



## Guidance and Counselling In Education

Dr. Jampa Venkata Rama Chandra Rao  
Associate Professor  
Vikas College of Education,  
Vissannapet, Krishna Dist. A.P

**Abstract:** Guidance and counselling are two sides of the same coin. The goal in both cases is to give an opportunity for an individual to see a variety of available options and thereafter, assist the person in making a wise choice. Guidance is the process that is put in place at a time a choice is to be made. Counselling on the other hand i) helps with considering all sides of a potential choice even before the choice is made; ii) takes place when a choice has been made and there is a need to modify, reinforce or abandon such a choice. Guidance and Counselling focuses upon helping the individual to cope with development tasks such as self-definition, independence, and the like. Attention is given to clarifying the individual's assets, skills, strengths, and personal resources in terms of role development.

**Key words:** Guidance, Counselling, Educational guidance,

### Introduction

Education is one of the fundamental needs of human beings. In the history of mankind, education has formed a continuum and a basis for the development of human society. Through development of right attitudes, values, capabilities, knowledge and skills, education provides strength and enables persons to respond to situation and enables to contribute to societal development. The teacher is the dispenser of knowledge and caretaker of students. The teacher has the greatest role in moulding the future of a country, of all professionals, is the noblest, the most difficult, the most important to cultivate in humanity, compassion and the spirit of loving service, much more than those belonging to other professions is an ideal and exemplary model to the pupils. Both prosperity and poverty of a country is in the hands of the teacher.

Guidance and counselling are two sides of the same coin. The goal in both cases is to give an opportunity for an individual to see a variety of available options and thereafter, assist the person in making a wise choice. Guidance is the process that is put in place at a time a choice is to be made. Counselling on the other hand i) helps with considering all sides of a potential choice even before the choice is made; ii) takes place when a choice has been made and there is a need to modify, reinforce or abandon such a choice. Consider a new student in a university who is to register for courses in a programme. The course list has two categories - compulsory and elective courses. The compulsory courses are mandatory. The elective courses offer some choice. Your effort at assisting the learner to select suitable elective courses provides an example of guidance service. Assume after registration and some way into the programme, the learner has problems with some courses. Perhaps the learner is unable to cope with the



rigor of work or is having some problems with a course lecturer. Offering informed advice on how to cope with emerging problems is counselling.

Guidance is a broad term that is applied to a school's programme of activities and services that are aimed at assisting students to make and carry out adequate plans and to achieve satisfactory adjustment in life. Guidance can be defined as a process, developmental in nature, by which an individual is assisted to understand, accept and utilize his/her abilities, aptitudes and interests and attitudinal patterns in relation to his/her aspirations. Guidance as an educational construct involves those experiences, which assist each learner to understand him/herself, accept him/herself and live effectively in his/her society. This is in addition to the learner having learning experiences about the world of work and people therein. Guidance can also be looked at as a programme of services to people based upon the need of each individual, an understanding of his/her immediate environment, the influence of environmental factors on the individual and the unique features of each school. Guidance is designed to help each person adjust to his/her environment, develop the ability to set realistic goals for him/herself, and improve his/her total educational programme. As a process, guidance is not a simple event but it involves a series of actions or steps progressively moving towards a goal. As a service, we can isolate three major services, that of educational, vocational, and personal and social guidance.

**Educational Guidance** Educational guidance is so far as it can be distinguished from any other form of

guidance, is concerned with the provision of assistance to pupils in their choices in and adjustment to the schools' curriculum and school life in general. Educational guidance is therefore essential in counselling service. Guiding young people to pursue the right type of education in which, for example the right balance is met for accommodating the human resource needs of a nation.

### **Personal and Social Guidance**

Personal and social guidance is the process of helping an individual on how to behave with consideration to other people. Primarily, personal and social guidance helps the individual to understand oneself, how to get along with others, manners and etiquette, leisure time activities, social skills, family and family relationships and understanding masculine and feminine roles.

### **Counselling**

Counselling is usually viewed as one part of guidance services; it is subsumed by the general term, guidance, in that it is one service within guidance rather than a synonym. It is difficult to think of one definition of counselling. This is because definitions of counselling depend on the theoretical orientation of the person defining it. Let us examine some of these definitions. Counselling is learning-oriented process which usually occurs in an interactive relationship with the aim of helping the person learn more: 1. about the self; 2. about others 3. about situations and events related to given issues and conditions 4. and also to learn to put such understanding to being an effective member of the society. Counselling is a process in which the helper expresses care and concern



towards the person with a problem to facilitate that person's personal growth and positive change through self-understanding. Counselling denotes a relationship between a concerned person and a person with a need. This relationship is usually person-to-person, although sometimes it may involve more than two people. It is designed to help people understand and clarify their views of their life-space, and to learn to reach their self-determined goals through meaningful, well-informed, choices and through resolution of problems of an emotional or interpersonal nature. It can be seen from these definitions that counselling may have different meanings. For example, there are instances where counselling is offered in the context of a relationship which is primarily focused on other, non-counselling concerns. For example, a student may see a teacher as a person with whom it is safe to share worries and anxieties. In such a situation it seems appropriate to see what is happening as being a teacher using counselling skills rather than engaging in an actual counselling relationship. The teacher is counselling but not being a counsellor. Guidance programmes and the counselling service in teacher Education Guidance programmes and the counselling service within them, usually deal with situational and environmental conditions. Counselling is often seen as assistance given individuals to attain a clear sense of identity. Counselling, as well as the total guidance programme, stressed rational planning, problem-solving, and support in the face of situational pressures. The counselling relationship is usually characterized by much less intensity of emotional expression than that found in the therapeutic relationship. Counselling services are usually located in schools,

universities, community service agencies, and pastoral organizations, while psychotherapeutic services are usually found in clinics, hospitals, and private practice. The recipients of counselling are 'normal' individuals rather than those who exhibit abnormal or extreme modes of adjustment. Counselling focuses upon helping the individual to cope with development tasks such as self-definition, independence, and the like. Attention is given to clarifying the individual's assets, skills, strengths, and personal resources in terms of role development. Counselling approaches, are based more upon emphasizing present conscious material (material available within the individual's awareness) while psychotherapeutic approaches tend to emphasize historic and symbolic materials, relying heavily upon reactivation and consideration of unconscious processes.

#### **The aims of counselling:**

The aims of counselling are broad. They may, in certain cases, depend on the situation and environment, and also on the training. The basic aims of counselling include the following:

- To help students understand the self in terms of their personal ability, interest, motivation and potentials.
- To help students gain insight into the origins and development of emotional difficulties, leading to an increased capacity to take rational control over their feelings and actions.
- To alter maladaptive behaviours
- To assist students in moving towards the direction of fulfilling their potentials or in achieving an



- integration of previously conflicting parts of themselves.
- To provide students with skills, awareness and knowledge this will enable them to confront social inadequacies.
  - To help students gain some insight into the world of work, the realities therein and the relationships to their education and specialization.
  - To help students develop decision making skills

### Guidance and Counselling in Teaching

In institutions of higher learning, guidance and counselling should address learners' difficulties. These difficulties encompass the whole spectrum of student life in institutions of higher learning. A number of them may have negative impact on the teaching/learning process. Counselling should probe what students' difficulties are and then approach them systematically. For example, in diagnosing learning difficulties the lecturer should focus on the following aspects:

- Difficulties that arise during instruction: these may be related to the content, the lecturer or the way of presentation.
- Difficulties after instruction: these may be related to social activities of the student or they may be related to the facilities themselves.

Individual observation: This requires that individual lecturers are keen in noting any strange things that happen to the students or with the students. The observation should arise out of a genuine desire to help and get involved with the students. Student statements: Students

invariably make statements and comments which are indicative of the struggles that they may face. The lecturers should be prepared to note these comments and statements which are indicative of or are symptoms of other things that may appear later. Student records and follow up: These usually yield information that would facilitate a lecturer to assist a student whose problem may have been ignored or brushed aside for a long time.

### CONCLUSION

Educational guidance and counselling should concern itself with assisting the students in their curriculum and school life choices. Students need assistance in subject choice and planning for the courses that they take at these institutions of higher learning. All lecturers could be involved in this without any need for specialized training in counselling. Although the lecturers may help to reduce these pressures, there is need for more specialised assistance from professionally trained hands. The fact that the lecturers may have an upper hand in interaction with the students only goes to show how crucial it is that they should get involved. As role models to the majority of students it is important the lectures are made aware of their crucial role in social guidance.

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