UNIT 10: GUIDANCE IN OPERATION

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10.1 LEARNING OBJECTIVES

After going through this unit, you will be able to:

- identify the steps involved in planning guidance programmes in schools
- analyse different management processes required for guidance programmes
- elucidate different models of guidance programmes
- comprehend the concept of socio-economically disadvantaged students
- analyse the need for guidance programmes for socio-economically disadvantaged students
- explain guidance programmes meant for socio-economically disadvantaged students

10.2 INTRODUCTION

We can understand school guidance in two ways: first, as an educational philosophy, and second, as a programme designed for the overall development of children and youth. As a philosophy, you have already learned that guidance is based on the belief that every individual needs help. To introduce guidance as a programme, it is necessary to plan and organize a separate guidance and counselling programme to meet the social, emotional, educational, and career needs of students, so that they can prepare themselves to meet the demands of life. This unit will guide you in planning and implementing guidance programmes according to the needs and resources of your school.Education is the right of every child. Since independence, different central governments of India have faced major challenges in ensuring easy access to education for deprived sections of society and in reducing the negative social effects of the caste system, which is still deeply rooted in Indian society. From time to time, the Government of India has introduced various welfare measures for the upliftment of intellectually, culturally, and economically deprived people.In simple terms, Scheduled Castes (SC), Scheduled Tribes (ST), Other Backward Classes (OBC), girls, children with special needs (CWSN), and minorities are considered deprived or backward sections of society.In this unit, you will gain an understanding of socio-economically deprived or backward learners and learn about the need for guidance programmes for them. Let us now discuss this in detail.

10.3 NEED FOR GUIDANCE PROGRAMMES IN SCHOOLS

When we talk about the need for guidance, we use the term *guidance* in a specific sense, not in the general meaning of providing help to a person throughout his or her entire life. Here, we are not referring to guidance in all areas of life, but specifically to the guidance required by a secondary school student. The need for organizing guidance programmes at the secondary stage can be explained as follows:

- Guidance is needed to help a student develop his or her abilities and skills and to acquire knowledge without difficulty.
- Generally, organizing guidance programmes helps students develop the right attitude towards work, build basic skills required for vocational life, and choose the right career according to their abilities, interests, and aptitude.
- School guidance programmes help a student understand himself or herself,

analyse personal abilities and interests, understand the surrounding environment, and make suitable adjustments.

- In the present situation, guidance programmes are increasingly needed to analyse the existing social structure in all its social, economic, and political aspects, to understand its impact on a growing student and on his or her future educational and vocational adjustment, and to make proper arrangements to help students achieve excellence in all areas.
- It is very important to provide special support to students in schools so that limited school facilities do not negatively affect them. Teachers need to make continuous efforts to help students achieve adequate progress even in unfavourable conditions.

Like any other educational programme, guidance programmes require careful planning. When resources are limited, it is necessary to identify and prioritize the guidance needs that you want to address. This helps in deciding which activities should be given more importance in the programme, so that the guidance programme effectively responds to the needs of students as well as those of the institution.

10.4 PLANNING OF GUIDANCE PROGRAMMES

To organize a guidance programme in a school, collaborative efforts from various personnel, both inside and outside the school, are necessary. The planning of the guidance programme should involve the assistance of different personnel such as the school principal, staff members, counsellor, career master, and parents. There are some prerequisites for organizing a guidance programme, which are discussed below.

The initial steps to be taken while organizing a guidance programme are:

- **Forming a Guidance Committee:** A committee of at least seven to eight members should be formed. The committee should include at least two parents, two teachers, one counsellor, and one career master. The school principal can represent as the chairperson of the committee.
- **Budget Allocation:** Decisions regarding the allocation of funds for various services should be made. This includes honorarium for guest speakers, sending experts or professionals like educators, doctors, etc., and other necessary expenses.

- **Arranging Minimum Facilities:** Adequate arrangements should be made for physical and infrastructural facilities such as a guidance room, table, chair, psychological tests, and other required materials.
- **Gaining Support from Parents and Community:** Support can be obtained if they are made aware of the importance and significance of the guidance programme.
- **Informing and Encouraging School Personnel and Students:** Teachers, staff, and students should be informed about the objectives and importance of the guidance programme and encouraged to actively participate.

These steps ensure that the guidance programme is well-planned, properly managed, and effectively addresses the needs of the students.

10.5 STEPS FOR PLANNING GUIDANCE PROGRAMME

To plan a guidance programme, the following steps are essential:

- **Survey Existing Services:** First, conduct a survey of the guidance services currently available in the school or institution.
- **Identify Student Needs:** Determine the areas where students require support or assistance.
- **Gather Staff Opinions:** Seek input from staff members and identify the scope of assistance they can realistically provide.
- **Define Clear Objectives:** Based on student needs, clearly state the objectives of the guidance programme.
- **Specify Programme Activities:** Outline the specific activities for each guidance service.
- **Define Responsibilities:** Clearly define the duties of each member of the guidance committee.

A well-planned programme ensures smooth functioning of guidance activities. It provides a coordinated framework for staff members to work together effectively. In brief, the guidance committee first identifies programme objectives based on student surveys and characteristics. Next, an annual plan for the school's guidance programme is prepared. Keeping the objectives in mind, the committee lists the tasks for different staff members in a partial plan or chart. Finally, a supporting list is created specifying the duties or tasks

that each staff member needs to perform.This structured approach ensures that guidance activities are organized, coordinated, and effectively meet student needs.

10.6 UNDERSTANDING PROGRAMME MANAGEMENT

After clearly knowing at the theoretical level what needs to be done in a programme, a counsellor must focus on its implementation. From a management point of view, two basic areas of activities can be identified. These are—

- First, activities related to the management of basic resources such as staff, finance, and facilities.
- Second, activities that focus on organizing and facilitating coordination, communication, cooperation, decision-making, and evaluation.

The details of the above-mentioned areas are presented below.

10.6.1 MANAGEMENT OF PERSONNEL, FINANCIAL RESOURCES, AND FACILITIES

Management of Personnel:

As you already know, guidance is a team process. A basic requirement for any programme is to identify the people who will work as guidance and counselling staff. As the coordinator of a guidance and counselling programme, your first responsibility is to identify the persons who will be involved in it. A person associated with a guidance programme should have good academic qualifications, versatility, adaptability, and the ability to carry out assigned duties responsibly.

Management of Finance:

The availability of financial support is very important for organizing a programme. As a counsellor-teacher, you should know where the funds will come from. Good sources of funds may include business houses, clubs, or parent groups who may be willing to contribute financially to the programme. As a teacher, you should also know how to prepare a budget. Every item in the budget is linked to an activity, and each activity is connected to a specific goal or objective of the programme.

Facilities:

The facilities required for organizing a guidance and counselling programme

should include two aspects—adequacy and accessibility.

Adequacy refers to the number and quality of the available facilities.

Accessibility means that the facilities should be available to those for whom they are intended.

10.6.2 Management of Service-Providing Activities

To manage facilitating activities, four main factors are involved. These are explained below—

Coordination:

Coordination involves controlling or monitoring the different planned activities of a guidance and counselling programme so that there is proper connection and integration, resulting in balanced functioning. For example, collecting students' information and career information. The counsellor, social worker, and special educator must coordinate their work to achieve the set goals and objectives of guidance.

Cooperation:

Cooperation means making efforts to gain the support of all those involved in the guidance programme to achieve commonly agreed goals. Different individuals involved in guidance and counselling should work together. The work of one person should complement, support, and strengthen the work of others. All activities should be directed towards achieving a common goal.

Effective Communication:

Communication often determines whether a programme is managed efficiently or not. For effective communication, care should be taken so that personal contact is not lost and proper feedback is received. There should be opportunities for planned interaction, such as frequent meetings and discussions among members of the guidance and counselling programme. Such opportunities help them exchange ideas, thoughts, and experiences with one another.

Evaluation:

Evaluation is an important part of programme management. It is essential to evaluate every activity of the guidance and counselling programme. An overall evaluation of the entire programme is also carried out.

In this way, programme management provides order and structure to the activities developed. Now that you have learned about the management of a guidance programme, the next section will introduce you to different models of guidance programmes.

CHECK YOUR PROGRESS

Q No. 1: Mention one important need of a guidance programme in schools.

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Q No. 2: Mention the first and main step in planning a guidance programme.

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Q No. 3: What are the two aspects included in the facilities required for organizing a guidance programme?

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10.7 IMPLEMENTATION MODELS OF GUIDANCE PROGRAMME

Different types of models are used in schools for implementing guidance and counselling programmes. Three important models are mentioned below—

Specialist Model:

In the specialist model, guidance and counselling activities are provided by full-time professionals. These are trained and certified school counsellors who have the required qualifications and skills to deal with the developmental needs of school children. This model is used to a very limited extent in India and other developing countries because of the lack of trained personnel and necessary resources.

Career Teacher Model:

Where there is a lack of resources and specialists are not available, guidance activities are carried out by adults who can build supportive and caring relationships with young people and help provide them with values and direction in life. It is believed that teachers who are oriented in theory and practice of guidance can play an important role in

guiding children. Since teachers are in close contact with students, they are ideally suited to act as mentors and guides.

Teacher Counsellor Model:

Under this model, teachers receive full-time training in counselling and perform both guidance and teaching roles as complementary functions. The teacher-counsellor generally focuses on group techniques such as career guidance or general group counselling, or manages classroom guidance activities to meet the personal and social needs of the entire class.

CHECK YOUR PROGRESS

Q No. 4: List the different implementation models of guidance programmes.

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10.8 CONCEPT OF SOCIO-ECONOMICALLY DISADVANTAGED STUDENTS

In India, the concept of disadvantaged groups is as old as human civilization. During British rule, they were known as the depressed classes. Since ancient times, these people have been the main targets of the privileged sections of society. The disadvantaged sections of society represent that part of the population who are deprived of the opportunity to fully explore and use their abilities and to enjoy a good quality of life.

The idea behind such discriminatory behaviour is to keep these disadvantaged people away from the mainstream of social and economic activities and to deprive them of basic life and freedom. This concept shows a tendency to keep them separated from society and denies them the economic and intellectual opportunities needed to fulfil their needs. Among the various problems affecting them are denial of land and property rights, which deprives them of social and cultural status in society. Since every individual has the human right to be treated with equal dignity, depriving them of their rights due to traditional, social, economic, and cultural attitudes is completely inconsistent with the idea of overall social development.

The different groups identified as facing discrimination due to social and economic backwardness include Scheduled Castes (SC), Scheduled Tribes (ST), Other Backward Classes (OBC), Women, and Minorities.

10.9 NEED FOR GUIDANCE PROGRAMMES FOR SOCIO-ECONOMICALLY DISADVANTAGED STUDENTS

It is a well-known fact that Scheduled Castes (SC), Scheduled Tribes (ST), Other Backward Classes (OBC), and generally Minorities have been forced to remain as comparatively weaker sections of Indian society. These groups have lagged behind the mainstream population and have been largely separated from economic progress. Therefore, these people need special attention and care. On the other hand, for more than five thousand years of our great civilization, women have generally been treated as the most exploited and deprived group in Indian society.

Therefore, such students need proper guidance from the school level so that they can develop themselves equally with students from the advanced sections of society. The need and importance of guidance for socially and economically disadvantaged students are given below—

- Guidance helps a student to understand his or her strengths, limitations, and other resources. It helps these disadvantaged students to solve problems and develop decision-making ability.
- Through guidance, socially and economically disadvantaged students can achieve proper development.
- Guidance programmes help in solving various problems of these disadvantaged students.
- Guidance helps in their educational growth and development.
- It helps in their vocational maturity, vocational choice, and vocational adjustment.
- Guidance helps in their social and personal adjustment.
- Guidance helps them to build a better family life and also to become good citizens in the future.

CHECK YOUR PROGRESS

QNo. 5: What is the full form or meaning of SEDG?

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QNo. 6: Why are some students referred to as SEDG?

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Q No. 7: Mention one need for guidance for socially and economically disadvantaged students.

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10.10 PLANNING AND ORGANISATION OF GUIDANCE PROGRAMMES FOR SOCIO-ECONOMICALLY DISADVANTAGED STUDENTS

While planning and organising a guidance programme for socially and economically disadvantaged students, importance should be given to three areas—

- Continuing efforts for higher education.
- Taking up vocational or professional courses.
- Entering into a job or occupation.

Mainly with reference to secondary school students, keeping the above areas in mind, the objectives of guidance programmes at this level are mentioned below—

- To help these students understand and accept the physical changes taking place within themselves.
- To help them adjust effectively with family, school, and society.
- To identify, develop, and strengthen their abilities and interests.
- To provide information about different educational and vocational opportunities and essential requirements.
- To enable parents and teachers to understand the importance of this stage for socially and economically disadvantaged students and to create suitable conditions for effective learning and development.
- To enable them to make realistic educational and vocational choices.

10.11 COMPONENTS OF GUIDANCE PROGRAMMES

A guidance programme should meet the needs and diversity of the school population and environment. A comprehensive guidance programme should have four

components—guidance curriculum, individual student planning, responsive services, and system support that helps in providing guidance services to students at all levels of the school. The description of these four components is given below—

Guidance Curriculum

A curriculum is a written document that is active, comprehensive in scope, and developmentally appropriate. The curriculum component provides a method through which students receive guidance in a systematic way. The responsibilities of the counsellor in this area include planning, designing, implementing, and evaluating the guidance curriculum. The curriculum is delivered through classroom guidance and small group discussions. It helps students gain skills, knowledge, and attitudes in the areas of academic achievement, career development, and personal development.

Individual Student Planning

The student planning component gives each student an opportunity to think about his or her personal growth and development. A student can work closely with parents or teachers to plan, understand, and monitor his or her activities. Students are able to plan their next steps in personal, academic, and career development. The counsellor helps students in planning and monitoring their progress and works with them to analyze and evaluate their abilities, skills, interests, and achievements.

Responsive Services

Responsive services consist of activities designed to meet students' immediate needs and concerns. Such needs may require counselling, referral to a specialist, or peer assistance. To meet students' needs, counsellors provide services ranging from early intervention to crisis response. They also consult with parents, teachers, and friends to help the student. The services provided include individual or group counselling and crisis management, such as substance abuse prevention and suicide prevention.

System Support

System support enables the school guidance and counselling programme to function effectively through various support activities such as staff development, programme management, data analysis, curriculum development, and other related tasks. Counsellors provide the necessary planning and management work to support activities that help deliver a comprehensive and developmental guidance and counselling

programme. They also evaluate data and follow-up studies and continuously develop and update guidance activities and resources.

10.12 LET US SUM UP

- Guidance is needed to help a student develop his or her abilities and skills and to acquire knowledge without difficulty.
- Organizing a guidance programme helps students develop the right attitude towards work, build basic skills needed for vocational life, and choose the right career according to their abilities, interests, and aptitude.
- Organizing a guidance programme in a school requires the cooperative efforts of different personnel both within and outside the school.
- A guidance committee should be formed with at least seven to eight members. The committee should include different personnel such as at least two parents, two teachers, one counsellor, and one career master. The school principal may act as the chairperson of the committee.
- Decisions and arrangements should be made regarding budget allocation for managing different services. Expenses should include honorarium for guest lectures and costs for referring students to specialists or professionals such as educationists and doctors.
- Proper arrangements should be made for minimum infrastructure and physical facilities such as a guidance room, tables, chairs, various psychological test tools, and other necessary materials.
- The guidance committee first identifies the objectives of the programme based on a survey of students and their characteristics. After this, the annual plan of the school guidance programme is prepared.

10.13 FURTHER READING

- The Counselling Process and Strategies, (2016), NCERT.
- Guidance and Counselling, (2006), IGNOU.
- Lutomia, G. Sikolia. L. (2002). *Guidance and Counselling in Schools and Colleges*, Uzima Publishing House.

- The Counselling Process and Strategies, (2016), NCERT.
- Guidance and Counselling, (2006), IGNOU.
- Lutomia, G. Sikolia. L. (2002). *Guidance and Counselling in Schools and Colleges*, Uzima Publishing House.

K 10.14 ANSWERS TO CHECK YOUR PROGRESS

Answer to Question No. 1:

Guidance is needed to help a student develop his or her abilities and skills and to acquire knowledge without difficulty.

Answer to Question No. 2:

- A guidance committee should be formed with at least seven to eight members. The committee should include different personnel such as at least two parents, two teachers, one counsellor, and one career master. The school principal may act as the chairperson of the committee.
- First, a survey of the guidance services available in the present school or institution should be conducted.

Answer to Question No. 3:

The facilities required for organizing a guidance and counselling programme should include two aspects—Adequacy and Accessibility.

Answer to Question No. 4:

Different types of models are used for implementing a guidance programme. Three important models are the Specialist Model, the Career Teacher Model, and the Teacher Counsellor Model.

Answer to Question No. 5:

The full form of SEDG is Socio-Economically Disadvantaged Group.

Answer to Question No. 6:

The idea behind such discriminatory behaviour is to keep these disadvantaged people away from the mainstream of social or economic activities and to deprive them of their basic life and freedom. This concept shows a tendency to keep them separated from society and denies them economic and intellectual opportunities needed to fulfil their needs.

Answer to Question No. 7:

Guidance helps a student understand his or her strengths, limitations, and other resources. It also helps disadvantaged students solve problems and develop decision-making ability.

10.15 MODEL QUESTIONS

[A] Short Questions*(Write the answers within 150 words)*

Q 1: Mention the pre-requisites of a guidance programme.

Q 2: List the steps for planning a guidance programme.

Q 3: Write about the concept of socially and economically disadvantaged students.

Q 4: Highlight the need and importance of guidance for socially and economically disadvantaged students.

[B] Essay Type Questions*(Write the answers within 300–500 words)*

Q1: Discuss in detail the need for a guidance programme in schools.

Q 2: Discuss in detail the management of various resources such as personnel and finance in an educational institution.

Q 3: Discuss the different components involved in managing facilitating activities.

Q 4: Discuss in detail the implementation models of a guidance programme.

Q 5: Discuss the planning and organisation of a guidance programme for socially and economically disadvantaged students.

Q 6: Highlight the guidance programmes for higher secondary level students.

Q 7: Discuss in detail the components of a guidance programme.

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