressed that an elementary factor of high self-esteem and resilience is the belief one has control over many areas of one's life and can flawlessly define these areas. This belief is firm to a feeling of ownership, an integral infrastructure for motivation. If we intend our children to foster this sense of control, it is essential we provide them with conveniences from an early age to learn and apply inquisitive and administrative skills.

When I consult with schools and have the opportunity to interview students, I often ask. "What choices or decisions have you made in the past month in school?" Choices and decisions must exist if we are to help students with learning problems yield a feeling of ownership and become self-advocates.

2.7.6 Teachers can provide choices in many ways. Examples include:

- Teachers in one school gave a certain number of problems for homework but said to the students, "It's your choice. Look at all six problems, and then do the four you think will help you learn best." By offering the students the choice to "do less," they actually received more homework than in the past, especially since the students felt a greater sense of ownership.

- When children are having difficulty learning, it is convenient to discuss with them what they think might be most helpful and to attempt certain strategies. As Dr. Myrna Shure has found using her "I Can Problem-Solve" program, even young children are competent of coming up with different options to help them learn more effectively.

2.7.8 Have children contribute

Self-esteem and resilience are cared when children are provided favorable circumstances to commit to their world and to the well-being of others. In my exploration, I initiate that when adults are asked, "What is one of your most positive memories of school when you were a student, a memory involving something an adult said or did that boosted your self-esteem and motivation?" the most frequent answer centered around being asked to help.

For this reason, when I consult with educators, I request they make a list of their students and what each contributes to the school environment. I have found that when students feel they are making a positive difference in school, they are more motivated to do well and are more agreeable to take suitable possibilities in learning. These acts of nursing can easily be allied with academic tasks. There should not be one student in a school who does not feel he is contributing to a better school environment. A few examples:

- Students with learning problems can be asked to read to younger children.
- An educator I knew enlisted adolescents with learning problems to sponsor a bake sale and raffle, with the proceeds going to a needy family in the community. This educator noted the students' self-esteem improved as they performed the many academic skills involved in the charitable project.
- Students can take care of plants in school, or paint landscapes on the wall, or hang up favorite drawings.
- Some schools use unified learning groups so students gain experience work as composed groups and helping each other. For some youngsters with learning problems, it is the initial time they grasp they have something to contribute to the school.

All students are bothered about making errors and looking foolish. However, youngsters with learning problems customarily experience more failure situations than peers who do not have these problems. Thus, they are even more vulnerable and fearful about vain. They feel especially "exposed or bare" in school since it is an environment in which their learning problems are very evident. If we are to keep students from losing hope and quitting, we must help them develop a more positive attitude toward mistakes.

One of the most effective means of compromising with the fear of making mistakes and failing is to discuss this fear directly with students even before any mistakes are made. This is best done during the "orientation or introduction" period cited earlier. One of my favorite approaches for attaining this task is for teachers to ask at the beginning of the school year, "Who feels they are going to make a mistake and not understand something in class this year?" Before any of the students can counter, teachers can raise their own hands and discuss times when they were students and worried about making mistakes and how this interfered with their learning. They can then employ the class in a problem-solving discussion of what they can do as teachers and what the class can do to minimize the fear of failing and looking foolish. Rules can be set up about how to call on students and how the teacher and other students should respond when a student does not know an answer.

Openly supporting the fear of failure renders it less powerful and less devastating. Binding this to a discussion of how we all learn differently and have different strengths (islands of competence) and weaknesses sets the foundation for a class environment filled with admiration and understanding. Such an environment is one in which students with learning problems will feel respected and their self-esteem, motivation, hope, and resilience will be nurtured.

One of the most valued gifts we can provide children and teenagers with learning problems is to develop their self-dignity and resilience. I hope this series of articles has provided a helpful sketch of the world of these youngsters and what we can do to assist them to lead more satisfying, fulfilling, successful lives. A wonderful tradition we can leave these children and students is to be the charismatic adults in their lives, knowing they have truly "gathered strength" from us.

2.8 Let Us Sum Up

Self-enhancement or augmentation is a type of motivation that works to make people feel good about themselves and to maintain self-esteem. This purpose becomes especially outstanding in situations of threat, failure or blows to one's self-esteem. Self-enhancement involves a first choice for positive over negative self-views. It is one of the four self-evaluation motives along with self-assessment (the drive for an accurate self-concept), self-verification (the drive for a self-concept congruent with one's identity) and self-improvement (the act of bettering one's self-concept). Self-evaluation motives drive the process of self-regulation, that is, how people control and direct their own actions.

There are a variety of strategies that people can use to enhance their sense of individual value. For example, they can devalue skills that they need or they can condemn others to seem superior by comparison. These artifices are successful, in that people tend to think of themselves as having more positive qualities and fewer negative qualities than others. Although self-enhancement is seen in people with low self-esteem as well as with high self-esteem, these two groups tend to use different strategies. People who already have high esteem enhance their self-concept directly, by processing new information in a partial way. People with low self-esteem adopt more indirect strategies, for example by avoiding situations in which their negative qualities will be apparent.

2.9 Check Your Progress

1. What is the concept of self as human?
2. Discuss about understanding of feeling and changes.
3. Write in brief of methods for changing your emotions.
4. Discuss about growth to autonomy.
5. Discuss about role of teacher in development self - esteem in children.
6. How to teach decision making and problem solving procedure?

2.10 Reference

Arkin, R. M. (1981), Self-presentation styles. In J. Tedeschi (Ed.), *Impression management theory and research* (pp. 311-333). New York: Academic Press

Baumeister, R. F.; Bratslavsky, Ellen, Finkenauer, Catrin & Vohs, Kathleen D. (2001), "Bad is stronger than good", *Review of General Psychology*, 5 (4): 323-370, doi:10.1037/1089-2680.5.4.323

Brown, J D. & Gallagher, Frances M (1992), "Coming to terms with failure: Private self-enhancement and public self-effacement", *Journal of Experimental Social Psychology*, 28: 3-22, doi:10.1016/0022-1031(92)90029-J

Beauregard, Keith S. ,. Dunning, David (1998), "Turning up the contrast: Self-enhancement motives prompt egocentric contrast effects in social judgments", *Journal of Personality and Social Psychology*, 74 (3): 606-621, doi:10.1037/0022-3514.74.3.606, ISSN 0022-3514, PMID 9523408.

Baumeister, R. F. & Cairns, KJ (1982), "Repression and self-presentation: When audiences interfere with self-deceptive strategies", *Journal of Personality and Social Psychology*, 62 (5): 851-862, doi:10.1037/0022-3514.62.5.851, PMID 1593424

- Baumeister, R. F.; Stillwell, A & Wotman, SR (1990), "Victim and perpetrator accounts of interpersonal conflict: Autobiographical narratives about anger", *Journal of Personality and Social Psychology*, 59 (5): 994-1005, doi:10.1037/0022-3514.59.5.994, PMID 2266485
- Crocker, J & Wolfe, C. T (2001), "Contingencies of self-worth", *Psychological Review*, 108 (3): 592-623, doi:10.1037/0033-295X108.3.593, PMID 11-188379
- Crocker, J. (2002), "Contingencies of self-worth: Implications for self-regulation and psychological vulnerability", *Self and Identity*, 1 (2): 143-149, doi:10.1080/152988602317319320
- Ciladini, R. B.; Richard j., Borden; Avril, Thorne; Marcus Randall, Walker; Stephen, Freeman & Lloyd Reynolds, Sloan (1976), "Basking in reflected glory: Three (football) field studies", *Journal of Personality and Social Psychology*, 34 (3): 366-375, doi: 10.103710022-351 4.34.3.366
- Campbell, W. K. & Sedikides, Constantine (1999), "Self-threat magnifies the self-serving bias: A meta-analytic integration", *Review of General Psychology*, 3: 23-43, doi:10.1037/1089-2680.3.1.23
- Greenwald, A. G. & Breckler, S. I. (1985), "To whom is the self presented?", in B. E. Schlenker, *The self and social life*, New York: McGraw-Hill, pp. 126-145
- Greenberg, J; Pyszczynski, Tom; Solomon, Sheldon (1982), "The self-serving attributional bias: Beyond self-presentation", *Journal of Experimental Social Psychology*, 18 (1): 56-67, doi:10.1016/0022-1031(82)90081-6, ISSN 0022-1031.
- Gonzales, M. H, Pederson, J. H., Manning, D. J., & Wetter, D. W.; Pederson, Julie Haugen; Manning, Debra J.; Wetter, David W. (1990), "Pardon my gaffe: Effects of sex, status and consequence severity on accounts", *Journal of Personality and Social Psychology*, 58 (4): 610-621, doi:10.1037/0022-3514.58.4.610
- Gramzow, R. H.; Gaertner, L & Sedikides, C (2001), "Memory for ingroup and outgroup information in a minimal group context: The self as an informational base", *Journal of Personality and Social Psychology*, 80 (2): 188-205, doi:10.1037/0022-3514.80.2.188, PMID 11220440
- Josephs, R. A.; Larrick, RP; Steele, CM; Nisbett, RE (1992), "Protecting the self from the negative consequences of risky decisions", *Journal of Personality and Social Psychology*, 62 (1): 26-37, doi:10.1037/0022-3514.62.1.26, PMID 1538314
- Krueger, J. (1998), "Enhancement Bias in Descriptions of Self and Others", *Personality and Social Psychology Bulletin*, 24 (5): 505-516, doi:10.1177/0146167298245006, ISSN 0146-1672.

- Klein, W. M (1997), "Objective standards are not enough: Affective, self-evaluative and behavioural responses to social comparison information", *Journal of Personality and Social Psychology*, 72 (4): 763-774, doi:10.1037/0022-3514.72.4.763, PMID 9108694
- Leary, M R. & Kowalski, Robin M. (1990), "Impression management: A literature review and two component model", *Psychological Bulletin*, 107: 34-47, doi:10.1037/0033-2909.107.1.34
- Leary, M. R.; Tchividjian, LR & Kraxberger, BE (1994), "Self-presentation can be hazardous to your health: Impression management and health risk", *Health Psychology*, 13 (6): 461-470, doi:10.1037/0278-6133.13.6.461, PMID 7889900
- Mezulis, Amy H.; Abramson, Lyn Y.; Hyde, Janet S.; Hankin, Benjamin L. (2004), "Is There a Universal Positivity Bias in Attributions? A Meta-Analytic Review of Individual, Developmental, and Cultural Differences in the Self-Serving Attributional Bias", *Psychological Bulletin*, 130 (5): 711-747, doi:10.1037/0033-2909.130.5.711, ISSN 0033-2909, PMID 15367078.
- Pettigrew, T. F. (2001), "The ultimate attribution error: Extending Allport's cognitive analysis of prejudice", in M A. Hogg & D. Abrams, *Intergroup relations: Essential readings*, Philadelphia, PA: Psychology Press/Taylor & Francis, pp. 162-173.
- Riess, Marc; Rosenfeld, Paul; Melburg, Valerie; Tedeschi, James T (1981), "Self-serving attributions: Biased private perceptions and distorted public descriptions", *Journal of Personality and Social Psychology*, 41 (2): 224-231, doi:10.1037/0022-3514.41.2.224, ISSN 0022-3514.
- Sedikides, C. & Green, JD (2000), "On the self-protective nature of inconsistency/negativity management: Using the person memory paradigm to examine self-referent memory", *Journal of Personality and Social Psychology*, 79 (6): 906-922, doi:10.1037/0022-3514.79.6.906, PMID 11138760
- Sedikides, C.; Strube, M. J. (1995), "The Multiply Motivated Self", *Personality and Social Psychology Bulletin*, 21 (12): 1330-1335, doi:10.1177/01461672952112010, ISSN 0146-1672, The self-enhancement motive refers to people's desire to enhance the positivity or decrease the negativity of the self-concept.
- Sedikides, C.; Gregg., A. P. & Hart, C. M. (2007), "The importance of being modest", in C. Sedikides & S. Spencer, *The self: Frontiers in social psychology*, New York: Psychology Press, pp. 163-184
- Sedikides, Constantine; Gaertner, Lowell; Toguchi, Yoshiyasu (2003), "Pancultural self-enhancement", *Journal of Personality and Social Psychology*, 84 (1): 60-79, doi:10.1037/0022-3514.84.1.60, ISSN 1939-1315, PMID 12518971.

Schlenker, Barry R.; Miller, Rowland S. (1977), "Egocentrism in groups: Self-serving biases or logical information processing?", *Journal of Personality and Social Psychology*, 35 (10): 755-764, doi:10.1037/0022-3514.35.10.755, ISSN 0022-3514.

Sedikides, Constantine; Gregg, Aiden P. (2008), "Self-Enhancement: Food for Thought",

Perspectives on Psychological Science, 3 (2): 102-116, doi:10.1111/j.1745-6916.2008.00068.x,ISSN 1745-6916, PMID 26158877.

Sedikides, C.; Campbell, W K.; Reeder, G. & Elliot, A. J (1998), "The self-serving bias in relational context", *Journal of Personality and Social Psychology*, 74 (2): 378-79, doi:10.1037/0022-3514.74.2.378

Tice, Dianne M. (1991), "Esteem protection or enhancement? Self-handicapping motives and attributions differ by trait self-esteem", *Journal of Personality and Social Psychology*, 60 (5): 711-725, do:10.1037/0022-3514.60.5.711, ISSN 0022-3514.

Vazire, S., & Funder, D. C.; Funder, DC (2006), "Impulsivity and the self-defeating behaviour of narcissists", *Personality and Social Psychology Review*, 10 (2): 154-165, doi:10.1207/s15327957pspr1002_4, PMID 16768652.

Wills, Thomas A. (1981), "Downward comparison principles in social psychology", *Psychological Bulletin*, 90 (2): 245-271, doi:10.1037/0033-2909.90.2.245, ISSN 0033-2909.

Zuckerman, M (1979), "Attribution of success and failure revisited, of The motivational bias is alive and well in attribution theory", *Journal of Personality*, 47 (2): 245-287, doi: 10.1111/j.1467-6494.1979.tb00202.x

Unit 3 □ Guidance and Counselling in Inclusive Education

Structure :

- 3.1 Introduction**
- 3.2 Objective**
- 3.3 Current Status with Reference to Indian School**
- 3.4 Types of Counselling : Child Centred, Supportive, Family**
 - 3.4.1 Child-Centered Counselling**
 - 3.4.2 Supportive Counselling**
 - 3.4.3 What is Family Counselling**
 - 3.4.4 Benefits of Family Counselling**
- 3.5 Guidance in Formal and Informal Situations: Within and Outside Classroom, Vocational Guidance**
 - 3.5.1 Formal and Informal Guidance**
 - 3.5.2 The Guidance Calendar**
 - 3.5.3 Guidance for School Children (Within and Outside of Classroom)**
 - 3.5.4 Guidance for Vocational**
- 3.6 Group Guidance: Group Leadership Styles and Group Process**
 - 3.6.1 Group Guidance**
 - 3.6.2 Characteristics**
 - 3.6.3 Objectives**
 - 3.6.4 Principles of Group Guidance**
 - 3.6.5 Scope of Group Guidance**
 - 3.6.6 Relevance of Group Guidance**
 - 3.6.7 Group Leadership Style and Group Process**

3.7 Challenges in Group Guidance

3.8 Let Us Sum Up

3.9 Check Your Progress

3.10 Reference

3.1 Introduction

As a system, inclusive education should be flexible. As an ideology, comprehensive education should be flexible. Its doctrine should be education in the traditional classroom whenever possible. This need for adaptability must be reflected in the means and materials used to give these children the ample viable passage to the regular syllabus. When discussing the kind of service required, the starting point should always be what is superlative for the particular child. Giving priority to inclusive education does not reject special schools or centres. They would still be required to cater to children with abstruse and intricate difficulties in demand of more specialised and far-reaching help, including e.g. many deaf children. This substitute should, however, not be considered, unless classroom placement cannot meet their needs.

In connection with the new policy of inclusive education, special schools are launched to function more and more as support systems. They involve in superior programmes, where they draw on their immense experience and knowledge. They bond their activities with those of the regular schools, the families, and the communities.

Inclusive education services allow children with impairment to reside with their family and to go to the nearest school, alike all other children. This fact is of fundamental importance to their personal development. Hindering a disabled child's normal development may have far more harsh repercussion than the disability itself.

In this framework, it is foremost to emphasize the role parents have. They deserve to be involved in all decision-making concerning their child. They should be seen as partners in the education process. Where there is such partnership, parents have been found to be very important resources for the teachers and the schools.

There are a number of practical problems that have to be solved before a child with special educational needs can go to school or take part in school activities. The arrangements it takes are moderately easy, provided co-ordinated regional and atypical initiatives are provoked. One should also keep in mind that the child's schoolmates

represent a beneficial promising partner who is prepared and apt to help in conquering some of these problems.

3.2 Objective

After undergoing this unit the learners will be able to:

- Define the concept of present status of Indian
- Types of Counselling: child -centred, Supportive, Family
- Explain the formal and informal situations.
- Describe the group guidance.
- Describe the challenges group guidance.

3.3 Current Status with Reference to Indian School

Education of children with disabilities in India, as all over the world, has moved from discrimination, special schools to integrated education. There is a national level central government sponsored scheme called Integrated Education of Disabled Children (IEDC). This project was started in 1980s and designed based on the experience gathered from a UNICEF assisted pilot project called PIED (project on integrated education of disabled children).

In the mid-1980s many NGOs implemented this IEDC with allowance from Government of India. This project is implemented by the Ministry of Human Resource Development.

This is fundamentally a nomadic resource teaching approach and one resource teacher was given to every 8 children with special needs. There are around 60,000 children with disabilities getting access to education under this course of action. As a whole the project is managed by the NGO sector.

Although the aims and purposes of the IEDC program were admirable, the number of children with disabilities enrolled was woefully small. For example, in Karnataka State about 2% of all children with disabilities acquire education. About 1% of these children are enrolled in special schools and the balance 1% are in the integrated education system.

3.4 Types of Counselling : Child–Centred, Supportive, Family

There are several types of counselling that follow similar lines to the various different types psychotherapy. Now we discuss:

Child–Centred Counselling

Supportive Counselling

Family Counselling

3.4.1 Child Centered Counselling

One-to-one therapy is available for all ages, from pre-school to children, and for all presenting problems. At times, parents may find that their child is experiencing road blocks in one or more of the following areas: depression, anxiety, mood-swings, past trauma, behavior problems; and major life changes (e.g., death of a loved one or divorce). We believe that no one knows their child more than the parents, and we embrace the opportunity to work closely with the parents to best support their child.

The child-centered approach is based on accurate and empathic understanding and respect of the past and present personal experiences of parents and child.

The child -centered approach is a positive approach where the focus is on the constructive side of parents and child. One way of looking at this is by using the metaphor of how a seed, if provided with the appropriate conditions, will automatically grow in positive ways to a healthy mature plant. In the child -centered approach, is a growth-producing environment so that both parents and child are empowered to grow and make constructive changes in lives.

3.4.2 Supportive Counselling

Supportive Counselling is a psychotherapeutic approach that integrates psychodynamic, cognitive-behavioral, and interpersonal conceptual models and techniques. The objective of the counselor is to reinforce the patient's healthy and adaptive patterns of thought behaviors in order to reduce the intrapsychic conflicts that produce symptoms of mental disorders. Unlike in psychoanalysis, in which the analyst works to maintain a neutral demeanor as a "blank canvas" for transference, in supportive counselling therapy the therapist engages in a fully emotional, encouraging, and supportive relationship with the client as a method of furthering healthy defense mechanisms, especially in the context of interpersonal relationships.

Supportive counselling techniques are skills used to bring comfort and to guide the client. They are directed at reducing client-distress without specifically addressing the psychological or behaviour causes. Thus, supportive techniques are non-specific in nature. Supportive techniques can be used at any time during therapy, but are commonly used during the early phases of therapy. This is because during the later phases of therapy, more specific techniques may be required. The counsellor can provide brief counselling sessions using supportive techniques like: listening actively, giving advice, adding perspective, confirming the appropriateness of the patient's concerns, etc. While using the supportive counselling techniques the counsellor may focus on solutions by empathizing with the patient, while moving the dialogue toward the construction of clear, simple and specific plans for behavioural change. This change may be with regards to work, home, finances or health. S/he may focus on coping strategies which may be problem focused or emotion focused. The problem focused strategies are directed at situations that can be changed and emotion focused strategies are directed at situations that cannot be changed. While helping the client, the counsellor needs to recognize whether a situation can be changed or not and accordingly use some helpful coping strategies and supportive techniques. Some of the supportive techniques are presented here for the understanding and their application during the counselling sessions.

3.4.3 What is Family Counselling?

Your family is more than just a group of individuals sharing a particular physical space or relational ties. Your family can be considered a system in itself, with its own rules, roles, and power structure. Family members collectively form a whole, or system, that can experience a wide range of difficulties. What affects one member of your family is likely to affect all others in the family.

The relationships between members of your family are deep. Individuals in your family are tied to each other by powerful emotional attachments that will persist over the lifetime of your family. Family counselling focuses on the relationships and interactions between your family members.

3.4.5 Benefits of Family Counselling?

- You and your family members can change unhealthy patterns of interacting and communicating with each other to more functional patterns of interaction.
- You and your family members can strengthen relationships between each other.

- You will understand how your childhood family relationships and extended family relationships can impact your current family relationships.
- You will learn how a healthy family structure contributes to healthy family relationships.
- You will learn to encourage separateness of individual family members, while still maintaining and developing connectedness between family members.

3.5 Guidance in Formal and Informal Situations: Within and Outside Classroom, Vocational Guidance

Difference between Formal vs. Informal guidance. Discuss differentiation of formal (professional) from informal (non-professional) guidance.

Guidance comes in two zest: formal and informal, which are actually very different, each having advantages and disadvantages based on the situation and person.

3.5.1 Formal and Informal Guidance

Formal guidance is professional or trained guidance. Informal guidance is defined in different ways. It consists of nothing more entering into conversation and listening to someone, such as being available or pulling someone aside for a quiet word about some problem they're having. However, in a workplace, for example, as a supervisor might enlist in informal guidance on the actuation of the moment about something that happened only a second ago. In fact, this is probably the best use of this type of guidance, according to some.

3.5.2 The Guidance Calendar

The Guidance Calendar is a component of a school guidance programme. It takes care of the needs that cannot be met in a classroom, such as tours, career fairs, talent shows, seminars, visits, drama, etc. This Calendar shows all guidance activities that are projected in the school. It helps to allot time to school activities, and stay away from conflicts. It is for an organization to develop a monthly, quarterly, termly or yearly calendar. Like the Guidance Programme, a school Guidance Calendar is governed by the needs of the clients. It is meant to complement classroom activities.

The Calendar confirms that relevant demands are addressed at convenient times and places, and succeed in doing certain activities in a series or order. For instance, after a career talk, a visit to a work place might be the most appropriate reciprocal activity, or

after a lesson on cleanliness, a nurse or health worker could be invited to address the pupils. This is an evidence that a calendar is in connection with recognised needs.

A Guidance Calendar builds up good management, and developers will take into account the time of the year most advisable for certain activities. It also ensures the appropriate use of resources. The programme leadership should involve staff, parents and community members in creating the calendar, as not to do so might sceptically influence the programme. For instance, a nurse might not be able to address students if he/she was not told the date when needed to support the programme. In drawing up the calendar, there is an urgency to display the date, time, target group, guidance service activity, and human and material resources.

3.5.3 Guidance for School Children (Within and outside of Classroom)

To Provide for the Realization of Student Potentialities

To all students, the school offers an expanded choice of courses and co-curricular activities. A convincing function of education is to lay hand to students recognize and flourish their potentialities. The guider's role is to assist students to share their energies into the many learning opportunities available to them. Every student needs help in outlining his considerable course of study and diagram of co-curricular activities.

To Help Children with Developing Problems

Even those students who have preferred an appropriate educational program for themselves may have problems that require help. A teacher may need to spend from one-fifth to one-third of his time with a few pupils who require a great deal of help, which expropriates the rest of the class from the teacher's full contemplation to their needs. The proficient, by helping these youngsters to resolve their difficulties, frees the classroom teacher to use his time more effortlessly.

To Contribute to the Development of the School's Curriculum

Guider, in working with individual students, know their personal problems and inclinations, their capabilities and strengths, as well as the social strains defying them. Guider, therefore, can provide data that deliver as a basis for curriculum development, and they can help curriculum developers form courses of study that more precisely emulates the needs of students. Too often, guider is not comprehended in curriculum development endeavours.

To Provide Teachers with Technical Assistance

Pre-service teacher training institutions usually provides very definite experience with the more methodological aspects of guidance work. Thus, a need prevails in most schools for assistance with guidance and counselling functions essential to the educational program. Categorically, the guidance counsellor is enough competent to assist teachers with selecting, administering, and interpreting tests; selecting and using collective, informal, and other types of documentations; providing help and suggestions relative to counselling techniques, which teachers can use in instructing their students; and providing leadership in boosting and handling professional development of teachers in guidance functions.

To Contribute to the Mutual Adjustment of Students and the School

Guidance has an accountability for cultivating and preserving a cooperative relationship between students and the school. Teachers and guidance counsellors must be apprehensive of students' needs. Students also must make adjustments to the school. They have a duty to devote something to the school. A leading contribution of students is that of making relevant use of the school's resources and working toward accomplishments. Such shared adjustment of students and school is simplified by providing suggestions for program improvements, conducting research for educational improvements, contributing to students' adjustment through guidance counselling, and fostering wholesome school-home attitudes.

3.4.4 Guidance for Vocational

Guidance helps people accomplish the following goals :

- Identify own talents, strengths and weaknesses, family expectations and national requirements to sort out the personal relevance of the educational and vocational options available;
- Understand the available education and training options and the requirements for admission and success, and select an appropriate field of study;
- Understand the work options that are available, the qualifications required, the means of gaining entry, the life of the worker and the rewards of the jobs;
- Translate information about self, educational opportunities and the world of work into short-range and long-range career goals;

- Learn effective job-search procedures;
- Develop career adaptability to be able to take advantage of opportunities as they occur;
- Overcome self-defeating behaviors, gain self-confidence and learn life skills;
- Cope with the reactions to job loss of anger, depression, frustration and apathy, and learn to take continuing positive action to become employed again;
- Identify alternative occupations when current employment is in jeopardy.

Guidance is more than granting information. It is a synthesis of self-development and of the learning and absorption of career, providing educational and labour market information. The development of self-confidence is often a mandatory for taking action for one's career. The intention of guidance may be achieved via individual counselling, self-preparation, career development courses, computer-assisted guidance and Internet-based guidance systems.

3.5 Group Guidance: Group Leadership Styles and Group Process

3.5.1 Group Guidance

Certain definitions of group guidance are cited here to explain the meaning of group guidance clearly.

Crow and Crow:

"Guidance in group situations usually is thought of as referring to those guidance services that are made available by school personnel to large or small groups of pupils."

Jones:

"Group guidance is any group enterprise or activity in which the primary purpose is to assist each individual in the group to solve his problems and to make his adjustments."

3.5.2 Characteristics

To summarize these, the characteristics of group guidance are as follows:

- (i) Group guidance is a relationship in which the guidance personnel attempt to help a number of students to overcome their personal problems and difficulties.
- (ii) Group guidance is a group activity process.
- (iii) It provides chance to explore a problem, its causes and solution to it as a result of which the individual student gains the ways and knowledge to overcome the difficulty.
- (iv) The students gain a lot of experiences related to the problem of life in a group situation.

3.5.3 Objectives

Objectives of Group Guidance Service:

The following are some of the principal objectives which are to be achieved by group guidance programme:

- (i) The group guidance is useful for guidance crew to assist the members of the group to attain increased maturity in relation to realistic goals and adjustment.
- (ii) It empowers the members of group to manifest their individual problem before group and find out the ways for its solution from the group discussion and group judgment.
- (iii) It helps the members of group to understand and ascertain themselves as a result of which they may be able to achieve broader prospective of themselves and develop intuition in relation to others.
- (iv) It helps the individual to be aware of their personal needs, demands, strength, weaknesses and problems.
- (v) It is used to release, painful feelings, frustration and anxiety of the individual member of the group.
- (vi) It helps individual to explore the unknown problems of the members of the group with typical progress.

3.5.4 Principles of Group Guidance:

The group guidance is based on the following principles:

- (i) The group meant for the group guidance should be compatible in nature.
- (ii) The group guidance should be helpful and essential for everybody of the group.
- (iii) Individual problems should not be neglected in case of a group guidance problem. They are to be emphasized, discussed and found out certain solutions.
- (iv) Almost all members of the group should be initiated and encouraged to solve their individual problems with friendly climate and good relationship.
- (v) The members involved in the group guidance should not be selfish and in-humanitarian in nature.
- (vi) The group and the group guidance should be well managed by the needful action of the teachers and guidance workers.
- (vii) The members of the group should not hide the personal problems before group.

3.5.5 Scope of Group Guidance:

The scope of group guidance includes the following issues and problems which are to be explored and solved:

- (i) Problems in regards to educational courses, educational plans and programmes.
- (ii) Various curricular issues and topics.
- (iii) Problems of career choices in the context of facilities gained.
- (iv) Various occupational issues and problems.
- (v) Personality problems and issues.
- (vi) Social problems and related situations.
- (vii) Job placement and adjustment in job and previous preparations for it.
- (viii) Economic set-up and problems.
- (ix) Problems of group life and group adjustment.
- (x) Solution to various life problems and success over problematic issues.

3.5.6 Relevance of Group Guidance:

In the ambience of school guidance programmes, the group guidance secures an important place carrying several advantages and relevance to individual student and his problems.

1. Chance for more contacts:

As an integral part of guidance service, group guidance provides a chance for more contacts with friends having similar type of problems. It establishes a good rapport or bond and better relationship with other friends. In a friendly and co-operative situation all the members of the group come forward to expose their faced problems.

Then individual problem gets different ways of solution from various minds. "Sink together and swim together" becomes motto of the all students to think over the individual problem which helps them to be closed each other like brothers and sisters of a family. It means the possibility of more contacts becomes possible through group guidance without any disputation and disorientation.

2. Encourages to normal individual student:

The prime motive of group guidance is to help the individual students in a group. Generally, the group is designed including normal or average students to be supported by the group guidance services. Various useful information and ways to find out solutions are provided by group guidance to the individual student as a result of which individual student tries to manage himself in his own life situation after the group guidance service.

3. Favorable circumstances for discussion of common problems:

The united efforts are chief element of group guidance programme. The group guidance service provides a good opportunity to discuss a common problem which arise in the life of different students. In group guidance programme, the common problems faced by maximum or total number of students are directly quoted and discussed within the group under expert leadership of teachers or guidance workers. Therefore, almost all students of the group work together towards common problems as a result of which they may be capable of solving the problems adequately and fluently.

4. Improvement of student's attitudes and behavior:

Group guidance gives much emphasis on the discussion of common as well as individual problems. So, this process of discussion encourages free exchange of opinions and realistic analysis of attitudes. After discussion and analysis about the problems of students, the group members find a path to solve the faced problems which is achieved through balanced judgment and desirable behavior of the students. Therefore, it can be said rightly that group guidance helps the students to improve their attitudes and behavior.

5. Emphasis on collective judgment:

Sometimes certain students are unwilling to express their personal important problems before interviewer as they feel ashamed of it. Even if some students do not like express their problems before interviewer not taking aim to expose their weaknesses. But in case of group guidance, students of this type like to express their hidden problems before the group as they are the birds of same feather. Then the group guidance service invites collective judgment on problems of individual students. Also collective judgment does not ignore the problems that are common to the group.

6. Opportunity for observation:

In the group guidance service, the guidance worker gets chance to observe the student's reaction, behavior and feelings towards a particular problem or group life and situation as a result of which the guidance worker becomes able to know about the various traits of personality of the students. This observation helps guidance worker to understand the student's mental condition, his personality and himself also which are expected to be used in the guidance services.

7. Whole-some development of personality:

The student from different family backgrounds, educational status, socioeconomic status participate in the group guidance which encourages better adjustment among students. Besides that, each and everybody gets privilege to express himself before others in a friendly atmosphere. Then all start on thinking on the problems and search for the solution of the problems. This type of co-operative atmosphere and adjustment helps students to develop their personality and its traits as a whole.

8. Awareness of unrecognized needs and problems:

The group guidance service is highly required to search about the unrecognized needs and problems of students. The hidden and unrecognized needs and problems of students come out through group interaction, group intimacy and group freedom as a result of which the group guidance worker keeps them in the mind and provides group guidance accordingly.

9. Time saving:

The group guidance service, no doubt is time saving as it deals with the large number of students at a time. Much time and attention is needed in case of individual guidance service. But in case of group guidance services, within a limited period of

time all students are provided guidance service through guidance worker or group of guidance workers which directly saves much of the valuable times.

10. Money saving:

Besides time factor, individual guidance is an expensive process as it engages a separate guidance worker, employs separate techniques of data collection, and extra man power etc. But in a group guidance service large number of the students are provided similar type of guidance service. Therefore, group guidance service is less expensive and it carries much advantages over individual guidance.

3.5.7 Group Leadership Styles and Group Process

A leadership style refers to a leader's characteristic behaviours when directing, motivating, guiding, and managing groups of people. Great leaders can inspire political movements and social change. They can also motivate others to perform, create, and innovate.

As you start to consider some of the people who you think of as great leaders, you can immediately see that there are often vast differences in how each person leads.

Fortunately, researchers have developed different theories and frameworks that allow us to better identify and understand these different leadership styles.

The following are just a few of the most prominent leadership frameworks and styles that have been identified:

Lewin's Leadership Styles

Kurt Lewin recognized that one of the factors that determines a leader's choice of leadership style is the need to make decisions. In 1939 he and his co-workers identified three styles of leadership decision making, the autocratic, the democratic and the laissez-faire.

Autocratic leaders make decisions themselves. They do not consult their followers, or involve them in the decision-making process. Having made a decision they impose it and expect obedience.

Democratic leaders take an active role in the decision making process but they involve others too. Despite the term "democratic" they don't necessarily put decisions to the vote. Of course, they still carry the responsibility for seeing that decisions achieve the desired outcomes.

Laissez-faire leaders have very little involvement in decisions making themselves, pretty much leaving matters to their followers. This might be OK when the followers are capable and motivated but can create problems otherwise!

Additional Leadership Styles and Models

In addition to the three styles identified by Lewin and his colleagues, researchers have described numerous other characteristic patterns of leadership.

The following are just a few of the best-known:

The Transformational Leadership Style

Transformational leadership is a style of leadership where a leader works with subordinates to identify needed change, creating a vision to guide the change through inspiration, and executing the change in tandem with committed members of a group. Transformational leadership serves to enhance the motivation, morale, and job performance of followers through a variety of mechanisms; these include connecting the follower's sense of identity and self to a project and to the collective identity of the organization; being a role model for followers in order to inspire them and to raise their interest in the project; challenging followers to take greater ownership for their work, and understanding the strengths and weaknesses of followers, allowing the leader to align followers with tasks that enhance their performance.

The Transactional Leadership Style

Transactional leadership, also known as **managerial leadership**, focuses on supervision, organization, and performance; transactional leadership is a style of leadership in which leaders promote compliance by followers through both rewards and punishments. Unlike transformational leaders, those using the transactional approach are not looking to change the future, they look to keep things the same. Leaders using transactional leadership as a model pay attention to followers' work in order to find faults and deviations.

This type of leadership is effective in crisis and emergency situations, as well as for projects that need to be carried out in a specific way.

Situational Leadership Styles

Situational leadership is a leadership style that has been developed and studied by Kenneth Blanchard and Paul Hersey. Situational leadership refers to when the leader or manager of an organization must adjust his style to fit the development level of the

followers he is trying to influence. With situational leadership, it is up to the leader to change his style, not the follower to adapt to the leader's style. In situational leadership, the style may change continually to meet the needs of others in the organization based on the situation.

Hershey and Blanchard's Leadership Styles

Hershey and Blanchard's model is one of the best-known situational theories. First published in 1969, this model describes four primary styles of leadership.

1. The **telling style** is characterized by telling people what to do.
2. The **selling style** involves leaders convincing followers to buy into their ideas and messages.
3. The **participating style** is marked by allowing group members to take a more active role in the decision-making process.
4. Finally, the **delegating style** involves taking a hands-off approach to leadership and allowing group members to make the majority of decisions.

Blanchard's SLII Leadership Styles

Later, Blanchard expanded upon the original Hershey and Blanchard model to emphasize how the developmental and skill level of the learners influences the style that should be used by leaders. Blanchard also described four different learning styles.

1. The **directing style** involves giving orders and expecting obedience, but offers little in the way of guidance and assistance.
2. The **coaching style** means giving lots of orders, but leaders also lots of supportive behaviours.
3. The **supporting style**, on the other hand, is an approach that offers plenty of help, but very little direction.
4. Finally, the **Delegating style** is low in both direction and support.

What's Your Learning Style?

As you can see, there are different ways to conceive of leadership styles. You probably have also noticed that some of these leadership styles bear many similarities to the three core styles initially described by Lewin and his colleagues.

3.6 Challenges in Group Guidance

The challenges of techniques and activities adopted and employed for group guidance are generally as follows:

1. Career Talk:

The career talk is one of methods of providing career information to the students of the group through lectures, seminar's, talk by the professionals in the field and other symposiums related to guidance services. Various information collected by students from different printed materials, books and pamphlets do not serve the practical purposes of guidance services. So that the interaction made by the students with professionals who are in actually on the job provides effective and practical impressions on the students.

Objectives:

The followings are the objectives of career talk.

- (i) It helps the students to get information about careers directly from an experienced person in the concerning field.
- (ii) It provides opportunity to clarify the doubts of the students in relation to career through direct interaction with experts.

Phases of Activities:

The following are the phases of career talk:

- (i) Decide the topic which has received much importance.
- (ii) Prepare a brief note about what is expected from the expert visitor.
- (iii) Choice of suitable themes.
- (iv) Selection of the expert.
- (v) Decision's time and data
- (vi) Preparation of career brief.
- (vii) Co-ordination of entire programme.

2. Career Conference:

Career conference is organized to invite certain experts and experienced persons from vocational setup to suggest about vocational plans, choices and careers to the students those who are involved in this activities.

Objectives:**The following are the objectives of career conference:**

- (i) It enables students to get opportunity to collect information about different careers of their choice from experts.
- (ii) It assists students to get the opportunity to have a direct interaction over a group of careers.
- (iii) It helps students to achieve broader perspective on various career opportunities.

Phases of Activities:**The following are the various phases of career conference:**

- (i) Identification of speakers.
- (ii) Finalization of data, venue and time
- (iii) Monitoring the activities or programme.
- (iv) Evaluating the programme.
- (v) Framing an organizing committee.
- (vi) Preparation of a plan of activities.

3. Career Corner:

Career corner is gathering center of various career books, pamphlets, posters and notices concerning career information.

Objectives:**The following are the objectives of career corner:**

- (i) It helps students in providing various information about occupations from a variety of career literature of the country and abroad.
- (ii) It helps students to analyse their employment opportunities by as resulting career index.
- (iii) It helps students to provide latest information about different jobs.

Phases of Career Corner:**The following are the various phases of career corner:**

- (i) Selection of a place for career corner.
- (ii) Collection of career literature from own country and abroad.
- (iii) Preparation of career index.
- (iv) Display of career literature.
- (v) Periodical updating of literature displayed.

4. Case Conference:

In the case conference, problems faced by majority of students presented before all. Each student is encouraged to present his way of dealing with problems. Then through discussion of individual cases, a line of action is initiated to solve the problems as a result of which each member of the group learns how to solve his own problems from other's experience, regarding it.

Objectives:

The following are the objectives of case conference:

- (i) It enables students to express his own problem before groups.
- (ii) It enables students to think and find out alternative ways to solve the problem.
- (iii) It enables students to find out a line of action from discussion.
- (iv) It enables students to solve own problems learning from others experiences.

Phases of Activities: The following are the various phases of case conference:

- (i) Problem by majority of the group is detected. (ii) Discussion of problems.
- (iii) Previous experiences about problems of all are discussed.
- (iv) Finalization of solution of the problems.

5. Committee Reports:

The students involved in group guidance are divided into various groups or committees to discuss the problem or various problems from different angles and visions. Then they are advised to prepare and present their reports in groups. Maximum freedom is given to the students to express their views and suggestions in the context of the problem. It helps students to gain knowledge and awareness about the problems and its solutions.

Objectives:**The following are the objectives of the committee report:**

- (i) It enables students to develop the capacities to adjust with other committee members.
- (ii) It enables students to understand a problem and think its solutions from different angles.
- (iii) It enables student to overcome the own problem by experience gained by committee reports.

Phases of Committee Reports:**The following are the various phases of committee reports:**

- 4. (i) Formation of various committees.
- (ii) Problems cited
- (iii) Solution of problems encouraged
- (iv) Writing committee reports.
- (v) Submission of committee reports.
- (vi) Co-ordination and finalization of committee reports to find out solutions to the problems.

6. Group Visits:

Sometimes the students are encouraged for group visit to particular significant work sites, or places having geographical importance or educational institution to gain direct experiences about the occupation or place or institution. Then they are immediately advised to meet for a conference to discuss and clarify what they observed or what doubts they are having about that visits.

Objectives:**The following are the objectives of the group visits:**

- (i) It enables students to know about the visited place, occupation and institution.
- (ii) It enables students to observe the situation and adjust with the concerned person of that occupation, institution and places.

Phases of Activities:

The following are the various phases of group visits:

- (i) Selection of spots.
- (ii) Information about visits should be given to the students.
- (iii) Organization of visits.
- (iv) Observation about interested place, person or occupation.
- (v) Immediate arrangement of conference for clarification of doubts and observations.

7. Audio-Visual-Aids:

Audio visual aids like films, slides, film-strips, picture relating various occupations, posters and charts showing importance of curricular choice, and pamphlets regarding other courses and vocational information etc. can be prepared, organized and displayed in an exhibition to provide all the information which would be helpful to students to prepare for solving the problems of educational situation, vocational set up and personal life.

Objectives:

The following are the important objectives of audio-visual aids:

- (i) It enables students to know various information's of different educational courses, occupational opportunities and other facilities regarding educational courses and occupations.
- (ii) It enables students to take right decision after visiting the audio visual aids.
- (iii) It enables students to adjust in different social set up.

Phases of Activities:

The following are the various phases of audio-visual aids:

- (i) Selection of audio visual aids to be cited.
- (ii) Information of audio visual aids should be verified.
- (iii) Conduct of showing audio visual aids.
- (iv) Observation by the students.
- (v) Co-ordination of the programme.

8. Dramatics:

Like other techniques, dramatics is an important technique at present. The students are provided good guidance through dramatization of a topic related to student's problem. It is not only meant for the purpose of entertainment, but also it is helpful for the students how to appear interview, how to prepare for an examination and how to achieve good marks in the examination through good notes etc. Keeping these in the mind the topic of drama should be selected and staged.

Objectives:

The following are the different objectives of dramatics:

- (i) It helps students to show his latent talents and innate abilities.
- (ii) It helps students to solve the problems relating to educational, occupational and personal life.

Phases of Activities:

The following are the different phases of dramatics:

- (i) Selection of the topic for drama.
- (ii) Selection and verification of themes of drama.
- (iii) Arrangement of drama.
- (iv) Stage of drama.
- (v) Observation of drama on the basis of topic relating to the student's problem.
- (vi) Evaluation, co-ordination and achievement of learning the means to solve the problems of life.

9. Question Box:

In many cases, it is found that some of the students do not express their problems as they feel shy about their difficulties. Therefore, the need of the question box is highly felt. The students those who are shy in nature are subjects to put their questions in writing into the question box which is meant for the same purpose. After some times, the questions are kept in order for discussion. The students are benefited by the question box technique not being exposed before others by the guidance workers or teachers.

Objectives:

The following are the important objectives of the question box:

- (i) It enables students to solve his own faced problems without any hesitation.
- (ii) It enables students to know the way of solution to the problems by experts not exposing their problems before others.

Phase of Activities:

The following are various phases of question box:

Information for organization of question box is given to the students those who are shy in nature.

- (i) Question box is kept in a proper place.
- (ii) Questions are invited.
- (iii) Questions are sorted.
- (iv) Questions are left to discussion.
- (v) Inviting expert views.
- (vi) Finalization of questions of question box.

10. Informal Discussions:

Informal discussion is an important technique which is used for the purpose of group guidance. Here the discussion with the skillful leader and expert is not formal in nature. But the discussion between expert and the group should center around desirable objectives as a result of which the students are benefited. Because the students become able to solve their educational and vocational problems through this informal discussion which is not systematic and formal but helpful for the students.

Objectives:

The following are the objectives of informal discussion:

- (i) It enables students to overcome their difficulties what they face without consuming much time for the assistance given by the expert.
- (ii) It enables students to express all their difficulties before expert to solve their own problems of life situation.

Phases of Activities:

The following are the various phases of informal discussions:

- (i) Gathering of students.

- (ii) Meeting the expert.
- (iii) Problems are discussed informally.
- (iv) Finding out solutions to the problems.
- (v) Evaluation of the informal discussion.

3.7 Let us Sum-up

Group guidance services have a much scope and function than merely that of assisting students in making educational and vocational choices in inclusive set up. The aims of guidance are both adjective and developments; its help the student in making the best possible adjustments to the situations in the educational institution and home and at the same time facilitates the development of all aspects of his /her personality. Group guidance, therefore should be regarded as an integral part of education and not a special psychological or social service which is peripheral to education purpose in inclusive set up.

3.8 Check Your Progress

1. Discuss about current status with reference to Indian School?
2. What is formal and informal guidance?
3. How to prepare a guidance programme for school children in inclusive set up?
4. What is Vocational Guidance?
5. What is Group Guidance?
6. Discuss about the principles of group guidance.
7. Discuss about Group leadership style
8. Discuss about challenges in group guidance

How to differentiate between transformational and transactional leadership style.

3.9 Reference

Bass, B. M., & Bass, R. (2008). *The Bass Handbook of Leadership: Theory, Research, and Managerial Applications*. New York: Free Press.

Bhusumane D.B., Maphorisa J.K., et al, A Resource Book for Guidance. Practitioners in the Schools of Botswana, Gaborone: Botswana Govt. Printers, 1990.

Clement, A.J., and Pearce J.S., The Evaluation of Pastoral Care. Oxford: BasilBlackwell, Ltd, 1986.

Cobia, D. C. (2007). Developing an effective and accountable school counseling program. Upper Saddle River, NJ: Prentice Hall.

Coleman, H. L. (2009). Handbook of school counseling. Mahwah, NJ: Lawrence Erlbaum.

Cooley, L. (2010). The power of groups: Solution-focused group counseling in schools. Thousand Oaks, CA: Corwin Press.

Gibson, M. Mitchell, M.H., Introduction to Counselling and Guidance. New Jersey:Prentice-Hall, Inc., 1986.

Gysbers, N.C., Developing and Managing Your School Guidance Programme. Virginia:

American Association for Counselling and Development, 1988.

Gloria Burrett, MitaNundy. (1994) Convention on the Rights of the Child, The Disabled Child

Hersey, P. and Blanchard, K. H. (1969). Management of Organizational Behavior - Utilizing Human Resources. New Jersey/Prentice Hall.

Hersey, P. and Blanchard, K. H. (1969). Life cycle theory of leadership. Training and Development Journal, 23 (5), 26-34.

Helander, E. (1993) Prejudice and Dignity. UNDP, N.Y.

Jönsson, T. (1995) Inclusive Education. UNDP, Geneva

Lewin, K., Lippit, R. and White, R.K. (1939). Patterns of aggressive behavior in experimentally created social climates. Journal of Social Psychology, 10, 271-301.

Lindqvist, B. (1994) Special Needs Education: Conceptual Framework, Planning and Policy Factors. Paper presented at the World Conference on Special Needs Education, Salamanca, Spain (From: NU News on Health Care in Developing Countries 2/95, vol.9)

Mager, R., *Preparing Instructional Objectives*. Fearon, California, 1962.

The Salamanca Statement and Framework for Action on Special Needs Education. World Conference on Special Needs Education: Access and Quality, Salamanca, Spain, 7-10 June 1994. UNESCO and Ministry of Education and Science, Spain 1994.

WCEFA. (1990) *World Declaration on Education for All*, Inter-Agency Commission for the World Conference on Education for All, 1990

মানুষের জ্ঞান ও ভাবকে বইয়ের মধ্যে সঞ্চিত করিবার যে একটা প্রচুর সুবিধা আছে, সে কথা কেহই অস্বীকার করিতে পারে না। কিন্তু সেই সুবিধার দ্বারা মনের স্বাভাবিক শক্তিকে একেবারে আচ্ছন্ন করিয়া ফেলিলে বুদ্ধিকে বাবু করিয়া তোলা হয়।

— রবীন্দ্রনাথ ঠাকুর

ভারতের একটা mission আছে, একটা গৌরবময় ভবিষ্যৎ আছে, সেই ভবিষ্যৎ ভারতের উত্তরাধিকারী আমরাই। নূতন ভারতের মুক্তির ইতিহাস আমরাই রচনা করছি এবং করব। এই বিশ্বাস আছে বলেই আমরা সব দুঃখ কষ্ট সহ্য করতে পারি, অন্ধকারময় বর্তমানকে অগ্রাহ্য করতে পারি, বাস্তবের নিষ্ঠুর সত্যগুলি আদর্শের কঠিন আঘাতে ধূলিসাৎ করতে পারি।

— সুভাষচন্দ্র বসু

Any system of education which ignores Indian conditions, requirements, history and sociology is too unscientific to commend itself to any rational support.

— Subhas Chandra Bose

(Not for sale)