

# A SURVEY OF SCHOOL GUIDANCE SERVICES

PERIN H. MEHTA  
H. M. KANADE

**REGIONAL COLLEGE OF EDUCATION**  
**LIBRARY, AJMER.**

Accession No.....50806

Date of Acc.....21.7.27

**VERIFIED**  
**2012**



**DEPARTMENT OF PSYCHOLOGICAL FOUNDATIONS**  
**National Council of Educational Research**  
**and Training**

129-G-20

2,000 copies

First Published : April 1963

Reprinted : November 1965

© National Council of Educational Research and Training

Price : 30 Paise

Published by Chief Publication Officer, National Council of  
Educational Research and Training, New Delhi-11 and  
Printed at Navin Press, 6, Faiz Bazar, Delhi-6.

# A SURVEY OF SCHOOL GUIDANCE SERVICES

At the First Conference of Heads of Government Bureaus of Guidance, which was convened by the Central Bureau of Educational and Vocational Guidance in August 1960 at Delhi, a proposal was put forth by the Central Bureau for the collection and compilation of nationwide statistics relating to guidance in secondary schools, as an aid to the planning and evaluation of schemes pertaining to guidance. The Conference made the following recommendation on the proposal : "The Conference recognizes that the collection and compilation of statistics regarding guidance at the national level is important for the future development of guidance along right lines. Since the coordination of guidance activities in the country is a major function of the CBEVG, the Conference recommends that the CBEVG should undertake the collection and compilation of nationwide guidance statistics. The statistics should be collected directly from all secondary schools on a standard proforma....."

In pursuance of this recommendation, the Central Bureau undertook a statistical survey of guidance services in secondary schools at the end of the Second Five-Year Plan. A proforma to seek information directly from secondary schools throughout the country was prepared and circulated among the participants of the Conference for suggestions regarding its applicability to the schools in their States. Information was sought mainly on the following aspects of school guidance services :

- (i) The types of schools which had a guidance service, their population and management.

---

The investigators wish to thank Dr. Helen M. Walker of the Teachers College, Columbia University Contract Team in India, for her valuable suggestions, and the Directors of Education, heads of State Bureaus of Guidance and heads of schools who have helped in the collection of data.

- (ii) Guidance personnel, their designation and level of training.
- (iii) Time devoted by guidance personnel to various guidance activities.
- (iv) Guidance activities in various classes and class time devoted to them.
- (v) Occupational information facilities and cumulative record cards.
- (vi) Grants, clerical help, etc.

A copy of the proforma is given as Appendix.

### **DATA COLLECTION**

During February and March 1961, the proformas were sent to the State Bureaus of Guidance in Andhra Pradesh, Assam, Bihar, Gujarat, Kerala, Madhya Pradesh, Maharashtra, Mysore, Orissa, Rajasthan, Uttar Pradesh and West Bengal, with the request to distribute them to all the secondary schools in their respective States. In the case of those States and Union Territories where a State Bureau did not exist, the Director of Public Instruction/Director of Education was requested to distribute the proformas to all the secondary schools. The States so approached were Jammu and Kashmir, Madras and Punjab, and also the Union Territories of Andaman and Nicobar, Delhi, Himachal Pradesh, Manipur, Pondicherry and Tripura. In fact, two proformas were supplied for each school. One copy of the proforma, filled by the principal of the school, was to be forwarded directly to the Central Bureau and the other to the State Bureau or the State Directorate of Education, for its records. The returns received from the various States and Union Territories are shown in Table 1.

It was disappointing to find that a large number of schools did not return the proformas, and the returns trickled in slowly over a long period of time, delaying the compilation of the data. The great variation from State to State in percent of proformas returned, as shown in Table 1, suggests that there

must have been great differences in the procedures for distribution of proformas followed by the State Bureaus of Guidance and Education Departments. Such was indeed the case. Kerala and Madras decided that there was no point in distributing the proformas because guidance services did not exist in the schools

**TABLE 1**

**Statewise distribution and returns of the proforma**

<i>State or Territory</i>	<i>Proformas sent out</i>	<i>Proformas received back</i>	
		<i>Number</i>	<i>Percent</i>
Andhra Pradesh	1298	28	2.2
Assam	459	442	96.3
Bihar	1751	371	21.2
Gujarat	800	695	86.9
Jammu & Kashmir	157	98	62.4
Kerala	869	—	—
Madhya Pradesh	578	158	27.3
Madras	1066	—	—
Maharashtra	2000	280	14.0
Mysore	688	599	87.1
Orissa	315	218	69.2
Punjab	1324	548	41.4
Rajasthan	468	173	37.0
Uttar Pradesh	1606	128	8.0
West Bengal	1798	88	4.9
Andaman-Nicobar	2	—	—
Delhi	250	183	73.2
Himachal Pradesh	68	—	—
Manipur	56	7	12.5
Pondicherry	30	21	70.0
Tripura	30	11	36.7
<b>Total</b>	<b>15613</b>	<b>4048</b>	<b>25.9</b>

of those States. Some of the State Bureaus of Guidance distributed the proformas only to those schools they thought had a guidance worker on the staff. Thus it is clear that the number of proformas which actually made their way to schools was less than 13678 (the total number minus those sent to Kerala and Madras) but it is impossible to say how much less. Therefore the percent of schools which returned proformas is greater than 25.9 but it is impossible to say how much greater.

It might also be said that since the States of Kerala and Madras have indicated that there are no guidance services in the 1935 schools in their States, information has actually been received regarding 5983 schools or 38.3 per cent of the total.

### **EXTENT OF GUIDANCE SERVICES**

While analyzing the data it was observed that a large number of schools had answered only a few items of the proforma but had marked the rest negative. This led us to classify schools in the following three categories :

*Type A Schools* : Schools which offered a guidance programme conducted by a guidance worker designated either as counsellor, teacher-counsellor or career master/mistress.

*Type B Schools* : Schools which did not have a guidance worker but were nevertheless carrying on some sort of rudimentary guidance activity, such as maintenance of occupational information materials and/or cumulative record cards.

*Type C Schools* : Schools which had no guidance activities of any sort.

It was found that of the reporting schools there were 860 (21.3 percent) schools of type A and 803 (19.8 percent) schools of type B. It was discouraging to see that 2385 schools had no guidance service. These represented 58.9 percent of the schools which returned the proforma. If we add to them the 1935 schools in Kerala and Madras which were known not to have any guidance service, we have 4320 schools without a guidance service, representing 72.2 percent of a total of 5983 schools for which we had information. If it can be assumed that the schools which failed to return the proforma did not have a guidance service, then it can be inferred that only 5.5

percent of the 15613 secondary schools in the country at the end of the Second Plan period had a guidance service of type A, and 5.1 percent of type B. Table 2 presents the relevant figures. It will be seen from this table that Maharashtra reported the largest number of type A schools and Gujarat the largest number of type B schools.

**TABLE 2**  
**Statewise distribution of schools reporting different types of guidance service**

A—Guidance programme conducted by guidance personnel  
B—Rudimentary guidance activities but no special personnel  
C—Neither guidance activities nor personnel

<i>State or Territory</i>	<i>Number of Schools</i>				<i>Percent of Schools Reporting</i>	
	<i>A</i>	<i>B</i>	<i>C</i>	<i>Not Reporting</i>	<i>A</i>	<i>B</i>
Andhra Pradesh	19	3	6	1270	67.9	10.7
Assam	—	—	442	17	0.0	0.0
Bihar	51	46	274	1380	13.7	12.4
Gujarat	174	274	247	105	25.0	39.4
Jammu & Kashmir	5	13	80	59	5.1	13.3
Kerala	—	—	—	869	—	—
Madhya Pradesh	21	50	87	420	13.3	31.6
Madras	—	—	—	1066	—	—
Maharashtra	258	12	10	1720	92.1	4.3
Mysore	84	53	462	89	14.0	8.8
Orissa	42	66	110	97	19.3	30.3
Punjab	42	113	393	776	7.7	20.6
Rajasthan	14	95	64	295	8.1	54.9
Uttar Pradesh	50	2	76	1478	39.1	1.6
West Bengal	71	8	9	1710	80.7	9.1
Andaman-Nicobar	—	—	—	2	—	—
Delhi	27	61	95	67	14.8	33.3
Himachal Pradesh	—	—	—	68	—	—
Manipur	—	1	6	49	—	14.3
Pondicherry	1	1	19	9	4.8	4.8
Tripura	1	5	5	19	9.1	45.5
<b>Total</b>	<b>860</b>	<b>803</b>	<b>2385</b>	<b>11565</b>	<b>21.3</b>	<b>19.8</b>

Out of a total of 860 type A schools, 502 were High Schools, 178 Multipurpose Higher Secondary Schools, 142 Higher Secondary Schools and 38 Intermediate Colleges. The Intermediate Colleges are to be found only in Uttar Pradesh.

On the basis of student population it was found that out of 860 type A schools 480 were co-educational, 280 were for boys and 100 for girls. This shows that the majority of the guidance personnel are called upon to provide guidance and counselling to both boys and girls.

Distribution of type A schools according to management shows that a great majority of them, 626 schools (or 72.8 per cent), were privately managed, 198 were government managed and only 36 were managed by municipalities or local boards.

Table 3 gives the relevant data for type A as well as type B schools.

**TABLE 3**  
**Breakdown of type A and type B schools**

	<i>Type A Schools</i>	<i>Type B Schools</i>
High	502	495
Higher Secondary	142	236
Multipurpose	178	71
Intermediate	38	1
<b>Total</b>	<b>860</b>	<b>803</b>
Boys	280	245
Girls	100	81
Co-educational	480	477
<b>Total</b>	<b>860</b>	<b>803</b>
Government	198	325
Municipal	36	31
Private	626	447
<b>Total</b>	<b>860</b>	<b>803</b>

## **GUIDANCE PERSONNEL**

Mainly three types of guidance personnel are working in schools—the career master/mistress, the teacher-counsellor and the counsellor. In Uttar Pradesh the guidance worker on the staff of the school is known as a school psychologist. Some of the schools in Uttar Pradesh which have reported a guidance programme and a person in charge of it do not, however, have a guidance worker on their staff; the persons in charge of these programmes are the staff of the District Psychological Centre who serve each school for about three weeks in the year.

According to the standards generally accepted by groups of professional guidance workers in India, a counsellor is a trained graduate teacher or a psychologist who has received special training in guidance of nine months duration, full-time, or its equivalent in part-time training. He is employed as a full-time guidance worker by the school, and is expected to conduct group guidance programmes as well as individual testing and counselling. He is not expected to teach for more than one period a day. In actual practice, however, he is often required to teach for more than one period a day, and is often inadequately trained. A teacher-counsellor performs the same functions as a counsellor and is, therefore, expected to be similarly trained, but he is hired to teach half time and to carry out guidance activities half time. In actual practice, however, he too is often inadequately trained and spends much more than half time in teaching and much less than half time in guidance.

The career master is a trained graduate teacher who has received at least three weeks special training in guidance. He is primarily a teacher, but is relieved of a small amount of his teaching load so that he can provide an occupational information service in the school and help the school to maintain cumulative record cards for the pupils. Because of his limited training in guidance he is expected not to do any testing or counselling. Many career masters, however, have received less than three weeks training, and do nothing more than maintaining some informational material about courses of study and occupations in a corner of the school.

It should be noted that the terms "counsellor", "teacher-counsellor" and "career master" are not uniformly used throughout the country. The functions of these workers and the time spent by them on guidance activities vary considerably. For instance, the career masters in the Government Multipurpose Schools in Madhya Pradesh are full-time guidance personnel and are not expected to teach. Variation exists not only among the States but also within the States. There is a real need for a uniform terminology throughout the country.

**TABLE 4**  
**Statewise distribution of type A schools on the basis of guidance personnel**

<i>State or Territory</i>	<i>Career Master   Mistress</i>	<i>Teacher-Counsellor</i>	<i>Counsellor</i>	<i>Staff of Dist. Psych. Centre</i>	<i>Total</i>
Andhra Pradesh	12	3	4	—	19
Assam	—	—	—	—	—
Bihar	4	42	5	—	51
Gujarat	137	36	1	—	174
Jammu & Kashmir	1	4	—	—	5
Kerala	—	—	—	—	—
Madhya Pradesh	7*	14	—	—	21
Madras	—	—	—	—	—
Maharashtra	227	26	5	—	258
Mysore	62	22	—	—	84
Orissa	17	23	2	—	42
Punjab	24	18	—	—	42
Rajasthan	7	7	—	—	14
Uttar Pradesh	—	4	17	29	50
West Bengal	59	10	2	—	71
Andaman & Nicobar	—	—	—	—	—
Delhi	6	17	4	—	27
Himachal Pradesh	—	—	—	—	—
Manipur	—	—	—	—	—
Pondicherry	—	1	—	—	1
Tripura	1	—	—	—	1
<b>Total</b>	<b>564</b>	<b>227</b>	<b>40</b>	<b>29</b>	<b>860</b>

\*Full-time workers.

Table 4 reveals that of the 860 type A schools, 564 have career masters, 227 have teacher counsellors, 29 are served by the District Psychological Centre, and only 40 have full-time counsellors. The States of Maharashtra, Gujarat, West Bengal and Andhra Pradesh have more career masters than counsellors. In Bihar, the teacher-counsellors predominate and in Uttar Pradesh the majority of the schools offering guidance to their pupils do so through the staff of the District Psychological Centre.

The relevant data concerning the distribution of guidance personnel on the basis of type of school, sex of student population and school management, have been summed up in Table 5.

**TABLE 5**  
**Distribution of guidance personnel**

	<i>Career Master</i>	<i>Teacher Coun- sellor</i>	<i>Coun- sellor</i>	<i>Staff of Dist Psych. Centre</i>
High	379	114	3	6
Higher Secondary	71	66	3	2
Multipurpose	114	43	21	—
Intermediate	—	4	13	21
<b>Total</b>	<b>564</b>	<b>227</b>	<b>40</b>	<b>29</b>
Boys	148	85	21	26
Girls	62	28	7	3
Co-educational	354	114	12	—
<b>Total</b>	<b>564</b>	<b>227</b>	<b>40</b>	<b>29</b>
Government	96	61	30	11
Municipal	24	9	—	3
Private	444	157	10	15
<b>Total</b>	<b>564</b>	<b>227</b>	<b>40</b>	<b>29</b>

It is of interest to note that the majority of schools reporting a guidance programme are served by persons who devote themselves partly to teaching and partly to guidance activities.

As regards the training of the guidance personnel on the staff of the secondary schools, the data reveal that there are only 699 workers with special training in guidance in the 860 type A schools. In addition, 29 schools in U. P. offering a guidance programme are served by the staff of District Psychological Centres, all of whom have received full-time nine months training in guidance. (There may be schools in other States which are similarly served by the staff of the State Bureau of Guidance or its sub-bureaus, but the proformas returned to us did not indicate this).

**TABLE 6**  
**Special training in guidance received by guidance personnel on staff of secondary schools**

<i>Special training in guidance</i>	<i>No. of persons</i>	
	Full-time course	Part-time course
(a) of not more than one month	276	84
(b) of not more than three months	67	42
(c) of not more than six months	32	45
(d) between six months and one year	75	73
(e) having foreign training	3	2
<b>Total</b>	<b>453</b>	<b>246</b>

Of the 699 trained guidance workers on the staff of schools, 453 have attended full-time courses in guidance and 246 part-time courses, ranging in duration from one month to one year. The largest group, 276 persons, was of those who have attended short but full-time courses of not more than one month duration. Thus it is clear that the majority of guidance workers in our schools are very inadequately trained, not more than 75 to 78 of them being reported to have received special training in guidance of six months duration or more, full-time, whereas the generally accepted minimum training period for a counsellor or teacher-counsellor is nine months, full-time.

The proforma was also designed to elicit information about the number of guidance personnel who had studied a full

paper in guidance in the B. Ed. (B.T.) or M. Ed. course, but we found so much variability in the schools' manner of responding to this section of the proforma (some of the schools giving the information of all the members of their staff, for instance), that the only information we could elicit from these data is that some of the 699 trained guidance workers have also had a full paper in guidance in the B. Ed. (B. T.) or M. Ed course, and that there are some additional guidance workers who have had this paper but no special training in guidance. It may be clarified that the paper in guidance in the B. Ed. or M. Ed. course is usually so designed as to give a general orientation in guidance to teachers and other educational personnel, and cannot be considered as special professional training for guidance workers.

### **TIME SPENT ON GUIDANCE ACTIVITIES**

Certain items were included in the proforma in order to assess the work-load of guidance personnel. However, ambiguity of response prevented us from estimating the time devoted to guidance in terms of actual working hours put in by various guidance personnel. What could be established clearly was only the number of schools which have provision for guidance in their school time-table.

Only 630 schools, representing 73.2 per cent of the type A schools, provide time for guidance activities in one class or more. Table 7 shows the number of schools providing time in each of the classes from VIII through XII, in the four types of secondary schools.

**TABLE 7**  
**Class periods for guidance activities in type A schools**

<i>Schools</i>	<i>Number</i>	<i>Classes</i>				
		<i>VIII</i>	<i>IX</i>	<i>X</i>	<i>XI</i>	<i>XII</i>
High	400	49	48	367	58	--
Higher Secondary	74	44	36	44	32	1
Multipurpose	132	78	67	78	54	9
Intermediate	24	24	3	14	—	14
	630	195	154	503	144	24

## **THE GUIDANCE PROGRAMME**

The schools were asked to report exact figures for each of the following activities in their guidance programme :

- (a) Class talks or projects conducted by guidance personnel
- (b) Class talks by guest speakers
- (c) Visits to places of work
- (d) Career conferences attended
- (e) Questionnaires filled or self-reports written by pupils
- (f) Administration of psychological tests
- (g) Counselling interviews with individual pupils
- (h) Counselling interviews with parents
- (i) Group meetings with parents (on guidance topics)

The purpose was to find out the precise frequency of each guidance activity at different class levels. Unfortunately the data were supplied in three different ways : (i) some schools have reported exact classwise figures for each activity, as was required; (ii) the great majority of schools have reported the various activities which they undertake and the different classes in which each is undertaken, but not the exact figures for each activity in each class ; (iii) a few schools have simply checked the activities they are carrying out in general and not classwise. Hence the data have been presented in two ways. Firstly, the number of schools carrying out a particular activity has been compiled and is presented in Table 8.

**TABLE 8**  
**Number of schools carrying out various  
guidance activities**

<i>Guidance Activities</i>	<i>High Schools</i>	<i>Hr. Sec. Schools</i>	<i>Multi- purpose Schools</i>	<i>Inter- mediate Colleges</i>	<i>Total</i>
a. Class talks or project conducted by guidance personnel	375	76	136	34	621
b. Class talks by guest speakers	208	71	68	8	355
c. Visits to places of work	159	52	59	1	271
d. Career conferences attended	104	15	35	3	157
e. Questionnaires filled or self-reports written	77	34	69	34	214
f. Psychological tests administered	19	39	76	35	169
g. Counselling interviews with individual pupils	112	57	98	29	296
h. Counselling interviews with parents	90	49	75	12	226
i. Group meetings with parents	49	24	34	4	111

It can be seen that the most common activity was class talks given or projects conducted by guidance personnel. The least frequently pursued guidance activities were group meetings with parents, career conferences and psychological testing.

Secondly, the emphasis on these activities was analyzed classwise. The relevant data are summed up in Table 9.

**TABLE 9**  
**Classwise distribution of guidance activities**

( figures represent the number of schools )

Guidance Activities	Class				
	VIII	IX	X	XI	XII
a. Class talks or projects conducted by guidance personnel	201	151	470	181	25
b. Class talks by guest speakers	89	96	287	135	14
c. Visits to places of work	57	67	194	89	2
d. Career conferences attended	24	31	118	46	5
e. Questionnaires filled or self-reports written	116	44	99	39	22
f. Psychological tests administered	143	58	83	40	24
g. Counselling interviews with individual pupils	147	79	137	88	20
h. Counselling interviews with parents	107	77	102	74	9
i. Group meetings with parents	46	36	57	30	1

The data reveal that most of the type A schools give greater emphasis to guidance activities in class X than in other classes. Class talks given or projects conducted by guidance personnel are the most frequent guidance activity, and talks by guest speakers are next in frequency. These activities predominate in class VIII too, but activities such as filling of questionnaires and self-reports by the pupils, psychological testing, and counselling interviews with pupils and parents are more frequent in class

VIII than at any other level. This suggests that even in the schools which do have a guidance programme the awareness of the need for giving individual psychological help to pupils tends to be more in relation to problems of curricular choice at the end of class VIII than in relation to other problems encountered by pupils at other levels. The relative lack of guidance activities in class XI (and in class XII in some schools) may be attributed partly to the schools' anxiety that pupils should prepare themselves for the final public examination without being "disturbed", and partly to lack of awareness of the problems involved in making a transition from school to work or to other types of educational institutions, and of the school's responsibility for helping pupils to make a smooth transition.

Cumulative record cards are maintained by only 549 of these 860 schools. Table 10 gives the information about the class from which onwards the records are maintained and the persons responsible for filling them.

**TABLE 10**  
**Cumulative records in type A schools**

<i>Cumulative records</i>	<i>No. of schools</i>
<b>Maintained from</b>	
(a) Class V	195
(b) Class VI	137
(c) Class VII	15
(d) Class VIII	145
(e) Class IX	41
(f) Not reported	16
	549
<b>Maintained by</b>	
(a) Guidance personnel	35
(b) Teachers	408
(c) Guidance personnel and teachers	89
(d) Others	3
(e) Not reported	14
	549

As regards the occupational information facilities maintained by type A schools, only 96 of them have a separate occupational information room, 509 have a corner in the library or some other room where occupational literature is displayed, and 255 have no such facilities.

Very few of these schools are receiving special financial grants for guidance from the government. Of the 81 schools receiving grants from the government, the majority are in West Bengal.

Some clerical help is provided to the guidance worker in only 150 schools. The majority of the guidance personnel have to do their own clerical work. As a good deal of clerical work is involved in running a guidance service, this means that a substantial amount of the guidance personnel's time is being wasted on work which could be done by clerks.

#### **RUDIMENTARY GUIDANCE ACTIVITIES**

As reported earlier, we found 803 schools carrying on rudimentary guidance activities without a guidance worker in charge, and we categorized these schools as type B. The rudimentary activities consisted of maintaining occupational information materials and/or cumulative record cards.

Cumulative records on pupils are being maintained in 614 of these schools. Table 11 presents the relevant data.

**TABLE 11**  
**Cumulative records in type B schools**

<i>Cumulative records</i>	<i>No. of schools</i>
Maintained from	
(a) Class V	117
(b) Class VI	167
(c) Class VII	12
(d) Class VIII	200
(e) Class IX	90
(f) Not reported	28
	614
Maintained by	
(a) Guidance personnel	—
(b) Teachers	560
(c) Guidance personnel and teachers	—
(d) Others	38
(e) Not reported	16
	614

Occupational information facilities are less common, only 13 schools reporting a separate room for the purpose and 324 schools reporting a corner in the library or some other room where the material is displayed.

Only 158 of these 803 schools reported maintaining both cumulative records on pupils and occupational information facilities.

## CONCLUSIONS

The statistical survey of guidance services in secondary schools revealed that at the end of the Second Five-Year Plan period there were 860 schools in the country having a guidance programme with a guidance worker in charge of it, and that another 803 schools were carrying on rudimentary guidance activities in the absence of a person designated as a guidance worker. The majority of the schools having a guidance programme were served by a career master or mistress, and the majority of guidance personnel in schools were inadequately trained for the discharge of their guidance functions. The guidance programmes in these schools consisted of varied activities, the commonest of which was giving class talks and conducting projects by the school guidance personnel.

Guidance services can, therefore, be said to be rare in Indian schools at the end of the Second Plan period, and such services as do exist appear to be on the whole inadequate. Thoughtful educators in democratic countries have come to regard guidance as a *sine qua non* of good education, hence the picture of guidance services in our schools revealed by this survey should be a cause for much concern to our educators. The only mitigating element in the picture is that guidance is of very recent origin in this country. It is the fervent hope of the investigators that our educators as well as the public will, before long, come to realize the need and importance of guidance as an integral part of education and provide worthwhile guidance services in our schools.

APPENDIX

GOVERNMENT OF INDIA  
CENTRAL INSTITUTE OF EDUCATION  
CENTRAL BUREAU OF EDUCATIONAL AND  
VOCATIONAL GUIDANCE  
33, CHHATRA MARG, DELHI-7

State .....

*Annual Return of School Guidance Activities for the year  
April 196 to March 196 .*

1. Name of school.....
2. Address.....
3. Type of school (please check *one* in *each* of the three groups below)
  - (a) High school.....  
Higher secondary school.....  
Multipurpose school.....  
Intermediate college.....
  - (b) For boys only.....  
For girls only.....  
Co-educational.....
  - (c) Managed by :  
Government.....  
Municipality.....  
District Local Board.....  
Educational society.....  
Charitable trust.....  
Indian religious society.....  
Foreign religious society.....  
Private management.....
4. No. of pupils (in the high school classes only).....

5. Does the school receive any grant from government specially for Guidance ? Yes.....No.....

If 'Yes', please state the amount :.....

6. (a) Does the school have a Guidance programme ?  
Yes.....No.....

(b) If 'Yes', please put a tick mark against designation of person (s) in charge :

Career master/mistress

Teacher-counsellor

Counsellor (full-time)

(c) Is clerical help provided ? Yes.....No.....

7. Training received by Guidance personnel :

*Level of training*

*Number of persons*

(a) A full paper in Guidance  
in B.Ed. (B.T.) course . . . . .

(b) A full paper in Guidance  
in M.Ed. course . . . . .

Full-time Part-time

Special training in Guidance

[with or without (a) or (b) above]:

(c) of not more than one month . . . . .

(d) of not more than three months . . . . .

(e) of not more than six months . . . . .

(f) between six months and  
one year . . . . .

(g) having foreign Certificate in  
Guidance . . . . .

(h) having foreign Diploma in  
Guidance . . . . .

(i) having foreign Master's degree  
or higher qualification in  
Guidance . . . . .

8. Guidance personnel time devoted to Guidance (please state designation of each worker) :

	Designation	Designation
(a) School periods per week	.....	.....
(b) After school hours per week	.....	.....
(c) Total number of hours per week	.....	.....

9. Class time devoted to Guidance :

<i>Class</i>	<i>Class period per month</i>	<i>Hours per month</i>
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
<b>Total</b>	.....	.....

10. Guidance activities (please state figures for the year under report) :

<i>Activity</i>	<i>Class</i>	<i>Class</i>	<i>Class</i>	<i>Class</i>
(a) Class talks or projects conducted by guidance personnel	.....	.....	.....	.....
(b) Class talks by outside speakers	.....	.....	.....	.....
(c) Visits to places of work	.....	.....	.....	.....
(d) Career conferences attended	.....	.....	.....	.....
(e) Questionnaire filled or self-reports written by pupils	.....	.....	.....	.....
(f) Psychological tests administered	.....	.....	.....	.....

- (g) Counselling interviews with individual pupils (lasting for not less than twenty minutes) . . . . .
- (h) Counselling interviews with parents . . . . .
- (i) Group meetings with parents (on Guidance only) . . . . .
- (j) Other activities (please state type and number) .....
- .....
- .....
- .....
- .....

11. Occupational information facilities maintained by the school (please check the one which is applicable) :

- A separate occupational information room.....
- A corner in the library or some other room where occupational literature is displayed.....

12. Are cumulative record cards maintained ?

Yes.....No.....

If 'Yes', from which class onwards ? . . . . .

By whom are they filled ? .....

# **Training Facilities and Occupational Opportunities for Secondary School Leavers in Delhi**

**Pp. 103**

**Price : Rs. 1.35**

This handbook contains information which is useful in guiding young boys and girls in the choice of training courses and careers after the termination of education at the secondary school stage. The information will be useful to students, parents, teachers and guidance workers as it gives them an idea about the kinds of training facilities and occupational opportunities open to secondary school leavers.

The handbook consists of four parts. Parts I and II give information relating to facilities available for institutional training and apprenticeship training in Delhi. Parts III and IV include information relating to entry jobs and self-employment.



*Copies available from :*

**The Chief Publication Officer**

**National Council of Educational Research & Training**

**114, Sunder Nagar, NI**

**RIEA LIBRARY**



**50806**

