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Vocational Guidance: What, Why, How

ABSTRACT

The vocational guidance are the backbones for the younger population of any country in general and for the youngsters of a developing country like India is particular as the provide valuable opportunities to get proper information to plan the vocational course for the better tomorrow. The main aim behind vocational guidance is to provide the education and training to students which allows them to contribute their best of the development of the society around them.

1. INTRODUCTION

Guidance may be defined as to prepare an individual for his future life, to make him fit for his place in the society, creating the attitude of self. Dependence is the basic aim of guidance, hence the focus of attention in guidance process is the individual so that he can manage his life more desirably and face the challenges of the life (nelson 1979). To attain this goal he has to understand his needs and abilities also so the goal of life may desirably be formulated and achieved. The present day circumstances are much more complex in the comparison to the past due to the vast changes in society and technological advancements. Here guidance happens to be the only measure which can throw desired light along the way leading to him (katz 1959).

The need of guidance is now realized by one and all. The government also realized its scope and importance.

In 1945 government of India established a society for training employment services organizations. Its aim was to establish guidance contests all over India. In 1956, central bureau of guidance was established in Delhi. The bureau of psychology in Allahabad and NCERT etc, also emphasized the needs of guidance. The Kothari Commission also highlighted the need of guidance. But the

efforts made so far have not produced very enthusiastic results. The guidance programmes in a vast country like ours, should have been made quite popular. Because where the job opportunities are limited and aspirants are unlimited, the guidance programmes appear to be highly important to channelize the human resources in proper directions from the very beginning of life.

2. STRATEGIES

This object can be realized only by providing proper vocational guidance to its younger generation, and for this purpose the following strategies may be helpful.

1. Individual guidance i.e., providing essential information about vocational opportunities and making youngsters aware of their abilities and using psychological tools.
2. Group and mass media procedures i.e., organization audio-visual programme, career exhibits and group discussions (Hoyt & Moore 1960).
3. Placement services i.e., providing information to students for their admission and helping them to obtain a job helping their qualifications.
4. Follow up services i.e., follow up programmes are the essential aspect for

vocational guidance under it. Students and followed up in order to have details about their success. Such information are helpful in improving the vocational programmes.

3. SUPPORTING FUNCTION

Some supplementary arrangements may also be made.

1. Organizing seminars, debates and lectures.
2. Writing about great personalities in the field of industry and business.
3. Visiting centers of vocation of one's choice.
4. To have firsthand experience at vocational centers.

As Kothari Commission emphasized every student should be provided vocational guidance from the very beginning of his student life and at intermediate level, he must be channelized in a particular direction, so that he remains free from searching jobs after his education.

So, in order to attain this goal, every school must run specialized guidance services. If our manpower is not properly utilized, we will have to face two dimensional losses, i.e. neither our human resources will be properly developed and utilized nor will our nation be a strong one.

4. STRATEGIES FOR IMPROVEMENT

Having started a major programme for vocational education in schools with heavy financial investment, it is incumbent upon us to make it succeed. This can be done by:

1. Recruitment of qualified teacher is necessary: teachers should be specifically trained and prepared to understand and reorganise the need for change in methodologies of teaching.
2. Infrastructure such as workheads and equipment should be provided without

delay so that practical should not be affected adversely like center for culture resources and training (CCRT), NCERT, SCERTS, (state council of education research and training) etc. should be adequately strengthened to play an active role to achieve the goals.

3. Curriculum should be relevant.
4. Textbooks and teaching materials must be developed and made available in the schools.
5. Better linkages between the education and employment sections are necessary.
6. There should be greater participation of industrial houses/commercial establishments which should feel social responsibilities to participate in the educational process.
7. Apprenticeship training. It should be mandatory that every students passing out of a vocational course should be provided with apprenticeship training.
8. Larger coverage of schools under the programme in rural areas should be allowed.
9. Wider publicity of the scheme is required so that more non-governmental agencies come forward to join hands in the implementing process.
10. State governments should be more responsive to the programme.

Thus, according to the need of the society, students must drive towards that vocation with reference to its future positive perspectives.

5. CONCLUSION & SUGGESTIONS

As already stated there is a great need to develop reality-oriented strategies towards vocational guidance (Williamson 1965). Such strategies will require critical and creative thinking on the part of authorities and worker undertaking guidance programmes. (Anastasia 1979). The following suggestions may be helpful in this

- regard:
1. Be sure that guidance can be provided even with limited resources and time and use carefully planned activities.
 2. Career literatures should be made available to as many individuals as possible open their eyes to the world of work, realities.
 3. Full time and trained counselors should be
 4. Use psychological measures to assess the skills and abilities.
 5. Informational posters should be used on large scale in order to communicate the information to as many people as possible.
 6. Mass media can be highly helpful. It should be used.

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