



Principles And Prospects Of Guidance And Counseling - A Glimpse

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ABSTRACT:

Guidance services are becoming increasingly necessary as society and its different organizations become more complex. As a result, the society's and institutions' strength and unity are dependent on the strength of these individual units. The strength and solidarity of these individual units form the bedrock of a strong nation, and hence guidance services aid in achieving these objectives. Counseling has been repeatedly emphasized as the most crucial component of the entire guiding programme. It's a type of activity that necessitates particular knowledge and abilities. Its main focus is on the analysis and synthesis of human behaviour, and it uses a variety of approaches and strategies to solve individual and society problems. This article highlighted about the principles and prospects of guidance and counseling.

Keywords: Guidance, Counseling, Schools.

INTRODUCTION:

'Guidance' in education refers to the planned presentation of knowledge, information, or counsel to individuals or groups in order to give enough material on which they can make choices or decisions. Counseling in education can be defined as an interaction that develops through a relationship between a counsellor and a person who is in a temporary state of indecision, confusion, or distress, and which assists the individual in making his own decisions and choices, resolving his confusion, or coping with a distress in a personally realistic and meaningful way, while taking into account his emotional and practical needs, as well as the likely consequences of his behaviour [1].

The terms "guidance" and "counselling" are not interchangeable. Counseling is a part of guidance, but not the entire process. "The concept of counselling as a combination of services that make up the guidance programme is largely acknowledged," argues G. E. Smith.

Counseling serves as a heart in guiding services. Counseling services are useless without guidance services. The goal of a guidance programme is to help people solve their problems. The extent and severity of these issues may differ. The guidance programme employs a variety of techniques to address these issues. One of the services available is counselling. Counseling must be completed by qualified and trained individuals due to the nature of the problems.

With the work of Frank Parsons (1909), the concept of formal guidance and counselling first emerged in the United States of America. It is today visualised in three separate forms: a discipline, a philosophy, and a constellation of helping services. Guidance, like counselling, is regarded as a distinct discipline with well-developed theories, concepts, and a philosophy that subsumes some assumptions and fundamental principles based primarily on the tenets of humanistic psychology and democratic ideology, which emphasize the dignity and worth of the individual, unconditional positive regard for him, and assisting him in realizing and actualizing his best self. As far as industrialized countries are concerned, guidance and counselling services pervade the entire school system, particularly in the United States of America, Canada, the United Kingdom, and Australia, where the discipline grew out of a concern for school leavers and unemployed youth. It emphasized the need of understanding work psychology and the processes involved in professional preferences, choices, adjustment, job satisfaction, and career success. Rather than focusing on the task, the early focus was on understanding the psychology of the working individual [2].

The introduction of applied psychology as an independent discipline in Calcutta University and the establishment of the Batliboi, (later, Parsi Panchayat), Guidance Bureau, both of which were voluntary organizations, marked the beginning of the post-independence phenomenon of guidance and counselling in India. Due to the growth of complications in society, guidance arose out of the perceived need of school pupils for educational, personal, and career assistance and counselling. The world's scientific and technological breakthroughs brought in the period of industrialisation for Indian society as well. The resulting steady growth in the complexity of life perplexed most parents, teachers, and other adults, rendering them incompetent to aid their children and pupils in resolving their personal, educational, and career difficulties, as had been the practise in India since ancient times. Shishya Parampara, the great Guru, embodied the finest traditions of mentoring and counselling.

Guidance services were introduced to Mumbai University in 1941. Patna University began offering this course in 1945. The Government of Uttar Pradesh established the Bureau of Psychology in 1947, and it received recognition. District-level advice bureaus were established in Varanasi, Lucknow, Meerut, Bareilly, and Kanpur following this. The Maharashtra government followed the lead of the Uttar Pradesh government in officially recognizing the school guidance programme. In 1950, the Mumbai Vocational Guidance

Bureau was established. It was renamed Mumbai Vocational Guidance Institute in 1957. The Vocational Counseling Association was established in 1952, and the coordination of guidance activity was initiated by the individuals. Barnette, an American who worked at the Central Institute of Education in India, visited India in 1953. The All India Association of Educational and Vocational Guidance, which was affiliated with the International Vocational Guidance Association, was founded in 1954. It was established in 1956.

After the proposals of the Mudaliar Secondary Education Commission and the Kothari Education Commission were implemented in the states under a centrally funded framework, guidance and counselling services consolidated their position in India.

According to the Mudaliar Secondary Education Commission (1952–1953), the secret of successful education is to familiarize students with their inclinations and proclivities, as well as to instil in them the ability to adjust to social situations and find suitable jobs. The following are its proposals in this regard:

Education administration should place a greater emphasis on educational guidance.

Films should be produced to raise student awareness of diverse industries, their scope, nature, and importance. The working methods of different industries should be exposed in these films. Direct observation should be used to create the films.

All educational institutions should gradually have access to the services of trained counsellors or career masters.

The obligation for establishing training centres for training counsellors and career masters in various sections of the country should fall to the centre. Each state has the authority to send capable personnel to such institutes.

The Kothari Education Commission (1964-1966) also made the following recommendations for the expansion and development of advice and counselling programmes: Guidance and counselling services should be considered inseparable components of education.

Such programmes should be run by trained personnel in schools at the secondary level. It was also suggested that guidance programmes should be implemented in every school and training college, with a focus on the necessity of guidance.

Today, each of us is aware that a concerted effort is underway to provide guidance and counselling. As a result, it has become critical to offer kids with the greatest available guidance and counselling services in order to ensure the proper development of their inherent abilities.

THEORITICAL APPROACHES OF GUIDANCE:

Individuals' potentialities are developed to the fullest extent possible through guidance, so that they can live productive lives and contribute their best to the advancement of society [3,4].

The following are some of the important theoretical foundations for guidance services:

a. Philosophical Bases of Guidance:

The need for guidance is inherent in the very nature of human life, according to philosophy. Every human is born with flaws and inadequacies. At any point in life, no one is self-sufficient. As a result, he relies heavily on the assistance of others to meet his requirements and achieve success in life. From the beginning of his existence to the end, he is completely reliant on others to live a happy and quiet life. The inherent inadequacy and self-sufficiency of an individual's life necessitates the provision of essential assistance in a structured and formal manner.

b. Psychological Bases of Guidance:

Guidance is necessary from a psychological standpoint since no one person can succeed in all situations or activities in life. Certain abilities and skills affect success in every scenario or activity in life. If a person lacks certain qualities, he has no possibility of succeeding in those activities. According to psychological studies, there are significant disparities among persons in terms of these abilities, aptitudes, interests, and skills. Every individual is unique in the sense that he is born with a unique blend of potentialities such as intelligence, aptitudes, innate and emotional sensitivity, and so on, according to psychology. Guidance can help you attain this aim in a more positive way. Failures, disappointments, troubles, obstacles, and hurdles in life cause tension and stress in the individual, resulting in maladjustment and a variety of behavioural issues, according to psychology. Individuals require competent direction in such instances. This avoids squandering human resources and keeps people from living unhappy lives.

c. Educational Bases of Guidance:

Education's goals and purposes suggest the necessity for direction. When it comes to the fundamental functions of education, two aspects stand out: the development of intellectual knowledge and the encouragement of child life adjustment. In a democratic country, education must focus on the development of a person's personality as well as the creation of socially responsible and informed citizens. Education also serves additional purposes, such as educating people for citizenship, a happy life, and a successful job. To put it another way, education must prepare students for self-realization, economic efficiency, and civic responsibility. Guidance services help children perform at their best in school. These facilities are essential for fulfilling educational goals and bolstering educational institutions.

Because adolescents face a variety of issues as a result of their classroom and outside-of-school experiences, counselling is critical.

d. Social and Political Bases of Guidance:

Various social and political variables also emphasize the importance of direction. Developing individuals who feel, think, and act in this way is a difficult task. This work can be made easier by using guidance services at schools and universities. Through coaching, it is possible to effect a desired change in students. People who identify strongly with a democratic way of life, who respect others' freedom, who are responsible, who have consideration for others, who care about others' rights, who are principled and live by specific ideals, and who are not easily seduced by temptations, etc. Guidance can give such learning opportunities for students in schools and colleges, as well as employees in other businesses. As we can observe now, many changes are occurring in our society, such as rising unemployment, fast changing employment conditions, the government's policy of job and course reservation, increasing unfairness in selections, and so on. The impacted population desperately needs guidance services to help them deal with concerns and obstacles. The challenges that high school students face at home and in the environment are very similar. In today's homes, parental connection to children, especially when it is overprotective and possessive, is a major source of concern. Some parents express their dissatisfaction with their children by withdrawing their affection and devotion. This is interpreted by the youngsters as rejection, resulting in high levels of emotional stress and a variety of school-related behavioural issues.

e. Educational Institutions Bases of Guidance:

Poor socioeconomic situation of the family also plays a significant effect in the emotional adjustment of students. Because of many negative socioeconomic and personal conditions at home, most high school children experience feelings of rejection, inferiority, loneliness, deprivation, animosity. The resulting emotional distress drives people to seek safety and help. Many of our pupils' emotional difficulties could be avoided if parents adopted positive attitudes toward their children and lived a healthy lifestyle. Today's schools are viewed as much more than just a place to learn knowledge and information. The start of adolescence coincides with the beginning of high school. There are a variety of conditions that cause pupils mental pain, including difficulties with classes, fear of failure in work and play, adjusting to school authorities and teachers, and so on. Teachers have a significant impact on young children. The bond between teachers and students is critical for high school students' emotional development.

f. Pedagogical Bases of Guidance:

A classroom instructor is mystified by ways and means of offering equal chance to all pupils, including the intellectually bright and educationally backward, as well as kids of a wide

spectrum of diverse skills. Compulsory education, rising enrolments, a high rate of dropouts and failures, waste and stagnation issues, and various streams, among other factors, demand a well-organized guidance programme in schools. As a result, guidance services are used at all stages of a student's life.

PRINCIPLES OF GUIDANCE:

It is critical to grasp the principles and meaning of advice, on which the guidance process is built, in order to successfully create a guidance programme. The principles of guidance, according to Jones, are (i) Individual Differences, (ii) Specific Abilities that are not intrinsic, (iii) Need for Assistance in Solving Individual Problems, and (iv) The Importance of School in Providing Guidance. The principles of guidance, according to Crow & Crow, are:

a) Study of an individual and evaluation:

It is difficult to carry out the guidance programme unless and until accurate information on each individual is acquired. As a result, in order to obtain such data, it is necessary to commend the individual, study him/her, and implement research-based programmes. A cumulative record must be produced before a guidance programme can be conducted. The employment of well-chosen standardized tests for the study and appraisal of a person, according to this idea, is quite beneficial.

b) Evaluation of Guidance Programme:

The guidance programme in the schools should be examined on a regular basis. The success of the guidance programme should be measured in terms of the changes that have occurred as a result of the guidance. If these adjustments do not occur, the entire programme will be deemed useless. As a result, for guidance workers to succeed, they must adhere to the principle of programme evaluation.

c) Responsibility of skilled workers:

The guidance programme tries to solve the specific difficulties of individuals. Its accountability should be vested in a skilled worker; otherwise, the program's success would be questioned.

d) Responsibility of teachers and headmistresses/ headmasters:

Counselors should not be solely responsible for the guidance programme; it should be shared equally by instructors and headmistresses/headmasters.

e) Advantage of Guidance:

Guidance should be available to all people, not only those who ask for it or indicate a desire for it. However, individuals who can profit directly or indirectly from instruction should be given the benefit of the doubt.

f) Guidance by a Trained Person:

To complete the guiding process, a trained person should be in charge of the entire process so that this programme may be carried out after contacting the appropriate people and departments.

g) Flexible Programme of Guidance:

The fact that an individual's and society's demands differ is a huge truth. As a result, in light of these variances, the guiding programme should be extremely adaptable, allowing for essential changes to be made as needed and demanded by the scenario.

h) Cooperation among Related Persons:

Diverse difficult scenarios cause various issues in various circumstances. It is critical to foster a sense of teamwork among those participating in the counselling job in order to tackle these issues.

i) Related to Every Aspect of Life:

Human beings are social creatures. The life of a social person is multifaceted. All of these facets of life should be addressed in the guiding programme.

j) Guidance according to Stages:

Although no two people are alike, they do share some similarities and differences. Guidance should be given in accordance with the needs of children, adolescents, and adults in order to offer them with the best possible support.

k) A Regular and Continuous Process:

Guidance is a regular and ongoing procedure that lasts throughout one's life and does not end with schooling.

l) Attitude of Guidance:

Guidance is a programme in which the attitude of the programme is reflected in the curriculum, material, and teaching techniques.

SECONDARY PRINCIPLES OF GUIDANCE [5-7]:

a) Guidance for All:

The primary idea of guidance is that it is for everyone, not just one individual. Every member of society should have the impression that adequate guiding services are available to them.

b) Guidance is a Lifelong Process:

Guidance can be thought of as a lifelong process because it is required at all stages of life and does not come to an end. At each stage, a person must deal with a variety of issues. A person cannot move forward without resolving these issues. Guidance should not be limited to a specific age group. It is appropriate for people of all ages.

c) Acceptance of the Worth of the Individual:

Each member of the society should be given equal opportunities to develop his or her personality. The goal of guidance is to allow an individual to develop in accordance with his or her energies and capacities.

d) Importance should be given to Individual Differences:

It is a well-known fact that no two people are alike; even twins have considerable differences. In a guiding programme, these differences cannot be neglected, and this should never be done. In this light, it is vital to investigate various facets of a person's personality.

e) Consider most of the Individual as Normal persons:

According to this theory, the majority of those seeking guidance should be regarded normal people, and every normal and atypical individual should be able to benefit from guiding. It is necessary to foster an attitude of equality among all students.

f) Trained Person should Impart Guidance:

The contemporary era is characterized by specialization. Because of specialization, it is no longer possible for everyone to have equivalent knowledge in all areas. NCERT, a Delhi-based agency, offers a regular counselling course.

g) Need of Conduct Code for Guidance Worker:

A 'behaviour code' for guidance professionals is critical for making the assistance programme effective and instilling confidence in guidance seekers. The guidance seeker can express his or her difficulty to the guidance worker based on this trust. The entire information gathered for the guiding programme should be kept private.

h) Flexibility:

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:

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.

A crucial characteristic of the counselling relationship is uniqueness-commonness. It's important to recognize right away that each client-counselor relationship is unique. Because no two people are same, it is impossible to establish a generic sort of relationship. Counselor and counselee attitudes, beliefs, likes, dislikes, physical attributes, and the counsellor and counselees' home and social histories are examples of distinct aspects [8].

There are two forms of existential encounters: self-self encounters and self-other experiences. In the first, the person must comprehend himself as both a subject and an object. Affection, friendship, empathy, and egos are all involved in the other interaction, which is with others. These four types of emotional relationships are highlighted in the majority of human interactions. In this type of interaction, the counsellor may become emotionally involved in order to convince the client to become emotionally attached with him as well. The underlying issue is a strong desire to assist the client in overcoming negative sentiments of rejection or worry.

The cognitive-affective-conative dimension of the counselling interaction is the other. The cognitive aspects concern the exchange of information and the comprehension of the consequences of diverse actions. The emotional aspects allude to how people express their emotions. The counsellor must be able to rationally interpret the client's dilemma. Simultaneously, the counsellor must recognize that action (conative) without understanding is useless. As a result, he must promote emotional understanding. As a result, the cognitive-affective-conative aspects must be balanced [9].

CONCLUSION:

It may be good to investigate if the aims and orientation of the counselling profession are compatible with the whole educational system's mission, of which the school is merely one essential element. Boocook outlined four educational objectives.

a) Cognitive knowledge: The basic purpose of education is to provide students with empirical knowledge and technological proficiency.

b) Citizenship: Schools should educate good and capable citizens with the necessary task and value orientation to participate in a democratic society.

c) Socialization: A third main purpose is for schools to generate well-adjusted persons with inter-personal skills that allow children to benefit from educational programmes, consider the feelings of others, respect adults and senior citizens, participate in group activities, and collaborate with peers.

d) Social Mobility: Schools provide a means for individuals to improve their social standing.

From a different perspective, a society's educational system is frequently expected to perform two simultaneous and somewhat contradictory societal purposes, namely, passing on cultural heritage to maintain tradition continuity and acting as a lever of social change [10].

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