

## 1.6 AIMS OF GUIDANCE

The aims of guidance are the same as those of education in a democratic society like ours. Just like education, guidance services are also based on the principle that the individual is of crucial importance in an educational institution. The aims of guidance lend emphasis and strength to the educational programme and make it more dynamic. Specifically the aims of guidance may be laid as follows from the individuals point of view :

1. To help the individual, by his own efforts as far as possible to realise his potentialities and to make his maximum contribution to the society.
2. To help the individual to meet and solve his own problems and make proper choice and adjustment.
3. To help the individual to lay a permanent foundation for sound and mature adjustment.
4. To help the individual to live a well-balanced life in all aspects- physical, mental, emotional and social.

From the point of view of the institution the aims of guidance can be stated as follows:

- (i) the guidance programme should encourage and stimulate teachers towards better teaching.
- (ii) The programme should aim at providing assistance to teachers in their efforts to understand their students.
- (iii) It should provide teachers with systematic technical assistance and in-service training activities.
- (iv) It should contribute to the mutual adjustment of children and school.
- (v) It should provide for referral of students by teachers.

The Kothari Education Commission (1964-66) has given the following aims of guidance at the secondary school stage :

- (a) to help the adolescent pupils to know and develop their abilities and interests.
- (b) To help pupils to understand their strengths and limitations and to do scholastic work at the level of their abilities.
- (c) To help pupils to make realistic educational and vocational choices.
- (d) To provide information of educational opportunities.
- (e) To help the pupils in personal and social adjustment.
- (f) To help the school to understand their student.

#### **1.6.1 Aims of Educational Guidance**

**Crow and Crow** have given the following aims of educational guidance at the high school level :

- (i) select the curriculum that best fits his abilities, interests and future needs.
- (ii) Develop work and study habits that enable him to achieve satisfactory success in his studies.
- (iii) Gain some experiences in learning areas outside the particular field of his special interests and talents.
- (iv) Understand the purpose and the function of the school in relation to his needs.
- (v) Discover all that his school has to offer and plan a programme of studies accordingly.
- (vi) Learn about the purpose and function of the school that he may wish to attend later.
- (vii) Select try out courses in order to gain insight into learning areas that still lie ahead.
- (viii) Participate in out-of-class activities in which he can develop potential leadership qualities-
- (ix) Appraise his fitness for continued study in a college or other school or in a particular vocation.

- (x) Develop an attitude which will stimulate him to continue his education in a school selected for its worth to him in relation to his talents and training.

#### **1.6.2 Aims of Vocational Guidance**

According to Jones the specific aims of vocational guidance are the following :

1. To assist the student to acquire such knowledge of the characteristics and functions, the duties and rewards of the group of occupation within which his choice will probably lie as he may need for intelligent choice.
2. To enable students to find what general and specific abilities skills etc., are required for the group of occupations under consideration and what are the qualifications of age, preparation, sex, etc.. for entering them.
3. To give opportunities for experiences in school and out of school, which will provide information about condition of work. It will assist the individual to discover his own abilities and help him in the development of his interests.
4. To help the individual develop the point of view that all honest labour is worthy and that the most important bases for choice of an occupation are (a) the peculiar service that the individual can render to the society, (b) personal satisfaction in the occupation, and (c) aptitude for the work required.
5. To assist the individual to acquire a technique of analysis of occupational information and to develop the habit of analysing such information before making a final choice.
6. To assist him secure such information about himself, his abilities. –general and specific, his interests, and his powers, as he may need for choice.
7. To assist economically handicapped children to pursue their occupational choices.
8. To assist the students to secure knowledge of the facilities offered by various educational institutions for vocational training and the requirements for admission to them, the cost of attendance etc,
9. To help the worker to adjust himself to occupation in which he is engaged; to assist

him to understand his relationship with workers in his own and related occupation and to society as a whole.

10. To enable the students to secure reliable information about the danger of alluring shortcut to fortune through short training courses and selling propositions of such unscientific methods.

### **1.6.3 Aims of Personal Guidance**

The nature and purpose of personal guidance will be clearly understood when we take into consideration the different stages of child education.

#### **Aims of Personal Guidance at Elementary Stage**

Personal guidance at the elementary stage can be described keeping in view the basic needs of children. The childhood period is the period of growth and development. The basic foundations of physical, intellectual, emotional, social and other types of personality development are laid at this stage. The following are the aims of personal guidance at this stage:

1. To help the children to form desirable attitudes towards his self, parents teachers, class fellows and others. Sympathy and affection should be used for achieving this end.
2. To help the pupils to build a good physique. There should be a regular medical check-up.
3. To help in making emotional adjustments.
4. To help in the development of self discipline.

#### **Aims of Personal Guidance at Secondary Stage**

The nature of personal guidance at the secondary stage can be understood keeping in mind the basic needs and interests of secondary school students. This is the most critical stage of individual's development. It is the stage of stress and strain, storm and strife, heightened emotionality and hyper-suggestibility, anxieties and worries, conflicts and frustrations. Purposes of personal guidance at this stage are:

- (i) To help the students to solve the problems concerning physical health.
- (ii) To help the pupils to solve problems concerning sex, emotionality and mental health.
- (iii) To help the adolescents in making family adjustments.
- (iv) To help the school children in making social adjustment including adjustment with the school.
- (v) To organise wholesome recreational activities in the school.
- (vi) To provide the opportunity for community service.

#### **Aims of Personal Guidance at College and University Stage**

Personal guidance at the college and university level is a continuation of the personal guidance at the secondary stage. But, its scope is widened with a view to develop in young adults a sense of social service, social responsibility, patriotism and tolerance. The students at this stage need personal guidance to enable them have a satisfactory personal and social adjustment in their new environment. The following are the aims of personal guidance at this stage :

- (a) To help the pupils in solving all types of emotional problems, sex problems and other personal problems.
- (b) To help the pupils in making adjustments with the new environment i.e. with the changing environment, college environment and environment of the society at large.
- (c) To help the students in developing healthy ideas and building a new philosophy of life.
- (d) To help the students in participating in social activities and community services.
- (e) To help the students in their ethical and moral development and inculcate right type of values.
- (f) To enable the pupils to have mutual respect and regard for people belonging to different faiths.

- (g) To help young men and women to appreciate the importance of religious and moral values in life.

### **1.7 LET US SUM UP**

Guidance is a systematic, continuous, professional process of assisting individual pupils with particular needs and problems in the areas of school progress, personal-social relations and educational-vocational orientation. The objectives of guidance are synonymous with the objectives of education. Even though the guidance programme is addressed to the whole individual, treated as an integral unit, it is possible to classify the individual's problems broadly into educational, vocational and personal.

Educational guidance is concerned with helping the individual to plan wisely his educational programme and to put himself in position to carry forward successfully according to the aspirations of the society.

Vocational guidance is a kind of assistance, which is given to an individual not only in the selection of an occupation but also in preparation as well as for progress. There are ten aims of vocational guidance as given by Jones. But the main aim of vocational guidance is to assist the individual in choosing an occupation, preparing for it, entering upon and progressing in it.

Personal guidance is assistance offered to the individual to solve his emotional, social, ethical and moral problems. The purpose of personal guidance is to help the individual in his physical, emotional, moral and spiritual development as well as adjustment. The aims of personal guidance will be clearly understood when we take into consideration the different stages of child education such as : Elementary stage. Secondary stage and College or University stage. Personal guidance at the elementary stage takes into account the problems of health, feeling of security, social acceptance, discipline and leisure time activities. Personal guidance at the secondary stage is concerned with mostly the problem of personal and social adjustment. At the college level, it is continuation of the personal guidance at the secondary stage. But the scope is widened with a view to develop a sense of social service, social responsibility etc.