

GUIDANCE AND CLASSROOM LEARNING: NEED OF AN HOUR

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ABSTRACT

The 21st century is a very fast-paced world where to survive one needs to go with the flow. And to deal with the fast-changing world one should try to accommodate oneself with everything he or she passes by. It is indeed very important to get some proper guidance to move forward to achieve one's goal. And guidance plays a major role in one's life to adjust to the fast-changing world. This paper will discuss the meaning of guidance, its principles, guidance at different levels, agencies and importance in classroom learning.

Keywords: Guidance, principles, different levels, Agencies, Classroom learning

INTRODUCTION

Human beings are considered to be social animals with lots of expectations, emotions and struggles in life. In this fast-changing world, one strives to achieve his or her goal by facing lots of struggles. These so-called struggles continue from birth till death and human tries to achieve their goal by removing all the obstacles that come forward by developing strengths and capabilities. But as we are humans with lots of emotions, at points it becomes very difficult to adjust to the working environment or the situation and thus one gets distracted from the work. To overcome such challenges one should get guidance or can seek guidance from the appropriate source so that he or she can achieve the goal. Guidance in general means is a process through which a person gets appropriate help to achieve the desired goal.

MEANING OF GUIDANCE

Guidance is a democratic process in which is one person help or advice another person. It is personalised assistance made readily available by a sympathetic, mature, experienced and personally qualified person to a needy person.

‘Guidance is an assistance made available by a competent counsellor to an individual of any age to help him direct his own life, develop his point

of view, make his own decision and carry his burden.’ - Hamrin and Erickson

OBJECTIVES OF THE STUDY

1. To study the importance of agencies of guidance at different levels
2. To study the importance of guidance in a classroom situation

METHODOLOGY

The study is analytical. It is based on secondary sources of data like journals, books and different websites regarding this topic.

IMPORTANCE OF AGENCIES OF GUIDANCE AT DIFFERENT LEVELS:

Different agencies i.e. government and private at the international, national and regional level have been doing significant works in the area of guidance. These agencies are working in training /orientation, career guidance services or development of materials for guidance workers/functionaries.

International

Level:

International Association of Educational and Vocational

Guidance (IAEVG) is a worldwide guidance and counselling organization, whose mission is to promote the development and quality of educational and vocational guidance. IAEVG's mission is also to ensure that all citizens who need and want educational and vocational guidance and counselling can receive this counselling from a competent and recognized professional. The objectives of the organization are as follows:

- To promote communication among persons and organizations active in educational and vocational guidance.
 - To encourage the continuing development of ideas, practice and research in the field of guidance and counselling on each level, national and international, in developing and developed countries.
 - To advise government and national or international organizations on the development of guidance systems and further the exchange of professionals and experts. To collect and disseminate information of interest in the field of educational and vocational guidance practice, study and research.
- The Mission of IAEVG is to:**
- advocate that all citizens who need and want educational and vocational guidance and counselling can receive this counselling from a competent and recognized professional
 - recommend the basic nature and quality of service that should typify the service provided to students and adults
 - recommend the essential training and other qualifications that all counsellors in educational and vocational guidance should have
 - urge governments to enhance, facilitate or establish an agency, institution, or office with the responsibility to develop and maintain
 - policies governing the provision of educational and vocational guidance
 - the provision of training and continuing education programs for counselling and guidance practitioners
 - the development and provision of appropriate and effective methods and materials for guidance
 - the conduct of research and development to create new, more

comprehensive, and better ways of conducting educational and vocational guidance

- the development of appropriate methods of evaluation at counselling and guidance.

The Association publishes a newsletter three times a year. Furthermore, IAEVG publishes the International Journal for Educational and Vocational Guidance which is a refereed journal publishing articles about work and leisure, career development, career counselling and guidance and career education.

Cedefop, the European Agency to promote the development of vocational education and training, is the European Union's centre of expertise to support the development of VET and evidence-based policy-making. One important task for Cedefop is to provide guidance practitioners with advice, research, analysis and information. On Cedefop's website European Training Village (ETV) there is an area with information on lifelong guidance (Choose lifelong guidance in the left menu). Here one will find information on European guidance projects, links to publications and research results, examples of good guidance strategies and practices and a live network for all the actors who have an interest in the field.

FEDORA is an organisation for those involved in student guidance in institutions of higher education in Europe. The FEDORA network has especially focused on the higher student mobility across Europe and the challenges that give to the guidance practitioners. FEDORA contributes to the further development of the guidance practitioners' competencies so they can better support, inform and guide the students on mobility issues. FEDORA organizes congresses, conferences and summer universities and each event takes place every three years. All types of events take place in different countries in the FEDORA member states each year. The website can be found at fedora.plexus.leidenuniv.nl/

IAC (International Association for Counselling) wishes to encourage the exchange of ideas, research findings and personal experience in the field of counselling and guidance. This happens, among others, through organising conferences and publishing the International Journal for the Advancement of Counselling.

The International Centre for Career Development and Public Policy, ICCDPP, has the task to facilitate the international sharing of knowledge and information concerning public policy and career development issues. ICCDPP has a base for knowledge and information which contains proceedings from international symposia, and reports and news provided to the site by the users and by other international contacts. ICCDPP is supported by OECD, the World Bank, the European Commission etc.

The Nordic Association of Educational and Vocational Guidance is a coalition of national associations for education and vocational guidance in the Nordic countries and the self-governing areas of the Aaland Islands and Faeroe Islands. NFUE is to strengthen professional educational and vocational guidance in Nordic countries. NAEVG organizes seminars and conferences and develops cooperation with the Baltic countries.

The European Lifelong Guidance Policy Network aims to assist the European Union Member States and the Commission in moving European cooperation on lifelong guidance forward in both the education and the employment sectors. The purpose is to promote cooperation at the Member State level on lifelong guidance and to propose appropriate structures and support mechanisms in implementing the priorities identified in the Resolution Lifelong Guidance (2004). The ELGPN was established by the Member States and the Commission has foreseen to support the activities of the network in 2007-2008 under the Lifelong Learning Programme.

International Labour Organization (ILO): The ILO is the international organization responsible for drawing up and overseeing international labour standards. It is the only 'tripartite' United Nations agency that brings together representatives of governments, employers and workers to jointly shape policies and programmes promoting Decent Work for all. This unique arrangement gives the ILO an edge in incorporating 'real world' knowledge about employment and work. The organization publishes the results of research related to changing nature of work and employment which is important for policymakers and other users.

National Level Agencies: At the national level, the following organizations work in the area of guidance and counselling.

National Council of Educational Research and Training (NCERT): The Department of Psychology and Foundation of Education (DEPFE), a Department under NCERT, New Delhi and Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), Bhopal a constituent of NCERT organize a programme on guidance and Counselling. Some of the functions of PSSCIVE are:

- To advise and assist the Ministry of Human Resource Development, State Governments and Union Territory Administration in the implementation of the Vocational Education and Work Experience Programme.
- To function as the technical wing of the Joint Council of Vocational Education on all matters relating to Vocational Education Programme (VEP).
- To promote, supervise and guide the establishment of a comprehensive management system for VEP.
- To serve as a resource institution for both formal and nonformal VEP.
- To orient and train various key functionaries of VEP, including teachers.
- To evaluate and monitor VEP in States/UTs.
- To ensure uniformity and maintain quality standards in vocational teaching and learning.
- To provide guidance and counselling on Vocational Education and Training to the people at large

Department of Educational Psychology and Foundations of Education (DEPFE) is the department of NCERT which coordinates guidance activities in the country. The department runs an International Diploma Course in Guidance and Counselling in collaboration with Commonwealth of Learning, Canada. This course is offered at the Department of Educational Psychology and Foundations of Education (DEPFE), NCERT New Delhi as well as five

Regional Institutes of Education are located at Bhubaneswar Bhopal, Mysore, Shillong, and

Ajmer. Besides the department conducts training programmes in the field of guidance and counselling.

Central Institute for Research and Training in Employment Service (CIRTES) was established in October 1964 under the aegis of Directorate General of Employment & Training (DGE&T), Ministry of Labour, Government of India. Later, in 1970 and 1987, the Institute was expanded with the added responsibilities of developing career literature and providing guidance for the promotion of self-employment. The Objectives of CIRTES are:

- Planning and conducting training programmes for Employment Service Personnel at State, National and International Levels.
- Conducting research into problems concerning the activities of the Employment Service.
- Development and publication of career literature and audio-visual aids for use in Vocational Guidance and Career Literature Programme
- Development of motivational material for the promotion of self-employment.

There are four divisions of CIRTES i.e. training division, research division, career study centre and self-employment guidance cell.

1. TRAINING DIVISION

Training Division caters to the training needs of all the Employment Officers of the country in placement, vocational guidance, employment market information, self-employment promotional activities and other related matters. Instructional materials and training aids are devised and developed to assist the States in organizing training programmes for the staff of their employment exchanges. Besides, special training programmes for the employment officers of foreign countries under various ILO bilateral programmes are organized on a request basis. The Division also associates with other training organisations for imparting training in the field of vocational guidance and self-employment.

2. RESEARCH DIVISION

Research Division conducts studies on organizational, operational and procedural aspects of NES, labour market conditions and

other related matters. Development of various tools and techniques and evaluation of various programmes of NES inter alia come under its purview.

3. CAREER STUDY CENTRE (CSC)

CSC develops and publishes the career literature in the shape of booklets and pamphlets/folders on various careers/occupations covering their job content, educational preparatory requirements, employment and self-employment opportunities, as a reference tool to meet the career planning needs of students, job seekers, Vocational Guidance Officers/Counsellors and others. These publications are disseminated to Employment Exchanges, University Employment Information Guidance Bureaux (UEIGB), Coaching-cum Guidance Centre for SC/ST, colleges, schools and also to other agencies engaged in vocational guidance activities, through Employment Exchanges as per their jurisdiction.

4. SELF-EMPLOYMENT GUIDANCE CELL (SEGC)

SEGC prepares informative and motivational material to assist Employment Officers in guiding and confidence-building among job seekers for adopting self-employment ventures. It also provides training to the Employment Officers on self-employment promotional related activities. Directorate General of Employment and Training (DGE&T), under the Ministry of Labour, evolves policy and standards for vocational guidance activities through employment exchanges.

Other organizations like **University Grants Commission (UGC)**, **All India Council of Technical Education (AICTE)** also works on guidance and counselling.

State Level Agencies of Guidance:

At the state level **SCERT**, **Bureau of Educational and Vocational Guidance**, **Directorates of Employment** work for the guidance of students. **SCERT/State Guidance Bureaus** coordinates guidance services at the state level. They organize state-level training/orientation for guidance personnel.

State Directorates of Employment coordinate vocational guidance programmes through employment exchanges in states. They also develop a publication on occupational information.

Universities: In university employment bureaus facilities are provided for students.

Local Level:

At the local level some district employment exchanges, private agencies and institutional level organizations work for guidance and counselling. The role of NGOs at a different level for providing guidance activities is also very important.

GUIDANCE IN A CLASSROOM SITUATION

Education aims to achieve the fullest possible realisation of possibilities inherent in the individual. Education fosters all aspects of an individual's personality. Guidance is an integral part of education and helps in achieving the goals of education. Guidance is necessary and considered to be important for the development of the individual as a human, which is the main objective of education. The Education Commission of 1964-66 observes Guidance should be an integral part of education and not as special, psychological or social service which is peripheral to educational purposes. It is meant for all students, not just for those who deviated from the norm in one direction or the other.

Guidance services can assist the pupils in knowing themselves, their potentialities and limitations, making appropriate choices in educational, vocational and other fields. It is very much needed for students to deal with different problems and challenges they face in the classroom situation, like adjustment to a new environment, peers, curriculum, etc.

Important points are highlighted below to show the importance of guidance in a classroom situation. They are cited as:

1. Individual differences: Every person or child are different from each other. It differs in I.Q, E.Q, attention, memory, thinking, imagination, attitude, abilities, interests, etc. The guidance takes care of these aspects and fixes different functions in education
2. Guidance can assist the pupil to understand himself or herself and one's potentialities, strengths and limitations.

3. Guidance helps the child to make educational plans consistent with his or her abilities, interest and goals. Students have a goal in life as well as educational life. It is not easy to achieve that goal. Guidance helps the students to be competent and able to make themselves good human beings.

4. To help the child to know depth about the courses and subjects offered. And to assist the child in making satisfactory results in various schools and college subjects.

5. To make the child aware and adjust to the rules, regulations of a classroom and to have good social connections with peers. Students come to schools from various socio-economic statuses or environments, so the school environment seems to be new to them. In this new environment, they do not always have to adapt themselves, as a result of running away from school. For those who have such a tendency, Guidance plays an important role in adaptation to the school environment.

6. Guidance assist students to develop their personalities. Students' development of intellect, physical development, mental development, emotional development etc. indicates the development of personality. The importance of Intellectual development is given in the classroom of the school, but other fields do not get that too much importance, i.e. other areas of the personality of development are neglected. Under the guidance, the emphasis is on the other developmental aspects of the students. So, it can be said that Guidance is essential for the all-around development of students.

7. Maintenance of mental health: Students may be pressurized for various activities of the school. For this, the mental health of students is interrupted. Due to the physical degradation of the student, mental health is also damaged. That's why Guidance services are needed for these students. Because through this instruction, the students can overcome various mental problems like stresses, frustration, conflict, etc.

8. Time management: Students think they have a lot of time. They spend most of their time lying down, sitting and sleeping. But when the examination comes, they can't use the time properly. Sometimes they are confused, about how could manage the time properly. Therefore, Guidance is necessary for the students to be use time wisely.

9. Decision making: When students face any problem, they can't choose the right decision, whether it is about their study or personal life. So, there is no alternative to guidance to make the right decision.

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CONCLUSION

Thus, Guidance is a very important concept as well as a process that helps an individual to grow in the right direction. It is very much needed to understand its value in one's life.

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