

CHAPTER 1

THE CONTEXT

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1.0 INTRODUCTION :

The education system of a country reflects the traditions and the cultural values of that country as well as the aims and aspirations of people of that country. With the changes in the society, the education system also has to incorporate certain changes within its system. On the other hand the education system can also lead the society towards desirable social changes and thus, playing the role of an instrument of social change.

This has also happened in India. Our education system has changed a great deal over a period of time, but still so much remains to be changed. As for example, ignoring the needs, difficulties and problems of the student community. Indian education system by and large has remained authoritarian, where decisions taken by the teachers and the authorities are imposed on students without considering the needs and problems of the students or even their willingness to accept the decisions imposed on them. This reflects on students' academic achievement, overall development and total well being negatively.

In this context, the educationists and people have become aware about the need of guidance services for students. At present, there is very little provision of guidance services in educational institutions. There is little concern for the physical and mental health of the students. They have no one to turn to with their personal problems. They are not provided any direction with regard to choice of suitable vocations for them. Many a times they end up choosing subjects or streams which are not according to their aptitude and interests. This results in lot of waste of energy and talents of the students. Many a times, they keep changing their subjects and streams which ultimately creates confusion in their lives.

Such confusion and waste of students' time, energy and talent could be avoided, if students are given guidance about the choice of their careers. If detailed information about different educational courses and various career avenues are given to them, it would definitely help them in making decisions of great importance at critical points in their lives.

But unfortunately, teachers fail to provide such information to students. They themselves are not aware of this. On the contrary, many of the teachers do not have even positive attitudes towards guidance services. Most of them believe that their duty is just to teach academic subjects and nothing beyond it. They are not democratic enough to allow

students to talk about their problems and doubts. As a result, students do not communicate to them about their academic or personal problems. They are easily swayed by their parents' impositions or friends' opinions.

A developing country like India cannot afford to have such a big waste of talents from human resource development point of view. Hence, the greatest challenge which is faced by our educational system today is to see how we can make our young boys and girls capable of living successfully in the fast changing world. Studying at school is no longer a kind of routine activity, which the child has to undergo for a given number of years, before he can be called an 'educated' person. The whole concept of education and the objectives, which it has to fulfill, have undergone a radical change in recent years. In a world, which is characterised by not only rapid but also uncertain and complicated changes, the most important task before education is to enable the child to learn how to adjust himself to these kind of changes. At the sametime, he has to be prepared to live a life which would be individually satisfying and socially useful. In essence, it means that the child has to be helped to develop the intellectual, social and technical skills as well as personality and character. As the rate of social change accelerates, the duty of the teacher in contributing to the students' search for identity and purpose in life becomes vital.

Guidance is an integral part of the total educational process, in which the teachers, the parents, and the counselors have to play important roles, when education is being considered as the "corner stone of national development and a potent instrument for social change" (Kothari Commission : 1964-66), guidance becomes vital to the education system. It assumes a special significance in the education of the child. The aim of guidance is to help the child in developing and utilising his potentialities to the maximum possible extent through an organised programme or services. It also assumes a functional role in the total educational process and becomes a sub-process of education itself.

The need for guidance is universal. Man needs guidance in all spheres of his life for total development. The guidance is most needed at the stage, when he is yet being educated and trained to take up a useful and productive role in society. This corresponds most closely to the period of schooling. In this period potentialities are realised; abilities, interest, values and skills are developed; habits and attitudes are formed and social and emotional development takes place. Thus, all the aspects of their personalities develop in this period. Students also need to have self-knowledge, so that they may be able to form life goals and plans, which are realistic and neither too high nor too low and which may enable them to find satisfactory outlets for their talents.

Guidance has been defined as a kind of specialised service intended to help an individual in solving certain problems of crucial nature, which confront him in the course of his life and which, if left unsolved, may affect his present well being and future happiness. Under this concept help is rendered by specialised guidance workers at major "Problem and choice-points". In the context of school, guidance becomes the responsibility of the school counsellor who is concerned with helping the child in choosing a course of study (Educational Guidance), choosing a career (Vocational guidance), and solving certain problems related to personal and social adjustment (personal guidance). Guidance has a very important aim of helping the students to make best possible adjustments to various situations, which arise from time to time in the school as well as at home and in the society. In fact guidance is a life-long, continuous and developmental process, from birth to death each individual needs it in different forms and ways.

1.1 AN UNDERSTANDING OF EDUCATIONAL AND VOCATIONAL GUIDANCE:

The synonyms of 'to guide' are 'to lead', 'to conduct', 'to regulate', 'to direct' and 'to steer'. Of these synonyms, each has a slightly different shade of meaning. 'To steer' is a word used originally to indicate the process of directing a ship by means of a rudder. 'To direct' means to give

direction or to point out. But 'to guide' implies helping that is more of a personal nature.

The term "guidance" has been used in the form of some help or assistance given to the individual. It is designed to assist a person in deciding where he wants to go, what he wants to do and how he can best accomplish his purposes. Guidance assists him in solving problems that arise in his life. It does not solve the problems^e for the individual but helps him/her to solve them on his/her own and to decide things for himself/herself. The focus of guidance is the individual not the problem; it's purpose is to promote the growth of the individual in the right direction. This help may be given to a person in a group or individually. Whether given in a group or given individually, it is always designed to assist the person.

Guidance is the assistance given to the individuals in making intelligent choices and adjustments. It is essentially a helping process that comprises of providing material or non-material assistance to solve problems which an individual may be facing at a given period of time. It helps the individual to become self-independent and self-directed. It promotes the utilization of one's own potential. It helps the onset of change in one's personality for desirable adjustments. It helps an individual to develop a positive outlook.

1.1.1. Definitions of Guidance :

Guidance has been defined by different people in different ways. It is essential to have a look at these definitions to understand the concept of guidance from varied points of view.

- * Arthur Jones (1951) defined "guidance as the help given by one person to another in making choices and adjustments and in solving problems."
- * According to Stoops and Wahlquist (1958) : "Guidance is a continuous process of helping the individual in development, to the maximum of his capacity in the direction, most beneficial to himself and to society."
- * According to the World Book Encyclopedia (1966) : "Guidance is the process of helping people to make the best possible decisions about their lives and aiding them in solving their problems. Such decisions can be made only if a person knows the facts about himself and the kind of talents he has. He must also understand how social and economic conditions may affect many of his decisions. Guidance aims to provide a person with information, so that he can make the best possible decisions in life."

- * Frank.W.Miller (1967) defines guidance as "the process of helping individuals to achieve the self-understanding and self-direction; necessary to make the maximum adjustment to school, home and community."
- * Skinner (1970) defines guidance as "a process of helping young persons, learn to adjust to self, to others and to circumstances."

Considering the different definitions, it is evident that the main focus of guidance is essentially on helping the individual to understand himself and his environment and to make the right choices which aid his self development. From these definitions, emerge the functions of guidance services which are as follows :

1.1.2 Functions of Guidance :

- To understand the individual and help him to assess his abilities, interests and needs.
- To help him become acquainted with resources and facilities in the school and community, which are available for his information and experience.

- To help him make the best possible use of his opportunities and assist him in channelising his energy wisely.
- To help him evaluate his experiences, clarify his objectives and make plans for his future.
- To enable schools to adapt courses and activities to the actual needs of the young students in their class rooms.

The above mentioned functions of guidance are provided by the different guidance personnel of schools. The counsellor is the most important person among the guidance personnel because he/she is a specialised person in that area. A counsellor working constantly with students, knows their problems and difficulties, aims and aspirations and their interests and aptitudes. He is also aware of the opportunities and the social demands made upon them. So he can provide educational, vocational and personal guidance to the students.

A guidance programme can also provide data which serve as a basis for curriculum experts to shape courses of study.

To fulfill these functions, the guidance services function under various sub-services, the most important being are : Educational guidance, Vocational guidance and Personal guidance.

Although categorised in different types, all the guidance services are working towards the optimum development of an individual. The importance of all the types of guidance services is unquestionable. However in our present research endeavour, the emphasis will be limited to the Educational and Vocational guidance. In next section an attempt will be made to understand these two.

1.1.3. Educational Guidance :

V.P.Bansal (1963) defined educational guidance as "the process of assisting the individual in determining, analysing and understanding his interests, aptitudes, abilities, needs, limitations and opportunities and in the light of this knowledge to make effective choices; so that he may live more happily and serve the society better."

Educational guidance is a process, concerned with bringing about favourable setting for the individual's education and this favourable setting will include the assistance with regard to choice of subjects, use of libraries, study-habits, evaluation techniques and adjustment with relation to schools, curriculum and school life to effect maximum

intellectual, emotional and physical development.

The aim and focus of educational guidance is to promote the growth of the students by self direction. It helps them in choosing the courses of study, in planning for their future on completion of their higher secondary schooling, in arresting backwardness and in promoting proper adjustment. It is vitally related to every aspect of the school; the curriculum, the method of instruction and home and community relations.

Educational guidance is necessary at every stage of development, right from kindergarten to college level. At elementary stage, educational guidance helps the students to make a proper beginning in his educational career. It helps the students to plan and to select future courses intelligently and to get the best out of their education and to prepare them to enter in the secondary school.

At secondary stage, educational guidance helps the students to acquaint themselves with the nature and purposes of the higher secondary school curriculum. It helps them to make an appraisal of their abilities, aptitudes, interests and skills and to relate them to curricular courses. It acquaints them with the vocational implications of the various courses of study. It provides information about technical courses, job oriented short-term courses and about

university education. It helps the students to make progress in their education by eliminating of subject difficulties and in development of good study habits.

1.1.4. Vocational Guidance :

The National Vocational Guidance Association (U.S.A.) defined vocational guidance in 1924 as "the giving of information, experience and advice in regard to choosing an occupation, preparing for it, entering into it and progressing in it."

Vocational guidance is a process intended to enable the child to mobilise his inner resources to an optimum level. It is concerned with dissemination of occupational information, broadening occupational horizons and stimulation of interest in vocational self help. Vocational guidance involves the discovery, awareness and affirmation of the individual's own strengths. There are number of vocations and occupations, but all persons are not suitable for all vocations. Every vocation needs certain background, preparation and aptitudes. Only those having them can succeed in their professions.

The purpose of vocational guidance at the elementary stage is to help the child through the curriculum and the extra curricular activities, to develop his basic skills and

attitudes which are so important for effective and successful performance. The aim is to enable the child to know his capacities and limitations. This knowledge is very useful in future planning. Since many students leave the school at the end of class VIIIth, it is very necessary to give them occupational information, information about jobs and about vocational courses suiting their needs. It should be given to them through talks and through visual-aids.

At secondary stage, vocational guidance helps the students to measure their vocational assets and abilities. It helps them to be familiar with occupations and their requirements to make a right choice regarding occupation; to prepare themselves for entry into the careers of their choice and get suitable jobs. Vocational guidance helps them to decide whether to join university or not.

At college level, vocational guidance helps the students to relate their studies to the vocations which are open to them. It also helps them to acquaint themselves with avenues for higher studies and some assistance, which is available in the form of scholarships, stipends, grants and fellowships, etc.

In this way vocational guidance can help the students to grasp the realities of life and the unwanted enrollments in the college can be checked. It can also lead him to greater happiness and success in his life and career, by saving him

from mistakes and failures which can be met, if the choice of career is faulty.

1.1.5. Relation between Educational and Vocational Guidance :

Educational guidance and Vocational guidance are so closely related that they are always discussed together in professional writing and research.

Educational guidance becomes fruitful only by keeping an eye on the vocational implications of subjects and the field of occupations they will lead to. Similarly, a plan of vocational guidance must be accompanied by educational guidance. The students' choices of courses and their vocational plans are functionally inter-related. Thus educational and vocational guidance are parts of the total guidance process by which, an individual's potentialities are discovered and developed through his own efforts for his personal happiness and social usefulness.

Educational guidance is often influenced by vocational considerations. Vocational guidance is also incomplete without educational guidance, which precedes it.

The distinguishing mark between the two is the dominating purpose behind each. In vocational guidance, the vocational considerations dominate, whereas, in educational guidance

"Making a life in school" is more important than "Making a living" after the school years.

After understanding the educational and vocational guidance and its relationship; it is necessary to focus our attention on the techniques of guidance services, which are used in schools, colleges and universities for guiding the students at different educational levels. So in the next section, techniques of guidance will be dealt upon in detail.

1.2 TECHNIQUES OF GUIDANCE :

In the area of guidance and counselling, there are three main types of techniques, which are used for guiding school students, college students and university students. They are :

1. Counselling : Individual and Group
2. Clinical approach
3. Group-guidance techniques

1.2.1 Counselling : Individual and Group :

Counselling is defined as a process in which it involves one-to-one relationship; that is, one client and one guidance worker in a formal or informal interview situation. In this process, one is seeking help and the other, a

professionally trained person is offering help.

Counselling can be done in two ways. One is Individual counselling and another is Group counselling. Individual counselling can be done through different types of interviews, which is an exchange of views between the interviewer and the interviewee. It consists of consultations, mutual interchange of opinions and deliberating together. It can be used to get information, to give information and to change the behaviour.

When group counselling is an experience which uses peer group support and identification in the social setting of the group, to encourage students to accept and to learn more about themselves and at the same time to learn to accept and help others. In this process, the interaction which takes place in a counselling group offers the student, a means of gaining insight and understanding into his own problems through listening to other students discussing their difficulties. It is particularly a useful way of helping adolescents for whom peer group values are important.

Individual counselling and Group counselling, both are used in solving the difficulties and problems of students, i.e. adjustment problems and behavioural problems.

1.2.2. Clinical Approach :

The clinical approach is a scientific method of counselling and it is meant for the diagnosis and treatment of individuals only.

1.2.3. Group-Guidance Techniques :

Group guidance is an integral part of the guidance programme. The most important objectives in the guidance process are to help the individual, achieve self-direction, self-knowledge, and self-realisation. These cannot be achieved individually in a cultural vacuum. Many experiences take place in a group setting by which the students can learn realistically.

Group methods have special significance in the initial stages, e.g. in Std. VIIIth and in Std. IXth for preliminary orientation. Some items of information are required by all the students and it is economical to give such information in groups. Information regarding the common educational courses and occupations, suitable to the students. Preliminary understanding of things, about which, they should begin to think for their educational and vocational planning, information about the roles of various agencies engaged in guiding them, information about the school, college or a technical institution and about the

courses and facilities, which offers the details about particular job can be given in a class by employing group discussions and talks, given by teacher counsellor or suitable speakers selected from other institutions.

This method has greater advantage and benefit, because at the end of the talk, they keep some time for question-answer session, in which the speaker has to answer the students' questions and to discuss the points raised by them. This would enable the counsellor to know about the ideas and attitudes of the students with whom he is working. Certain basic facts about the growth of personality and problems of adolescence can also be discussed in groups and students can be made aware of the relationship between personality and job efficiency.

Group guidance is a relationship, in which a guidance worker attempts to assist a number of students to attain for themselves satisfactory development or adjustment to their respective individual or collective life situations. It occurs in a setting in which one or more guidance workers encounter students as a group.

Group techniques are best suited for discussing common problems of students. Moreover educational and vocational plans and views related to adjustment to school, home and

social situations; opinions related to choices or options regarding careers, economic constraints, occupational prospects and personality adjustment problems etc. can also be discussed in the group of students.

1.2.3.1 Advantages of Group-Guidance :

Group guidance is beneficial in many ways. It has significant place in a school's total guidance programme because of the following advantages :

- It is economical and efficient.
- It aids the normal students.
- It helps in making contacts with students.
- It offers students the opportunities to discuss common problems.
- It helps in improvement of students' attitudes and behaviour.
- It focuses collective judgment on problems that are common to the group.
- It provides opportunities for observation.
- It helps in the development of wholesome and helpful awareness of unrecognised needs and problems of the students.

1.2.3.2. Types of Groups for Group-Guidance :

The groups utilized for this form of guidance can be extremely varied. Among the more common ones are the following :

- Home rooms,
- Regular subject classes,
- Special groups organised for consideration of special topics,
- Tutorial groups,
- Core curriculum classes,
- School assemblies,
- Advisee under a particular adviser,
- Conferences : Such as career conferences and educational conferences,
- Clubs or other groups organised around some common interest,
- Students with common adjustment problems.

1.2.3.3. Techniques of Group-Guidance :

There are various techniques, which can be adopted for imparting group guidance programmes such as :

- Career Conference
- Through special subject teachers
- Through school clubs

- Through visits to place of work, (field visits)
- Dramatization
- Films and filmstrips
- Display or exhibitions
- Bulletin board announcements and other devices
- Lectures
- Question box
- Case conferences
- Informal discussions
- Career days
- Through talks : by specialists on the different occupations
- Work sample projects
- Through Library
- Pupil-booklets
- Defence corner
- Through extra curricular and social activities

From the above discussion , it becomes very obvious that group guidance techniques are very effective specifically in the Indian context, where classrooms are over crowded, infrastructural facilities are inadequate and guidance personnel are very few and almost over burdened with work. Group guidance techniques are economic in terms of time, resources and energy.

Considering this, the investigator has developed a group guidance programme in the present research study.

Before going into the details of the present group guidance programme, developed by the investigator, it would be worthwhile to study the progress of the guidance services in different parts of the world. This kind of historical perspective can shed more light on the concept and development of guidance programmes. It can also help in determining the position of the present study in the developmental process of guidance programmes. Hence the next section of the chapter gives an account of the guidance movement all over the world and specifically in India.

1.3 GUIDANCE MOVEMENT-A BROAD PERSPECTIVE :

Guidance movement began in the United States of America after the First World War, in the form of vocational guidance. The Two World Wars gave a tremendous boost to the progress of the guidance movement. The World Wars made people realise the need for psychological intervention. During the Second World War, guidance movement gained momentum as it took advantage of the psychological tests developed for the measurement of individual differences by James, Mckeen, Cattell, in U.S.A.

Today the guidance movement has produced substantial amount

of literature, as evidenced by the voluminous research done in different aspects of guidance.

1.3.1 Guidance Movement in United States of America :

The Two World Wars and the development of psychological tests set in motion; the formal guidance movement, which till then was purely a family concern, even as late as the early 1900s. Guidance was provided by the family and it was possible because of the simple nature of vocational patterns and the vocations available. When the society was simple, the problems of the young people were easier to solve. Towards the end of the nineteenth century, however, the industrial revolution brought in the profound changes in the living conditions of people through out the world, especially in the United States. Many more jobs became available to men and women and there was a need for specialisation. Young people found it increasingly difficult to choose and prepare for a specific job. Parents, who had spent their lives in a comparatively simple society, found themselves unprepared to give guidance on the numerous complex vocations, now available to young people. In this way functions of guidance which were once upon a time performed by the family, gradually became a concern of the school and other institutions outside the family. The organised guidance programmes started almost simultaneously

in a number of American cities, so it is difficult to give credit to any one city for starting the organised guidance movement.

In the beginning, guidance functions were limited to the vocational goals only. Gradually the concept of guidance expanded, so as to include civic guidance, social guidance, religious guidance, recreational guidance and health guidance. After some time, it was recognised that these areas were inter-related and in reality they belonged to one general topic namely : student personnel work, that is student guidance.

The concept of guidance and guidance movement soon spread from the United States to other countries.

1.3.2. Guidance Movement in European Countries :

In some European countries, particularly in England, France and Germany; the main focus was on resolving the fundamental conflicts about educational and vocational guidance. Before the First World War, they had already begun to adopt school guidance programme. In Austria and Germany also school vocational guidance programmes were sponsored by American educators and guidance workers. Their programmes were centered in governmental non-school agencies.

In Belgium, the guidance services had expanded for all the

children. The follow-up studies, standardization of tests and researches were being taken intensively.

In Britain several universities had been engaged in training of professional counsellors for employment in schools and started concrete research efforts in the same area.

1.3.3 Guidance Movement in India :

1.3.3.1 The Development :

The guidance movement represents an important and unique development in the field of Education in India. Compared to most other countries, the guidance movement in India is still relatively young. It may be said to be in its infancy. It is commonly agreed that the movement found its origin in Calcutta University which did pioneering work in the field of Psychology by setting up the first psychological laboratory in the year 1915. Following this, in 1938 the Applied Psychology Section of the Department of Psychology was setup under the direction of Dr. G.S. Bose. They started conducting research in the fields of vocational and educational guidance. Along with this, they started developing various psychological tests. The actual attempts to give guidance to the students began towards the middle of the year 1939. The Applied Psychology Section of this university deserves credit for being the first institution in the country to take up some work in the field of occupational information.

From Calcutta, the guidance movement came to Bombay in the year 1941. In this year Baltiboi, a retired accountant practising in Calcutta and Mukherji, a psychologist from Calcutta University, who established a private agency in Bombay, known as the 'Baltiboi Vocational Guidance Bureau'. Next, the movement came to Patna University, which established a 'Department of Psychological Services and Research' in the year 1945. The concept of guidance held by this institute was much wider than that of the others in the country. In addition to vocational problems, the bureau also offered assistance to persons in solving their personal and social problems.

In 1947, the trustees of 'Parsi Panchayat Fund' and 'Properties of Bombay', decided to establish a bureau for providing guidance services to members of their community. It was called as the 'Parsi Panchayat Vocational Guidance Bureau'. This bureau had done a great deal of pioneering work in several directions for the guidance movement in this country. The career conference was made popular in the state of Maharashtra and later in several other states of India by this bureau. This bureau conducted for the first time, a training course for career masters in co-operation with the 'Indian Institute of Education' and the 'Head Master's Association of Bombay'. They published the 'Journal of Vocational and Educational Guidance'. This bureau conducted

guidance programmes in certain selected schools of Bombay city with a view to accepting the recommendations of the 'Acharya Narendra Deo Committee'. In 1947, Uttar Pradesh Government established the 'Bureau of Psychology' at Allahabad. This was the first time that a State Government had taken interest in the subject of rendering vocational and educational guidance to school going students. In addition to that, Uttar Pradesh Government established five district bureaux at Varansi, Lucknow, Kanpur, Meerut and Bareilly for conducting psychological programmes in schools. Thus the guidance movement spread all over India.

In October-1954, the Government of India, Ministry of Education established the 'Central Bureau of Educational and Vocational Guidance' at Delhi. In 1955, 11 state bureaux and 3 sub-bureaux were established. After that the 'All India Educational and Vocational Guidance Association' was formed in 1956 at Baroda. In 1957 the Government of Bombay (now Maharashtra) gave official recognition to the guidance movement by establishing a 'Vocational Guidance Bureau', which was known as 'Institute of Vocational Guidance'. The activities of this bureau include research, test construction and adaptation, individual guidance and selection and training of guidance personnel. This was the first agency in the country, which undertook the work of collection and dissemination of occupational information on a systematic basis and they trained the largest number of guidance personnel in the country.

The first conference of 'Heads of Government Bureaux of Guidance' was convened by 'Central Bureau of Educational and Vocational Guidance', in August-1960 at Delhi. The 'All India Workshop for Guidance' was held in May-1962. The purpose of holding this conference was to review the progress of guidance in secondary education in the country during the Second Five Year Plan; to plan for the Third Five Year Plan and to work out measures for co-ordinating the activities of the various governmental agencies working in the field of guidance. By June-1962, private educational and research institutions and social welfare agencies were established, which were financed by the Central Government.

After that Vocational Guidance and Employment Counselling was introduced as one of the programmes of the 'National Employment Services' during the period of Second Five Year Plan.

Around 1965 three types of agencies were established in this field, Viz, (1) Government agencies, (2) Private agencies (3) University or College Sponsored agencies.

(1) Government Agencies :

The Government agencies, like Central and State agencies, the Vocational Guidance Unit of the Ministry of Labour and Employment, Government of India and the Directorate of

Employment and Training at the State head-quarters fall under this category. Educational and Vocational State Guidance Bureaux have been established in Andhra Pradesh, Assam, Bihar, Gujarat, Kerala, Madhya Pradesh, Maharashtra, Mysore, Orissa, Punjab, Rajasthan, Uttar Pradesh and West Bengal. In total, 13 state bureaux and 95 Employment Exchanges were established all over the country.

The service rendered by the governmental agencies is largely limited to giving employment information to prospective job seekers. The Guidance Cell has vocational guidance officers, who are expected to periodically visit schools, to give career talks and to arrange career conferences for the benefit of the students.

(2) Private Agencies :

The second category of agencies may be broadly classified as Private agencies. A number of voluntary organisations on the lines of 'Parsi Panchayat'- Bombay came to be established to provide vocational guidance. Some of these agencies were, 'The Vocational Guidance Society' at Calcutta, 'The United Christian Mission of North India' at Jullundur; 'The Gujarat Research Society' at Bombay and the like. In addition to this, the Lions Club, Junior Chambers of Baroda, the Rotary Club, the Y.M.C.A. of Calcutta and the Y.W.C.A. also made a significant contribution to the guidance movement. According to the data, there were only 14 such agencies in 1962.

(3) University or College Sponsored Agencies :

The third category includes University and College governed agencies. The guidance bureaux at St. Xavier's College in Bombay and M.S. University, Baroda were the earliest agencies rendering guidance and counselling. In recent times, guidance services as well as counselling have come to be offered by the Departments of Psychology of several universities. An important example of this type of services is the one, conducted by the Department of Psychology, S.V. University, Tirupati.

In schools, Career Masters have been appointed for guidance services and made responsible for providing necessary guidance to the students. For the training of guidance personnel, the 'National Council of Educational Research and Training' (NCERT), the 'State Bureau of Guidance', Ministry of Education and certain universities provide the training for one year duration. The NCERT, Ministry of Education, the University Grant Commission (U.G.C.), and other agencies also provide financial assistance to research projects in the field of guidance and counselling. The NCERT conducts a one year diploma programme in 'Guidance and Counselling' aiming at preparing guidance workers in the school system. The 'Indira Gandhi National Open University (IGNOU)', launched in 1993, a certificate programme in 'Guidance' meant for elementary school teachers and Parents.

1.3.3.2 Role of Education Commissions in the Guidance Movement:

The Secondary Education Commission (1953) and Kothari Commission (1964-66) strongly recommended the introduction of guidance services in educational institutions.

The Secondary Education Commission (1953) (Mudaliar Commission) realised the need and importance of guidance services at school level. This commission emphasised and believed that educational and vocational guidance could play a significant and useful role in the qualitative improvement of educational standards at all levels and they suggested a new policy on education from primary to the university stages.

The Secondary Education Commission has given recommendations regarding guidance, such as :

- (1) In educational system more attention and emphasis should be given to the educational guidance.
- (2) In order to broaden the pupils' understanding about the scope, nature and significance of various occupations of industries; films should be prepared to show the nature of the work in various industries and this should be supplemented by actual visits.
- (3) The services of trained guidance officers and career

masters should be made available gradually and in an increasing measure to all educational institutions.

The Education Commission (1964-66) (Kothari Commission) has defined guidance as an integral part of education and not as a special, psychological or social service, which is peripheral to educational purposes. This commission believed that guidance is a continuous process and it should be meant for all the students. They have emphasised the necessity of guidance at primary level and secondary level.

It has recommended that guidance is not only a counsellor's duty, but teachers would have to take the responsibilities of guidance for the next twenty years. This commission has given recommendations for guidance at primary school level, such as :

- (1) The guidance training programme is necessary for primary school teachers.
- (2) Guidance services should be introduced in the training institutions and in schools.
- (3) Each institution and school should appoint trained lecturers, who should be expert in the field of guidance.
- (4) Short term guidance oriented courses should be provided

for primary school teachers.

- (5) For children, simple literature on occupational orientation should be available in the regional languages.

The Education Commission has also given recommendations for secondary school level, such as :

- (1) Guidance services should be made available to all secondary schools by having one visiting school counsellor.
- (2) Each district should set up at least one 'State Guidance Bureau'.

Challenge of Education (1985) : This commission also realised that emphasis should be given to the research, pertaining to the guidance services in Indian situation.

National Policy on Education (1986) : This policy also stressed that guidance and counselling services should be strengthened and additional resources should be provided to institutions for extending these services.

The present position of guidance movement is not satisfactory. It is imperative that a clear national policy should be evolved.

In spite of all these policies and recommendations of various educational commissions regarding the significance of

guidance services in the academic institutions, the progress of guidance services in India still remains far from satisfactory. A recent data on the guidance services provided in the secondary schools shows that at +2 stage, out of 15,465 higher secondary schools, only 2,357 (15.24%) schools offer guidance services to the students. For this purpose there are only 997 trained counsellors; 1,121 teacher-counsellors and 1,261 career masters in these schools. (Fifth All-India Educational survey, Vol.I, 1992)

Thus one can see that on the lines of suggestions given by different educational commissions, all the States started introducing guidance services in some or the other form. The State of Gujarat was also one of them. The following section gives in brief, the details of the development of guidance services in Gujarat.

1.3.3.3 Guidance Services in Gujarat :

Before Gujarat came into existence as an independent state, A.G.Teacher's College of Ahmedabad and Tilak College of Education, Pune were working jointly in the field of Guidance. Later on, when Gujarat State was established in 1960, 'State Bureau of Vocational Guidance' was established at Ahmedabad. This bureau has been organising and conducting all the guidance activities in schools of Gujarat. During this time, this bureau has established four posts of guidance counsellors in schools of Abrama (Bulsar), Patan,

Rajkot and Jamnagar.

The M.S.University of Baroda was among the pioneers to establish a student counselling centre in the year 1959 at the Faculty of Education & Psychology and to offer counselling services to the university students. A variety of services were provided for all the students, free of charge at the counselling centre. It helped students in solving their problems, which were educational, vocational and personal. A large number of students had taken advantage of these services. In addition to the counselling services; the centre had developed an orientation programme for first year students. They had produced publication series, conducted considerable researches on students' needs, worked in the area of test construction and standardization. They had also developed staff advisory system as well as conducted career days and college days programmes.

'The University Employment - Information & Guidance Bureau' has been established by the Government of Gujarat and has started functioning in the university campus with effect from 28th March, 1965. This bureau offers information regarding job opportunities as well as regarding educational facilities. Employment information is also provided through this bureau.

In 1971, the 'State Guidance Bureau' took-up a Pilot project on "Development of guidance services in schools of Baroda

district". In this project they worked on group guidance programme and did the evaluation and observation of the role of career teachers. They had established information centres in different schools. They had also worked for aptitude tests.

In this way, 'State Guidance Bureau' has been started organising and conducting different types of guidance activities in schools. This bureau has developed different departments for different types of guidance activities. 'Occupational Information Department' of the bureau, is collecting all the information regarding various types of occupations. They have prepared and published approximately 100 information booklets regarding occupational information and different types of courses for students and workers. They have prepared 26 guidance pamphlets for teachers, parents and for guidance workers. They regularly publish a 'Quarterly News Letter' for guidance workers. The bureau is also preparing reports of orientation programmes for teachers and principals and organising career conferences and workshops from time to time. They have translated one book in Gujarati, i.e. 'An introduction to occupations', which was prepared by NCERT, New-Delhi.

Through Guidance and Counselling Department, students are getting advice on different aspects of life. They organise training courses in guidance for preparing the career teachers and career masters. They also arrange the 'Group-

guidance' programmes. In Group guidance programmes, they arrange career talks, career conferences and exhibitions regarding occupational and vocational information, showing films and film-strips regarding occupational information in schools. In Gujarat they have started teaching the 'Educational and Vocational guidance' as one subject in B.Ed. course in all the universities. At M.Ed.level, students can offer this subject as a special subject. Every year they are arranging courses for 'Career Masters' through the 'Government Institute of Vocational Guidance'. This bureau has also prepared and developed different types of psychological tests.

During vacations, this bureau regularly conducts psychological testing of school and college students. Through this psychological testing services, students get clear idea and knowledge about their intelligence, attitudes, aptitude and interests. According to the result of testing, students select courses for further studies, which is useful for them.

1.4 A CRITIQUE :

Although the expansion of guidance services in India seems impressive, in actual practice there is much to be desired. Much of the expansion remains to be a multiplication of institutes in different parts of the country from time to time. In spite of repeated reiterations by different

Education Commissions for the need of guidance services, guidance, especially 'Educational and Vocational Guidance' as yet does not reach to most of the students in the country. Reasons for this could be varied. To begin with, there is a general lack of awareness about the concept of guidance and what it entails. This lack of awareness is to be found in parents, students as well as teachers and school administrators. Apart from this, the guidance service in its true form has not progressed as desired, because in a system which is struggling to educate large number of children under limited resources, there are hardly any funds and resources to undertake guidance programmes. Under these conditions guidance services are seen as a 'luxury'. Secondly, the Indian guidance scene lags behind in updated trends, research work and other related information in this field. This makes our current guidance programmes relatively outdated. Infact the guidance services have not been able to consider the fast changing economic and social changes and renew their programmes accordingly. Thirdly, many of the tests used in guidance services are adapted from one or the other western originals. Although adapted to the Indian context, the relevance of these tests to the Indian population is questionable. Another factor that affects the development of the guidance services is the lack of trained guidance personnel at various levels to undertake the guidance work. Lastly and most importantly, the need for guidance services is not recognised as yet. This programme is ultimately going to help the educational

system and National human resource development also not recognised. The guidance services are there to solve some of the problems of students like underachievement, dropouts, failures, etc. and to strengthen the educational system is also not understood by people at large, specifically the school authorities.

The guidance services so far have not been an integral part and parcel of every Indian school. To achieve this, the views of experts' and authorities' regarding the guidance services must change. Presently guidance is still conceived as a peripheral service and not as an essential facet of the school programmes. Until guidance is considered as a necessary and crucial feature of the schools' educational functioning, its impact will remain minimal. For this, it is utmost necessary for students to realise and voice their problems and needs, on the basis of which a realistic and innovative guidance programme can be structured.

1.5 RATIONALE FOR THE PRESENT STUDY :

In the preceding section, the investigator has presented the importance of guidance services, more specifically the educational and vocational guidance at school level.

The Guidance services assume lot of importance for secondary schools as the Indian society is undergoing a rapid change,

socially as well as economically coupled with the changes in the values and life styles of people.

The changes create lot of problems for the people of the society in general and particularly for the secondary school students, who are in the stage of adolescence, a crucial stage in their development. They not only have to cope with educational and emotional problems but even with the social problems, so to increase the awareness of the students regarding various possibilities of coping with the stress, the inevitability of the guidance programmes becomes evident.

The secondary stage is vital for the students as regards to their education as they have to select their subjects in Std. IXth, which will enable them to decide the career, they want to take up later on. At this stage students very often make the wrong choices due to ignorance or parental pressure, which may lead to lack of interest, frustration and wastage of time, talent and energy.

However, if these students are provided with guidance regarding their innate abilities, aptitudes, intelligence and achievement, they would be able to select proper subjects which would lead them to suitable careers in future. Moreover, prior to selection of subjects, it is essential that the students are equipped with knowledge of various career options available to them. Guidance services provided for selection of subjects and career options which would

help the students a great deal.

But merely providing guidance services in an undirectional manner is meaningless. An assessment of the needs of the students, prior to developing guidance services is essential, as it would reap maximum benefit if the guidance services are need based. Hence, the investigator has attempted to identify the needs and problems of students. On the basis of these needs and problems of the students, an attempt has also been made to develop a guidance programme and to try it out to study its effectiveness.

As the preceding section of the chapter, tracing the history of guidance movement in the world as well as in India, has proved, the progress of guidance services is far from satisfactory and much remains to be done in this area. While going through the literature and researches related to guidance, one comes across many research gaps which need to be filled up. Some of the gaps can be identified as follows:

- limited spread of guidance services,
- organisation of guidance programmes for school students,
- the duties of guidance personnel,
- the functioning of guidance programmes,
- the suitability of testing material and
- evolving new guidance programmes to meet the changing needs of the students.

These research lacunae (gaps) necessitate indepth study followed by concrete actions. Hence, the premises of the present study based on the lacunae identified in the studies conducted in the area of guidance services. In the present study the investigator has made an attempt to develop and to try out a guidance programme for secondary school students.

1.6 THE TITLE OF THE PRESENT STUDY :

"Developing and Trying Out a Guidance Programme for Secondary School Students".

1.7 SCOPE AND LIMITATIONS OF THE PRESENT STUDY :

The present study proposes to develop and tryout the guidance programme for secondary students. It should be mentioned that this programme focuses only on two aspects of guidance, Viz, Educational guidance and Vocational guidance. The programme is restricted to the city of Baroda only.

The city of Baroda has been selected for this programme for specific reasons. Baroda has been regarded as 'Sanskar Nagari' (Cultural town of Gujarat) and historically it has

been the centre of learning and Fine-Arts. The famous M.S.University, with its well known faculties of Performing Arts, Home Science, Social work and many others are evidences of this fact.

Recently Baroda city has acquired a new feature. A number of industries; big scale and small scale have been established which has made the city an industrial city. As a result of this development, the vocational opportunities are increasing tremendously. This requires skilled and trained persons.

At this juncture, there is a need to guide our secondary school students about the various vocational opportunities available to them. Such information can help them to make a right choice regarding their future careers, in accordance with their interests and aptitudes. The students can be prepared systematically for different types of vocations chosen by them.

The present study restricts its purview only to the secondary school stage. This is because, secondary school stage is a very crucial period during human growth and development. This is the most important period of making choices regarding academic and vocational fields. A wrong choice can result in failure and frustration. Hence, the investigator has preferred the secondary stage. Further the study concentrates on IXth Std. students because at this stage, the students have to offer optional subjects. Later on in Xth

Std., they have to select the appropriate stream, which lays foundation of their future careers. Hence IXth Std. is the very right time to give them proper guidance regarding various academic subjects and different types of vocational opportunities available to them.

Further the study is specifically for the Gujarati medium students of IXth Std.. Gujarati medium has been selected for the study because the students of this medium rarely get advantage of the new developments in the field of guidance. Most of the programmes are accessible to English medium students which come from the privileged elite class, whereas, most of the Gujarati medium students come from the middle or lower-middle classes. So far, whatever efforts have been made to offer guidance services to the students of Baroda city, have been mainly in English medium schools, which have better facilities. Hence the investigator felt a need to offer such services to the students studying in Gujarati medium schools.

Summing up, one can say that, although the present guidance programme was prepared for the IXth Std. students of Zenith High School, it can be used for the IXth Std. students of any school, any where with necessary modifications.

1.8 ORGANISATION OF THE REPORT :

The first chapter entitled 'The Context', discusses the meaning and definitions of guidance, functions of guidance, types of guidance and the need and importance of guidance. It also throws light on various techniques of guidance for guiding the students.

Subsequently, the chapter narrates in brief, the guidance movement as it took place in the world as well as in India. It also tells us about the present situation of guidance services in Gujarat State.

Further, this chapter provides a rationale for undertaking the present study entitled "Developing and trying out a guidance programme for secondary school students".

This chapter ends with an overview of the study and references.

The second chapter deals with the 'Review of Related Researches'. It includes the relevant studies conducted in India and abroad. The conclusions derived from these studies are also presented. At the end references are given.

'The Present Study' is the title of the third chapter, which presents the design of the entire study; including introduction, the title of the study, research questions, objectives and information regarding the population and the sample. The chapter also presents a description of tools and the techniques of data collection and a brief overview of data processing followed by references at the end.

The fourth chapter focuses on 'Methodology' of the study. It deals with the instrumentation, procedural details and a brief overview of data processing and analysis. The chapter ends with references.

Chapter five presents 'Analysis and Interpretation' of the data, objective-wise. This is followed by the conclusions of the present study. At the end references are given.

The sixth chapter gives a brief 'Summary' of the present study. It also gives suggestions regarding further research in the area of guidance.

At the end of the study are given appendices, which include the list of schools, questionnaires in English and Gujarati, tables of analysis, list of the materials which were used for developing the present guidance programme and finally the abbreviations.

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