

school going children of the state as well as to other young people in need of such help. It had a network of regional and district bureaus which at a later stage were closed down. Then West Bengal (1953), Orissa (1955), Bihar, Gujrat and Madhya Pradesh (1956), Rajasthan (1958), Andhra Pradesh and Assam (1964), Delhi (1965) also established such guidance bureaus. Earlier in 1954, the Central Government at Delhi had established a Central Bureau of Educational and Vocational Guidance. The bureau of Vocational Guidance Bombay was set up in 1950 which placed emphasis on occupational information and vocational guidance unlike U.P. Bureau of Psychology which emphasized programmes of educational guidance and development of psychological tests. The Vocational Guidance Bureau, Bombay is now known as Institute of Vocational Guidance.

Besides these bureaus the National Employment Service provides guidance to young people seeking jobs. It has taken over the responsibility of collecting occupational information and disseminating it through its various employment units. In 1961-62 it initiated a programme of employment service to university students. The Directorate of Employment and Training, a department of the Central Government has set up guidance section in a number of employment exchanges.

Meaning and Nature of Vocational Guidance : The original and oldest concept of vocational guidance as understood by Parsons would mean "finding the vocation for which each individual was best fitted". It was concerned only with the choice of an individual's life work. This concept of vocational guidance later on was modified. In 1924, then, it was defined by National Vocational Guidance Association of America as "the giving of information, experience and advice in regard to choosing an occupation, preparing for it, entering it and progressing in it". For more than a decade vocational guidance was understood to mean this. But, in 1937 the said National Association modified its previous definition and said that vocational guidance was a process and that the decision regarding choice of the vocation should be taken by the individual himself and not by the counsellor who should merely assist the individual. It was, then, defined as "Vocational guidance is a process of assisting the individual to choose an occupation, prepare for it, enter upon and progress upon it". The emphasis was on "helping" the individual, not taking a decision for him.

The International Labour Conference of 1949 defined vocational guidance as "assistance given to an individual in solving problems related to occupational choices and progress with due regard for the individual's characteristics and their relation to occupational opportunity". To Smith (p. 49) vocational guidance is a process of acquainting the individual with

the ways and means of knowing his own natural endowments so that he may live and make a living to the best advantage to himself and to the society. Super (p. 2) holds that vocational guidance is "a dual process of helping the individual to understand and accept himself and of helping himself to understand and adjust to society; it is both psychological and socio-economic". He further said (p. 197) that vocational guidance is a process of "helping a person to develop and accept an integrated and adequate picture of himself and of his role in the world of work, to test this concept against reality and to convert it into reality with satisfaction to himself and benefit to society". The most important implication of this definition is that vocational development is an integral part of the individual's total development. Thus, the modern concept of vocational guidance emphasizes that it assists the individual in his vocational development and vocational development is a process of assisting him in the development of his personality. This modern meaning of vocational guidance is discussed in detail under a separate heading, "new trends" in guidance and counselling. Here it suffices to quote Margaret Bennett (p. 265) in order to highlight the modern concept of vocational guidance. She says:

The older approach of attempting to match human traits and job requirements as a means of helping persons to choose, enter and adjust within an occupation is being transformed into the more complex tasks of helping individuals to plan how to integrate the evolving work aspects of life within their developing personalities in ways that will contribute to self-realization and to the welfare of society.

Programmes of Vocational Guidance : At different stages of education different kinds of vocational guidance activities have to be carried out. But, the programmes must begin as early as primary education level. In the early stages of the development of guidance it was thought that vocational guidance programmes should begin from secondary stage. This was for the reason that in the beginning vocational guidance was interpreted to mean only imparting information about vocations which was not considered meaningful at primary stage of education as students at this level were not expected to choose a vocation. But, when in course of time the concept of vocational guidance registered a change it was considered desirable to introduce vocational guidance right from the primary stage. The objectives of vocational guidance were, however, made to differ from stage to stage.

Vocational Guidance at Primary Stage : The Education Commission (1964-66) said (p. 238, para 9.44) that guidance should begin from the lowest class of the primary school. It can be used in "guiding pupils to develop an insight into the world of work and favourable attitudes towards work". Thus, it would mean that the objective of vocational guidance at this level of education should be not to help children in choosing a vocation, but

a large number of pupils individually. Group guidance was found to be more handy a tool for improving pupils' self-understanding and for helping them to face realities, psychological and environmental. Now, all accept that group procedures are as important as individual services. But, they are not a substitute for individualized work in the same way as individual guidance cannot be considered a substitute for group guidance.

Meaning of Group Guidance : When more than one individuals are put together in a group for educational, vocational or personal guidance, the situation thus created is known as the situation of group guidance or group counselling. It is guidance through group activities. The group is formed on the basis of common problems of the members. For example, if information about various courses or information about various vocations is to be imparted it may be done in a group, as this may be the need of all the individuals in the group. Similarly, if some individuals have common personal problems such as negative self-concepts or no problem but the need for developing good social relationships or need for developing skill in group living in all the members group guidance.

There are two types of group guidance - (i) orientational, and (ii) therapeutic. Orientational kind of group guidance concentrates on orienting pupils to new environment, new courses or new programmes. Telling the pupils about admission procedures and requirements of admission in various schools and colleges also constitute an activity of orientation type of group guidance. Orientation is necessary whenever pupils enter a new institution or a new environment. It is much more important at the early stages of education than at other stages. The orientation programmes of group guidance serve, according to Bennett (1963) the following purposes (p. 180).

1. To acquaint the new comers with the new institution, its philosophy, rules and regulations, etc., so that they may adjust adequately and live a happy group life.

2. To guide the new comers to reconsider their goals and purposes in relation to their increased self-knowledge and newly available opportunities.

3. To help the new comers to improve their skills in making desirable adjustments.

4. To inspire the new comers to make their own contributions to the new school home.

5. To help the new comers to broaden and deepen their perspective on life and plan more intelligently for the future.

6. To provide opportunities for the teachers and students to become acquainted with the new comers to become aware of their potentialities.