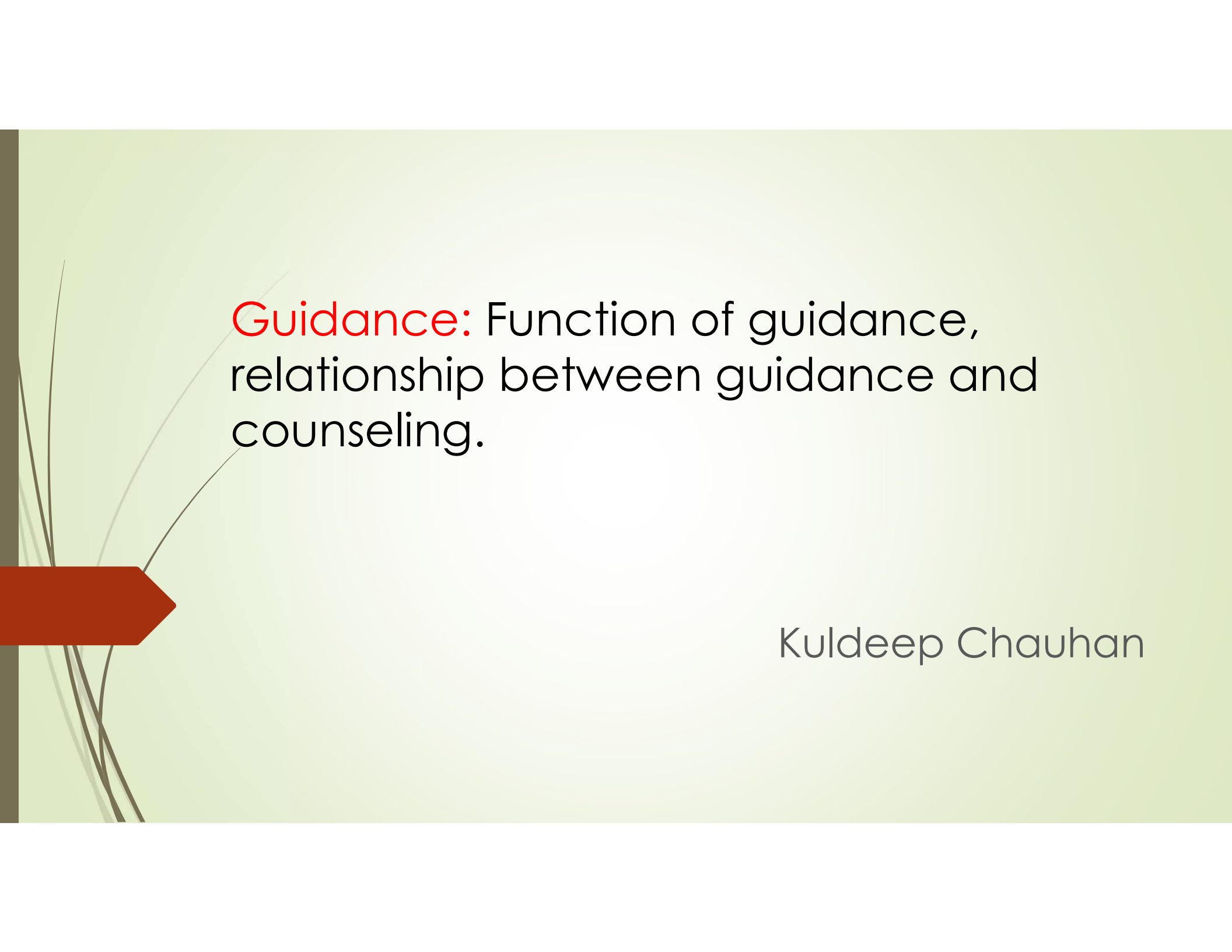




Guidance: Function of guidance,
relationship between guidance and
counseling.

Kuldeep Chauhan

• GUIDANCE-

- May be given in groups.
- Face to face relation is not essential.
- The task of the guidance worker is not as serious as that of a Counselor.
- Cordial and satisfying relationship is not needed.

• COUNSELING-

- Given individually not in groups.
- Face to face direct relation is essential.
- The task of counselor is more serious than that of Guidance worker.
- Cordial and satisfying relationship is needed.
- Aims to solve the problem.

GUIDANCE VERSUS COUNSELLING

GUIDANCE

Advice or instructions on general problems, given by someone more experienced or qualified

Has a broader scope such as educational guidance, career guidance, financial guidance, health guidance, etc.

Anyone who has good experience and knowledge can give effective guidance to others

COUNSELLING

Professional advice given by a counsellor based on personal or psychology related problems of the individuals

Essentially covers personal and psychological assistance

Needs to be done with a professional counsellor with a recognized license to practice as a counsellor

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► Relationship between guidance and counseling

1. The main goal of guidance and counseling is to **give an opportunity** to a person to see a variety of available options as to assist or help the person in making wise choices.
2. Guidance and counseling both **aimed at assisting students** to draw up their own plans of academic and non academic pursuits and arrived at right decisions and find solutions to his problems.
3. It is not specific to any stages of development of a student in educational institutions, student's physical and mental health and his adjustment issues at home, school vocational and social demands, relationships etc. guidance and counseling emphasis on all these areas.
4. It is a continuous process extending all throughout one's life. There is nothing like a one shot and for one time guidance and counseling. It is a continuous process.

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- Guidance and counselling refers to **the services** that promote personal, social, educational, and career development.
 - Guidance and counselling are **twin concept** and have emerged as essential elements of every educational activity.
 - Guidance and counselling are **not synonymous term**, counseling is a part of guidance.
 - Guidance in educational context, means to indicate, point out, show the way, lead out and direct. Counseling is a **specialized service** of guidance.
 - Guidance and Counselling both are **psychological processes**, goal of both would be to improve the behavior of the client.



➤ Procedure of Guidance

- **1) Contacting the Student Personality** – For study of the pupil's emotional, social, physical, intellectual and individual problems.
- **2) Conducting Interview** – To speak personally to the subject and get all first-hand information on family background, his vocational and educational plans, likes, dislikes, hobbies, interests, leisure time activities, etc. and to establish good rapport and build faith and trust so that he may share intimate details.

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- **3) Collection of Cumulative records –**
 - Request for and fetch all reports and records about the subject. Academic records, medical records, health reports, attendance records, progress cards, evaluative remarks, certificates, awards, etc.
 - Through this guide will get an accurate idea about the child's interests, intelligence level, aptitude, special mental abilities and disabilities, educational achievements, health conditions, physical development, family background, friend and social circle, economic background, behavior pattern, etc.
 - **4) Administering of psychological tests –** Carrying out scientific tests in the controlled conditions of a psychological laboratory. Eg. IQ test, Interest tests, aptitude tests, EQ tests, etc. The results of these tests must be studied as they help the guide to know more about the abstract qualities and emotions of the student's personality which may not be very clearly gaugable during the interview.
 - **5) Collecting information regarding school environment –** The guide then gets all data and information about the student from the school. He contacts the Principal, [teachers](#), etc for their inputs about the child as they are in closer contact with him.

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- **6) Final Interview** – Here a questionnaire is given to the student and an entire self-inventory is prepared. From this, the guide understands the need of the pupil and judges his true problem.
 - **7) Preparation of profile** – With all relevant information in front, the guide prepares a profile of the pupil and decides what type of treatment would be effective for the pupil. it is now that actual treatment starts and guidance is provided.
 - **8) Follow-up** – This is necessary to gauge if the guidance has been effective and if the child is improving in the right direction. Also if any changes are required to be made in the process.

	Phase	Clarification	Additional information
1	Attending	In a safe, quite environment the client meets the skilled counsellor, who explains the process, what can be expected from both sides.	The client will have an intake interview in which the symptoms, the situation and feelings and if possible the needs of the client are expressed. In this interview the client can tell more about hem/her. Questions that can be asked are: - o Tell me something about you? - o What brings you here? - o Information or relationship orientation A questionnaire can help to identify more the problem. The counsellor <u>structure</u> the information and asks the client if it is correctly understood. This phase end with a report written by the counsellor
2	Exploration - Reporting - Listening - Relation building	- Know and understand the problem - Tree not branches -	Client: Begins to explore, less defensive, Problem gets clearer, aware of feelings, more self-disclose The counsellor establishes trust, shows concern, gives feedback, and summarises
3	Understanding / Goal setting Assessment / problem definition	- Developing goal - Stating the goal - Assessment of the current situation, causes for the problem and possible solutions -	The client takes responsibility of problem, strengthen commitment, develop insight, understand problem The counsellor helps to personalise problem
4	Intervention / Action - Problem solving - Decision making	Generating alternatives or choices Problem solving Decision making Tentative action plan A final action plan (and alternatives) Act Evaluate	The client makes a choice, plans and acts, and evaluates The counsellor: supports in generating, evaluating and deciding in alternatives and is giving feedback
5	Finalisation	Issue: When to terminate? Client initiated, session completed Terminate relationship	The client evaluates gains, acknowledge changes, plans further steps The counsellor assist in evaluating, gives feedback on plans and readiness for following steps, and plans a possible follow