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(Recognised by KVS under Ministry of Education, Govt. of India)

F. No. KVPSS(HQ)/LDCE/2023-24/04

Date: 19.04.2023

Through-Email

The Commissioner,
Kendriya Vidyalaya Sangathan(HQ)
18 Institutional Area,
Shaheed Jeet Singh Marg,
New Delhi.

Subject: Representation for the correct response regarding question ID 284 in the final answer key of KVS (LDCE) Vice Principal Recruitment Exam 2022 – Reg.

Madam

With due respect this is bring to your kind notice that the final answer key of KVS (LDCE) Vice Principal Recruitment Exam 2022 published on 30.01.2023 gave 1135 (counselling) as the correct response to question ID 284. This is incorrect and needs rectification as the correct response should be option ID 1136 (both guidance and counselling).

This proposed rectification is supported by the following documentary proofs which clearly describes that both guidance and counselling will come under democratic process :

1. Guidance and Counselling Learning: Need of An Hour
Department of Education,
Dibrugarh University
2. Principles & Prospects of Guidance And Counselling
Department of Education
Sri Sathya Sai University of Tech. & Medical Sciences,
Sehore, Madhya Pradesh,
3. Guidance and Counselling (B.Ed.)
Directorate of Distance Education,
University of Kashmir.

Supporting documents are attached for your ready reference. On the basis of the above said, we make humble request to you to look into the matter and do the needful.

With regards



Anil Kumar Daila
National General Secretary
KVPSS

12.1 Principles of Counseling

Counseling is based on a number of principles. These principles are :

1. Counseling is a process. It is necessary for the counselor to understand that counseling is a process and a slow process. Failure to understand this will result in annoyance and disappointment.
2. Counseling is for all. Especially in the school situation counseling is meant for all the students and not only for those who are facing problems or other exceptional students. As we have already discussed in the school situation Counseling is more developmental and preventive than remedial in nature.
3. Counseling is based on certain fundamental assumptions.
 - (a) every individual in this world is capable of taking responsibilities for him/herself.
 - (b) every individual has a right to choose his/her own path, based on the principles of democracy.
4. Counselor does not deprive the right of self-choice but simply facilitates choice. The counselor should give due respect to the individual and accept him/her as he/she is.
5. Counseling is not advice giving
6. Counseling is not thinking for the client, but thinking with the client. Counseling is for enabling the client to do judicious thinking.
7. Counseling is not problem solving. The counselor simply assist the person to find solution on his/her own.
8. Counseling is not interviewing but conversing with the client in order to help him/her develop self-understanding.
9. The counselor should determine individual differences and provide for them.
10. The counselor has to prepare the client to open to criticism including self-criticism.
11. The counselor acts as a facilitator or catalyst only. He creates an atmosphere which is permissive and non-threatening, through his warm and accepting relationship with the client which helps the client to explore himself/herself and understand himself/herself better.

12.2 Counseling Process

The term 'counseling process' implies continuous change or changes that take place or rather which should take place in the client in promoting personality changes in a desired direction. The kind of change that the counseling process aims at is briefly: (1) awareness on the part of the client, (2) behavioural change in a desired direction through which the client can achieve his goals, and (3) understanding his potentialities, limitations and how to utilize them best in achieving his goals.

The counseling process, by and large, is the same for all problems and for all individuals. However, certain important differences need to be clarified. In vocational and educational counseling the major emphasis is on collecting factual information and helping the client understand this information in a proper perspective. In such situations the emotional problems, though present, are not the main concern of the counselor. In educational and vocational counseling the decision-making and planning model occupies the counselor's attention such that he tries to help rational problem-solving processes, clarify self-concepts, values, etc. In this context counselors are often concerned with the appropriate choice of educational goals or careers. The educational or vocational counseling usually proceeds in a stepwise manner starting with (1) establishing a relationship, (2) stating the problem, (3) elaborating and explaining the issues, (4) exploring the relevant psychological aspects of the counsellee's background, (5) structuring the nature of the process, (6) collecting the needed data from tests, case material, personal documents, etc., (7) interpreting the test data and individual appraisal, (8) discussing the data in the light of occupational and/or educational choices of the client, (9) discussing alternate approaches or plans and trying out the plan(s), and (10) reassessing and, if necessary, altering the plan(s).

information gathered for the guiding programme should be kept private.

h) Flexibility:

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The guidance programme should be adaptable and dynamic, according to this notion. The characteristics of the guiding programme, such as guidance approaches and psychological tests, should continue to evolve in response to the changing nature of the demands.

i) Guidance to be associated with all Aspects of Student's Growth:

Instead than focusing on a single field, the guidance process should encompass all facets of the child's development. As a result, we may conclude that the guidance programme should aim for a whole development of the student's personality.

j) Part of Total Educational Process:

Guidance should be viewed as a part of the overall educational process. It is incorrect to equate counsel with education alone. It should be connected to extracurricular activities, discipline, and attendance, among other things.

PRINCIPLES OF COUNSELLING:

The anticipated outcomes of the counselling process are known as outcome goals. They are the goals that a counselee wishes to achieve with the help of a counsellor. Process objectives are those future events that the counsellor believes will aid in achieving the end goals. Process goals are frequently stated in terms of counsellor actions as well as the outcomes that the client will feel. "In order to help the counselee, I must understand her/his attitudes and the way he/she behaves toward others," a counsellor would tell oneself. The counsellor must comprehend the events that led to the current predicament, as well as those that are supporting the counselee's behaviour.

Its primary goal is to make the individual self-sufficient. It not only resolves the issues, but also keeps them from recurring. It also integrates and coordinates social development methods and resources and believes in democratic values. Aside from the fundamental minimum services that school guidance and counselling programme delivers, there are a few extra activities that a school guidance and counselling unit is expected to do. These are the following:

- Conducting research and questionnaires.
- Developing and maintaining relationships with non-school guidance and counselling resources.
- Assisting all members of the school personnel in understanding and accepting their position in the guidance and counselling programme

COUNSELING:

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The relationship that is developed between the professional and the individual who is being treated is at the heart of the counselling process. The attitude of both parties is what distinguishes the client's behaviour. It aids the party in need of assistance in realizing that their feelings and views are valued. This finalizes the relationship's direction and attempts to start the counselling procedure. Relationships and the people that are involved in them are extremely important in counselling. They have a restorative effect on the environment. Most clients lack the ability to manage interpersonal interactions and, as a result, are unable to achieve harmonious and self-satisfying changes.

respect by involving sufficient and significant knowledge about profession and also by caring for self. This is essential to boost the confidence of the counsellor and for enabling him to indulge in the profession in the best possible manner.

The aims of counselling can be summarized as follows:

- It aims to help clients manage their problems effectively.
- It enables clients to make efficient use of unused or underused opportunities.

1.4.3 Types of Counselling

Counselling can be categorized into the following three types based on the role of the counsellor and the nature of the counselling function.

1. Directive counselling: The chief exponent of directive counselling is B.G. Williamson. Directive counselling is counsellor oriented as the counsellor plays a major role in solving the problem. The counsellor identifies, defines, diagnoses the problem and then provides a solution. The counsellor has a major role to play in directive counselling as he directs thinking by informing, explaining, interpreting and advising the client. The counsellor in directive counselling performs the following activities:

- The counsellor conducts an analysis, which entails collecting data from various sources so that the problem of the client can be understood.
- He puts together data which involves interpreting and organizing the data collected to know about the client's strengths, weaknesses and so on.
- He identifies the nature of the problem and also what causes the problem.
- He conducts a prognosis which involves predicting the development of the problem in the future.
- Counselling which involves taking steps to help the client adjust to the problem and eventually overcoming it.

NOTES

- He conducts a follow-up which involves helping the client time and again or when the client faces the same type of problem again.

The merits of the directive counselling process are as follows:

- It is economical and does not take much time.
- The client gets a solution to the problem for sure.
- The method focuses on intellectual adjustment of the client rather than emotional adjustment.

The following are the demerits of this approach:

- The process is counsellor oriented and, therefore, the client becomes dependent on the counsellor.
- The approach is undemocratic as it does not give any rights to the client.
- The client in most cases becomes helpless and waits for the counsellor to provide a solution.

2. Non-directive counselling: Carl Rogers, an American psychologist, is the chief exponent of this type of counselling. Non-directive counselling is client-centred counselling where the client is allowed free expression and the counsellor only directs and guides. The counsellor asks a few questions to the client so that he can think of the possible solutions. The counselee is an active participant, who discusses his problem with the counsellor, and with the help of the counsellor arrives at a solution and takes a decision. The role of the counsellor is a passive one. The main role of the counsellor is to create an atmosphere where the client is able to work on his own and find solution to the problem. This approach focuses on the emotional aspect of the client rather than the intellectual one.

The merits of the non-directive counselling approach are the following:

- This approach provides freedom to the person seeking counselling.

(iii) Guidance process is a and process.

(iv) are collected in guidance programme.

2.6. Summary

- All people from time to time need assistance in determining alternatives, making decisions, and developing a course of action.
- School guidance programs should be provided to all students regardless of race, creed, sex, ability, achievements or aspirations; and that every individual is important and to be respected for his/her individual differences.
- Individual counseling should be made available to each student as needed and that the counseling relationship remain confidential unless the counselor has approved release of the information or in emergency situations to protect the individual or others.
- The guidance programme should three major areas: career planning and exploration, knowledge of self and others, and educational/vocational development and career development, including effective employment-seeking and employment-retention skills.
- Individual Planning: The individual planning area of the guidance program should involves guidance and counseling functions that help students formulate their own life-career plan. Goals and objectives in this area are usually delivered on an individual or small group basis.
- System Support: The system support area of the guidance program consists of activities that are not necessarily direct counseling functions, but that are related to guidance and counseling and that help the school's programs run efficiently and purposefully.
- Management activities help maintain and improve the guidance program.
- Administrative assignments will be carried out as needed for the maintenance of the school.
- Responsive Services: The responsive services area of the guidance program consists of activities needed to respond to the individual needs of students. Usually these are student or teacher initiated requests for services in personal concerns.
- Guidance is to help one to adjust to abilities, interests and needs of the society. In other words guidance means helping a person to develop in the desired direction and to orient him/herself according to the needs and demands of changing times and society.
- The purpose of guidance at **elementary school level** is focussed on assisting pupils to integrate such primary groups forces as the home, the school, religion and the peer-relationships. These are the forces which form the base for the students' adolescence, then blend those forces into a harmonious whole.
- At **secondary school level** it is centrally focussed upon differentiating aspects of these forces as they effect the pupils knowledge, acceptance, and direction of him/herself, Secondary guidance services have as their focus the assistance given to the students to develop themselves according to their potentialities and opportunities in the area of educational planning, career choice, interpersonal relationships and interpersonal acceptance.
- The aims of guidance are the same as those of education in a **democratic** society like ours. Just like education, guidance services.
- the aims of guidance may be laid as follows from the individuals point of view :
 1. To help the individual, by his own efforts as far as possible to realise his potentialities and to make his maximum contribution to the society.
 2. To help the individual to meet and solve his own problems and make proper choice and adjustment.
 3. To help the individual to lay a permanent foundation for sound and mature adjustment.

Guidance & Counseling

Content

Title
Guidance
Philosophical ,Socio-Cultural & Psychological Foundations of Guidance
Psychological tests
Information Service (Educational , Occupational &Personal)
Interview, Case study &Observation
Purpose & Principles of Organization
Guidance service at elementary & secondary level
Counseling

Guidance

Meaning. It is a truism that of all a very minor percentage is capable of handling its problems independent without the cooperation and guidance of others. We find that majority of people do not have either confidence or insight to solve their problems. They seek advice or guidance from others wherever there is a problem.

The term 'Guidance is a specialized service'. Its primary concern is with the individual receiving guidance making intelligent choice and adjustments based on democratic principle, that is, they duty and right of every individual is to choose his own way in life so far as his choice does not interfere with the rights of others.

The term 'guidance' has been defined by experts in different ways. Some of the important views are given below.

1. **Jones.** "Guidance is a process and technique through which a person is able to receive help needed in solving his personal and other problems".
2. **Brewer.** "Guidance is a process through which an individual is able to solve his problems and pursue a path suited to his abilities and aspirations".
3. **Wood Worth.** "Guidance helps an individual to develop his personality fully and enables him to serve society to the best of his capabilities and talents.
4. **Ruth Strang.** "Guidance is a process of helping every individual, through his own efforts, to discover and develop his potentialities for his personal happiness and social usefulness".
5. **Crow and Crow.** "Guidance is assistance made available by personality qualified trained men or women to an individual of any age to help him manage his own life activities, develop his own points of view, make his own decisions and carry his own burdens".
6. **Secondary Education Commission (1952-53).** "Guidance involves the difficult art of helping boys and girls to plan their own future wisely in the full light of the factors that can be mastered about themselves and about the world in which they are to live and work.

Analysis of the definitions

1. Guidance is personal assistance. Its purpose is to render personal help or assistance to the individual.
2. Every one cannot give guidance. It is work of most competent and expert person.
3. Guidance aims at developing in the individual the capacity for self-direction. It helps him to become independent and self-restrain for solving his own problems and carrying his own burdens.
4. Guidance is the process of helping a person in adjusting to himself, to others and to his environment.
5. Guidance can be rendered to any person, of any age, who is in need of it. In this way its scope is very wide.
6. Guidance is not giving orders or directions, which must be obeyed. It is not the imposition of one person's point of view upon another person.

GUIDANCE AND CLASSROOM LEARNING: NEED OF AN HOUR

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ABSTRACT

The 21st century is a very fast-paced world where to survive one needs to go with the flow. And to deal with the fast-changing world one should try to accommodate oneself with everything he or she passes by. It is indeed very important to get some proper guidance to move forward to achieve one's goal. And guidance plays a major role in one's life to adjust to the fast-changing world. This paper will discuss the meaning of guidance, its principles, guidance at different levels, agencies and importance in classroom learning.

Keywords: Guidance, principles, different levels, Agencies, Classroom learning

INTRODUCTION

Human beings are considered to be social animals with lots of expectations, emotions and struggles in life. In this fast-changing world, one strives to achieve his or her goal by facing lots of struggles. These so-called struggles continue from birth till death and human tries to achieve their goal by removing all the obstacles that come forward by developing strengths and capabilities. But as we are humans with lots of emotions, at points it becomes very difficult to adjust to the working environment or the situation and thus one gets distracted from the work. To overcome such challenges one should get guidance or can seek guidance from the appropriate source so that he or she can achieve the goal. Guidance in general means is a process through which a person gets appropriate help to achieve his desired goal.

MEANING OF GUIDANCE

Guidance is a democratic process in which is one person help or advice another person. It is personalised assistance made readily available by a sympathetic, mature, experienced and personally qualified person to a needy person.

'Guidance is an assistance made available by a competent counsellor to an individual of any age to help him direct his own life, develop his point

of view, make his own decision and carry his burden.' - Hamrin and Erickson

OBJECTIVES OF THE STUDY

1. To study the importance of agencies of guidance at different levels
2. To study the importance of guidance in a classroom situation

METHODOLOGY

The study is analytical. It is based on secondary sources of data like journals, books and different websites regarding this topic.

IMPORTANCE OF AGENCIES OF GUIDANCE AT DIFFERENT LEVELS:

Different agencies i.e. government and private at the international, national and regional level have been doing significant works in the area of guidance. These agencies are working in training/orientation, career guidance services or development of materials for guidance workers/functionaries.

International

Level:

International Association of Educational and Vocational Guidance (IAEVG)

is a worldwide guidance and counselling organization, whose mission is to promote the development and quality of educational and vocational guidance. IAEVG's mission is also to ensure that all citizens who need and want educational and vocational guidance and counselling can receive this counselling from a competent and recognized professional. The objectives of the organization are as follows:

- To promote communication among persons and organizations active in educational and vocational guidance.
- To encourage the continuing development of ideas, practice and research in the field of guidance and counselling on each level, national and international, in developing and developed countries.
- To advise government and national or

comprehensive, and better ways of conducting educational and vocational guidance

- the development of appropriate methods of evaluation at counselling and guidance.

The Association publishes a newsletter three times a year. Furthermore, IAEVG publishes the International Journal for Educational and Vocational Guidance which is a refereed journal publishing articles about work and leisure, career development, career counselling guidance and career education.

Cedefop, the European Agency to promote the development of vocational education and training, is the European Union's centre of expertise to support the development of VET and evidence-based policy-making. One important task for Cedefop is to provide guidance practitioners with advice, research, analysis and information. On Cedefop's website European Training

