
UNIT 3 GUIDANCE AND COUNSELLING

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3.0 OBJECTIVES

After going through this unit, you will be able to:

- define guidance and counselling;
- explain the principles of guidance and counselling;
- differentiate between guidance and counselling;
- list out the stages of educational guidance;
- describe the areas of counselling;
- explain the phases/steps in counselling process; and
- identify the attributes of a good counsellor.

3.1 INTRODUCTION

The concept of guidance has emerged many years ago and it is as old as human civilization. In earlier times, guidance was offered to the young people by elders in the family and the family priest gave guidance to those in distress. This practice

continues even today, in India, where people acquire guidance from the family priest, significant elders in the family, palmist, astrologer or numerologist in personal, educational, vocational or political matters. Guidance, as an organized professional activity, dates back to 1905 and this is because of the work of Frank Parsons, Boston, USA. Author of the classic '*Choosing a Vocation*' and his efforts to help find the *Vocation Bureau*, made him a pioneer in the guidance movement in America. Various social reformers followed Pearson and contributed to the guidance movement. In India, guidance as an organized professional activity is more than four decades old.

From the beginning we find that more experienced persons have been guiding less experienced or inexperienced persons. However, guidance at that time was limited and life was also simple as compared to today. Due to the complexities in present day lives, guidance has become an integral component for better adjustment and this has called for specialized persons to give guidance and thus has helped individuals to adjust to social realities and live happy lives. Guidance - unorganized and informal existed in all places and at all levels and has been a vital aspect in various spheres especially in the educational scenario.

In unit-1 and 2 of this Block you have read about the role of 'Life Skills for Personality Development' and 'Communicating with Adolescents'. In this unit, we will be emphasizing on guidance and counselling, the need for it and discussing about the difference between guidance and counselling. Studying the types of guidance and counselling and exploring the steps in counselling process will also be dealt with.

While reading through the unit you will come across activities and check your progress questions, which will help you to keep track of what you have learnt in the unit.

3.2 CONCEPT OF GUIDANCE AND COUNSELLING

To begin with, we will take a look at the meaning of the terms 'guidance' and 'counselling' and its need and importance. Next we will discuss the principles of guidance and the difference between guidance and counselling. The term guidance and counselling is being used in different context and can mean anything from informal advice that is often given to close friends to formal counselling undertaken by specially trained professionals.

3.2.1 Definition and Meaning of Guidance

The introduction would have given you an idea when and how the guidance movement started. Let us understand the meaning of guidance. Guidance means to guide or direct or to lead. Guidance is the assistance given to an individual to help him, to adjust to himself, to others and to his own environment. In this way guidance is a process of all-round development.

In the post-independent period, **Indian Government, set up Indian Education Commission (1964-66)** who has defined "**Guidance is a help to the students in making possible adjustment to the situations in the educational institutions and in the home and at the same time facilitates the development of all aspects of the personality**".

Guidance aims to prepare an individual for his future life.

Guidance is required at various stages of our development, right from birth till the end, so that we can deal with life events. Guidance is needed most when the individual enters the period of adolescence. The adolescent has to face various challenges in the area of education, vocation, health, and personal life. If proper guidance is given at this stage, his further development will be facilitated.

Activity 1

At any point of time have you approached an elder in your family or teacher asking for guidance? If so, recall the incident and how was the experience?

3.2.2 Definition and Meaning of Counselling

Counselling has been understood and defined in a number of ways.

According to **Cormier and Hackney (1987)** counselling is defined as the “helping relationship that includes –

- a) someone seeking help,
- b) someone willing to give help who is capable or trained to help,
- c) a setting that permits help to be given and received.

Arbuckle has mentioned three points about counselling. They are:

- a) Counselling is a process between two persons.
- b) The basic aim of counselling is to help the person in solving his problems Independently.
- c) Counselling is a professional job involving professionally trained persons.

The following points below will give a clear picture as to what counselling is not.

What counselling is not:

- Counselling is not giving information alone, though information may be present
- Counselling is not giving advice
- Counselling is not influencing the clients’ values, attitudes, beliefs, interests or decisions with or without any scolding, or compelling without the use of physical force
- Counselling is not interviewing, though interviewing is involved.

Therefore, the main objective of counselling is to bring about a voluntary change in the client.

Counselling can be of two types, individual or group. Individual counselling is done face to face and Group counselling is done to a group of individuals. Group counselling is a useful way of helping adolescents for addressing issues that are related to peer group influence.

Who can benefit from Counselling ?

All of us irrespective of our age, sex and profession have been taking help from

our elders, teachers and friends in solving certain problems. However, you might have faced situations where you would have felt the need to take help from a professional or trained and experienced person such as a counsellor. If we have a problem that we are unable to solve and because of which not able to carry on day to day activities, then we can go and seek professional help. All of us can benefit from counselling provided we need such a professional help. Counselling can also form an integral part of the healing process for those who have lost a loved one, or who are suffering from a terminal illness, helping them to come to terms with death and bereavement. Specialists are available for areas of specific need, for example, Educational, Career Counselling, Family, Personal and Marriage Counselling. Group Counselling is beneficial for people to share their feelings and receive advice from those in similar circumstances such as victims and survivors of disasters.

3.2.3 Principles of Guidance and Counselling

When you plan to guide an individual it is important to keep the following points/principles in mind.

- Maintain dignity of the individual which is supreme. For example, providing privacy while talking or calling the person by name.
- As each individual is unique and is different from every other individual. It is best not to compare one person with another.
- Each person's problems are different. The problems and causes are interrelated, so a deep knowledge of the causes is essential.
- While giving guidance or counselling, the social setting of the individual is essential. The community, language, place (whether the adolescent is coming from a village, town or city) must be taken into consideration.
- It should be based on the attitudes and personal perceptions of the individual
- It helps the individual to enhance himself or herself.
- The individual has the ability to learn and can be helped to make choices that will lead to self-direction and appropriate decision making.
- Each individual may, at times need information and personalized assistance which is best given by competent professional personnel.
- It is a continuous and slow process.
- Thus we see that guidance and counselling is a continuous process, flexible and dynamic process concerned with the 'whole individual'.

3.2.4 Relationship between Guidance and Counselling

The Terms guidance and counselling, in some way or the other are related to each other. They are similar in some ways and dissimilar in some other ways. Their relationship is drawn as under.

1. Guidance is an organized service to identify and develop the potentialities of pupils. Comprehensive information about every (all the) pupil is collected with the help of different tests/tools, resources, which are recorded and interpreted.

The findings are communicated to the individual to help them to understand themselves. Pupils are also given information about educational and vocational opportunities available to them and are helped in their career planning and development.

In counselling more often than not the informations are collected and shared related to problem situations faced by the pupils. The individual is encouraged to talk about her/his problem(s). The counsellor may also ask questions, seek his/her views, and make observations. Information sought through guidance makes the basis for counselling sessions. Based on the findings the individual is encouraged to make suitable decisions and take actions to solve the problem(s). Thus, information's are gathered and shared in both the process but two are no same.

2. Guidance is helping individual to develop his/her potentialities for all round development whereas counselling helps individual to deal with complex problem situations and make adjustment/adaptations if necessary to lead useful life.
3. Guidance is promotive and preventive whereas counselling is therapeutic.
4. Guidance can be given in any normal setting whereas counselling requires a guidance may be done by any teacher or guiding person whereas counselling can be done by skillful counsellor who has had professional training in counselling.
5. Guidance may be done by any teacher or guiding person whereas counselling can be done by skillful counsellor who has had professional training in counselling.
6. Guidance is an integral part of education and assists in fulfilling in educational organized as a specialized services to deal with problem situations faced by students and may be of teachers.
7. Guidance includes some degree of counselling to help students deal with their day to day problems which is done by teachers, parents, significant others.

Counselling includes guidance of individual which is done by Counsellors while helping students to solve their problems. This means there is over lapping and misuse of the terms.

These distinctions are briefly presented in tabular form in Box.

Difference between Guidance and Counselling		
	Guidance	Counselling
1) To whom given	Students; Nurses facing problems	Students; Nurses facing problems
2) By whom given	Tutors; Parent; Counsellors	Counsellors i.e., specially trained professional people with counselling skills.
3) Where	Schools, home; everywhere; womb to tomb.	In a special setting conducive to giving and receiving help for interviewing.
4) How given	By way of giving educational, vocational information and helping individuals to understand themselves	Giving guidance with a view to enabling individuals to make decisions for himself/herself and coming to terms with life.....
5) Purpose	Optimum development of individual student for ultimate development for school.	Helping individuals develop self confidence and adjust to life strategies and schooling problems.

3.3 PURPOSE OF GUIDANCE AND COUNSELLING

The purpose of Guidance and Counselling can be related to 1) Individual and 2) Society.

1) Individual Related Purpose

- (i) To help students recognise and develop their potentialities to achieve their educational aims and objectives and improve academically and to develop positive attitude.
- (ii) To help students aware about vocational and career opportunities available regionally, nationally and internationally so as to help them make informed decisions from among various choices.
- (iii) To help students for all round personal and social development on the basis of their interests, abilities and resources.
- (iv) To help students recognise their capacities, develop self confidence and adjust to academic, school, family and personal problems.

2) Society Related Purpose

- (i) To develop good citizenship in students
- (ii) To develop positive attitude towards family life and the society
- (iii) To help in proper and best utilisation of resources.

3.3.1 Stages of Educational Guidance

So far we have discussed the meaning of guidance, and counselling and the relationship between guidance and counselling. The individual and society related purpose of guidance and counselling was also discussed. As problems are of various types from different spheres, we need various types of guidance services to effectively solve the problems related to various aspects of individual and society.

Educational Guidance is a process of helping students to achieve the self-understanding and self-direction assisting them to make informed choices and move toward personal goals. It helps the students in choosing the courses of study, planning for their future on completion of their secondary/higher secondary schooling and promoting proper adjustment. Educational guidance is required at each level during the individual's education.

Educational guidance has specific functions at different stages

a) Primary and Secondary Stage:

At the **primary stage**, educational guidance will help in assisting students make a proper beginning in school and preparing them to enter the secondary stage.

At the **secondary stage**, educational guidance is intended to assist students to make an appraisal of their interests, abilities, and skills, to make progress in their education and to build motivation for study.

b) Higher Secondary Stage:

At this stage guidance helps in the selection of courses, (after std X) or vocation in tune with their abilities and interests and understanding the objectives of higher education and plan for their future career plans. Information regarding admissions to polytechnic institutions, colleges and university and vocational information provided will also help. Proper guidance will help in building a positive attitude, bring about self-confidence and be able to cope with academic stress.

c) College and University Stage:

“What shall I do in life? And what am I best suited for?” This is a normal question which we ask ourselves.

At the **college and university stage** guidance helps the pupils to selecting their subjects of specializing, which help later on in choosing their career or vocation. Career can be defined as the evolving sequence of a person's work experiences overtime. Each person has only one career. **Vocation** is a term for an occupation to which a person is specially drawn or for which they are suited, trained or qualified (Wikipedia).

We can see that guidance has personal and social significance. It aims to help an individual in the process of his adjustment with himself and his environment.

Activity 2

When you were studying in Class X or XII, how did you decide what course to take and what to specialize? Where you confused? Who counselled you or directed you?

3.3.2 Areas of Counselling

Due to various problems and stress we experience in day to day life, the need for guidance and counselling is vital to help individuals handle situations and problems in a better way.

Here, the areas of counselling are classified on the basis of various problems and problem situations that can occur to students in schools and colleges.

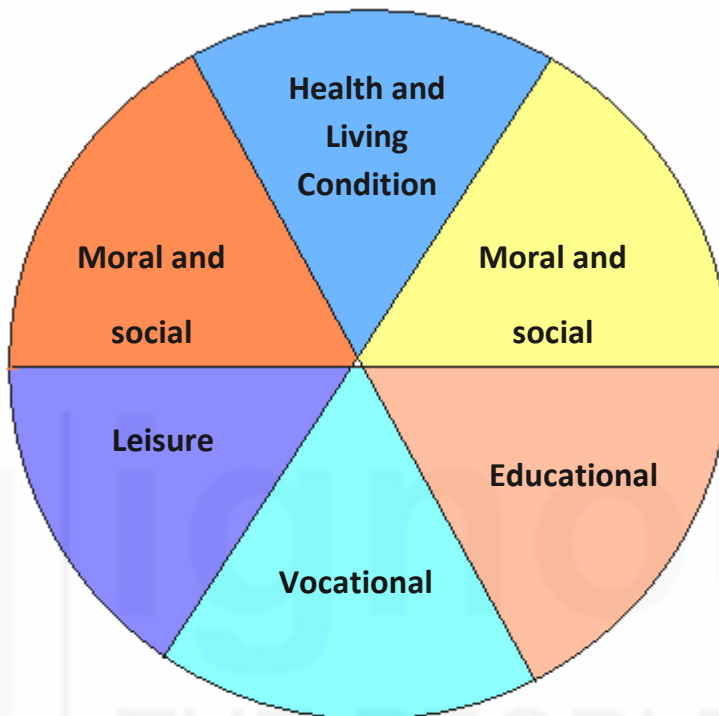


Fig. 3.1: Area covered through counselling

- 1) Educational
- 2) Vocational
- 3) Health and Living Conditions
- 4) Personal
- 5) Moral and Social
- 6) Leisure

These areas are interrelated and sometimes overlapping. We will learn about each of these areas so that we can have a better understanding of the role and functions of a counsellor.

1) Educational

In this area students may face various problems. Some of the common problems are given below:

- I do not feel like studying my lessons
- I am not able to understand what is taught in class most of the time

- I am too tired to study
- I do not get enough time to study
- I am not able to concentrate while studying
- I have too many friends so I am not able to get time to study.

Educational counselling helps the student to get maximum benefit out of education and solve their problems related to education and class room.

The following functions are performed by the counsellor :

- i. Help the students to manage time and daily schedule
- ii. Develop good study habits that are most appropriate to students.
- iii. Help the students to understand their own interests and abilities.
- iv. Provide career related information to help students make informed decisions.

2) Vocational

There are various vocational opportunities available and along with it different demands from different individuals. Students may face problems in this area such as:

- I am not able to decide about the kind of job to take up
- I do not know what part-time job I can take up
- I do not like the work I am doing
- The working hours are too long
- I am not sure of my future
- I am not able to earn enough money in this job
- I am not confident about myself.

Vocational counselling assists students to select an occupation most suited to their abilities, interests and aptitude. It helps them to prepare for it, enter it and progress in it. It should begin at +2 level in the secondary schools.

The following functions of a counsellor are essential :

- i. To help students to understand their abilities, interests, values and goals
- ii. To provide information on various occupations and jobs available
- iii. To help them be aware of the various programmes of financial assistance – scholarships and loans for improving their prospects.

We shall now go on to the area of health and living conditions.

3) Health and Living Conditions

Some of the problems which are faced by the students in this area include:

- Getting tired easily
- Frequent headaches and cold
- Falling sick very often
- Not getting enough nutritious food to eat
- Have to take care of brothers and sisters at home.

Counselling in this area help students in taking care of their health, be aware of good health practices and hygiene and make proper adjustments to the environments. Counselling in this area will also help students develop interest in games and other activities which will promote health and well being.

4) Personal

Every student faces certain personal problems about which s/he may be very anxious. Counselling in this area will help them cope with the problems.

Some of the problems encountered in this area are:

- I lack courage and confidence
- I am always worried about something
- I have pimples on my face
- I have a dark complexion
- I am fat
- I wish I was like my friend- confident and smart
- I feel lonely
- I do not have any friends
- My elders always shout at me
- My parents expect too much from me
- My parents will not allow me to go out with other persons
- I want to be loved and cared for
- Nobody likes/loves me.

Activity 3

When you were an adolescent what were some of the problems you have faced in the personal area. List them out.

In personal counselling, the counsellor helps students to understand and solve the problems. Some of the specific functions performed by the counsellor in this area are as follows:

- i. Help students accept themselves and others
- ii. Provides at the right time, hints or suggestions to improve personal appearance

- iii. Help students build self-confidence and self-esteem
- iv. Help students develop interpersonal relationship skills
- v. Provide advice on handling personal problems.

5) Moral, Religious and Social

Some of the problems arising in this area are as follows:

- I have been told that I am dishonest at times
- I lack moral values
- I am very confused if what I am doing is right or wrong
- I do not have time for religious worship
- I am forced to go to religious places and worship.

The role of a counsellor here would be to enable students to inculcate good moral values and practice them in day to day life.

6) Leisure

Students need opportunities of self expression in which they can try out their talents and express themselves. Some students are shy and they need encouragement to make proper use of their potentials and talents. Counselling in this area helps students to find opportunities for creative use of leisure time.

Counselling functions in this area is to provide opportunities in curricular and co-curricular activities, to develop their interests which will provide avenues for recreation.

Some of the problems faced may be:

- No time for recreation
- Lack of facilities to learn handicrafts
- Limited opportunities for sports
- Unable to participate in school competition.

In this section, we have categorized different problems according to the area they belong to, but as mentioned earlier these problems are interrelated and many times overlap. Hence, the counsellor must be able to go deep into the root of the problem and identify the areas and different related problems to be able to help the student to cope or overcome the problem.

3.4 COUNSELLING PROCESS

Counselling is about helping people who want to change some aspects of their thoughts, feelings or behaviour to enhance their life, or simply to explore and/or clarify their thoughts or feelings.

Counselling is a problem solving process. The counsellor helps students to understand themselves, their potentials, the assets, the problems they are facing

and making decisions to take alternative actions to solve their problems. In doing so, the counsellor, follows certain series of steps or phases through some phases and is referred to as counselling process.

3.4.1 Phases/Steps in Counselling Process

There are five different phases/steps of counselling process although it is difficult to divide such a complex process into clearly defined phases. These phases include:

- i) Establishing Relationship
- ii) Making Assessment
- iii) Setting Goals
- iv) Interventions
- v) Termination and Follow up.

The phases may overlap each other, e.g., the assessment may begin even while the phase of establishing relationship is still going on or goal setting may start while assessment is still going on. These phases are in progressive movement and collectively described the counselling process, as depicted in Fig. 3.2.

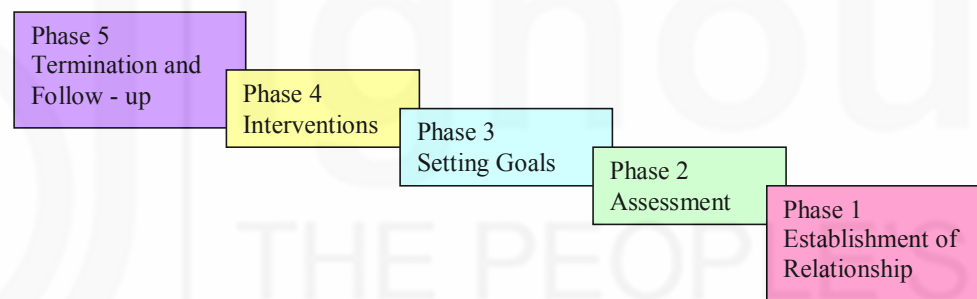


Fig.3.2: Phases of Counselling

i) Establishing Relationship

Establishing productive Relationship is the core phase in the process of counselling. It affects the progress of the process and acts as a curative agent in itself. It should be recognized that each counsellee-counsellor relationship is unique and hence it is not possible to have a generalized that each counsellee-counsellor relationship. It includes such factors as respect, trust, and a sense of psychological comfort which help in formation and sustaining good relationship. Although each counsellor has her own style of building up a relationship, but a few guidelines will be useful. These are :

Begins the phase with adequate social skills

- Introduce yourself
- Listen attentively and remember the client's name
- Always address the individual by his/her preferred name
- Ensure physical comfort
- Do not interrupt the individual while s/he is speaking
- Observe non-verbal communications.

The relationship is not established in just a single session but may require several sessions before s/he becomes comfortable with you and accepts you into his/her inner world.

ii) Assessment

Making assessment is a phase in which individuals are encouraged to talk about their problems; counsellor asks questions, collects information, seeks his/her views, observes and possibly helps the individual to clearly state his/her problems. This is the data collecting phase, and involves several specific skills such as:

- Observation
- Enquiry
- Making associations among facts
- Recording
- Making educated guesses and interpretations
- Recording of information should be done systematically.

iii) Setting Goals

Setting goals is phase based on educated based on educated guesses/interpretations made in the previous phase. The major purpose of this phase is to provide direction to the conditions, a course of action, or an outcome. Sometimes the individual may be concluded. Setting goals may be of two types-immediate and ultimate.

The process of setting goals is cooperatively done by the counsellor and the individual.

It requires the skills of:

- Drawing inference,
- Differentiation, and
- Educating individuals to think realistically.

It should be emphasized that goals are not fixed for all time to come and can be changed whenever new information is received or new insight is developed.

iv) Intervention

Intervention is a phase which is more influenced by the viewpoints a counsellor holds about the counselling process. After setting goals the question that follows is 'How shall we accomplish these goals?' The intervention used will depend upon the problem area and the nature of specific problem and the individual. Hence, the choice of the intervention is a process of adaptation and the counsellor should be prepared to change the intervention when the selected intervention is not working. This is similar to medical treatment. When one treatment does not work, the practitioner tries the alternative treatment. The counselling skills needed are skills in handling the interventions, knowledge of its effects and ability to read client's reactions. Individuals can be asked in the beginning about what interventions they have tried earlier so that other intervention can be used.

v) Termination and Follow up

All counselling has as its ultimate criterion a successful termination. It must be done without destroying the accomplishments gained and should be done with sensitivity, intention and by phasing. It is not unusual for the individual to have a feeling of a sense of loss; hence termination should be planned over few sessions. Follow-up appointments can also be fixed for some time.

3.4.2 Attributes of a Counsellor

In order to provide effective counselling services, the counsellor needs to demonstrate certain attributes. Some of these attributes which makes a person a good counsellor are as under:

- i) **Self-Awareness and Understanding:** A person who has awareness of her needs, motivation for helping, feelings, personal strengths and weakness acts as a good counsellor. These people do not use projection (for example: “I had a very aggressive counselee” instead of “I felt angry with the counselee”), defensiveness (for example: instead of responding to the counselee’s feelings to a question” whether counselling will do any good”, she may express her personal feeling to insecurity by raising her voice or other non-verbal behaviour.
- ii) **Good Mental Health:** Although no person is totally problem free but a person with less problems of good mental health can be a good counsellor, otherwise their own problems will jeopardize the a process of counselling.
- iii) **Sensitivity:** A person who is aware of resources, limitations, and vulnerability of other persons as well as is keenly perceptive to other persons feelings and needs are considered to have sensitivity. A person having the understanding of individual will act as a good counsellor. (A person who can put one’s foot into other’s shoe).
- iv) **Open-Mindedness:** A person who is free from fixed or pre-conceived ideas. It does not mean that they have no personal values or beliefs, but they are aware of their own values and beliefs and are able to distinguish them from the beliefs and values of others. They do not thrust their values on others.
- v) **Objectivity:** A person with the ability of not getting involved with the other person and at the same time, stand back and see accurately what is happening. (Not to get drowned while saving others.)
- vi) **Approachability:** A person who has some resemblance with other known pleasant and friendly person, who is friendly, has positive attitudes about others and can be approached without a feeling of apprehension.

Check Your Progress 1

a. What is meant by guidance?

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b. What is counselling?

c. Enumerate the areas of counselling.

d. List out the phases/steps in counselling process.

e. What attributes make a good counsellor?

3.5 LET US SUM UP

In this unit, you have read about the term guidance and counselling and understood that it is a dynamic and continuous process. You must have understand that Guidance is the assistance given to the individual in the process of development. It is a service meant for all and has a role to play in every developing economy. Counselling is helping the person to take decision to solve problems. You must have also read the relationship between guidance and counselling and the differences between the two concepts. By this you will be able to provide need based guidance and preventive counselling to adolescents as steps of counselling process has also been explained.

3.6 KEY WORDS

- Vocation** : is a term for an occupation to which a person is specially drawn or for which they are suited, trained or qualified.
- Intellectual** : involving thought and reason
- Self-concept** : All information and beliefs individuals have about their own characteristics and themselves
- Occupational self-concept** : Self concept related to one’s occupation

3.7 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress 1

- a. Guidance is the assistance given to an individual to help him, to adjust to himself, to others and to his own environment. In this way guidance is a process of all-round development.
- b. Counselling according to **Cormier and Hackney (1987)** counselling is defined as the “helping relationship” that includes –
 - i) someone seeking help,
 - ii) someone willing to give help who is capable or trained to help,
 - iii) A setting that permits-help to be given and received”.
- c. Areas of Counselling are:
 - i) Educational
 - ii) Vocational
 - iii) Health and Living Conditions
 - iv) Personal
 - v) Moral and Social
 - vi) Leisure

These areas are interrelated and sometimes overlapping.

- d. Phases/Steps in counselling process
It is difficult to divide this complex process into clearly defined phases. The phases are enumerated –
 - i) Establishing relationship
 - ii) Assessment
 - iii) Setting Goals
 - iv) Intervention
 - v) Termination and Follow-Up.
- e. Attributes of a good counsellor
 - i) Self awareness and understanding
 - ii) Good mental health
 - iii) Sensitivity
 - iv) Open mindedness
 - v) Objectivity
 - vi) Trustworthiness
 - vii) Approachability

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