
MEANING OF GUIDANCE, NEED FOR GUIDANCE AND ITS SCOPE IN INDIA, AIMS OF GUIDANCE**1.0 STRUCTURE**

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1.1 INTRODUCTION

Guidance is as old as civilisation. In the primitive society, elders in the family offered guidance to the young and to persons in distress. Even today, in India, guidance, whether in educational, vocational or personal matters, is sought from family elders. Guidance - unorganised and informal - in all places and at all levels has been a vital aspect of the educational process. With the passage of time, revolutionary changes have taken place in the field of agriculture, industry, business and medicine etc. These changes in all walks of life coupled with extraordinary growth in our population has made the social structure very complex. Head of the family or leader of the community with a limited knowledge of the changed conditions is hardly competent in providing guidance and counselling to the youth

of today. Hence, there is a need for specialised guidance services. In this lesson, we will try to interact with you regarding the meaning and nature of guidance, its need and scope in India.

1.2 OBJECTIVES

After studying this lesson you will be able to :

- ✿ Describe the meaning of guidance.
- ✿ Understand its conceptual and operational form by defining the term guidance.
- ✿ discuss the nature of guidance.
- ✿ describe the need for guidance.
- ✿ explain the scope of guidance in India.
- ✿ Examine the Aims of Guidance

1.3 CONCEPTUAL FRAMEWORK OF GUIDANCE

It is true that a very minor percentage of our total population is capable of handling its problems independently without the cooperation and guidance of others. We find that majority of the people do not have either confidence or insight to solve their problems. There have always been people in the past who need occasional help from older or more experienced associates in meeting with their problems of daily life in the society.

Traditionally, in our Indian society, the leader of the family or the local community was supposed to provide the necessary guidance and advice whenever any member of the family or the community needed it. Needless to mention, too often informal advice given without a clear understanding of the problem involved was harmful and misleading to the individual. With the passage of time, revolutionary and evolutionary changes have taken place in all walks of life. The variety of jobs, high aspirations of the people and vocational specialisation have made the work of guidance very difficult. The head of the family or the leader of local community with the limited knowledge of changed conditions such as globalisation, liberalisation and consumerism is not capable of providing guidance to the youth of today.

In the last two decades, guidance movement has spread like a wild-fire throughout the world and generated a great amount of enthusiasm and zeal among parents, teachers and social workers who have devoted time to explore its feasibility and the utility for general population including school going adolescents. All are convinced that proper provision of guidance services should be made for children at different age levels for the harmonious development of their personalities in the larger interest of the society and the individual.

1.3.1 Meaning and Nature of Guidance

What does guidance precisely mean? Let us first see what it does not mean. Lester.D. Crow and Alice Crow (1962) in "An Introduction to Guidance", have aptly stated that "Guidance is not giving directions. It is not the imposition of one person's point of view upon another person. It is not making decisions for an individual, which he should make for himself. It is not carrying the burdens of another life".

If guidance is not all these, then what is it really?

To quote them again:

"Guidance is an assistance made available by personally qualified and adequately trained men or women to an individual of any age to help them manage their own life activities, develop their own points of view, make their own decisions, and carry out their own burden".

Ordinary Meaning

Ordinary meaning of guidance is help, assistance, and suggestions for progress and showing the way. In that sense guidance is a life long process. Man needs guidance throughout his life. He needs it even from his infancy. When a child is born, the world for him is big, buzzing, blooming confusion and he knows nothing. He learns everything from the society. From the mother, he learns how to stand on his feet, from the father, he learns to walk and from the teacher, he learns to seek knowledge and education, all learning takes place through guidance. The society guides the individual to learn, to adjust oneself to the physical and social environment. To sum up we may say that guidance is a personal help rendered by the society to the individual so as to enable him to adjust to the physical and social environment and to solve the problems of life.

Specific Meaning

Guidance in India, is comparatively a new field within the larger and more inclusive field of education and is used as a technical term as a specific meaning. It covers the whole spectrum of education, which starts from the birth of the child and continues till his death. This is a wide meaning of the term, which includes all types of education such as formal, non-formal, informal and vocational etc., which aims to adjust the individual in his environment in an effective way. There are usually three connotations attached to the word guidance :

1. Guidance as a **Specialised Service** whose primary concern is with the individual and to help them to solve their problems and take appropriate decisions in their choice-points;
2. Guidance as a **General Service** and is considered to be synonymous with education and educational processes; and
3. Guidance as a **Sub-Process** of education in which developmental needs of the learners are considered the basic points.

Now let us look at some selected definitions of the term guidance in a bid to understand its conceptual and operational form :

The term guidance represents the concept that is neither simple nor easily comprehensible due to the complexity of the human nature, the individual differences and personal-social problems associated with changing environmental conditions and cultural traditions.

Shirley Hamrin (1947) defined guidance as : *“Helping John to see through himself in order that he may see himself through”* , is a simple and practical but challenging concept of guidance.

According to **Jones (1951)** : *“The focus of guidance is the individual not his problem, its purpose is to provide the growth of the individual in self-direction providing opportunity for self-realisation and self-direction is the key-note of guidance.”*

Downing (1964) points out towards a common problem in defining guidance that is one of keeping the definition short and sufficiently broad to be

informative. He has attempted it by giving definition of guidance in operational terms in two parts :

- (i) Guidance is an organised set of specialised services established as an integral part of the school environment designed to promote the development of the students and assist them toward a realisation of sound, wholesome adjustment and maximum accomplishments commensurate with their personalities.
- (ii) Guidance is a point of view that includes a positive attitude towards children and realisation that it is the supplement, strengthen and make more meaningful all other phases of a youngster's education.

Ruth Strang (1937) explains that guidance is a process of helping every individual through his own efforts to discover and develop his potentialities for his personal happiness and social usefulness.

Mathewson (1962) : defines guidance as the systematic professional process of helping the individual through education and interpretative procedures to gain a better understanding of his own characteristics and potentialities and to relate himself more satisfactorily to social requirements and opportunities in accord with social and moral values.

Arthur, J. Jones (1963) : thinks that guidance is the help given by one person to another in making choices and adjustments and in solving problems.

Traxler (1957) : considers guidance as a help which enables each individual to understand his abilities and interests, to develop them as well as possible and to relate the life-goals, and finally to reach a state of complete and mature self-guidance as a desirable member of the social order.

Recently, **B.L. Shepherd** stated that (1) the immediate objective in guidance is to help each pupil meet and solve his problems as they arise; and (2) the ultimate objective of all guidance is self-guidance.

According to the **Secondary Education Commission (1964-66)** : “

Guidance involves the difficult art of helping boys and girls to plan their own future wisely in the full light of all the factors that can be

mastered about themselves and about the world in which they are to live and work. “

If we analyse the above definitions of guidance, we will find the following elements in it:

1. Guidance programme is organised; it has a structure, system and personnel.
2. It is an integral part of the school system.
3. It consists of specialised services of testing, counselling, educational and vocational information, placement and follow-up scheme.
4. Its major aim is the promotion of student development.
5. It helps children to develop and promote their ability to deal with their own problems.
6. It provides for the identification and development of talents and potentialities.
7. The intangible elements of guidance are recognised as a point of view or as an attitude.

Nature of Guidance

By now, you have understood that guidance is a helping service. It is by its very nature a self-oriented, problem solving and multifaceted activity. It presupposes two-fold understanding. The first is the understanding of one's own abilities, aptitudes, interests, motives, behaviour-patterns, skills and achievements up-to-date and social, cultural, economic background. Secondly, it is the understanding of the real nature of one's environment and of the educational and vocational opportunities offered by that environment, along with their differential requirements of abilities and attainments. Guidance may be described as a process of relating these two types of understanding so that they become imbued with a new meaning in the life of the individual. Mohein has very lucidly put the nature of guidance in these words :

“ Guidance seeks to create within the child the need and power to explore and understand himself in order to prepare a balance-sheet of his assets and liabilities so that he is able to plan out his future growth and activities in a manner that offers maximum likelihood of success and satisfaction. “

The following services constitute the usual pattern of activities within a guidance programme and are called 'basic elements'

- I. Pupil Information or Appraisal Service
- II. Educational and Vocational Information Service
- III. Counselling Service
- IV. Placement Service, and
- V. Follow-up Service.

An effective guidance programme helps the youth to see clearly four things :

- (a) Where he has been,
- (b) Where he is now,
- (c) Where he is going, and
- (d) What he has with which to get there.

A perusal of the different activities of guidance shows that two types of guidance, i.e. educational and vocational, find place in every list. This fact indicates the importance of educational and vocational guidance. In practice, the entire guidance is a unitary process. Educational guidance is dependent on vocational guidance. Crow and Crow have observed, "As now interpreted, guidance touches every aspect of an individual's personality - physical, mental, emotional and social. It is concerned with all of an individual's attitudes and behaviour patterns. It seeks to help the individual to integrate all of his activities in terms of his basic potentialities and environmental opportunities".

1.4 NEED FOR GUIDANCE

The need for guidance had existed at all times. Moreover, the need of guidance is universal. It is as old as man himself. It is based upon the fact that all human beings need help in one way or other way. "There is hardly any individual who does not