



**Department of Distance Education  
Punjabi University, Patiala**

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**M.A.(EDUCATION) PART-II**

**PAPER -**

**(SEMESTER-III)**

**FOUNDATIONS OF GUIDANCE**

**UNIT NO. B**

**LESSON NO. :**

- 2.1 : Guidance Services : (i) Individual Information, (ii) Placement Services and (iii) Follow up Services**
- 2.2 : Organization and Setting up of the School Guidance Programme, Role of Head, Counsellor and Teacher**
- 2.3 : Job Analysis : Meaning, Need and Methods**
- 2.4 : Job Satisfaction : Meaning, Need and Measurement**
- 2.5 : Guidance of Students with Special Needs**
- 2.6 : (A) Agencies of Guidance at the National, State and District Level**  
**(B) Problems of Guidance in India**

**Note : Students can download the syllabus from department's website [www.dccpbi.com](http://www.dccpbi.com)**

**Structure**

- 2.1.1 Concept of Guidance Services
- 2.1.2 Educational and Vocational Information Service
- 2.1.3 Placement Service
- 2.1.4 The follow-up Service
- 2.1.5 Suggested Reading
- 2.1.6 Suggested Questions

**2.1.1 Concept of Guidance Services :**

Recent writers are not in agreement with regard to the activities of the guidance programme which ranges from five to eight, guidance services. According to Norris, Zeran and Hatch the following five services cover all the activities of the guidance programme :-

1. The Individual Inventory Service.
2. The Information Services.
3. The Counselling Services.
4. The Placement Services.
5. The Follow-Up and Research Services.

It can be noted from the brief examination of different guidance services that all these services are inter-related and overlapping. It can further be noted that in any full-fledged programme of guidance the follow-up research services occupy an important place.

**2.1.2 Educational and Vocational Information Service :**

Guidance, whatever be its kind and whatever the area of life in which it is rendered, is based upon knowledge about the individual and about the world in which he has to operate and to which he has to respond. If pupils are to make wise educational choices, they can do so only by understanding themselves, that is, their general mental ability. The nature and strength of their aptitude and interests and the implications of their educational aspirations. In addition to this kind of understanding,

they need to understand the requirements of courses of study and the facilities for learning them. Without these two kinds of knowledge, pupils cannot establish a realistic and meaningful relationship between themselves and the world of education or vocation. Evidently, the availability of accurate and adequate information about the world of education is one of the essential conditions for establishing this kind of relationship.

Just as the information about the world of education is essential for pupils for making the best possible use of available educational opportunities, likewise the pupils cannot meaningfully choose and prepare themselves for jobs suitable to them without adequate and accurate information about the world of occupations. Even if pupils know themselves, they cannot be expected to embark themselves on careers most meaningful to them, unless they understand the requirements of the complex world of occupation and professions.

#### **A. Nature of Information Service :**

The guidance service which collects information concerning the world of education and the world of work and systematically disseminates it among pupils is termed as the information service. This service strives to meet the educational and vocational needs and interests of pupils whatever their plans may be during and after leaving the senior secondary school. It, however, does not necessarily limit itself to the provision of educational and occupational information to them. It rather embraces any type of information needed by pupils in evaluating the environmental opportunities. The information provided to pupils by this service is not ordinarily provided through instructional programmes. The function of the guidance programme includes all the activities in the school involved in securing and making available to pupils information about occupational and educational opportunities. Further, it includes activities, agencies and services in the school and community which the pupil may use to solve his personal problems.

#### **B. Kind of Information Appropriate to the Information Service:**

Following are the broad types of information included in the scope of the information service:

**(a) Occupational Information:** Information concerning occupations for example description concerning occupations, local within a state or region, or in the country as a whole.

**(b) Industrial Information:** Information concerning industries for example descriptive information about various industries in the community state region or nation; also local trends such as the new local industries or shutting down of old ones.

**(c) Training Facilities Information:** Information about all types of training opportunities; for example, accreditation of schools, loans and scholarship, information about vocational schools as well as colleges, information about correspondence schools and adult evening classes, apprenticeships, training on the jobs.

**(d) Educational Information not elsewhere Classified :** Information about elementary and senior secondary schools not covered in other categories; for example. Information about curricular and extra-class activities, school policies and traditions.

**(e) Resource Information:** Information concerning groups which gives help to the physically handicapped, financial aids, psychological and psychiatric services, welfare service, public and private employment agencies, part-time and summer employment opportunities.

**(f) Socio-Economic and Cultural Information:** Information concerning social, economic and cultural conditions and trends: for example, child labour laws and work permits, population trends, neighbourhood influences, within the community, technological trends, economic conditions, labour laws and law of natural resources.

### **C. THE INFORMATION SERVICE-ITS PHASES**

The information service is one of the guidance services which aims at to analyse the current and future environments of students and to impart educational, vocational and personal information. It identifies, evaluates and presents relevant information in all the three important areas during the total schooling of pupils. It centres round the major life activities in which the youth are engaged or will engage- educational, occupational and social. These life activities are closely related and often overlap.

#### **1. Educational Information**

In the words of Willa Norris, "Educational Information service is valid and usable data about all types of present and probable future educational or training opportunities and requirements including curricular and co-curricular offerings, requirement from entrance. and conditions and problems.

"Present opportunities" refer to all resources of the school attended by the pupil and also those that might make use of now or in the future: In the words of Norris, "Valid and usable data about such opportunities cover the true scope and value of these resources. their possible meanings for the students now and in later life, and information about his fellow students, members of the school staff, and the school plant."

#### **2. Occupational Information**

Occupational Information may be defined as an accurate and useable information about jobs. industries, work processes, employment trends and opportunities. In the words of Norris: Occupational information is valid and useable data about positions, jobs and occupation, including duties, requirements for entrance, conditions of work, rewards offered, advancement pattern; existing and predicted supply of and demand for workers, and sources for further information. "The term

'valid' means data which are accurate, authoritative, current and balanced. Useable data are those which are beautifully presented at the level of understanding and interest of pupils and which also cover the necessary items of information literature. Occupational information must be readable with respect to vocabulary, illustrations and human interest.

The 'significant aspects of occupational information include for requirements for entrance conditions of work rewards and trends of supply and demand, as well as advancement and other source of information.' "Requirements for entrance" include factors related to the personal characteristic of the applicant, his preparation, training and experience, and to methods of locating and obtaining positions." Conditions of work refer to duties hours, health hazards and the life 'Rewards' include not only wages or salary, but also such intangible returns as felling effectiveness, satisfaction in rendering service to other and congeniality of co-workers. Trends of supply and demand pertain to the opportunities employment in the occupation-both in the immediates and the remote future. 'Advancement' relates to the opportunities to improve one's occupational status. .

To be effective, occupational information must be collected, processed and used with the accuracy of other scientific material. The field is ever changing; hiring practices fluctuate with supply and demand and new jobs are created everyday.

The increasing importance of occupation data in the information services from a number of circumstances.

### **3. Personal Social Information**

Personal Social Information is the most recent phase of the information service. Out of the three principal phases of this service, occupational information is the oldest. Valid and useful data about the opportunities and influences of the physical and human environment which influence personal and impersonal relations social information, it is that information about human beings which helps a pupil understand himself better and improve his relations with others. Social information includes such broad areas of information as "understanding self," getting along with others as well as specific areas as boy-girl relations, manners and etiquettes. Leisure-time activities, personal appearance, social skills, home and family relationships and healthful living.

The social information phase includes all those environmental aspects of life activities which are not explicitly classified as educational and occupational. In general embraces the environmental information necessary for guidance in personal-social choices. Obviously there are area of choice and adjustment beyond the educational for which factual information is required. It is here that the counsellor finds clues to possible vocational interests.

### **D. Objectives of Information Service**

The information service has certain objectives. The objectives may, differ in some

respects from school to school, but the basic objectives remain common to all schools.

These are:

1. Helping the pupil in understanding and accepting himself.
2. To create an awareness of the consequences of making personal decisions.
3. To demonstrate that each pupil is worthy of recognition and dignity.
4. To demonstrate that individuals differ in their interests, abilities, attitude and values.
5. To make pupils aware that the job specialization leads to interdependence.
6. To make them understand that career development is influenced by the interaction between environment and the hereditary potential of the individual.
7. To help pupils develop a comprehensive and objective view of life's opportunities and problems at all levels of learning or training.
8. To make pupils understand the need of an accurate and valid occupation and educational information and to create the desire to grasp the implications of such information.
9. To create an understanding of the great range of educational, occupational and social activities.
10. To help pupils acquire the mastery of the techniques of securing and interpreting information for attaining the goal of self-directiveness.
11. To assist them in the cultivation of habits and attitudes helpful in the making of such choices and adjustment as are conducive to personal effectiveness and satisfaction.
12. To provide assistance in developing the insight need to tackle the problem of narrowing down the choices to specific activities which are most relevant to the aptitudes, abilities and interests manifested.
13. To help pupils develop an awareness of possible leisure time pursuits.
14. To prepare the students to bent up of mind to face the circumstances, which he is giving to face with regard to the policy of GATS, in the time to come after 2005.

Certain objectives of the information service naturally receives emphasis more at one level of education than at another. Evidently, at the elementary school level those objectives can not be exactly the same as at the senior secondary level. The reason for this is obvious. Guidance and counselling needs of pupils considerably very different stages of their development. For example, pupils studying in primary classes of schools do not have any meaningful vocational consciousness. but when

these very children enter adolescent phase of their lives, they tend to develop genuine vocational aspirations. Likewise adolescents tend to differ from children below ten years of age in respect of their educational and social needs

### **E. Sources of Collecting Educational and Vocational Information**

Among the important sources of occupational information are employment exchanges, private agencies, pioneering establishment, publications and advertisement in newspapers, visits to factories as well as to other places of industries importance, the community occupation surveys, bibliographies and occupational index.

Employment exchanges, whether at the district level or at any other level provide information regarding employment opportunities, unemployment and employment trends and forecasts of future employment opportunities in various areas in life. Those often provide information regarding training the facilities for some specific jobs within the country and outside. School can also collect information from private agencies like **VOCATIONAL** and **EDUCATIONAL GUIDANCE BUREAUS** Vital clues to the occupational requirements of the future can be seen in the innovations of progressive establishment, Magazines, Journals and Newspaper are still another important sources of information can be obtained about certain occupations by visiting factories as well as other places of industrial importance. The occupational surveys carried out by private and public agencies are another hand source of up-to-date occupational information. Finally bibliographies giving lists of occupational studies, and occupational index providing and annotated index to current literature and scientific studies of occupations and jobs, are also found quite useful

### **F. Considerations to be kept in Mind in the Collection of Information**

We should proceed headlong to collect whatever information is available. Rather we should carefully see that the information to be collected serves the needs of pupils. The information to be collected can be true only if the following considerations are kept in mind.

#### **(a) Realistic and Accurate**

Only factual and scientific information can truly meet the needs of pupils. The information must be realistic and accurate. Guidance workers and counsellors must evaluate the information.

#### **(b) Up-to-date**

Trends in occupational training facilities and educational opportunities change rapidly. Information regarding these, therefore, should be constantly revised. Out-of-date materials do not serve genuine need of pupils. It has gained still more importance on the face of the fact that the present era is the era of explosion of knowledge in which more and more new professions, occupations and jobs are fast coming up and also that some of these are dying also.

**(c) Many Types**

The quantum of information to be collected should be careful by determined.

**(d) Materials with an Appeal to Various Ability Levels**

It should be noted that there are many kinds of information. Some are designed for professional use by counsellors and interviews, others have to be more in line with the reading ability and interests of pupils.

**(e) Material-Covering many Characteristics**

The material that cover most characteristics of any kinds of work or training or education opportunity should be preferred for obvious reasons. Educational and vocational planning necessitates the consideration of many characteristics concerning a given occupational training facility.

**(f) Lowest Possible Cost**

Schools with meagre budgetary resources must spend money with definite objectives in mind. Such schools must examine the materials before purchasing them

Educational Information such as achievements data in curricular subject and co-curricular activities data about hobbies, interests. intelligence, aptitude, personality etc. can be collected from cumulative records.

Methods to collect information include objective type test, interest inventory, case study and like. Detailed information is then to be used in keeping the pupil make wise choice of course and activities or in making adjustment to the school or to outside environment. This information is to be organized and kept in files or folders.

**G. Techniques of Collecting Vocational Information**

Two important techniques of collecting occupational information are:

- I. Job-Analysis
2. Survey methods

Job-Analysis is defined as the process of determining by observation and study in reporting pertinent information relating to the nature of a specific job. It is determination of the task which comprise the job and of the skills, knowledge, abilities, responsibilities required for the worker for successful performance and which differentiate the job from all other. Job facts are secured through job analysis for many reasons so as to provide facts for determining the relative worth of a job to determine job requirements, to provide detailed information what the worker is to do in performing his job, to provide occupational facts necessary to advise workers, to point out hazardous working conditions, to clarify the line of responsibility and authority. A job-description is obtained from a job-analysis. Job description is the heart of occupation information.

The Survey method is a method of obtaining occupation information without observing the "job". Two kinds of surveys are there-the questionnaire type and the personal type.

In the Questionnaire Survey Method, the individual responsible for obtaining the occupational information distributes the copies of questionnaire to the workers for fillings in. It is speedy method of collecting occupational information, provided the respondents can be motivated to fill in the questionnaire completely and honestly.

In the personal survey method, the individual interested in collecting information talks to workers and to all others who may be involved in the doing of the work directly or indirectly. A survey may be undertaken to find out the causes of strike or to find out the jobs which may be convenient for the physically handicapped. The person making use of this technique himself records the data on a form. He may ask enough questions and do good deal of observation to obtain the facts he needs.

### **H. Techniques of Disseminating Educational and Vocational Information**

The collection of educational and occupational information is not enough. Its dissemination among pupils, teachers and counsellors is a still more important function of the information service.

There are two methods of disseminating it :

- A. Through group contacts
- B. Through individual contacts

#### **(A) Group Techniques of Imparting Information are:**

1. Occupational Information as a regular subject.
2. Career conferences.
3. Through special subject teachers.
4. Home rooms or tutorials.
5. Through school counsellor.
6. Class talk by the school counsellor.
7. Talks by specialists in occupation.
8. Career days.
9. Work-sample projects (spending some days on the jobs of choice) : This serves to familiarize pupils with the working conditions, it is an experience they cannot have through just reading or listening.
10. Dramatization : Certain aspects of occupational information may be found meaningful in dramatization. For example, right and wrong ways of applying for a job, right or wrong ways of appearing in an interview can be dramatization in the interesting manner.
11. Films and Films Strips.
12. Displays or Exhibitions.

13. Bulletin Board Announcements.
14. Library Reading.
15. Pupil Booklets.
16. Co-Curricular Activities.

### **(B) Individual Techniques of Imparting Information:**

Among the individual techniques of imparting occupation information counselling interview is the most important. A counselling interview is any type of prolonged contact between the counsellor and the pupil in which conversation plays a prominent role and which centres round pupil's problems. It is aimed at understanding the implications of a problem through discussions. There is mutual consultation, interchange of views and deliberating together.

Out of the two types of techniques of imparting occupational information, the group techniques are considered more advantageous as by using these it is possible to orient all the students to impart information to a group as a whole. Further experiences of a number of individuals can be pooled together for the benefit of each member of the group. The group techniques of imparting information are indeed complementary to individual methods. The former prepares the ground for more effective individual counselling.

#### **I. Summary**

The chief function of the Information Services is to collect information about the world of work and the world of education and to disseminate it among pupils, teachers and guidance workers. The information disseminated is intended to assist pupils in establishing a meaningful relationship between their assets and liabilities on one hand and the requirements and opportunities of vocational world on the other. Information, appropriate for dissemination are information concerning the distribution of occupation, industrial information about vocational training opportunities, educational information, resource information and socio-economic information.

There are three principle phases of the Information Service, namely educational, occupational information and social information. All these phases are intimately related. Education information included valid and usable data about all types of current and probable educational opportunities and demands, including curricular and co-curricular offering, requirements for admission to various courses and problems of student life. Occupational information includes all accurate and usable information about jobs, industries, work processes and employment trends and opportunities. Social information comprises valid and useful data about the opportunities and influences of the physical and human environment which affect personal and impersonal relations.

Basic objectives of information are helping pupils in understanding themselves, creating understanding of the needs for valid occupational and educational information and creating consciousness of the great importance of meaningful relating oneself to the occupational, educational, and social world.

Among the important sources of collecting occupational information are employment exchanges progressive establishments, publications, newspapers, visits of factories and the community surveys. The collected information should be up-to-date, realistic and congruent with the ability level of students. Two principle techniques of collecting occupational information are Job-analysis and Survey method. Job-Analysis is scientific procedure of determining and reporting of all relevant information relating to the job. The Survey method is the procedure of obtaining information by the use of questionnaire or through the medium of interview. Occupational information is disseminated through individual as well as group contacts.

### **2.1.3 PLACEMENT SERVICE**

#### **Meaning:**

- (1) **Froehlich:** Placement is concerned with assisting pupils to find jobs and use the opportunities.
- (2) **Andrew and Willy:** Placement refers to all of the activities perfonned in assisting the student to make an adequate adjustment to the next step in his training.
- (3) **Downing:** Placement is a service with the guidance programme designed to assist students in the selection of suitable courses.

There are two types of placement services:

- (a) Vocational Placement, and
- (b) Educational Placement

#### **(a) Vocational Placement**

According to Franklin J. Keller, placement service is a service that is rendered to the individual in order to place him in the occupation after he has been trained or if there has been a change of heart or mind, in one which he wants and likes. This is the meaning of job placement. Ohisen states that without adequate placement service young people have little direction in their job-seeking activities, have difficulty in obtaining employment and frequently drift into unproductive of undersirable activities. Further, after consistent early failures, many youths, begin to believe that they are unworthy of employment not now, but in the future too. Tolbert has noted that planned placement should be an invaluable part of guidance process for school youth, for it not only helps the young job-seeker in evaluating and resolving many immediate problems in his initial job-seeker efforts but it also serves as a learning experience in developing skills to deal with future problems.

In American study, "A Comparison of Common Educational Vocational Problems of Secondary School Youth in the USA and the British Isles," it was noted that a high priority problem with youths in both countries was their concern for appropriate occupational placement upon leaving school. However, American youth, in contrast to their British counterparts, anticipated little assistance from their secondary schools in dealing with this concern.

These and other studies testify about the importance of placement in human resources and career development.

### **(b) Educational Placement**

Educational Placement (represents an organized effort to match the qualifications of individual's personal interests and resources with the requirement and programmes of those institutions which they aspire to join after completing their studies at a given educational level. For example, after completing the courses of 8th class in our country, pupils have to select a suitable course. Educational placement within a school is also concerned with placing pupils in school courses and activities congruent with their personal resources in terms of general mental ability, level, nature and potency, their aptitudes and interests and previous cognitive background.

### **Educational and Training Opportunities :**

Through this process, the pupil helped in higher educational training opportunities. Through this process the pupil is helped in reaching the next stage in the sequence of his educational career. Some characteristics of educational placement are:

1. Educational Placement is a continuous process. It helps all pupils in their efforts to adjust themselves to the requirements of new classes or of the new school. It is the responsibility of teachers and counsellor to see that pupils are well-adjusted to their present courses. Again, it is their responsibility to see that pupils realistically prepare themselves for adjustment at the next higher level.
2. Assisting the individuals to progress from one school to another requires genuine cooperation between the sending and the receiving school. Teachers and counsellors are expected to ensure this kind of cooperation. Evidently, there can be no effective educational placement without cooperation between lower and higher education institutions.

Educational Placement also includes, within its scope, the function of placing the pupil in suitable to co-curricular activities. This again has to be done in terms of their interest, aptitudes and in developing healthy leisure-time pursuits conducive to their overall adjustment to life but also in further exploration of their assets and liabilities.

### **(c) Objection to Placement as a School Function:**

Despite the obvious need for placement services objections are often raised against placement as school function. It is argued that the school's responsibility towards

the pupil ceases when he leaves its premises for the day of permanently. Another objection against the introduction of placement of service in schools is that it tends to monopolize the attention and support on account of which other functions of guidance tend to suffer. Every citizen has access to the state employment service and it is the concern of this service to find out employment opportunities. Still another objection is that if the responsibility of placement is accepted, it would mean additional burden to all teachers and counsellors which it would not be easy for them to bear. Finally, it is argued that pupils are expected to continue their education as a next step and even counselling to this effect is provided to them. For those who do not continue formal education, the schools may not bear responsibilities the basis of these arguments, it is claimed that the right thing for schools is to keep their attention and energy focussed on providing adequate assistance to pupils in choosing and preparing for vocations and leave the problem of placement to other agencies.

#### **(d) Arguments in Favour of Placement Service**

Several arguments are advanced in favour of introducing placement service in school. These are:

1. Why should not the school take interest in placement of those it has produced? Lack of such a service, it is said, will be against the spirit of guidance.
2. If the school has no concern with the placement then the school and guidance programmes will lose much of their motivational value.
3. A well administered placement service strengthens the rest of programme and built up the prestige of school in the community.
4. Getting of to a good start in the chosen occupation is important for choosing and preparing for it.
5. A placement is helpful in discovering the case of drop-outs. Those who drop-out frequently return to the school for placement.
6. Placement people are always in touch with the demands of the field which they try to serve. They bring back to their schools many helpful suggestions.

#### **(e) Principles of Placement Service:**

Placement service can be effective only if it is governed by definite principles. Some of these are:

In the first place, it should be clearly realized that the placement service is no less important than any other guidance service and that guidance programmes are incomplete without a placement service-whether educational or 'occupational. The whole programme if left in the air, unfinished, if the provision of this service is not included.

In the second place it should be understood that the placement service requires as much planning and careful thought as any other guidance service. It is a complicated service. It involves intensive consultation between the youth and guidance worker. It can be meaningfully carried out when factual information is at hand about the availability of jobs in place, the region and in the country as a whole.

In the third it should be ascertained that the individuals seeking particular job placements have given sufficient evidence of the personal assets needed to handle the job efficiently.

In the fourth place, the school should realize its limitations in regard to the rendering of placement service. It should be in constant touch with bigger centre of placement service.

Finally, the following questions will have to be answered if they decide, to set up a placement service:

1. Is a school placement service feasible?
2. Does the need exist for it?
3. Are the existing facilities available for placement in the concerned school adequate?
4. Should the school placement service seek cooperation of employment agencies?
5. What type of service, centralized or decentralized, will best fill the needs of both students and employers?
6. Should active participation of teachers and counsellors be encouraged?
7. Shall job-opportunities be solicited or should the placement office wait for orders?
8. Should the placement be limited to present students or to all former pupils?

#### **(f) Role of Community Agencies In Placement**

- (1) Employment Bureaus
- (2) Newspapers
- (3) Radio
- (4) Television

#### **1. Employment Bureaus:**

A post-independence scheme of placement or employed youth and adults in India was the opening of Employment Bureaus or Employment Exchange. These are also known as Employment Offices. Though run by the state governments, the Department of Labour and Employment at Centre also remain associated with these. The employment offices exist in all countries of the world. In U.S.A. these were established as in 1939. Unemployed youths and adults get themselves registered

here and renew their registration from time until employed suitable somewhere.

There are many advantages of this type of set up. There is no Act of Parliament known as "Compulsory Notification of Vacancy Act 1960, which makes it compulsory for the Government employers and employers employing more than 25 persons in private institutions to notify their vacancies to the respective employment exchange. Assistance in obtaining job is made available to every employable individual in the state. All government and some private employers send their requisitions to the employment offices which in turn inform suitable candidate to report for interview at the relevant place or places. No other agency in the area has such information concerning local employment opportunities and requirements as this one Employment Exchange in India also give guidance. We have Vocational Guidance Officer in all employment bureaus. They also distribute career booklets and hold exhibitions from time to time in order to educate the public on employment opportunities.

Employment bureaus or exchanges are criticised on many accounts. Firstly these are concerned primarily with the employment problems of adults. These agencies tend to neglect the needs of the young. They prefer to get employed only those, who have work experience which the youths have. Finally little attention is paid to attitudes, interests, achievements, and personality traits while recommending the youth for employment.

If we want that employment exchanges should work efficiently, competent, employment officers trained in the use of psychological tests should be employed.

## **2. Newspapers :**

It is the second most important agency which is community based and which helps in placement. Newspaper include daily newspaper, weeklies and fortnightlies.

A newspaper is a readily available source of information. All newspapers carry classified advertisements. 'WANTED' column's are also run by these. The individual is required to read apply and go ahead.

If you want placement you have to go through the columns of newspapers daily or when the issues are available. These days, there is one trend in recruiting people. 'Display advertisement appear in leading newspapers all over India. There are many advantages of the community based agency of placement. It is cheaply available. You can read it in a library also.

"Employment News" is another weekly started by the Govt. of India, in which jobs, training programmes etc. available in entire country are advertised. This is very useful.

## **3. Radio:**

Radio is another community agency placement. In India, we are not making much use of it, it has, however, rich potential of becoming an agency placement. As it

reaches the places where even a newspaper cannot reach. It has some obvious advantages. At present, All India Radio Jalandhar gives Rozgar Samachar. On Radio, however, only employment opportunities in Govt. establishments are announced. Employment opportunities in non-governments should also be broadcast by the radio.

Useful talks about various vocations and their requirements should be broadcasted.

#### **4. Television:**

As at present, television only recreates and educates. It is not performing placement function in India. Occasionally in the youth programmes some talk discussions are telecast about various professions; but it does not announce the available of jobs. T.V. should also play its part in announcing job opportunities and in preparing the youth for suitable vocations.

#### **1.6.4 THE FOLLOW-UP SERVICE**

##### **A. Meaning:**

In the words of Andrew and Willey, "Follow-up refers to number of purposes and procedures by which continuous information can be gathered and analyzed to determine development activities, and adjustment" of students." It is in reality an integral part of placement, since it is a nature outgrowth of the planning and placement processes. It is conducted to determine whether the individual is developing in his placement. The student is helped through follow-up, both to understand what is required in the situation and to evaluate his personal development within the situation in the light of his short and long range objectives. The data collected from the follow-up of students can essentially be used to revise the curriculum to identify students in need of assistance, and to improve the guidance programme generally.

Importance of follow-up service is indicated when we try to discover how the individual selected for a job was doing. In other words we wish to know through follow-up in what the individual is making good on the job. In his connection it is desirable to note here the points that are necessary for making a successful start on the job.

There are several distinguishable aspects or kinds of a follow-up work in guidance. Traxler lays down the following:

1. Incidental follow-up of pupil which counsellors and teachers carry on as a part of their normal activities in the school.
2. Follow-up of individual pupil who have served as basis of cases studies or who have received intensive remedial help in certain fields.
3. Follow-up the pupils from one unit of the school to the next, higher one . For instance, a fifth-grade teacher may follow-up each of her pupils when they advance to the junior high school.

4. Follow-up of school leavers. This is the most important aspect of follow-up work. Its important in the development of a guidance programme which actually functions in the lives of the individual young pupils can hardly be overemphasized. One may question whether a school has discharged its full guidance responsibility if it gives a pupil careful attention while he is in school but abruptly terminates its interest in him when he passes the final high school examination. Rather, it would seem desirable that the school would help him get adjusted to this post-school environment, and that guidance activities should be trapered off gradually.

### **B. Objectives of the Follow-Up Service**

The objectives of the follow-up service may be categorized under two heads:

General Objectives and Specific Objectives.

**(i) General Objectives :** Smith lays down the following four general objectives of the follow-up service:

1. To provide information which is important for continuous appraisal of those aspects of the school programme which are aimed at satisfactory pupil adjustment-educational, occupational and personal and to indicate related areas in the school programmes which need modification.
2. To provide means of appraising given practices and techniques that are designed to promote pupil adjustment.
3. To suggest new practices and techniques and then to evaluate them through continuous use of the follow-up procedure.
4. To gather data which is useful in acquainting the community with changes needed in the school programme, and to bring support to the task of curricular modification.

In addition, some other general objectives to the follow-up studies, as mentioned by Miller Fruedhling and Lewis, include:

- (i) Identification of school leavers and dropouts in further need or help.
- (ii) Intensive study of a special group of students.
- (iii) Collection of information that will be helpful to students.
- (iv) Collection of information that will be useful to staff in gaining a better understanding of students.

**(ii) Specific Objectives :** The general objectives of the follow-up service can be broken down into a number of specific objectives which suggest more clearly the kinds of information that should be sought from students. Smith listed the following specific objectives of a follow-up study:

- (i) to determine the holding power of the school;
- (ii) to discover grade levels at which most drop-outs occur;

- (iii) to learn why pupils leave school before passing their final stage;
- (iv) to seek information which will provide clue for identifying potential drop-outs;
- (v) to determine the mobility of former pupils;
- (vi) to determine the percentage of drop-outs and school leavers who seek further training after leaving school, and whether the secondary schools should provide training of the kinds that type of pupils seek later;
- (vii) to determine the percentage of pupil who enter college and to determine what colleges they should enter;
- (viii) to determine the percentage of former pupils, who enter-employment immediately after leaving school;
- (ix) to evaluate the effectiveness of the school's placement activities;
- (x) to discover employment opportunities for young workers in the local community.
- (xi) to discover the barriers to employment and occupational adjustment encountered by former pupils;
- (xii) to obtain the opinions of former pupils concerning the efficiency of the guidance programme;
- (xiii) to obtain opinion concerning needed modifications of the curriculum in the light of the experience of former pupils;
- (xiv) to compare the occupational stability and adjustment of school leavers and drop-outs;
- (xv) to compare the occupational interests of former pupils with those expressed by them before leaving school;
- (xvi) to identify former pupils who need further counselling so as to aid them in making more adequate personal, or occupational adjustment; and
- (xvii) to identify former pupils for whom the school might offer additional education, training or other needed services.

It may be pointed out that the information gathered through follow-up studies is helpful not only to school but also to all those social agencies which deal with the problems of youth.

### **C. Techniques of the Follow-Up Study :**

The majority of the studies aimed at providing follow-up services have used the questionnaire technique. A few studies have used the interview as the data gathering too. Still other studies have made use of standardized tests. The tests obviously have a very limited use in the follow-up studies. The information collected through them is highly specific and narrow, and hence cannot answer many of the questions

about the students which may be of vital importance to the counsellor. Tests can be profitably used, along with other techniques.

Interview is a useful and reliable tool for gathering follow-up information. It is helpful in ascertaining educational progress of the students in school. It is equally useful in determining the difficulties, vocational progress and status of former pupils-drop-outs and those who passed out. It is very difficult to employ this tool with large number of subjects spread over different areas. It is time consuming as well as expensive. The problem of training the interviews is also involved.

Interview of the limitation of their other methods, the questionnaire continues to be the easiest method of acquiring a large amount of information in a short period of time. In addition, students in school can perform most of the tasks- like printing and mailing of the questionnaire, tabulating the responses and determining the percentage-required in the questionnaire type of follow-up study. These tasks will provide valuable learning experiences to the students and, mentally prepare them for future follow-up studies in which they will be the major sources of information. However, the questionnaire approach can yield inconclusive or misleading data if certain precautions are not observed. The following points should be kept in mind while using the questionnaire technique:

1. The highest percentage to returns may usually be expected from a questionnaire that is (a) short, (b) simply organised, and (c) printed rather than mimeographed. Questions should be stated briefly and clearly and should require as little writing by the respondents as possible.
2. The questionnaire should be accompanied with self addressed and stamped envelop and a personal letter requesting respondent to return the complete questionnaire at the earliest. In case of non-receipt, three follow up letters should be sent at intervals of ten days to two weeks. An interview is an excellent means of securing information from those individuals who, for some reasons, failed to answer the questionnare even after receiving the follow-up letters.
3. Questionnaire should be so devised that the responses are easily tabulated. Checkmarks and ratings are tabulated more easily than answer in the form of statements, suggestions, or criticism. However, the essay-type responses can yield valuable information.
4. Caution should be used in interpreting data when the number of respondents is high. There is some evidence that significant differences often exist between respondents and non-respondents with regard to their attitude towards school, their satisfaction with the school's programme of educational services, or their satisfaction with their, present, educational or vocationat environment. However, the best approach would be to use a combination of personal interviews and mailed questionnaires Besides interviewing those who do not

respondent the questionnaire It is desirable to interview at least a reasonable number, of former pupils. It will provide an opportunity to evaluate the questions included in the questionnaire in terms of their, clarity and adaptability. However, these interviews require careful planning and should only be attempted by an experienced interviewer.

#### **D. To make Follow up Effective**

If the follow up service is to be performed effectively, (1) a plan for determining the adjustment needs of youth workers is necessary.

- (2) Written reports from employer to be procured
- (3) Youths should be encouraged to call the previous institutions attended
- (4) All members of the staff the School formerly attended by the youth may well be requested to turn, reports of informal, with him concerning his work and his needs related to that work.

Traxler outlines the following additional characteristics of a desirable Follow-Up plan :

1. It begins before the students leave school.
2. Each class is followed at least five years earlier.
- 3 A representative sample is interviewed in order to obtain more extensive and detailed information
- 4 Responsibility for making follow-up studies is decentralized so that each class adviser, follow-up his classes as they leave school.
- 5 The advisor's analysis of data is made available to other, School functionarie and is combined with those of other advisors in order to give a complete picture of the school system
- 6 Conclusions concerning casual relationship are drawn with caution.
- 7 The significant items each individuals retun are transferred to his cumulative record.
- 8 The follow up plan is coordinated with a post-school counselling service.
- 9 As far as possibe, the cooperation of lay citizens is obtained in collecting studying and using the follow-up data.

#### **E. Vocational Placement Service :**

Vocational Placement Service aims at placing the individual in the vocation for which he has been educated and trained. It is based upon the assumption that young people need intelligent helps ever in their job-seeking activities. Educational placement service refers efforts to be directed towards matching the qualification of pupils plus their personal interests and assets with the requirements of educational institutions. Arguments are advanced both in favour and against the introduction

of placement service in school. It is however, realized that guidance programme would remain essentially incomplete without this service placement service involves conferences and intensive consultation between the youth and guidance workers it can be meaningfully carried out when information is available about availability of jobs and educational facilities at the local level, at the regional level and in the country as a whole. Before introducing placement service, each school must examine its feasibility and its need. Employment bureaus in our country are playing a significant role in the placement of job-seekers. These bureaus, however, have their limitations. Among other community agencies of placement, newspapers are relatively more effective.

Guidance workers differ, on the number of services of guidance which range from 5 to 8 . In this lesson Follow-Up and Research Services have been discussed.

#### **F. The Follow-up Service :**

It can have general and specific objectives. The information can be got through different methods i.e. questionnaire, Interview and standardised tests. At times, however the techniques of combining questionnaire with interview is used. There are some characteristics of a successful Follow-Up Service.

#### **G. The Research Service :**

The Research service is final service of the guidance programme. It is not only merely an appendix to guidance services but an essential ingredient of the total framework of guidance.

It can be done through three procedures i.e. school surveys, evaluating guidance services and follow-up studies. Each of these have its own merits.

**(a) School Surveys :** It will be most useful. If in addition to it survey of home condition, youth service agencies and recreational facilities outside the school are also made. These will be most useful for curriculum construction.

**(b) Evaluation Guidance Service :** Out of many methods, the two groups experiment the single group experiment, evaluating by clients, follow-up studies judgement by copies and counsellor's self evaluating can be profitably used.

**(c) Follow-up Studies :** It can be done with questionnaire, interview tests. The test have only a limited use to make. A combination of interview and questionnaire, prove to be most useful as both these techniques have their own drawbacks if used independently.

All these methods can be used in a complimentary way. The need however is to refine technique and procedure.

#### **2.1.5 Suggested Readings**

1. Miller, F. W .Fruechling J.A. and Lewis, G. J : Guidance Principles and Services, Columbus; Boll and Howell Co., 1978.

2. Ohlsen, M.E. : Guidance Service in the Modern School, New York : Harcourt Brace Javanooich, 1947.
3. Rober, E.C., Smith G.E. and Erickson, C.E. : Organisation and Administration of Guidance Services, New York; McGraw-Hill, 1995.
4. Smith, G.E. : Principles and Practices of Guidance Programme, New York; Macmillan, 1951.
5. Traxler. A.E. : Techniques of Guidance, New York; Harper and Brother, 1957
6. Sodhi, T.S. : Educational and Vocational Guidancc (in Punjabi). Bawa Publications, Patiala.
7. Suri, S.P. and Sodhi, T.S. : Guidance and Counselling, Bawa Publications, Patiala.
8. Tolbert, E.L. : Introduction to Counselling, IInd Ed, Mcgraw Hill, Book Company, London.

### **2.1.6 Suggested Questions**

1. Bring out the importance of Placement Service in the process of guidance. How will you make it more effective ?
2. Discuss different types of Counselling. Which one is the best and why ?
3. Examine the different techniques used in conducting follow-up studies?
4. Discuss the objectives of follow-up service in your own words.

**Structure**

- 2.2.1 Rationale for Guidance
- 2.2.2 Meaning of Organisation of Guidance Programme
- 2.2.3 Present Position of Guidance in India
- 2.2.4 Need of Organizing Guidance Programme
- 2.2.5 Planning of Guidance Services in School for Guidance Programme
- 2.2.6 Minimum Essential Guidance Programme to be organised at school level
- 2.2.7 Role of the Head or the Principal
- 2.2.8 Role of the Teacher
- 2.2.9 Role of the Counsellor
- 2.2.10 Summary
- 2.2.11 Suggested Reading
- 2.2.12 Suggested Questions

**2.2.1 Rational for Guidance**

The functional purpose of education is to help the individual to become increasingly self-directive and capable of creative and purposeful living. Knowledge of self can help him become increasingly confident, resourceful and capable of planning for himself and taking the initiative in adjusting to his environment, so as to make his life more satisfactory. Education becomes meaningful when coupled with the idea of guidance.

Mehta (1963), one of the authorities in the field of guidance in India, has described guidance as one leg of a three-legged table, the other two legs beings instructional work and administration. If one of the legs of the table is broken, the structure is bound to fall. All the three legs of the table should be intact for the structure to stand erect. Education without guidance is lame.

Guidance programmes consist of a group of guidance services which include providing the individual with cumulative evidence about abilities, interests, growth development and limitations. They also provide comprehensive information about educational and occupational opportunities and requirements, personality development, effective

studying and learning and other areas in which he needs information not usually provided through the instructional programme. Guidance programmes also set up means for adding his placement and adjusting in the classroom, co-curricular and community activities and in occupational area.

### **2.2.2 Meaning of Organisation of Guidance Programme**

A well knit guidance programme is one of the essentials of any effective educational system. If it is to make its impact felt on the growth and development of the child and improve the quantity and quality of educational programme, it must be organised at all levels of education and for various services included in the guidance programme. So long as it remains an incidental activity of the schools and is left to the good sense of every teacher, much of its significance as an educative process is lost, in fact, organisation of guidance services means systematic planning, co-ordination and conduct of guidance services within an administrative framework, in which duties are allocated and responsibilities are defined.

### **2.2.3 Present Position of Guidance in India**

Quick survey of guidance service in India was conducted in February, 1976 by the Department of Educational Psychology and Foundation of Education (N.C.E.R.T). It included information pertaining to services offered at State Bureaus, the administrative setup staffing pattern and units of these Bureaus, Private agencies were however, not covered in this survey. Information was supplied by all the states except Assam, Bihar, Orissa and Union Territory of (U.T) Chandigarh. At present State Bureaus are functioning in all the states except Jammu and Kashmir, Nagaland, Sikkim and Tamil Nadu, Among U.Ts, Only Chandigarh and Delhi have guidance Bureaus.

That present position of guidance, as ascertained by the above survey, showed that out of a total number of 22369 high or higher secondary schools in the states (Which supplied the information) only 8077 schools have guidance services. This number is greater than what it was during the survey conducted in May, 1973. Ministry of Human Resource Development through U.G.C. has opened student Advisory Bureaus in a few of the universities like Varanasi, Vardodra, Calcutta, Lucknow and Patna etc. These Bureaus impart information of educational facilities in foreign countries. In 1956 on the recommendations of Sheo Rao Committee, National Employment Service was started whose main purpose was to impart vocational guidance to the youth who got their name registered in the employment exchanges. Under this National Employment Service there are vocational guidance units which impart vocational guidance to school's children and youth. Under this NES, vocational guidance centres have been established in 95 State Employment Offices. The increase in figures, however, does not throw light on the quality and effectiveness of the programme. Evaluation of guidance services in India has given a very dismal picture of the whole programme of guidance services.

### **2.2.4 Need of Organizing Guidance Programme**

Since guidance services do so much for the individual and the community, educational, vocational and personal guidance programme should be organised in a well knit manner and necessary links must be maintained vertically between different agencies from national to state, district and block/city/village level. Again, at block/city/village level necessary horizontal links must be maintained for various guidance services between schools and colleges, college to university level and also with offices of district counsellors and vocational guidance units. A guidance programme however, must always be tailored according to the local conditions of a block, city, village, schools, college or whenever it is to be implemented.

Besides the above general need, a well organised programme of guidance is also needed as it helps in (i) avoiding duplication of duties and carrying on all the duties (ii) making the best possible use of all the skills of guidance personnel; (iii) co-ordination of guidance programmes and practices, (iv) materializing all the aims of guidance programmes (v) appropriate use of the data collected about each individual, the community and financial resources.

1. An effective guidance programme should be accepted as an essential function of the schools administrator.
2. There should be clarity of objectives or aims for starting a guidance programme in schools.
3. There should be systematic team work associated with the guidance programme i.e. teachers, leaders, principles, director, psychologist, social worker and parents must be clear about their duties and responsibilities.
4. There should be active support, co-operation and leadership of the administration.
5. Attitude of the staff must be favourable towards guidance programme and students.
6. Co-ordination of various phases of guidance programme must be assured before launching a guidance programme.
7. There should be requisite specialist staff.
8. Provision for budget must be made before starting a guidance programmes. Allocation of funds be made and the sources of funds must be determined.
9. Guidance programme must be based on existing needs of students in general and the requirements of particular students.
10. Physical facilities in the form of space (for keeping record for practicals and guidance sessions) must be there.
11. Privacy of records must be there and records must be accessible. The records should be systematically kept.

12. Testing equipment must be there for appraisal of students.
13. Requisite information must be collected and properly disseminated as a part of information services.
14. There should be availability of referral services i.e. contacting the social worker, referring child to the nurse or doctor etc. Placement service should be properly organised.
15. Guidance Programme should be a continuous programme and should deal with all types of students at all stages of education.
16. There should be some programme for training the staff members (in service programme) who may one day be directly attached to guidance programme.
17. There should be proper contact between community and organisers of guidance programme so that there is active support of the public.
18. Definite outlining of the functions of all the staff members must be made and there should be specialised duties for them. Co-ordination of duties must be assured.
19. Adequate implementation of guidance programme must be there, planning and organising of guidance programme is not enough.
20. Evaluation and appraisal of guidance programme must be made from time to time so as to avoid the repetition of mistakes, if any, and to incorporate new needs in the programme.
21. Research Service is of the requisites of a guidance programme i.e. evaluation of what is going on the how to improve upon it as a result research. This includes adaptation of new test for particular state or country.
22. Provision for guidance programme must be made in the regular schools-time table.
23. Balance of various activities must be made according to the priority basis as some services are needed more than the others.
24. Provision for providing curative and preventive functions must be made.
25. There should be programme stability in guidance programme.
26. The flexibility of guidance programme must be assured. It should be dynamic and undergoing continuous evaluation so that it remains current. McDaniel says that organisation of guidance programme must be fluid.
27. Guidance programme requires the services of one or more appropriately and adequately trained guidance workers as it is major responsibility of these workers to provide competent leadership in the guidance programme.

28. Guidance programme must be actively supported by functional preparation of teachers in guidance activities that are appropriate to their individual interests and aptitudes.
29. The programmes should be based upon the knowledge of the problem and needs of pupils, as well as upon the competencies and training of staff members.
30. The services of guidance programme should be made available to pupils in the elementary and secondary schools and to adult in the community.
31. It should be founded on the concept of totality of personality moving in an environment which is comprehensive in nature.
32. The co-operation of parents, patrons and interested community agencies is essential for an effective guidance programme.

### **2.2.5 Planning of Guidance Services in School for Guidance Programme :**

- (1) **Data Collection Service :** The Service collects data from family, society, environment and individual. The data is collected with the help of various psychological tests. This data helps guidance worker to render guidance services.
- (2) **Occupational Information Service:** The Service provides information regarding various occupations, nature of work, opportunities open, training required, educational institutions involved.
- (3) **Self Inventory Service :** Obtain information regarding aptitudes, potentials, attitudes, interest of a student.
- (4) **Counselling Service:** Helps individual to solve problems specific in nature.
- (5) **Vocational Preparatory Service:** Pre-Service programme, information regarding vocation.
- (6) **Placement Service:** Helping students to find suitable places for admission.
- (7) **Follow-up Service:** Helps in professional career advancement.
- (8) **Research Service:** Conducts research regarding new techniques.

### **2.2.6 Minimum Essential Guidance Programme to be Organised at Schools Level**

Though guidance services should be provided at steps of all ladders of education, yet, to make a humble start, it can be initiated from post-primary classes onwards. It should concentrate on educational and personal guidance until 8<sup>th</sup> class and then from delta class onwards, the scope can be extended to vocation guidance,

well chalked-out programme, tailored according to the needs of the schools should be one of the essentials of every schools. It should aim at relating education of life and to bring out the best in every student and also to help him develop self-understanding, self-insight, self-actualisation, self-enhancement and ultimately self-fulfilment. The minimum essentials can be to :

1. Set up a guidance committee in every schools. It can consist of (i) one administrator, (ii) a band of teachers, (iii) a band of teachers interested in guidance programme, (iv) 1 to 3 career masters (depending upon the strength of the schools), who are regular teachers but at the same time have had special short-term training in the guidance programme. (v) One full time or part time counsellor, in the beginning there can be one trained counsellor for 2 to 3 Schools as is being practised in Delhi. These counsellor should be asked to be in the schools for the whole day at least 2 to 3 days a week.
2. Counsellors, however cannot be produced over-night. Hence, teachers of different schools can also be sent in rotation for special training, i.e. for post-graduate Diploma in counselling psychology Punjabi University at Patiala, Post-Graduate Diploma in Guidance and Counselling at Punjab University, Chandigarh at N.C.E.R.T., Delhi etc. Four or five in-service teachers, who satisfy the essential requisites of admission and who are enthusiastic about the programme, can be sent on deputation for this training. These teachers should be recognised as full fledged counsellors or guidance workers and their posts should be converted within the Education Department itself. This will help in getting trained personnel for guidance services in the shortest possible time and with minimum of burden on the state Government. Since the status of counsellor is that of gazetted officers, it will attract the talent who may go in for socialization improvement of their qualification. Extra incentives for such teachers can also be given.
3. Publicity about guidance programme can be given through different mass communication media so as to create awareness among teachers, parents and public at large about the need and utility of guidance programme in general.
4. Minimum guidance services include : (i) allotment of a separate room may be a small one and setting up of a career information corner which should have all the relevant literature about various careers and their prospectus. Career pamphlets, monographs, booklets and charts are published regularly by D.G.E. & T. office. Most of them can be had free of cost or at very nominal rates : (ii) Maintenance of cumulative records of each of the pupils. These should be sent to the academic/professional

colleges alongwith the student, when they leave schools. At schools level also, they should be sent to the other schools when the students change over from their previous schools, (iii) Administration of psychological tests, (iv) Maintaining liason with the District Education officers, District Counsellors and Stated Bureau; (v) Organising a career day/career conference once a year, (vi) Provision of guidance programme must be made in the regular time-table as well as in the school's budget, otherwise it becomes a farce. Teaching work-load of career masters should be reduced and they should religiously devote some periods for guidance services say 2, 3 periods a day; (vii) Education and career talks can be delivered by the counsellors, specialists in the area educational guidance trained career masters and vocational guidance officer from Employment exchange on topic like; (a) development of effective study habits, (b) better methods of memorising (c) selection of subjects, (d) career openings, (e) introducing the students to various educational institutions and the world of work-here or abroad, (f) Sources to look into, prior to educational and vocational choices, (g) how to choose a career, (viii) relevant educational and vocational guidance films can be borrowed/purchased from proper sources and displayed for the benefit of students.

The facts remain that the schools are rich so far as the information about the individual and employment is concerned. Employment organisation is rich so for as the information about the world of work is needed. A perfect co-ordination of both is necessary for the guidance programme.

5. Schedule of guidance programmes, to be carried out in a full academic year, should be prepared right in the beginning of the academic session and should be adhered to through out the year.
6. Ideally speaking guidance programme should engulf the entire school's population and not the students facing crises in life. It should provide primary, secondary and tertiary guidance and should aim at making every pupil more productive, developing independent thinking and it should be sensitive to socio-economic conditions of the country, in fact guidance programme should help in actualising the major objectives of education.
7. Career guidance as an optional or elective subject can also be introduced at the School and College levels. This will make the students career conscious right from the school's age.

### **2.2.7 Role of the Head or the Principal**

In the organisation of guidance programme in schools, the head or the principal is important personnel. According to manual of Education and Vocational guidance, issued by the Ministry of Education. "The principal or the headmaster is the key

men of the guidance programme within his Schools. He must be in sympathy with its purposes and give it his whole hearted support.” Role of the head or the principal is given below :-

1. The head helps the staff members to concentrate their attention on the problems, needs and characteristics of the students.
2. The headmaster has the responsibility of providing the time scheduling and facilities to the teachers, so that they can work more effectively.
3. The headmaster or the principal has the responsibility for providing constructive leadership in developing better organisation in guidance programmes.
4. The headmaster has the responsibility of interpreting the programme of guidance services to the schools and the community.
5. The head of the schools has the responsibility to organize the career conference.
6. The head or the principal has the responsibility to organize the plan tours for the students and teachers.
7. The head or the principal has the responsibility to organize the ‘Lectures’ on ‘Educational and Vocational Problem’ by the competent personnel.
8. The head or the Principal has the responsibility to arrange the career corner in library and arrangement or up-to-date guidance literature.
9. Body and mind are two interdependent aspects of the living organism. Physical troubles may lead to mental troubles, so the headmaster has the responsibility to engage the physician. Arrangement must be made for the medical examination of each child after a suitable interval. It is equally important to take up the follow-up work.

Complete records pertaining to the health should be properly maintained. The head or the principal has responsibility to engage the psychologist to attend the emotional side of the child.

### **2.2.8 Role of the Teacher**

Teachers occupy a pivotal position and are the major functionaries in the total pupil personnel programme. It is they who have most frequent and the most extended contacts with the pupils in a natural situation. Without their co-operation, guidance service can never become an integral part of an education programme. In fact, the teachers remain the heart of the guidance programme. Guidance aware teachers fulfill their functions as guidance workers in a variety of ways:

1. Observe and identify symptoms of physical illness and sensory defects.
2. Consult welfare counsellors on problems pertaining to conditions in the

- home of the student.
3. Identify pupils needing special study and request assistance for them.
  4. Analyse the physical, emotional and educational needs of pupils in the classroom.
  5. Help parents increase their understanding of their child's needs.
  6. Perform group guidance service in the areas of study skills, social-adjustment skills and certain types of occupational information and self-appraisal activities relating the classroom work to specification of appropriate occupations.
  7. Participate in child study groups and other work-shops in which the teacher gains insight and understanding of his own behaviour needs and those of the pupils.
  8. Maintain a record of each pupil with appropriate entries of test data, course makers, observations, handicaps and total account of pertinent information for recording on the cumulative record.
  9. Evaluate, in co-operative with the counsellor, each pupil's educational and vocational plan.
  10. Help pupils discover their abilities and limitations.
  11. Encourage pupils to utilize counselling services.

A teacher must be poised and sincere and should respect the individually of each child. He must help children develop positive goals, ways to evaluate themselves and apply behaviour controls.

### **2.2.9 Role of the Counsellor**

The specific function of the guidance counsellor upon which most of the writers agree are given below:

1. Counselling with students regarding their personal, social, educational and vocational problems assisting them to understanding their own personal assets and limitations and to develop worthwhile objectives.
2. Assisting teachers to secure information about students which will be of assistance in planning and conducting their classes.
3. Working with the administrator-in charge of guidance, to plan, organise, interpret, evaluate and create a guidance programme which will permeate the entire schools.
4. Promotion of group guidance schools through grade-groups and home-rooms.
5. Participating in all case study conferences.
6. Making recommendations to parents, teachers and others.

7. Co-ordinating participating in the making and adjustment of pupil programmes.
8. To plan and administer a testing programme which will meet the need of the schools to train examiners and to interpret the results of the programme.
9. To keep abreast of professional literature and latest techniques and counselling and guidance.
10. To keep the principal informed about serious causes of pupil maladjustment.
11. To provide placement service to students and to conduct follow-up students.

### **2.2.10 Summary**

Guidance is necessary for the development of the individual, educational system and the society at large. It is not the job of a single teacher. It needs a co-ordinated efforts. In N.C.E.R.T. there is a Department of Educational Psychology and Foundations of Education. At state level there are State Educational and Vocational Guidance Bureaus. In order to avoid duplication in work and also to establish effective work conditions there is a need that guidance work must be organised in a systematic way at all levels and a link be established between them. It is also needed to make the maximum use of skills of guidance personnel, co-ordination of guidance programme, practices and experiences, materialising all aims of guidance programmes and optimum use of the material and data. It is thus essential that the guidance programme in schools be defined in an effective way. It is thus essential that the guidance programme be outlined the role of the teachers be clearly understood the role of the counsellor, social worker and the schools nurse be clearly defined the democrated.

In India, so far as the programme of Educational and Vocational Guidance is concerned, it is being run and organised by two organisation i.e. Educational and Employment Services. Both have their own area of excellence. The Schools have more information about the individuals, while the employment organisation is more equipped with the information about the world of work. Only a perfect co-ordination of the both is bound to yield desired results.

### **2.2.11 Suggested Readings**

1. Arthur J. Jones : Principles of Guidance and Pupil Personnel Work.
2. Gordon: Teacher as a Guidance Worker.
3. National Employment Service in India (D.G.E. & T.) Publication. 1974.
4. Peters and Farewell-Guidance : A Development Approach.
5. R.N. Hatch and B. Stefftre: Administration of Guidance Service, Organisation, Supervision and Evaluation.

6. Shertzer, B & Stone, S.C. : Fundamentals of Guidance.
7. Stoops, E: Guidance Services : Organisation and Administration.
8. Trader: Teacher of Guidance. D.G.E. & T. Publications, Ministry of Labour, Govt. of India, New Delhi 110012.
9. Sodhi, T.S. : Guidance and Counselling (Punjabi and English).

**2.2.12 Suggested Questions**

1. What measures you will take to set up a Guidance Programme at Secondary Schools ?
2. How Head, Teacher and Counsellor can integrate their role in success of Guidance Programme?

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**Lesson No. 2.3**

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**Job Analysis-Meaning,Need and Methods**

**Structure**

- 2.3.1 Objectives
- 2.3.2 Introduction
- 2.3.3 Meaning and Definition of Job Analysis
- 2.3.4 Outline of Job Analysis
- 2.3.5 Need of Job Analysis
- 2.3.6 Methods of Job Analysis
- 2.3.7 Summary
- 2.3.8 Questions for Self Evaluation
- 2.3.9 Suggested Questions
- 2.3.10 Suggested Books and Web Sources

**2.3.1 Objectives of the Lesson**

After going through the lesson, the students will be able to do the following :-

- (i) To understand the meaning of a job analysis
- (ii) To distinguish with other similar terms
- (iii) To work out the need of job Analysis
- (iv) To explain the methods of job analysis

**2.3.2 Introduction**

Before we go in for the topic of job analysis we must understand what a job is.

A group of similar position is called a job. In case five teachers teaching in a school will have five positions but only one job. If, in a factory, there are four mechanics, five electricians and three clerks, there will be 12 positions and 3 jobs. Jobs can be of two types i.e. manual and non-manual. In the words of Ralph C. Davis, "A job analysis is an investigation and analysis of a work assignment and the conditions surrounding to it, to determine its requirements from the organizational stand point." In this respect it differs fundamentally from time and motion study. In most

of the cases it is used by the personnel department to procure information regarding the job and the worker that will facilitate employment, promotion, transfer and training. Study of an occupation includes job description, job analysis and worker analysis. However, we will confine ourselves to the job analysis.

It needs to understand that job description means explaining the job in terms of duties i.e. activities of the entire job i.e. scope and purpose. It is helpful in the understanding of the description of the job as a what. It is a technical skill of the training which is given in the institutions like Central Institute of Research and Training, in Employment Organisation, in Government of India.

It is also different than that job performance which is done in writing the details when the work is being performed on the job.

### **2.3.3 Meaning and Definition of Job Analysis**

Historically speaking job analysis is hardly a century old phenomenon. According to one source, job evaluation was first made in 1871 by the United States Civil Service Commission. However, it seems that it was an isolated example otherwise the interest in it was developed only in the 20th Century. It was with the advancement of scientific management and the birth of work study that industrialists began to coincide wide aspects of productivity and selected problems of remuneration, particularly for manual workers. Americans such as Merrill Lott and Eugens Bengé devised schemes for job analysis in 1920's, the principles of which are still with us. However, it was the use of American Industrial Union in 1930's and later decisions of U.S. National Labour Board which gave the necessary impetus to launch job analysis as a major management technique. At about the same time the idea travelled to all the countries of Europe.

In the words of **Ordway** job analysis is, "The scientific study and statement of all the facts about a job which reveal its content and modifying factors which surround it."

In fact, job analysis is the procedure by which we discover the skills, knowledge, abilities and responsibilities required by any worker for successful performance. The knowledge of the job analysis is very essential for the guidance worker to provide vocational guidance to students.

Job analysis is very important concept and it plays a vital role in the placement services and consequently increases the working efficiency of the workers, besides promoting smooth working relationships among the employees.

Job analysis is very important and it plays a vital role in the placement services and consequently increases the working efficiency and workers, besides promoting smooth working relationships among the employees.

Job analysis is also important to select work positions for the selected workers. It deals with the means of judging the job in relation to the personal characteristics of the individual. The problem of job analysis can be broken in the following aspects:

- (a) Analysis of the job.
- (b) Analysis of the worker.
- (c) Matching the job with the characteristics of the worker.

However, in the lesson we will deal with job analysis only. Job analysis has been defined in different ways. It is meant to break down the job in terms of its requirements of the human abilities necessary for its performance and success in it. It may be analysed according to mental requirements. A man can be rated on the job according to his personality, physique, attitude etc.

#### **2.3.4 Outline of Job Analysis :**

##### **(1) Job analysis yields the information such as Job name or title**

- (a) History of the job
- (b) Importance in relation to society
- (c) Number of workers engaged in the job in the organization
- (d) Standard for output, quality control etc.

##### **(2) Present Methods and Procedure of Work:**

- (a) Duties, responsibilities and tasks
- (b) Materials, tools and machines that the workers use.
- (c) Methods and procedure.
- (d) Supervision received and given.
- (e) Standard for output, quality control etc.

##### **(3) Physical Conditions of the Work Environment:**

- (a) Typical place of work and its surroundings.
- (b) Conditions of illumination and ventilation.
- (c) Conditions of noise.
- (d) Congestion
- (e) Accessibility (transport) to and from the place of work.
- (f) Hazards if any

##### **(4) Relationship of the Job with Other Jobs:**

- (a) Helpers and assistants - their qualifications, experience and tools.

- (b) Co-workers.
- (c) Coordination with other jobs.
- (d) Relation of Job with other Jobs.
- (e) Supervision

**(5) Conditions of Employment :**

Physical, mental, social and moral qualities :

- (a) Preparation for the job - general education, special training, duration of training with stipends and scholarships, place of training, pre-employment and post-employment training.
- (b) Chances of promotion - automatic, performance, time bound or with further training and its facilities.
- (c) Methods of selection of employees i.e. qualification, sex, age, race etc.
- (d) Length and hours of work - daily, weekly, overtime shifts vacation.
- (e) Amounts and methods of payment- beginning, most common maximum regulation, weekly, monthly, fortnightly etc.
- (f) Permanency, regularization, seasonal etc.
- (g) Organisation - employers and employees.
- (h) Investigation accidents - compensation, insurance etc.
- (i) Indicating faulty work procedure.
- (j) Maintaining, operating and adjusting machinery
- (k) Time and motion studies.
- (l) Defining limits of authority.
- (m) Indicating cases of individual merit - other occupations to which job can lead.
- (n) Facilitating job placement.
- (o) Studies of health and fatigue
- (p) Scientific guidance.
- (q) Determining jobs suitable for occupational therapy
- (r) Supplementary information - magazines, films, pictures and other sources of information.

**2.3.5 Need of Job Analysis :**

The manpower in numerous industries placement and transfer, helps to put employees on jobs in which their abilities maybe fully utilized and developed. By aiding in the settlement of grievances growing out of the insufficient or inaccurate job facilities, job analysis aids in reducing employees unrest, by cutting attention to

hazardous working conditions, it helps to protect society against industrial accidents and diseases. By assisting in time and motion study and methods of improvement of job analysis it contributes to more efficient performance and thus facilitates greater productivity, larger income and higher standard of living.

The job analysis is needed for carrying out the following activities for the purpose of vocational guidance :

- (1) **Develop the Measures of Job Proficiency :** Without a systematic job analysis, a complete picture of a job, cannot be obtained. Any measure to evaluate the performance of employees can be worked out from a systematically determined set of job specifications.
- (2) **To Understand the Functional Organization of Jobs :** It is essential for organization and integration of the whole work force on the basis of jobs, duties and responsibilities. For effective operation, work and responsibility be definitely established. All the workers must know their duties and responsibilities.
- (3) **To Do Job Evaluation :** The setting up a accurate wage scales for different jobs can be done through job description and specification. It is imperative to systematically obtain detailed specifications of the jobs to assign pay and allowances, hours of work etc.
- (4) **To Undertake Recruitment, Selection and Placement on the Basis of Personal Qualification :** A good set of job and worker specifications are a valuable clue concerning the kinds of questions to be used in the employment interview and the application blank, and the types of tests that will probably be most effective in the selection of new employees and to place them in hierarchy.
- (5) **For the Development of more Effective Tools and Methods of Work :** With the scientific research and technological advancement, new tools, machines, techniques are coming up. With the help of job analysis it can be decided as to which instruments are to be replaced with what efficiently. All this is bound to improve the production. It adds to job satisfaction and job efficiently. It helps in the improvement of working conditions. It helps to improve the employees productivity through work specifications and improvement of methods based on job study.
- (6) **For the Development of Training Programmes:** In organizing training programmes which can be either pre-employment or post-employment or in-service, it is necessary to decide the content of training along with the procedure of providing it. The job analysis and workers analysis provide a good deal of information about it.

- (7) **For Proper Curriculum Construction :** It helps to select the right man for the right job, if the details of job analysis and worker's analysis, are known.
- (8) **For Development of Proper Human Resources:** It helps in the development of proper human resources. It facilitates organization and planning through detailed definition of jobs and indication of this inter-relationship.
- (9) **For the Selection of Right Man for Right Job :** It helps in the training and change of curriculum of vocational subjects in a more effective way. In the words of Blum and Balinky, "An attempt to relate the curriculum of both high school and college to a series of job analysis imposed by industries may make a move for more meaningful and highly motivated education."
- (10) **For the Recognition of Socio-Economic Significance :** Job analysis has social, economic and managerial values. It provides labour needs in specific terms and this provides knowledge essential to vocational guidance and vocational training. At the same time, if its results and job description are brought together it assists in the determination of job opportunities of various types of manpower in various industries and localities. By producing a realistic basis for selection, placement and transfer, it helps to put employees on jobs in which they become efficient and satisfied and their abilities may be better utilized and developed. By aiding in the settlement of grievance growing out of insufficient and inaccurate job information, job analysis contribute to more efficient performance and thus facilitate growing productivity, larger income and higher living scale throughout the society.

**2.3.6 Methods of Job Analysis :** Industrial Psychologists have evolved several procedures to analyse the components of a job. Following are some of the methods which are used in job analysis :

- (1) **Observation Method :** In this method, the job analyst observes the worker performing the actual job and collects the relevant information about the job in a proforma specifically worked out for this purpose.
- (2) **Job Performance Method :** In this method, the job analyst himself performs the operation involved in the job and prepares a detailed report on the basis of analysis of his own activities. The actual participation in the job by the personnel psychologist provides him with the first hand information regarding the various operations and problems.
- (3) **Interview Method :** In this method, the job analyst holds an interview with workers, their supervisors and also independent observers who watch the workers, on the job and gather necessary information about the job.
- (4) **Audio-Visual Method :** In this method photographic aids such as slides, T.V. and motion pictures are used to gather necessary information about the

job. To make it objective a number of observers are made to observe the films and T.V. and to pool their observations. Computers are also used to make analysis.

- (5) **Questionnaire :** The use of questionnaire can be made to collect information about a job and the operations involved in the adequacy of this method depends on the cooperation of the workers and framing of the questions, which should be thoroughly processed.
- (6) **Use of Materials like Published Manuals, Bulletins etc :** The job analyst can make use of the knowledge of tools, machines, printed forms and equipment etc. to analyse the components of a job. Previous studies and published information on the job may be helpful as tentative or printed job description.
- (7) **Activity Method :** It is time and motion study. In the words of Taylor, "Each job should be carefully sub-divided into operations and each of these should receive through time study. Time study was soon supplemented by motion study also known as 'Variable Operation' that the worker performs on the job. This involves an examination of what the worker performs on the job. This involves an examination of what the worker actually does in the occupation."
- (8) **The Individual Psychograph Method :** It is based on the assumption that if the characteristics of a person resembles with those who have had a great success in some occupation, his chances of success on the similar or same job are many fold increased. So a careful study or detailed analysis is done in case of such successful person. Information on their various aspects i.e. family history, individual development, intelligence, interests, habits etc. are made by using different techniques. These findings are put in Individual Psychograph of the person.

**2.3.7 Summary :** Job, analysis concept is only a century old phenomenon. It is always needed for the purpose of providing, vocational guidance, especially in the field of vocational placement. It is different then the time and work study or job specification. It is part of the whole process of matching the job with the characteristics of the individual in the field of industrial placement. It deals with the description of the job, method and procedure of the work, physical conditions of the work environment and conditions of employment. It is needed for the development of the measures of job proficiency, functions, organisation of the job, job evaluation, requirement and placement on the basis of personal qualification, development of much effective tools and methods of work, development of training programme, creation of proper curriculum conditions, development of proper human resources, selection of the proper man for the proper job, and recognition of socio economic

conditions.

Job analysis can be undertaken by the observation method, job performance method, interview method, audio-visual method, questionnaire use of published material, activity method and use of individual psychograph method.

### 2.3.8 Questions for Self Evaluation

1. The job and the occupation are the same concepts Yes/No
2. Job description and job analysis are one and the same thing Yes/No
3. Job performance and job analysis are interchangeable. Yes/No
4. Job analysis is generally used in personal guidance. Yes/No
5. Job analysis is very helpful in Vocational Guidance. Yes/No
6. In job analysis the relationship with needed other jobs is also studied. Yes/No
7. Job analysis deals with method and procedure of work Yes/No
8. Job analysis can be helpful in the development of human resources Yes/No
9. Questionnaire Method cannot be used for job analysis. Yes/No

### 2.3.9 Suggested Questions

1. In your own language explain the need of job analysis.
2. What do you understand by job analysis? Describe the meaning in your own words.
3. Describe the main methods of job analysis. Which do you like and why ?

### 2.3.10 Suggested Books and Web Sources

1. S.P. Suri and, T.S. Sodhi-Guidance and Counselling, Bawa Publications, Patiala.
2. R.A. Saroop Foundations of Guidance & Councelling, R. Lall Book Depott, Merut.
3. Super Uprising Vocational Fitness by Means of Psychological Testing, Harper Brothers, New York.
4. Jones Arther J. Principles of Guidance, MaC. Graw Hill Company, New York.
5. Myres, George I., Principles and Techniques of Vocational Guidance, MaC. Graw Hill Express, New York.

**Key :** (1) No (2) No (3) No (4) No (5) Yes  
(6) Yes (7) Yes (8) Yes (9) No

### Web Sources :

1. en.wikipedia.org.
2. books.google.co.in

## **Job Satisfaction-Meaning, Need and Measurement**

### **Structure**

- 2.4.1 Objectives
- 2.4.2 Introduction
- 2.4.3 Meaning of Job Satisfaction
- 2.4.4 Importance of Job Satisfaction
- 2.4.5 Measurement of Job Satisfaction
- 2.4.6 Summary
- 2.4.7 Self Check Exercise
- 2.4.8 Suggested Questions
- 2.4.9 Suggested Readings

**2.4.1 Objectives :** After going through this lesson students will be able to understand

**2.4.1.1** Meaning of job satisfaction

**2.4.1.2** Importance of job satisfaction from work

**2.4.1.3** Areas of measurement for satisfaction from work

### **2.4.2 Introduction**

Teaching is always a dynamic activity. It unfolds a world of knowledge, information, experience and education. Creative and critical appreciation to everyone devoted to teacher education. It indicates how far pupils respond to learning in the best possible manner. Teacher educators are, as such, the

avenues of effective teaching and the strategies adopted for that purpose need necessitate orientation in teacher education.

Government of India in NPE (1986) while discussing the various aspects of education has placed immense trust in the teaching community. Teacher competency, accountability, aptitude and favourable attitude to the profession are to be ensured before teaching training or recruitment of competent teachers and in service training which could fresher them up once again.

It is now being increasingly realized that teacher is a factor, which promotes quality in education, so observes by the Indian Education Commission (1964-66) of all the different factors which influence the quality of education and its contribution to national development the quality competence and character of teachers are undoubtedly the most significant.

No system of education can rise above the teachers who serve it; its quality ultimately depends upon the quality and efforts of teachers. Teacher is a keystone of the arch of national education. An honest teacher is fully conscious of the fact that he is the trust of his nations suitability, progress and reputation for training and up bringing of the youth that is placed in his hands. Teachers are the backbone of the nation. No nation can think of progress without the efforts of its teachers. The teacher is the planner, messenger, supervisor, evaluator, motivated guide and human architect. There is no replacement of the teacher in education system. Here the teachers have the eye contact with students and clarification of any points is immediate.

### **2.4.3 Meaning of Job Satisfaction**

Teaching, now a day is considered more than imparting knowledge and communicating information. It is considered as helping learners to learn them, to acquire skills and develop attitude and values in changed social context. Goyal (1980) stated that job satisfaction could be predicted by attitude and occupational adjustment. The role perception of teacher has changed. He has to be director of learning and transmitter of culture and values. If education of present times is to be a powerful instrument of social change, the teacher has to be an agent of change, social engineer and architect of the future society. Instead of keeping himself confined to classroom activities, he has to take leadership role in total social and cultural transformation of society.

Dixit (1993) stated that job satisfaction is the result of various attitudes of an employee towards his job. These attitudes are related with specific factors such

as salary, service conditions, advancement opportunities and other benefits. Roy (1971) stated that there existed some degree of positive relationship between the teaching attitude and teaching efficiency, thereby showing that supervisor efficiency goes with a favourable attitude and vice versa. It is an accepted fact that teachers can work with efficiency, if they are provided with good working environment, which provides satisfaction in the performance of their abilities. These abilities include stemming from the teacher's personality, his interest, attitudes, belief, and his behaviour in working relationships, his job satisfaction and the like.

Hoppock (1967) expressed that job satisfaction depends upon the extent to which the job that we hold meets our needs. The degree of satisfaction is determined by the ratio between that we have and what we want. Satisfaction can result from a job, which meets our needs today, or from a job that promises to meet them in failure.

Anand (1972) opined that students liking for teachers and teachers for students are positively related with the job satisfaction of teachers whereas Lavingia (1974) viewed that job efficiency was positively correlated with job satisfaction.

Spector (1996) stated that job satisfaction can be considered as a global feeling about the job or as a related constellation of attitudes about various aspects or facets of the jobs. Whereas Sharma et al. (2006) stated that attracting and retaining high quality teachers is a primary necessity as well as a challenge for educational institutions. While intrinsic factors play a significant role in motivating individuals to enter the teaching profession, extrinsic conditions can influence their job satisfaction and desire to remain in teaching.

Sempane et al. (2002) viewed that job satisfaction relates to an individual's perceptions and evaluations of the job, and this perception is in turn influenced by their circumstances, including needs, values and expectations. Individuals therefore evaluate their jobs on the basis of factors, which they regard as being important to them. Job satisfaction is the extent to which individuals are satisfied and the extent to which the individuals perceive that satisfaction as stemming from their total job situation. We can say that job satisfaction is a function of the specific job situation and not a generalized trait in the individual. Hence the job satisfaction can be defined in the terms of human needs and the environmental sources of satisfaction of these needs. Locke et al. (2002) also viewed that job satisfaction is a pleasurable or a positive emotional

state resulting from the appraisal of one's job or job experience. Job satisfaction can be viewed as an employee's observation of how well their work presents those things which are important to them.

Parwal (1984) stated that personality characteristics of satisfied teachers were reserved, cool, shy, trustworthy, controlled emotions, and un-frustrated. The professional interest and the enthusiasm that a person displays, the achievement of the individual and group goals in a given job situation is called the job satisfaction. Job satisfaction is a powerful force, a condition as affected by or dependent upon moral and mental factors such as zeal, spirit, hope, confidence etc. whereas Adeyinka Tella et al. (2007) revealed that a correlation exists between perceived motivation, job satisfaction, and commitment.

Job satisfaction is a complex concept relating to psychological and environmental working conditions. Young Jiang (2005) viewed that organizational climate and teachers' involvement in curriculum reform are the direct factors to affect teachers' job satisfaction, which is the important intermediate variable to influence on teachers' professional commitment, autonomy and burnout. It is also concluded that organizational climate improves teacher's professional commitment. What's more, involving in curriculum reform not only facilitates teachers' autonomy but also declines teachers' burnout.

Teacher satisfaction is attached to the freedom to try new ideas, intrinsic work elements and responsible levels. Job satisfaction as a feeling about a job that is determined by the difference between all those things a person feels he should receive from his job and all those things he actually does receive. Baron et al. (1991) also viewed that job satisfaction involves several basic components: specific beliefs about one's job, behaviour tendencies with respect to it, and feelings about it. Job satisfaction is the attitude of workers toward the company, their jobs, their fellow workers and other psychological objects in the work environment. Job satisfaction among teachers was associated with freedom to do their work as they saw fit, a sufficient supply of learning material and equipment, a good salary, a reasonable class size as well as the support and cooperation of colleagues.

Mc Cormick et al. (1985) stated that job satisfaction is an association of attitudes held by an organization's members. The way each employee responds towards their work is an indication of the commitment towards their employers.

Many employees are of the opinion that downsizing, rightsizing and reengineering give employers an opportunity to dispose of those workers who are a liability to the organization. Organizational commitment and general job satisfaction have been identified as important to understanding the work behaviour of employees in organizations. There existed a significant positive correlation between age, job satisfaction and rapport. Job satisfaction is a component of organizational commitment. Without commitment, substantive change becomes a problematic situation. Hence, job satisfaction appears to be one aspect of commitment. Job satisfaction and organizational commitment have been found to both be inversely related to such withdrawal behaviours as traditions, absenteeism and turnover.

Saad et al. (1988) emphasized that job satisfaction among teachers can be found as their willingness and preparedness to stay in the teaching profession irrespective of the discomfort and the desire to leave teaching for a better job. Rosenholtz (1989) viewed that if teachers are dissatisfied with their work lives and lack commitment to their organizations, not only will teachers suffer, but their students will suffer as well. The personal investment of employees at all levels is necessary for any effective organization.

#### **2.4.4 Importance of Job Satisfaction**

Job satisfaction is important in teaching because a frustrated soul in a teacher is capable of producing many frustrated souls in children. These children have to occupy places of significance in society and administration tomorrow, so a teacher has to be very conscious about the repercussions of his wrong acts and unwilling performance. So, a teacher who is not satisfied in his job, not only mars the present of the child but also the future. More over with the implementation of free and compulsory primary education there is a tremendous increase in the number and variety of educational institutions. India being a democratic country provides constitutional right to every minority to open up educational institutions according to their requirements. This has increased the variety among schools. On one hand with the result there is diversity in working conditions, pay scales, structure, location, equipment etc. whereas on the other hand we have the same age old stereotyped teacher training programs for each and every student who aspires to be a teacher, this may lead to dissatisfaction among teachers.

Job satisfaction was observed to be a function of pupils' behaviour, job security, relationships with colleagues and pupils, and teaching a task. Kim et al. (1994) listed seven predictors of job satisfaction, namely: interaction with students, interaction with colleagues, professional challenges, and professional autonomy, working conditions, salary and opportunity for advancement. However, there are also other factors that need to be considered, for example, class sizes, workload of teachers, changes in the school curriculum and labour policies which teachers have little or no control over.

Shan (1998) expressed that job satisfaction amongst teachers is a multifaceted construct that is critical to teacher retention and has been shown to be a significant determinant of teacher commitment, and in turn, a contributor to school effectiveness. There is complex correlation between positive or negative dispositions and the various components of job satisfaction. When satisfaction is measured at a broader level, research has shown those organization with more satisfied workers are more effective than those with less satisfied workers. Job satisfaction is based on the difference between the amount of rewards workers receive and the amount they believe that they should receive. When teachers have positive teaching attitude, with academic freedom in good working environment, to meet their needs and expectations with full involvement they must bring good results.

#### **2.4.5 Measurement of Job Satisfaction**

There are so many factors that are responsible for job satisfaction. To measure job satisfaction we can categorise these factors into three categories:

**2.4.5.1** Personal Aspect

**2.4.5.2** Job Related Aspect

**2.4.5.3** Facilities During the Job

**2.4.5.1 Personal Aspect:** There are many factors which are related at personal level. Every one has some intrinsic motivation for job if this motivation is more, the person got more satisfaction. Responsibilities towards the family, family size, number of dependents, intelligence, ambitious level, attitude, involvement and maturity of a person are the aspects that has also to be undertaken for measurement of job satisfaction.

**2.4.5.2 Job Related Aspect :** Every job needs interest and skill of a person. If a person is interested in a particular job he/she must be satisfied with that

job. And on the other hand if anyone has required skills then also he or she got full satisfaction from that job. Salary, service conditions and promotion also forms an integral part for satisfaction from a job. When one has healthy relationships with colleagues, authorities and other members in the institutions then also satisfaction increases in a job. Social status and welfare of society in a job also becomes part of job satisfaction.

**2.4.5.3 Facilities:** When any person gets benefits such as free accommodation, free medical aid, travelling allowances, job security in a better way then anyone got satisfaction from a job.

So when we want to increase job satisfaction of a person one must check all these factors for a person we can use many scales to measure job satisfaction of a person. Such as Likert scale by Rensis Likert (1932) Job Descriptive Index by Smith, Kendall and Hulin (1969), Job satisfaction scale by Meera Dixit (1993). It is a five point scale that can be self-administered.

#### **2.4.6 Summary**

Creative and critical appreciation to everyone devoted to teacher education. It indicates how far pupils respond to learning in the best possible manner. Teacher educators are the avenues of effective teaching and the strategies adopted for that purpose need necessitate orientation in teacher education. It is, now being increasingly realized that teacher is a factor, which promotes quality in education, so observes by the Indian Education Commission (1964-66) of all the different factors which influence the quality of education and its contribution to national development the quality competence and character of teachers are undoubtedly the most significant. Job satisfaction could be predicated by attitude and occupational adjustment. Teacher has to be director of learning and transmitter of culture and values. If education present times is to be a powerful instrument of social change, the teacher has to be an agent of change, social engineer and architect of the future society. Instead of keeping himself confined to classroom activities, he has to take leadership role in total social and cultural transformation of society.

Job satisfaction is important in teaching because frustrated soul in a teacher is capable of producing many frustrated souls in children. These children have to occupy places of significance in society and administration tomorrow, so teacher has to be very conscious about the repercussions of his wrong acts and unwilling performance. Job satisfaction can be measured by taking into

account certain factors, such as teaching attitude, good working conditions, needs and expectations of individuals, good interaction between teacher and taught, good salary, facilities and job security.

#### **2.4.7 Self Check Exercise**

Write true/false against the following statements:

- a) Job satisfaction is necessary to get maximum results from the capabilities of a person.
- b) Skillful persons have more job satisfaction.
- c) Intrinsic aspect does not contribute for job satisfaction of a person.
- d) We can't measure job satisfaction of a person.
- e) Job security is one of the contributors for job satisfaction of a person.

#### **Scoring Key**

(a) True (b) True (c) False (d) False (e) True

#### **2.4.8 Suggested Questions**

- Q. What is job satisfaction? How can it be increased?
- Q. What is the importance of job satisfaction? How can we guide our teachers to increase their satisfaction in job?

#### **2.4.9 Suggested Readings**

Likert, Rensis (1932) "A Technique for Measurement of Attitudes", *Archives of Psychology*, 140 : 1-55.

Suri and Sodhi (2000) *Guidance and Counselling*, Bawa Publications, Patiala.

R.P. Goyal (1997) *Guidance and Counselling*, Publication Bureau, Patiala.

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**Lesson No. 2.5**

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**Guidance of Students with Special Needs**

- 2.5.0 Structure
- 2.5.1 Objectives
- 2.5.2 Introduction
- 2.5.3 Guidance of the Gifted Children
  - 2.5.3.1 Special Need for the Education of the Gifted Children
  - 2.5.3.2 Behavior Pattern of Gifted Children
  - 2.5.3.3 Approaches of Meeting the Needs of the Gifted Children
  - 2.5.3.4 Appropriate Methods of Educating the Gifted Children
  - 2.5.3.5 Recommendations of the Education Commission (1964-66)
  - 2.5.3.6 The Role of Guidance for the Programmes of Gifted Children
- 2.5.4 Guidance of the Retarded Children
  - 2.5.4.1 Introduction
  - 2.5.4.2 Academically Retarded
  - 2.5.4.3 Mentally Retarded or Slow Learners
    - 2.5.4.3.1 Classification of Mentally Retarded
    - 2.5.4.3.2 Characteristics of Mentally Retarded
    - 2.5.4.3.3 Guidance Needs of Mentally Retarded Children
  - 2.5.4.4 Trainable Mentally Retarded
    - 2.5.4.4.1 Guidance Needs of Trainable Mentally Retarded
- 2.5.5 Guidance of the Physically Handicapped
  - 2.5.5.1 Philosophy Behind Rehabilitation
  - 2.5.5.2 Types of the Physically Handicapped
  - 2.5.5.3 Recommendation of Rama Murti Committee
  - 2.5.5.4 Guidance Needs of the Handicapped
- 2.5.6 Self- Evaluation Questions
- 2.5.7 Suggested Questions
- 2.5.8 Suggested Books

**2.5.1 Objectives of the lesson:**

After going through the lesson, the students will be able to:

- (i) explain the behaviour pattern of gifted children
- (ii) understand the characteristics of mentally retarded children
- (iii) explain the recommendations of Rama Murti Committee regarding education of physically handicapped children.

**2.5.2 Introduction:**

Broadly speaking children with special needs can be divided with three categories

- (i) Gifted
- (ii) Retarded
- (iii) Handicapped

**2.5.3 Guidance of the Gifted Children**

School children with superior learning aptitudes are referred to gifted children. They need special care, as all kinds of leadership will be acquired and managed by them.

**Paul Witty** has enumerated the following criteria for defining very young gifted children :

- (a) A large vocabulary which is very accurately used.
- (b) The use of phrases and sentences at an early age. Those who have the ability to tell or reproduce a study.
- (c) Interests in books and later on enjoyment of atlases, dictionaries and encyclopedias.
- (d) Interests in calendar and clocks.
- (e) Ability to concentrate longer than most children.
- (f) Early discovery of cause and effect relationship.
- (g) Early development of mental faculties. Gifted children often learn to read before they enter school.
- (h) Proficiency in drawing, music or other arts.

**2.5.3.1 Special Need for the Education of the Gifted Children**

The gifted child is both an asset and also a responsibility. He is an asset of incalculatable value to society. His potentialities for good are difficult to overestimate. Our socio-economic structure, both national and international, demands leadership of the highest quality and high and keen intelligence which is the characteristics of this group.

**2.5.3.2 Behavior Pattern of Gifted Children**

The main characteristics of the gifted are as following :

- (a) **Physical Characteristics** : They are physically superior and their faces are usually bright. They possess vigour and vitality. They look very tireless.
- (b) **Intellectually Sharp** : Their intelligence is very high. Their 'g' factor of intelligence is very strong. Some of them have a very strong 's' factor also which is apparently visible.
- (c) **Multimedia Interest** : Their interests are more varied than those of normal children. A gifted child of eight may read novels, write long essays, study different spectrum of subjects.
- (d) **Habit of Inquiry** : They are extremely inquisitive, and their group is much above average.
- (e) **Academic Activities** : They are superior in academic work. Even in the elementary school they demonstrate their superiority.
- (f) **Social Factors** : Gifted children are somewhat superior to children of the general school population in the qualities of leadership and superior social adaptabilities.

#### 2.5.3.3 Approaches of Meeting the Needs of the Gifted

- (a) **Acceleration** : Acceleration offers opportunity for a gifted pupil to move at a pace appropriate to his ability and maturity and to complete an educational programme in less than the ordinary amount of time. This is done by giving him double promotions in school.
- (b) **Ability Grouping** : The purpose of ability grouping is usually to provide for enrichment of children's experiences in both depth and breadth by way of putting them in special groups for the whole day or part of the day and to permit the children to stimulate one another.
- (c) **Enrichment of Studies** : Enrichment consists in giving the gifted child the opportunity to go deeper or to range more widely than the average child in his intellectual, social and artistic experiences.

#### 2.5.3.4 Appropriate Methods of Educating the Gifted

- (a) **Double Promotion** : If a child shows an extraordinary achievement in one class, he may be given a double promotion .
- (b) **Homogeneous Grouping** : According to this scheme, students with more or less similar background are grouped together in the same section.
- (c) **Enrichment of the Curriculum** : This implies that the gifted students be encouraged to study a variety of books and reference material. It can be done by the enrichment of co-curricular activities i.e. literary seminars, declamation contests, debates, essay writing and other competitions.

- (d) **Special Schools** : This is being done in India by providing superior education in Public Schools which have been established on the pattern of Public Schools of U.K. in which only superior 0.2% students are educated but which provides more than 50% superior manpower of that country. However, these schools have a serious bias towards superior economic group and do not fall in line with the concept of equalizing equal education opportunities. In order to overcome this discrimination the scheme of Navodaya schools have been coined to provide such facilities of government expenses to rural gifted children.
- (e) **Summer Schools** : These schools may be planned during summer vacations. These schools are being successfully tried in the U.S.A. Academically talented students are selected from different parts of the country on the basis of psychological tests, interview and previous school record and are brought together for a special educational programme under the expert guidance of a band of talented teachers.

### 2.5.3.5 Recommendations of the Education Commission (1964-66)

(A) **Search for and Development and Identification of Gifted Children:** White-hand has warned, "In the modern world the rule is absolute that any race which does not value trained intelligence is doomed."

#### (B) Problems in the Identification of Such Children :

- (a) In a large majority of the homes, the environment is deprivatory for the gifted ones on account of the illiteracy of the parents and their poverty.
- (b) A good deal of potential talent never enters school. There is a good deal of wastage and stagnation also. As such many of them get eliminated before identification.
- (c) Even the talent that enters schools and succeeds in climbing the educational ladder does not flower fully well because it is not discovered sufficiently early and is often studying in poor schools.
- (d) The tradition of clubbing the total marks of all the subjects is not suitable for the identification of the genius, as at times he excels in one or two subjects only.

### 2.5.3.6 The Role of Guidance for the Programmes of Gifted Children

- (i) **Importance of Guidance Programme** : The whole of the programme for the gifted children is guidance based. It is needed to identify and to find out their interests, abilities and personality characteristics.
- (ii) **Collection of Different Types of Information** : It is needed to collect the information of different types and to put that into a system on the cumulative record and to keep that intact and update. At times guidance need indicates the commutation with parents and other categories i.e. friends and other students too.

- (iii) **To Establish in Accordance with their Own Characteristics :** They help the students to locate their interests and to evaluate their aptitudes and special abilities. In addition it is needed in organizing visits of the experts to the school and visits of the students to different establishments and places of interest. It is also needed to assess the consistent academic record in school subjects and to find out if there is a single or two variations in it. It is also needed to see that the student is making appropriate gains by the enriched programmes etc.
- (iv) **Need of Guidance Programme for All the Gifted Children :** In short it can be said that there is no stage dealing with the educational, vocational or personal problems of the students, wherein guidance programme is not fully involved. It can, in fact be said that any programme of the gifted children will not be possible to be organized without total involvement of guidance services.
- (v) **Importance of the Services of Counsellor :** The counsellor with his detailed and deep knowledge of each talented student and accurate information about different programmes being undertaken by the department of education and by other pioneer institutions and probability of organizing some in the school is in a unique position to formulate a programme of enrichment for them, and to suggest the necessary modifications in the curricular and co-curricular requirements. Where counsellors are not in a position, this task will fall on the shoulders of teachers. It will, therefore, be necessary to train teachers for this responsibility through in-service special courses and seminars. It should be impressed on them that the class-room atmosphere and the attitudes of teachers is of considerable importance. In a social and educational set-up like ours where the relationship between the teacher and the taught is still not democratic, the general tendency is to suppress urges that deviates from the class norms. This tendency needs to be changed.
- (vi) **Providing Freedom of Expression in School :** The first requirement for the promotion of talent is to create an atmosphere of free expression in the class-room and to provide opportunities for creative work. This type of atmosphere can be maintained if not only guidance but other individual services are also created.

## **2.5.4 Guidance of the Retarded Children**

### **2.5.4.1 Introduction**

From the beginning of the civilization until recent past, the attitude of society towards its retarded children was of intolerance. Some negative superstitions were attached with them. In the period of retarded history, the evidence is available that things were left, on the hell to persist. However, there has been gradual evolution of the feelings that provision must be made for the protection and care of the handicapped persons. Today there are laws that provide not only

for the services of specialists but for their remunerative employment. As a result of it now in most countries of the world, programme of special treatment in education is organized for particular groups, such as, the deaf, the dumb, the blind, the feeble minded the crippled, children with speech defects etc. It has also been realized that it is the responsibility of the state not only to provide simple justice to them by providing compensation, such as, handicapped allowance etc. but also rendering them fit for work, as far as possible.

Broadly speaking retarded children can further be characterized into two categories. One is determined on the basis of I.Q. i.e. mental retardation. The other one is identified on the basis of academic achievement in school subjects which is termed as academic retardation.

The problem of the handicapped has now acquired so much importance that almost all international organizations like I.L.O., The World Bank UNESCO etc. have allocated special funds for their care and making them productive members of the society. The Governments of almost all the countries of the World have enacted laws to grant them handicapped allowances like old age pension, reserving places for them in institutions of higher learning, providing special facilities for them in schools, reserving government job for them and so much so providing special medical care, concession in travelling allowances for them and opening schools for separate types of handicaps i.e. school for blind, schools for the deaf and dumb, schools for physically handicapped etc. USA has gone for ahead in this respect. In any government building where stairs are provided, side by side ramps are made for the old and handicapped to facilities climbing. In hospitals, railway stations and airports wheeled chairs are provided for them. In Denmark lifts are fit with every bus to get into the bus and to get down too. In almost all countries special Employment Exchanges are provided for them to assist them to get employment. In India, too such Employment Exchanges have been opened in all the states. Some reservations are also made in Government jobs specially for them. It has now been observed that as and when they are put in some gainful employment, the mechanism of compensation work with them and they try to excel in their job performance.

#### **2.5.4.2 Academically Retarded**

Academic retardation can be in one or more subjects. It could be due to so many reasons. It can be attributed to the home atmosphere or school atmosphere due to which the achievements of the students are below the mark.

#### **2.5.4.3 Mentally Retarded or Slow Learners**

**Schonell** has introduced the concept of mental retardation. According to him, retardation is measured in terms of the extent to which Educational Age fall short of the Mental Age.

##### **2.5.4.3.1 Classification of Slow Learners or Mentally Retarded**

Children, whose capacity for education or training is limited by low intelligence, cover a fairly wide I.Q. range from approximately 40 to 90. However, students

whose I.Q. ranges between 50/55 and 85/90 are capable of benefiting from the kind of education which is offered within the normal school system. They are recognized as slow learners. These may further be subdivided into two groups i.e. all normal and educatable mentally retarded.

(a) The Dull Normals ( I.Q. range 70-90)

(b) The Educatable Mentally Retarded ( I.Q. range 50 to 70)

**(a) The Dull Normals :** (I.Q. range 70-90) In India about 12% children population comprises of such groups.

**(b) The Educatable Mentally Retarded :** About 2% of the population of the children fall in this category.

In Indian situation they have the following characteristics :

- (i) An educable retarded child is one who is two years above the average age of the class.
- (ii) In statistical terminology an educatable retarded is one whose average total achievement score is less than minus one standard deviation. Slow learners which include the dull normal and educatable mentally retarded are sometimes referred to as "backward children". If guidance is available to the slow learners they can find a useful place in the society.

#### **2.5.4.3.2 Characteristics of Mentally Retarded or Slow Learners**

**Schonell** summarizes the characteristics of these children :

- (a) Short attention and short concentration span.
- (b) Slow reaction time.
- (c) Limited ability to evaluate materials for relevance.
- (d) Limited powers of self-direction.
- (e) Limited ability to work with abstractions and also to generalize.
- (f) Slowness to form association between words and phrases.
- (g) Failure to recognize familiar elements in new formation.
- (h) Habits of learning very slowly and forgetting very quickly.
- (i) Very different local point of view.
- (j) Inability to set up and realize standard of workmanship.
- (k) Lack of originality and creativeness.
- (l) Inability to analyse, to do problem solving or think critically.
- (m) Lack of power to use the higher mental processes.

#### **(V) Causes of Backwardness**

- (a) Social and Economic Cause
- (b) School Conditions
- (c) Poor Home Conditions

- (d) Poor Physical Conditions
- (e) Sensory Defects
- (f) Intellectual Backwardness
- (g) Temperamental Defects
- (h) Location of Backwardness

#### **2.5.4.3.3 Guidance Needs of Mentally Retarded or Slow-Learning Children**

Guidance of such students at the secondary stage is more complex because of specialization. There should be counselors and guidance workers in the secondary schools to guide slow-learning students.

#### **2.5.4.4 Trainable Mentally Retarded**

Trainable mental retardation is a complex problem and is not a disease or an illness which can be treated with medicines. It is a human condition resulting from organic or developmental deficits which manifests itself in below average intellectual functioning and difficulty in learning social behaviour. Students whose I.Q. range is between 35 and 50, are usually termed as Trainable Mentally Retarded. Provision of education of such children may be made outside the normal school system. In 100 of mentally retarded cases only 5 are likely to be severely retarded and 20 are very difficult trainable mentally retarded. About 75 are mildly retarded. Both the later groups are termed as trainable mentally retarded.

The problems caused by mental retardation are well known. Apart from learning disability it leads to psychological problems such a behavioural, emotional, personality growth and related other problems and social problems, such as, maladjustment, prejudice, discrimination, segregation and stigmatization. The presence of a mentally retarded person in the family also leads to several psychological problems among the family members. The causes of mental retardation including its etiology have been well researched and several factors other than medical have been identified.

##### **2.5.4.4.1 Guidance Needs of Trainable Mentally Retarded**

These are hard guidance cases and will have to be educated and guided outside the school system. It centers around the development of support services and habilitation of these individuals with community support. There is a need to remove stigma attached to mental retardation and change the attitude of society favourable to them so that community based programmes for training, education and welfare of the mentally retarded can be effectively implemented. With the National Policies of Education (1986) a lot of emphasis has been given in India for the education of the mentally handicapped. Presently, most of the retarded children undergo some kind of training or education and increased special educational facilities are being set up for them.

There are various helping strategies to promote education and rehabilitation among the mentally handicapped, 1. Special Education, 2. Integrated Education, 3. Community based rehabilitation programmes which include home-based early intervention programme such as Portage, rural-based early intervention programme such as Portage, rural District Rehabilitation Centre Scheme, Vocational training and self-help groups.

It has been recommended by the Rama Murti Committee Report (1990) that:

- (A) For the moderately mentally retarded, special curriculum should be developed and standardized-not merely for the purpose of basic education in 3Rs but for training in self-care skills like motor integration, perception and motor skills. It should be clearly understood that for the mentally handicapped, academic achievements are relatively unimportant in comparison to social adaptation and vocational training.
- (B) Vocational schools for mentally retarded children are not too many. For their benefits jobs in sheltered workshops, forms forms and industries should be provided as they are not capable of receiving open employment. The idea is that after receiving training they can work on sub-contract basis.

### **2.5.5 Guidance of the Physically Handicapped**

**2.5.5.1 Philosophy Behind Rehabilitation:** The attitude of the society towards the handicapped has passed through different stages. As time passed, the attitude changed and developed under the influence of religion and social factors. Hostility, apathy, tolerance and understanding marked the distinct evolutionary stages, through which society's attitude, which not only grants to the physically handicapped, the right to exist but also the right to education and a place in the community, making a striking antithesis to the different attitude of early man towards his handicapped fellowmen.

The handicapped person does not ask for charity but a chance to utilize his talent and working capacity to his own advantage and to the community. In the words of Helen Keller, "It is the fundamental right of every one, to realize himself, however, imperfectly, and contribute to the common good, however, little". If opportunity for guidance, training and employment is provided to them, there is no reason why large handicapped population of our country, many of whom are endowed with intelligence and rare dynamism, cannot make an equally valuable contribution to our developing economy. If proper arrangements are made to provide with guidance facilities right from the school stage, it will be better both for their rehabilitation and for the development of economy, social system and culture. This, in essence, is the philosophy of modern rehabilitation services which aims at the complete integration of the handicapped individual into the community.

**2.5.5.2 Types of the Physically Handicapped:** According to a survey the educatable handicapped in the age group 5-14 years age group has been estimated as under:

- (a) Locomotor disability 12,20 lakhs
- (b) Visual disability 1.27 lakhs
- (c) Hearing disability 5.35 lakhs
- (d) Speech disability 7.44 lakhs

In the New Policy of Education(1986), for the first time because of this policy stipulation, Education Departments were put in the right perspective of dealing with the education of handicapped as their legitimate right. It also goes to the credit of the New Policy that it mentioned about the mainstreaming of the education of the handicapped and about their teacher-training programme too.

Now the emphasis has been to make a flexible type of programme for the physically handicapped. It should offer a range of different education provisions i.e. special school for those who cannot be educated in general schools, special classes in general schools, an integrated education for the disabled of the type already in existence. Education should also be provided through different options-formal, non-formal, open school, home day schools, vocational centers etc.

**2.5.5.3 Recommendations of Rama Murti Committee (1990):**

- (a) People should be made aware of the problems of the handicapped in terms of magnitude and types of handicaps.
- (b) Every family with handicapped child should be provided support through incentives, dialogue and periodic training and evaluation. Parents Groups and Community Education Groups should be formed.
- (c) The education system for the handicapped should be flexible. It should offer a range of educational provisions-special schools for those who cannot be educated in general schools, special classes in general schools and integrated classes for the minor disabled.
- (d) Educational package should be offered to hearing impaired children in a differential way.
- (e) For making boys and girls of impaired, economically independent, vocational training has to be specially organized.
- (f) National Institute for Visually Handicapped has developed Bharti Braille, which should be made use of for the teaching mathematics and science too.
- (g) In pre-service teacher training programme education of the handicapped should be made the part and parcel of pedagogy and methodology.

- (h) Teacher Training Colleges should have special courses for teaching the handicapped children: a special components on the education of the handicapped should be included in B.Ed course as well.
- (i) At least one resource faculty should be provided in each DIET to provide Teacher Training inputs in the context of education for the handicapped.
- (j) The technological and techno-aids available for meeting the special needs of the handicapped children should be received and measures for dissemination of information should be formulated.
- (k) Sustained researches should be undertaken to determine the needs of the physically handicapped and produce technological aids capable of helping in over-coming handicaps.

#### **2.5.5.4 Guidance Needs of the Handicapped:**

- (a) All students who are handicapped in one form or the other and to any extent need to be identified. It is the guidance worker who is competent to identify them in an effective way. After their identification, their parents need to be informed and educated properly so that their co-operation is sought as most of the work of their adjustment will need the support of the parents as well as the community.
- (b) After identification of the type and extent of the handicap, the proper record, which will need the administration of some psychological tests too, will be maintained and the follow up of their progress will have to be recorded regularly.
- (c) In fact handicapped person is to be the subject matter of individual guidance and counselling and all the data about him, his family, his history and the development of different aspects has to be collected and maintained. He will not only need one counselling interview but will have to be interviewed many times in order to identify his problems and finding out its solution.
- (d) It is pertinent to note that there might be many cases which, the guidance worker or counselor feel are not within their competency to deal with. He may involve psychologists, doctors and even psychiatrists in dealing with them. Still there might be some cases in which he feels that some type of therapy etc i.e. family therapy is necessary. He may involve such experts as he deems fit to deal with them. He may likewise refer them to clinics of different types of handicaps, if the situation, so demands. Every individual will have to be identified by the guidance and treated in accordance with the need of that case.

**2.5.6 Self – Evaluation Questions:**

a) Who are the Gifted Children?

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b) Give the Characteristics of Mentally Retarded Children?

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**2.5.7 Suggested Questions:**

1. Describe the special needs for the education of the gifted children in detail.
2. Who are mentally retarded children? Describe the importance of guidance for them.

**2.5.8 Suggested Books:**

1. T.S.Sodhi : Guidance and Counseling  
Harinder Kaur Sodhi
2. J.C. Aggarwal : Educational, Vocational, Guidance  
and Counselling.
3. Indu Dave : The Basic Essentials of Counselling

**Structure**

- 2.6.1 Agencies of Guidance and Counselling at National, State and District Level
- 2.6.2 Problems of Guidance in India
- 2.6.3 Summary
- 2.6.4 Problems
- 2.6.5 Suggested Reading
- 2.6.6 Suggested Questions

**2.6.1 Agencies of Guidance and Counselling at National, State and District Level**

After independence, it was recognized by the educationists, planners, sociologist and psychologist that the Indian education system needed a tremendous change owing to the expansion at every level viz, elementary, secondary and university level. The education system needed to be changed to suit Indian needs. Simultaneously, the Secondary Education commission (1952-53) was established and its recommendations were discussed for giving a broad base to schools education so that students coming out of schools might opt for such higher education which would provide engineers, doctors, scientist and technocrats to man various positions in industries, hospitals and laboratories, so as to raise production and bring-about social and economic change. The recommendations of Secondary Education Commission were implemented and multipurpose system of education was adopted in all states, barring a few which does not opt for multipurpose system of education and which continued the old system of education i.e. high schools and intermediate colleges.

The purpose of multipurpose system of education was to identify the talent from the very beginning for different types of courses i.e. Arts, Science, Commerce, Agriculture, Fine Arts, Technology and Home Science. To make this system effective, it was felt that students should be properly guided

at different stages. Therefore, the third five year plan, included among other schemes for secondary education, the centrally-sponsored scheme of educational and vocational guidance in secondary schools i.e. the scheme for guidance services with a full time counsellor in a number of multipurpose schools all over the country. If the guidance movements is to grow and develop properly, educators should concentrate on an adequate programme for guidance. With this type of programme, the students would broaden their understanding of the scope, nature and significance of various educational opportunities, occupations and industries so that they may enter the world of work make proper adjustment service.

Different agencies of guidance at the National, State and District levels are established. The guidance movement was introduced to level i.e. Education and National Employment Service.

This was done so that students and the youth may get the benefits of adopting right type of course and occupational channels. At the Centre, State and District levels, different co-ordination committees were also setup for the purpose. The best arrangement was to have full time counsellors in every multipurpose schools or to have teacher counsellor /career masters for providing a minimum programme of vocational guidance of children. Different states, with the help of the centre, took up the responsibility of training guidance officers and career master for regional and district level for the benefit of school leavers and for those who need to opt for educational and vocational courses. Training in vocational guidance for teacher's counsellor and youth employment officers was strengthened by a committee of expert in the subject. The activities of vocational guidance conducted in the Ministry of Education and Ministry of education and Ministry of Labour and Employment were co-ordinated by different committees setup in all the states. In this way, with the help of representatives of education department, employment officers, heads of secondary schools and other concerned in the programme the guidance movement was launched in country in 1954 in a big way : The Central Ministry of Education established in Central Bureau of Educational and Vocational Guidance at Delhi and offered financial assistance to various states governments for setting up state bureaus of guidance. Eleven states established state guidance bureau for expansion of guidance services of the students.

During the Second Five Year Plan, vocational guidance services and vocational counselling were started by the Directorate General of Employment and training in its employment exchanges. In 1962, as All India Workshop for the

implementation of the Centrally sponsored scheme for guidance was held and many Directors of the Bureaus and others participated and decided about the role and functions of guidance agencies at the Centre and State levels.

**(i) Agencies at the National Level**

The task of formulating guidance policies and programmes were assigned to Central Bureau of Educational Vocational Guidance (CBEVG) at Delhi and the National Employment Service Trained Counsellors and career masters needed in the schools. The training of such personnel was undertaken by the CBEVG. Directorate General of employment and Training (for vocational guidance) and certain other state bureaus.

**Central Bureau of Educational and Vocational Guidance**

Following the recommendations of the Secondary Education Commission, the Ministry of Education setup Central Bureau of Educational and Vocational Guidance in 1954 to impart technical advice and help to State Bureaus of Educational and Vocational Guidance for developing modest programmes of training counsellors for and career masters who were to impart guidance services to students of secondary schools. The major objective of all these agencies were to implement the recommendations of the Secondary Education Commission (1952-53) viz. providing educational guidance to students, broadening their understanding of the scope, nature and significance of various occupations and industries and providing trained guidance officers and career masters to state department of educations and secondary schools. The following were the specific functions of the Central Bureau of Educational and Vocational Guidance :-

1. Training guidance personnel, especially the guidance counsellors, for various positions in regional and state level Bureau, Employment Exchanges and Schools. They were running a full time nine months diploma course, in educational and vocational guidance.
2. Production and distribution of psychological tests for guidance purposes.
3. Providing technical assistance to state Bureaus for setting up psychological laboratories, and to lay down the functions of various officers such as psychologists, counsellors, technical assistance and career masters.
4. To device Cumulative Record Card and other schedules for collection of students data for guidance purposes.
5. To disseminate guidance policies programmes to the Regional

Bureaus and to co-ordinate their work or research.

6. To co-operate with the occupational information unit of the Directorate General of Employment and Training in the preparation of occupational information material/literature.
7. To standardize various types of psychological tests e.g. intelligence tests, aptitude tests, interest inventories and other tests for use at the Central and Regional Bureaus.

C.B.E.V.G. was merged into N.C.E.R.T. New Delhi. Now it is department of Educational and Vocational guidance and Counselling which is mainly giving training to experience teachers and post-graduate students of education and psychology, in Educational and Vocational Guidance. This training consists of theoretical and practical training and fieldwork practices, leading to Diploma in Educational and Vocational Guidance and Counselling. Besides the training programme the department conducts research, workshop, seminars and other camps at the State and Regional levels for the benefit of teachers, officers and other workers connected with guidance programme and plans.

#### **(ii) Agencies at the State Level**

The state guidance bureau were established in 1954. These were financed by the Central Government initially and later on these were strengthened by the state governments. In the beginning, eleven state bureaus and three sub bureaus were established. The state bureaus aimed at providing educational and vocational guidance services in different states. Their functions are :

1. Research
2. Training in guidance for teachers.
3. Seminars for headmasters, principals and parents.
4. Publications of guidance materials e.g. news letters, brochures, leaflets, posters, handbills etc.
5. Organizing guidance programmes for district education officers, headmaster and teachers.
6. Implementing minimum guidance programme for secondary schools of the state.
7. Organizing and setting up co-ordination committees, at the district and regional level, involving recruitment agencies such as employment agencies, private Industrialist, government and semi-government bodies and community, resources.

8. Development and adaptation of tests, questionnaires, check list etc.
9. Training of guidance workers e.g. counsellors and career masters.

In a nutshell state bureaus were to discharge the following function : To adopt low cost methods of making guidance services available to larger number of students construction and adaptation of tests and conducting seminars and workshops for teachers, headmasters and parents.

**(iii) Agencies at the District Level :**

At the district level, a whole time counsellor, who is generally M.A. or M.Ed. with diploma in guidance and counselling, is appointed and posted in the district education officer's office in a centrally located higher secondary schools. He undertakes the following activities and functions for helping students in their educational and vocational plans :

1. Helping the students in making educational and vocational choices and personal adjustment.
2. Giving orientation talks to headmasters, teachers, students and parents regarding educational and vocational guidance services and programmes in schools regarding the choice of subjects to students.
3. To maintain an information corner at the district headquarter and to disseminate occupational information
4. To help schools in introducing cumulative record cards and occupational information corners.
5. To arrange career talks in schools through career masters, who may also invite experts from different walks of life as engineers, doctors, industrialists, scientists, and the like for values in various occupation.
6. To undertake testing programmes in selected schools, and to gave individual and group guidance.
7. To arrange services, with the help of teachers and subject specialists, for the guidance of gifted, the backward, over-achievers, delinquents and dropouts.
8. To conduct field trips, career conferences and career exhibitions in schools.
9. To collect data on aptitude, interest, achievement etc.
10. To collect, classify and disseminate, educational and occupational information.
11. To conduct case studies of problem children.

12. To conduct such research projects as are assigned by the Director, State Bureau of Educational and Vocational Guidance.
13. To conduct orientation, seminars and refresher courses for career masters and teachers.

The above listed functions vary from state to state and are improved or modified in the light of the needs of schools. In view of the various functions of different guidance agencies at the Central, State and District levels, it is evident that different roles are to be undertaken by guidance personnel at different levels. Both at the Central and State level, these guidance agencies perform the following functions :

1. Orienting district education officers, headmasters and teachers for guidance work.
2. Organizing in service course for educational administrators and teachers.
3. Organizing guidance services like individual inventory service, testing service, information service, counselling service and follow-up service at the district and schools levels.
4. Producing occupational information literature.
5. Organizing a minimum guidance programme for all the secondary schools of the state.
6. Organizing a comprehensive guidance programme in selected schools (one in each district).
7. Organizing programmes such as production of guidance literature and materials, research into problems of guidance in Schools.

In the 10+2+3 system of education, ample scope for guidance literature and materials, visualized. Therefore, the Kothari Education Commission recommended :

“We believe, it is necessary that all secondary schools teachers should be given some understanding of guidance concepts and simple guidance techniques as a part of the programme intended for every trainees. Special or advanced course should be provided for those who wish to study the subject in depth: Every training college should have on its staff a person having atleast the training considered essential for schools counsellors. Provision should exist for the in-service training of the college staff in guidance and counselling.”

### 2.6.2 Problems of Guidance in India

The opening of multipurpose higher secondary schools which offered courses to suit the requirement of all and sundry-made guidance necessary. From the fifties, we began to lay stress on guidance and so it is just for decades old movements in India. But when did we succeed in our endeavour or effort ? What have been the results? The answer the results of our efforts are encouraging. Current statements about the future of guidance are characterized by a dominant theme of pessimism. We are short of trained personnel, valid, reliable and usable occupational and testing material and are faced with the administrators who possess only a vague conception of guidance. On the other hand, the need for guidance has further increased in recent years due to fast technological and social changes taking in the country and the expansion of educational programme in the form of 10+2+3 system of education. The guidance workers are faced with numerous problems to face the situation. Some of these problems are as under :

1. **Lack of Guidance-Mindedness :** The success of any idea depends upon the attitude of people for whom it is intended or those are required to sell the idea. The idea of guidance and counselling is not palatable to Indian Public-the parents, teachers and the student. Parents think that they are the best guides of their children and all this talk about the guidance is irrelevant. Some of the parents are just ignorant. They simply do not understand the concept and aims of this movement; nor are they aware of the provision of guidance and counselling services. Authorities too are to be blamed for this. There has never been an effort on the part of the authorities to educate the parents in this direction with the result that parents do not feel inclined towards the movement. As a result of this, the movement has remained only skin-deep.

At the time of partition, the number of students in the universities was 33 lakhs. Now there numbers is over lakhs.

2. **Large Students Population :** In the high and higher secondary schools alone we have about one crore student population. It seems impossible to meet the guidance of the teeming millions.
3. **Problem of Finance :** As for other things, so far guidance too there is the usual problems of finance. We have a large student population to which we want to provide the guidance programme that should successfully guide the students in matters educational,

vocational, social and personal. This pre-supposes the availability of effective guidance services with fully trained staff and equipped at our disposal. This also means the appointment of a full time counsellor besides other staff like a psychologist, social worker etc. in the schools.

- 4. Lack of Physical Facilities:** To run a guidance programme successfully, some basic physical facilities such as a room, almirahs, and other equipment have to be provided. These simply do not exist. As long as we are unable to provide physical facilities, the efforts to guide will come to naught. Physical facilities are necessary to enable the guidance workers to extend assistance and to do all the work including testing, evaluation and counselling which needs secrecy.
- 5. No Place in the Time-table :** When to guide students becomes a problem for the guidance worker as no period is fixed for guidance. Guidance worker does this job either in the recess period or at the end of school's time and at both these occasions, students are not willing to stay with him.
- 6. Heavy Counsellor Load :** When too many students are allotted to a counsellor for individual counselling, the whole thing flops. The purpose is lost. The counsellor is hardly able to attend to a few. Moreover, many counsellors are over involved in such tasks as clerical work, substitute teaching, discipline, activity club supervision and other quasi-administrative tasks.
- 7. Unsympathetic Attitude of Headmasters and Teachers :** The philosophy of heads of schools continues to be different. They continue to be orthodox, almost opposed to such movements, thinking that all these novel ideas are a force. They often refuse to even understand their importance and need in the present set-up. There are financial constraints on them too. They have a grievance that after initial generosity for these movements, the strings of the purse were tightened by the authorities, leaving no funds with them to continue guidance programme in the schools. The same is true of many teachers.

Generally, the guidance workers are ill-trained and ill-equipped. They can be said, on the basis of observation that the work of the so-called guidance worker in the schools is most inadequate. He is playing the dual role of a career master and a psychologist when he does not know even the elements of psychological testing.

- 8. Lack of Tools :** The tools and test suited to our conditions and our population are not available. Their availability is a pre-requisite to any guidance programme. Again, workers and techniques and under affluent social conditions may not work in our country. We have to device our tools and our techniques. Where tools are available, the heads need to be guided with regard to the source of such tools, they have also to be provided funds for the purchase of the tools. And lastly, guidance workers are not to be trained in the use of the tools.
- 9. Lack of Provision for Meeting the Needs of Seriously Maladjusted :**

Skillful counsellors are required for handling the problems of seriously maladjusted. Person to person counselling is an absolute necessity for the release of tension in such children if they are to be free to make decision and to solve problems. However, due to inadequate number of trained and full counsellors, it remains to be a far cry.

- 10. Lack of Research Work in the Field of Guidance :** Practical research is virtually missing. No movement can be successful unless it is continuously enriched by research.
- 11. Guidance Programme Missing at the College Level :** At the college level and in most universities in India, guidance programme has been missing. Only recently, in some universities guidance bureaus have been established alongwith the Employment Exchanges. However, yet not much has been done there for the development of guidance programme. The existence of this programme at the College level is a must.

To conclude, we may like to quote Flecher and Riddle (Personnel and Guidance Journals, Vo., IX, May 1952) : “The size of the task to be accomplished is almost over-whelming. However, Mount Everest, not many miles away from India to the north, was not climbed for many centuries. Finally, it was conquered by human endurance and ingenuity. In a country like India where so many new things are happening, the solution to many of the vexing problems confronting the guidance movement will be found in the years ahead.”

### **2.6.3 Summary :**

Different agencies working for the development of guidance movement at the Centre, State and District Levels are C.B.E.V.G., New Delhi, State Bureaus of Educational and Vocational Guidance in different states and guidance cells in the offices of District Education Officers. These agencies

discharge type of functions related with the Educational and Vocational Guidance of school going children. Guidance services are also rendered by Vocational guidance officers in different employment exchanges. These agencies device programmes and policies at the Central and States headquarters for the training of different personnel required for organising guidance activities in schools. They have well-equipped occupational information centres, testing laboratories and other publicity material like career guides, handbooks, posters, charts and display materials for the benefit of student and parents. Teachers help to parents and students for career choices, and the technical staff provides upto date material for setting up guidance corners in schools. Employment officers, career masters and recruitment officers deliver career talks to students.

#### **2.6.4 Problems :**

The main problems of guidance in India can be summed up as :

1. Lack of guidance-mindedness.
2. Large students population.
3. Problem of finances.
4. Lack of physical facilities.
5. Heavy Counsellor load.
6. The teachers and the headmasters do not have sympathetic attitude towards the movement.
7. Lack of tool.
8. Lack of provision for meeting the need of seriously maladjusted.
9. Lack of research work.
10. The population of method of assigning students for guidance.
11. Inadequate provision of referral resources.

#### **2.6.5 Suggested Readings**

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### **2.5.6 Suggested Questions**

- Q.1. What are the major functions of different agencies of guidance at the Centre, State and District levels?
- Q.2. Discuss the functions of guidance services in the light of 10+2+3 system of education.
- Q.3. What are the problems of Guidance in our schools. Give suggestions to solve them.