



NEED OF GUIDANCE PROGRAMME AT SECONDARY SCHOOL LEVEL

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ABSTRACT

A large number of students are going to colleges and universities without proper planning. They think of selecting a career after finishing their education. Consequently round pegs are inserted in square holes and square pegs at round holes, resulting in wastage of human services. Due to this reason it is therefore necessary to have well-organized guidance program to remove the defect. Society itself and its demand are continuously changing and becoming more and more complex and without any guidance program it is not possible for a child to cope with the changing society. So, the program of guidance is needed for all the children in every aspect of their harmonious development. According to Kochhar (2004), "The Guidance programme assumes a lot of importance for secondary schools as the Indian society is undergoing rapid change, socially as well as economically coupled with the changes in the values and life style of people". Thus the guidance programme, like any other educational programme, requires careful and consistent development

School guidance is developing very rapidly in many countries around the World. As with any practice as far as role of counsellor is concerned in a secondary school setting, challenges and special issues are often identified, discussed and managed. At secondary level, there is though competition among the students to secure good marks in the exam and to select a bright future vocational option and this leads to frustration among students. In such a scenario the role of school guidance programme is very much important to help the students in order to know their abilities, to come out of stress and problems and to lead them smoothly to pass the journey of education. Therefore it is recommended that every school should have proper guidance unit and its proper functioning should be there to help the students for their varied problems, which will help in enhances the overall quality of education.

Introduction:

A large number of students are going to colleges and universities without proper planning. They think of selecting a career after finishing their education. Consequently round pegs are inserted in square holes and square pegs at round holes, resulting in wastage of human services. Due to this reason it is therefore necessary to have well-organized guidance program to remove the defect. Society itself and its demand are continuously changing and becoming more and more complex and without any guidance program it is not possible for a child to cope with the changing society. So, the program of guidance is needed for all the children in every aspect of their harmonious development.

According to Kochhar (2004), "The Guidance programme assumes a lot of importance for secondary schools as the Indian society is undergoing rapid change, socially as well as economically coupled with the changes in the values and life style of people". Thus the guidance programme, like any other educational programme, requires careful and consistent development. According to Srivastava (2003), "Any service as comprehensive as guidance must be carefully planned if it is to meet the desired goals. When the programme is well organized, there is no doubt that all involved will participate to the fullest extent". So, the teachers should see it as their own, rather than the headmaster's or guidance teacher's programme. Guidance programme not only helps in resolving the students' problems but also increases the chances of student's right placement, at right time in right work for their bright future.

Objectives of providing Guidance at secondary school level:

Guidance has a wider scope and function than merely that of assisting students in making educational and vocational choices. It provides through developmental stage and it is adjustive. Following are the objectives of guidance at secondary stage, Dash

(2003).

- To understand the individual and help him to assess his ability, interest and needs.
- To help him become acquainted with resources and facilities in schools and community, which are available for his information and experiences.
- To help him make the best possible use of his opportunities and assist him in channelizing his energy wisely.
- To help him evaluate his experience, clarify his objectives and make plans for his future.
- It can help to measure their vocational assets and abilities, prepare themselves for entry into the career of their choice and to get suitable job.
- To help principle and teachers to understand their students as individuals and to create situations in which the student can learn more effectively.
- To find solution of students problems of personal social adjustment in school and at home.
- To collect all relevant information about students.
- To solve students problems through collective and entire community.
- To win the co-operation of students, parents and entire community.

- To provide opportunities for participation in all intellectual, social and cultural programmes.

From the above mentioned objectives it can be said that a school guidance programme at secondary school level can help the students to make progress in their education by eliminating subject difficulties and in development of good study habits. School Guidance programme is helping hand for school going children to fulfill their needs, dealt with curriculum and method of teaching, develop work habits and appropriate selection of subjects or streams for future vocation.

Need of Guidance Programme at Secondary level in Schools:

According to NCF (2005), Secondary level is a period of intense physical change and formation of identity. It is also the period of intense vibrancy and energy. The ability to reason with abstractions and use logic emerges, allowing children the possibility of deep engagement with both understanding and generating knowledge beyond the here and now. The critical understanding of the self in relation to society also emerges during this period so here school guidance plays an important role to enhance the overall personality of the students. Houston (1989), identified some need of guidance as follows: Changing condition of home, changing condition of Labor industry, increasing migration and population, changing in birth and death rate, increase in amount of general education demanded.

According to Kochhar (2004), there is an urgent case for introducing and strengthening the guidance service in the secondary schools of our country to meet the varied needs of the students, administration and the educational system for the following reasons: Guidance programme helps the students in their total development, making proper choices at various stages of their educational career, vocational development, to make the best possible adjustment to the situation in school as well as home etc. Thus it assists the students in making intelligent choices and adjustment in life. The ability to make such choices is not innate but like other abilities, must be developed. It is one of the functions of secondary school to provide such opportunities for the development of such abilities.

Organization of Guidance Programme at Secondary school level:

According to Jones (1963), when the guidance services are to be recognized in secondary schools, it becomes essential that all the members of the staff properly understand that it is a team work and it can only be organized if all of them actively participate in it. First of all the senior officers of the school administration need to be provided with complete knowledge of this service and their interests cultivated in it. They need to be made acquainted with these services established in developed nations, researches carried out its uses in human resources development, its uses in the progress of development, new developments in this field and expenditure made by such nations in it, need to be further made clear to them.

a) Organization of the Faculty:

(I) Faculty Guidance Committee: At the time of organizing guidance service in school first of all a permanent faculty committee be organized with Headmaster as the President, counsellor and all those teacher who have had some training as its member. This committee should frame the policy, fix its targets, acquaint all the staff members, parents and students with the benefit of its services, to get the expert advice for the organization of guidance services and to act upon it and to evaluate guidance service and to bring requisite changes in it. It will be better if the council is made the in-charge of the programme and it should involve all the teachers in it, in order to give proper representation on the committee.

(ii) Headmaster of the School: The Headmaster should have full faith in the guidance services and his philosophy of education must be clear about its relationship with guidance. He must call the meeting of the guidance committee maintain its record and have democratic discussion. He should introduce cumulative records and train class teachers about mode of filing proper information in it and maintain it. He should work as public relations officer and maintain good relations with students, teachers, social workers, employment officers, district level officers and Principals of colleges etc. All this will not only help him to cultivate his real interest in it, but make him, the leader of the team for providing guidance facilities to the students.

(iii) Counsellors: The counsellors in secondary school environments are to concentrate on the following four tasks: (a) Organizing and making available to students comprehensive information systems necessary for educational and vocational planning and decision making. (b) Organizing and presenting classroom curricula that focus development of adolescents. (c) Helping students to assess the personal characteristics. (d) Providing remedial interventions for students needing special help. The work of counsellor can be done by a teacher who has undergone at least one year's special training of counsellor. Counsellor is to perform all the services including: providing educational guidance and information, individual counselling, administrative activities and record keeping, prevention activities, providing career guidance and assistance, standardized test administration and interpretation, information dissemination, public communication and human relations, consultation activities, student development activities, group guidance and group counselling.

(iv) Teacher: Teacher is a friend, guide and leader of the students. While teaching his own subject, the teacher can provide occupational information to them. He needs to be well acquainted with the different types of information, which affects his studies such as intelligence level, social interaction level, health and economic problems etc. While teaching his own subject, the teacher should provide occupational information to the students by correlating it with his subjects as and when these are an occasion for it. He is supposed to provide full co-operation to the counsellors about the students.

(v) School Psychologist: The school counsellor is to be busy with so many multipurpose activities, so at times in each school, or in a group of schools a psychologist is appointed who conducts the needed psychological test and interprets them. The work being of highly technical nature only a qualified person is appointed on it. He is always to be of great help to the counsellors.

(vi) Health Department of School: As a rule every large school should have a full time doctor, a dentist, a psycholinguist and nurse. However, till this stage is not ripe, the Government must ensure that doctors appointed in hospital visit the schools and provide needed medical aid to the students.

(vii) Librarian: The librarian can be helpful to the extent that he collects the books, journal and pamphlets on guidance, occupational information and provide necessary help to students for their use.

(viii) Co-operation of Parents: The social conditions in our country are such that parents needs to be enlightened that children should be allowed to make their own decisions about their problems. It is better to prepare a checklist of the needed information such as what parents expect of their wards, the number of his brothers and sisters and his relationship with the types of educational facilities available at home. The parents should be encouraged to express their views in a free and frank manner. They should be dealt with psychologically.

(ix) Co-operation of other Organization: In order to establish guidance programme on firm footing it is essential to get the cooperation of guidance clinics, employment exchange, teacher's parents associations, organizations of industrialists, doctors, students unions, religious and labour organizations etc.

(a) Students Welfare Services: Organizations like Teacher Parent Association, Lion's club, Rotary clubs etc. organize different types of services for the students such as medical aid, economic help etc. There can be of immense help to the school and associated to solve their problems of many students.

(b) Accommodations: In every school a guidance corner with extensive information about occupations, shortage occupations, surplus occupations, training facilities, professional loans etc. is a must to be established.

In the same way the cumulative record will have to be maintained in good conditions as these are to be used for quite a longer time. In actual practice a good many types of entries such as school achievements, achievements in co-curricular activities and important developments etc. can be made in it time and again so it will have to be suitably placed under the supervision of the counsellor for which proper accommodation is to be provided along with other requisite material such as cumulative recording material, filing cabinet etc. In this way, if the guidance is to be established on firm failings, which is becoming a necessary i.e. separate room with the above facilities will have to be made for the guidance workers to shoulder his responsibilities.

Benefits of School Guidance Programme:

According to Gibson (2003), a developmental and comprehensive school guidance programme not only benefits the students, but also the parents, teachers, administrators and business community. The benefits to the various groups are as follows:

(a) Students:

- Increase self-knowledge and how to relate effectively to others.
- Broaden the knowledge about the changing environment.
- Helps them reach their fullest academic potential.
- Provides opportunities for career exploration, planning and decision making.
- Provides an opportunity for networking with services and thus establishes an effective support system.
- Teaches responsible behavior.

(b) Parents:

- Promotes an interdisciplinary team approach to address student's needs and educational goals.
- Increases opportunities for parental involvement in education of the child.
- Equips parents with skills necessary to support their child.
- Supports active partnership for student learning and career planning.
- Provides data for information on student progress.

(c) Teache

- Promotes an interdisciplinary team approach to address student's needs and educational goals.
- Provides an opportunity to work in collaboration with other teachers and parents.
- Supports development of classroom management skills.

(d) Administrators

- Enhances the image of the school in the community and improves the general appearance of the school.
- Allows for systematic evaluation.
- Provides a structure which can be monitored easily.
- Provides a proactive school guidance curriculum that

addresses student's needs and enhances school climate.

(e) Business, Industry, the Labour Market:

- Provides the potential for a well-informed workforce, with positive attitudes and the necessary skills.
- Provides an opportunity for collaboration with teachers in preparing students for the world of work, through participation in career fairs and other career guidance activities.
- Enhances the role of the counsellor as a resource person.
- Increases opportunities for business, industry and labor to participate actively in the total school program.

Conclusion:

School guidance is developing very rapidly in many countries around the World. As with any practice as far as role of counsellor is concerned in a secondary school setting, challenges and special issues are often identified, discussed and managed. At secondary level, there is though competition among the students to secure good marks in the exam and to select a bright future vocational option and this leads to frustration among students. In such a scenario the role of school guidance programme is very much important to help the students in order to know their abilities, to come out of stress and problems and to lead them smoothly to pass the journey of education. Therefore it is recommended that every school should have proper guidance unit and its proper functioning should be there to help the students for their varied problems, which will help in enhances the overall quality of education.

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