

RELEVANCE OF GUIDANCE SERVICES IN TEACHER EDUCATION

Mohammad Umair*

Dr. Abdul Samad**

Abstract

Modern society is very complex in nature. It possesses numerous difficulties leading to conflicts, anxieties, tensions and frustrations among the pupils. Such kinds of problems are also faced by pre-service teachers in the course of their professional training. In this direction, they need special support to handle these issues in order to overcome difficulties and also achieve professional aims. The provision of guidance services may act as an effective technique to overcome all these issues. It is proved by psychologists that most of the problems in the life of students and teachers occur due to individual differences in attitudes, aptitudes, abilities, interests and motivation. It is essentially needed to be understood for their development and career advancement. Individual differences can be optimized and promoted in the right direction through guidance

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*** Assistant Professors, Department of Education, Aligarh Muslim University Centre at Jangipur, Murshidabad (WB)**

****Assistant Professors, Department of Education, Aligarh Muslim University Centre at Jangipur, Murshidabad (WB)**

services. The objectives of the study are to discuss the need and importance of guidance services in teacher education programme; and to analyze the provision of guidance services in India. The study concludes that establishment of guidance cell should be mandatory in all educational institutions in general and teacher training colleges in particular. Investigators find out that most of the training colleges are having the provision of guidance services; however, there is a lack of proper utilization of these services. These services may consequently enhance the learning abilities of the teacher trainees.

1. Introduction

Every individual is envisaged to play a dynamic role in the development of the country. It is generally agreed that individuals must be educated in such a way that they may develop necessary life skills, attitudes and other values. It will be helpful in the manifestation of their own development simultaneously with nation as a whole. Education may enrich their intellectual and social abilities to lead a successful life. In this regard, the provision of effective guidance programme based on understanding and experiences of life may play a crucial role. It is a known fact that life is so complex and challenging for every individual. Nowadays, these complexities may be seen in every aspect of life such as social, economic, political and psychological. These complexities further increase the sense of insecurity and personal uncertainty among individuals. Thus, every individual need some sort of help to overcome these issues. In order to handle these issues, the provision of guidance services should be an integral part of every educational institution. Various committee reports and policies played a major role in the development of guidance services in educational institutions. It would be better to mention here some recommendations of various committee reports and policy perspectives to understand the necessity of guidance services in educational institutions. Secondary Education Commission (1952-53) recommended establishing guidance centers in different areas of the country for the

purpose of giving training to guidance officers and career masters. The commission also recommended establishing Central Research Organization in order to carry out research in educational and vocational guidance. Indian Education Commission (1964-66) have recommended strongly in this regard. The Commission suggested that guidance can be used in helping pupils for making effective transition from home to school at primary stage and identification and development of student's abilities and interest may be used at secondary stage. Similarly, the National Policy on Education (1986) recommended to associate these services with the vocationalisation of education. Further the Program of Action (1992) observed the same need and suggested that guidance services should be available in the school for providing necessary guidance to the students, teachers and parents regarding suitable educational and vocational choices. The guidance programme should inform the students about job opportunities in various courses, provide facilities for and placement by working in collaboration with employers.

National Curriculum Framework (NCF-2005) provides guidelines for facilitating healthy growth and development of students at all level from elementary to higher secondary stages. It puts the strong view that guidance services must be available in schools for students. Focusing on higher secondary stage it states that "Guidance and counselling by trained professionals must be made available to children. Interventions to enhance self/career awareness, career exploration and planning are also essential". NCF-2005 also emphasized on teacher education, as it opined that teacher education programme should develop skills and competencies of counselling to facilitate and help children of specific needs to find out solutions of their daily life educational, personal and social problems situations. University Grants Commission (UGC) is a major advocate to provide with guidance services at higher education, especially to deprived sections. In this way, UGC has determined in its "Guidelines for Scheme of Equal Opportunity Centre for Colleges XII Plan (2012-2017)" to provide guidance and counselling services in respect of academic financial, social and other matters to disadvantaged groups.

In the light of above discussion, the investigators would like to analyse the provision of guidance services in teacher education programme. Furthermore, investigators also want to find out the need and importance of guidance services in India.

2. Significance of the study:

Teacher training programme is an important phase in life of pre-service and in-service teacher. However, this phase is full of challenges, but the potential among teacher trainees is also far greater. This study was taken to discuss the issue of guidance services during teacher education programme. After the outrage due to suicide of Rohit Vemula, a research scholar of Hyderabad University, UGC has sent a letter to institutes/universities to mandatorily start students counselling services. This issue is relevant to teacher education institutes also. Therefore, guidance services are paramount in teacher education programme and effective use of guidance services should be promoted in teacher education departments/institutes.

3. Development of Guidance Services in India:

Guidance is a continuous process that provides assistance to individuals who seek help. Guidance as a term is not easy to define precisely. Various authors and scholars had tried to define it but complete picture is yet not much clear. However, some definitions are cited here in order to understand the concept of guidance. Focusing on individual rather than problems, Jones state that “guidance involves personal help given by someone” (as cited in Pal, 2013). Mathewson (1962) defined guidance as “guidance is the systematic, professional process of helping the individual through education and interpretative procedure 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”. According to Ruth Strang, “Guidance is a process of helping every individual, through his own effort to discover and develop his potentialities for his personal happiness and social usefulness” (as cited in Agarwal, 2006). According to George E. Hill (1965), “guidance is the process of helping the individual to understand himself and his world so that he can utilize his potentialities for his benefit and for the benefit of society” (as cited in Samaan, 1974). It is evident from the aforementioned definitions that guidance provides many alternatives but does not impose to accept a particular choice. Moreover, it is also important to note that guidance does not only provide information, but it also give the complete direction and show a way to solve the problems and make adjustments.

The development of guidance services in India as an organized professional activity is more than fifty years old. Its origin in our country can be drawn back to 1938, when the applied psychology section in the Department of Psychology of the Calcutta University was set up. From Calcutta, the movement reached to Bombay in 1941 and then to Uttar Pradesh in 1947. Within the following few years, it spread to other parts of the country. The Uttar Pradesh Government was the first state government to give official recognition to the movement by setting up a Bureau of Psychology at Allahabad. During the next decades that followed, the Bureau of Educational and Vocational Guidance were set up in many states. In 1952 the Vocational Guidance Association of Mumbai was formed to help and to coordinate the work done by individuals in Mumbai. An important factor which influenced the development of the guidance movement in India was the appointment of the Secondary Education Commission in 1952. The commission recommended the introduction of educational and vocational guidance. Following the commission's recommendation, the Government of India established the Central Bureau of Educational and Vocational Guidance at Delhi in 1954 (Kochar, 1984).

4. Perspectives on Teacher Education in India

Teacher education refers to programmes designed to equip students with different teaching skills to face the students and perform their duties in the classroom effectively. Teachers who give training to prospect teachers are named as teacher educators. Organized teacher training programme in India is existing for more than one century. Indian Education Commission (1884) was the first commission which focused on different teacher training courses. In 20th century the emphasis on differentiation was increased. Therefore, more organized programmes for different stages were designed and different training modes were introduced. After independence teacher training programmes became more systematic and structured. University Education Commission (1952-53) was the first commission after independence which examined the teacher training courses critically and suggested that the courses must be formulated according to the need of local circumstances. Also, it opined that students' teaching practice should be more meaningful and rigorous. Therefore, good schools should be selected for teaching practice. Secondary Education Commission (1952) also showed interest in teacher training programme and suggested pupil teachers must be trained in two school subjects. The practical part of teacher training should include rigorous practice in teaching, demonstration, class observation, and criticism of

lessons. It should also involve the construction and administration of achievement tests and maintenance of student's record. Education Commission (1964-66) suggested that a comprehensive teacher training programme is essential for the improvement in the quality of education at all level in order to meet the need of national education system. National Commission on Teachers - I (1983-85) suggested an integrated four or five year teacher training programme after class-XII for secondary or senior secondary school teachers. For elementary teachers, it suggested a two year training programme after class XII. According to the commission, the course should focus on professional preparation. It should include general education and development of communication skills. NPE-1986 talked about the constituents of teacher education and underlined that the elements of pre-service and in-service education are very much similar as teacher education is a continuous process and cannot be separated. (Kapur,2018)

NCFTE (2010) is a major framework regarding the structure and policies of teacher education. It highlighted that teacher training programmes should be delivered by qualified and experienced teacher educators. While describing the aims of professional development programme for teachers, it focused on preparing for other roles related to teaching and education. It recommended for the development of counselling services and preparing teacher educators.

5. Need and Importance of Guidance Services in Teacher Education

Life is getting difficult day by day and there are many problems faced by students in this competition oriented life. The problem does not belong to students only, but it affects teachers and pupil teachers as well. Teacher trainees face many challenges due to complex system of education in india. It begins at selection of training colleges as it creates much confusion while taking decision. It is seen that many students got fail repeatedly or score very low grades which consequently create problems to find a suitable job. When teachers provide an opportunity for educational guidance to teacher trainers, they would be strong and perform better in their life. Agrawal (2006) has cited the example of Sir C.V. Raman that he started his career in the field of audits and accounts, then switched over to physics. He chose the career on the basis of trial and error in which he attained great height. In order to avoid such trial and error and wastage of time, guidance services are necessary. Kodad&Kazi (2014) concluded in their study that there is

definitely a need for guidance services in India. Changing family trends such as working mothers, divorcees, single-parent families have reduced the emotional cohesion provided so far in the Indian families. The immense technological advancement, the increased social pressure and personal issues have contributed to stress and strain on the students.

Guidance services are needed because of three main reasons. Firstly, everybody needs assistance at some time in his life. An individual needs sympathetic understanding and freedom from the control of direction by others. Secondly, intelligent choices can result only when the individual has adequate facts and experiences and receives careful guidance. Thirdly, from the point view of society that the individuals should be in an occupation where they have been trained so they can make society better and contribute to improving the conditions of his group.

Guidance has gained great significance after independence. Nowadays, a lot of efforts are made in schools and colleges to provide help to students in deciding their career options and educational opportunities. Teacher training colleges also motivate students to excel in teaching learning skills and get rid of confusion regarding education and training. Guidance programme may be a big platform for teacher trainees to help improve their academic and professional performance. The importance of guidance services in teacher training programme can be explained as follows:

- With the help of guidance services, pupil teachers can do good training and choose better and relevant subjects according to their interest and importance. Whenever they are confused among electives, guidance helps them to make a better choice.
- Effective use of leisure time is very important. Students generally do not use it effectively due to lack of experience and confusion. Guidance may become a great source to manage the leisure time of pupil teachers and eliminate their confusion regarding their free time.
- Guidance programme assists pupil teachers to make good decisions about their trading programme. Students have to know the available choices in subjects and disciplines to determine what exactly they want to do and in which subject they want to have specialization and mastery. Guidance programme may cater all the requirement of pupil teachers regarding subject choices.

- It helps pupil teachers to overcome examination stress. The fear of failure and desire for higher grades are major factors for stress among pupil teachers. Guidance helps learners to cope with this fear and help achieve their goals.
- Guidance helps pupil teacher to develop research skills and effective study habits. It improves their competence in reading and academic achievement.
- In teacher training programme, teaching practice is a major issue for pupil teachers. They are always confused how to manage school teaching. They feel fear while going to schools and facing student as a teacher in the classroom. Proper guidance may remove all kind of hurdles regarding teaching practices.
- In teacher training colleges, students do not focus on school teaching subjects and generally curriculum of teacher training programme is less concerned about school subjects. To acquire subject mastery students need external motivation. Guidance may provide such kind of motivation very effectively.

6. UGC Guidelines on Guidance Services

Studies showed that most of the problems faced by students in colleges and universities are doubts and worries about future. There are many career options in colleges which students can choose. To become a teacher is a very preferable career option as it is considered noble job. to become a teacher is not an easy task due very tough training. It requires many skills such as good knowledge in teaching method, command in school subject, practical experience in facing students in the classroom. With the help of guidance programme pupil teacher can get rid of all issues they are expected to face. In order to address different problems and issues University Grants Commission made mandatory to establish career and counselling cells in universities and colleges in its "guidelines for general development assistance to central, deemed and state universities during XI plan". UGC has also set various functions of career and counselling cells emphasizing that every institution must be involved to accomplish them. According to this guideline, gathering information on job opportunities and avenues and providing placements is necessary for every educational institution. The guideline further focused on organizing seminars and guidance workshops for informing students about the emerging trends, leadership skills, market requirements, way of implementing national socio-economic policies and information

regarding in training in soft skills. It also advocated on promoting discipline and positive attitudes towards national integration and removal of prejudices.

These are clear guidelines regarding guidance services to be provided in every educational institution even in every centers or departments. Despite very serious guidelines, there are less focus on providing such services in college and universities. There are many cases of drop-outs in teacher training colleges or education departments. Students doing B.Ed., M.Ed. and Diploma in Teaching and other teacher education courses are continuously leaving the course before completing the course and this figure is increasing continuously. It may be minimized with the help of guidance. There are many students who are forced to change the discipline or leave the course due to severe confusion. Sometimes they do take extreme steps regarding their life. Recently, Secretary, UGC issued the important guidelines regarding proposed student counselling system in a letter sent to all university vice-chancellors that setting up a "students counselling system" is mandatory in all institutions of higher education and training colleges (India Today, January 29, 2016). These guidelines are as follows:

- Students counselling system should address all common problems of students, such as anxiety, stress, fear of failure and other academic troubles.
- It should involve students, teachers and parents, and should be interactive and target oriented.
- The system should bridge communicative and formal gaps between the students and the institution.
- In this system, the services of a trained and experienced psychologist should be used if required.
- Every teacher should be allotted 25 students to act as a guardian throughout the year. These teachers will address students' intellectual and emotional needs in order to provide them with educational and career guidance.
- Teachers should collaborate with wardens in order to get information regarding student's personal details, behaviour patterns and other data for providing guidance and taking prompt action.

7. Conclusion:

The aim of guidance services is to prepare individuals for their future life. These services help them to achieve necessary skills and abilities for future planning and assignments. It also helps in directing individuals to select right occupation. Guidance services have both personal and social importance. Educational institutes play a very crucial role in identifying the directions essential for individuals and train them accordingly in order to fulfil their desires and goals. After analysing different primary and secondary sources, it may be concluded that guidance services are essential for every colleges and universities and most of the educational institutes have adequate provision of guidance services, however many of them are lacking in proper functioning. As far as teacher training colleges and departments are concerned, they have the provision of guidance programme but they also lack in proper functioning as this service is not available in a systematic and organized way. The responsibility of providing guidance services lies on the shoulders of teacher educators. Sometimes they conduct programmes and activities through the guidance and counselling cell. But these cells do not take initiative to collect students' data in order to provide effective guidance. If the guidance and counselling cell work properly, the issue of non-serious functioning of guidance cell can be addressed and results will be observed differently.

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