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THE NEED FOR AND DEVELOPMENT OF A GUIDANCE
AND COUNSELING PROGRAM FOR SECONDARY
SCHOOLS OF PUNJAB INDIA

DISSERTATION
Presented in Partial Fulfillment of the Requirements for
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By

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* * * * *

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To my brother, Salim Abdul-Haqq, who is no more.
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CHAPTER I
BACKGROUND FOR THE STUDY

Introduction

Great problems and transition have challenged the Indian nation in the 1960's and 1970's. The impact of these numerous and sundry problems have been felt strongly by the educators and leaders of India. A tremendous amount of change has taken place in India and the impact of this change on the aspirations and educational institutions of India is a matter of concern.

The investigator believes that Indian educators have tremendous responsibilities in expanding their horizons to meet the social, economic, emotional, educational and personal needs of the individual and the values of the changing society which, according to Archambault, are to be nurtured with the idea that the individual is an integral part of his society.\(^1\)

According to Taneja, the need for understanding the individuals becomes all the more important when we see the complexities increasing day after day as a result of our changing society.\(^2\) Such needs and demands can be met fruitfully only through a well-organized guidance program, which can help us meet the situation.


The first chapter in this study is designed to study briefly the history of secondary education, the administration of an educational system and the present status of guidance and counseling programs already established in the secondary schools of Punjab, India.

Statement of the problem

The major purpose of this investigation is to study the social changes in the structure of the society, the direction of educational changes, the possible contribution of a guidance program to education and the needs and problems of the secondary school students in order to determine the specific need for such a program.

Objectives

In order to pursue the above purposes, the following specific objectives have been developed.

1. To adapt and implement the best suited American guidance and counseling program to fit into the existing educational program of the secondary schools of Punjab, and to plan for school administrators and staff members participation and cooperation in the program.

2. To plan for setting up a guidance and counseling program and to explain its objectives, functions, organization, methods and the procedures of the implementations of such a program for the secondary schools of Punjab, India.

3. To plan a program for the qualification and role of the school counselor and his involvement with the school as a whole and an in-service program for the school staff.
It is the expressed hope of this investigator that a better understanding of an organized guidance program will produce an increased awareness of such a program in the fast changing and developing country of India. Priority should be given to establishing an educational system adapted to economic and social needs. Education is the key to socio-economic growth and political solidarity and education in cooperation with guidance services can help both educators and pupils make efficient use of India's evolving educational resources.

Library Research

Library research was one of the primary methods of collecting data. The library services were utilized at the Ohio State University, Cleveland Public Library and the Library of Congress. The various kinds of library sources used in the study included books on education and guidance, and the social, economic and cultural life of India, periodicals, public documents, articles, official Indian reports, Ministry of Education reports, seminars and conference reports, newspapers, unpublished material and current data were found in recent publications by eminent Indian authors in the field. Books, periodicals and information were received directly from the ministry of education, Guidance Bureau and Punjab University through relatives and friends.

Definition of the terms

For purposes of clarity, certain terms which will be used throughout the study are defined as follows.
1. **Secondary School Counselor**

For the purposes of this study a secondary school counselor is a member of a pupil personnel services team, who has received the required training in the field and is working in a secondary school.

2. **Secondary School Counselor's Role**

The secondary school counselor's role refers to the role definition of said counselors as provided by the State Guidance Bureau. According to this position the responsibility of the secondary school counselor falls within three major areas: counseling, consultation and coordination.

3. **Guidance Services**

The guidance services are those organized activities which assist each pupil in evaluating, examining and choosing realistic personal goals and which help him in the realization of those goals.

4. **Pupil Personnel Services**

The specialized pupil personnel services include school counselors, school psychologists, school physicians, school social worker, child welfare worker, school curriculum experts and placement workers. "These services support optimum student utilization of effective instruction. They are organized to benefit all the students." 3

5. **Role of Psychologist**

The function and duties of a school psychologist are similar to those of a school counselor. But the psychologist is oriented towards

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a special child, whereas the counselor is oriented towards an average child. The psychologist also identifies a typical case and provides remedial program for such a child.

A. Brief history of Secondary Education in India, particularly with reference to Punjab

An educational system, in the words of H.Q. Zaidi, is not only shaped by the culture, ideas, ideals and customs cherished by a particular society at a particular time, but it also reflects the contemporary political, cultural, economic and social trends, and, therefore, can be adequately understood only if they are perceived in the context of their manifold connections with the prevailing order. A study of the historical development of secondary education will be of greater value when it is related to the changing social and cultural patterns at different periods of Indian history.4

In order to present clearly the background of the present system of secondary education, and to show how it has developed its various characteristic features, it seems necessary to review quickly the various Governmental Resolutions as well as the reports and recommendations of the different committees and commissions which have studied its progress directly or indirectly.

During the ancient indigenous institutions of post-elementary level, though both Hindus and Moslems had separate schools of learning,

they still had certain common elements. Unfortunately neither school received much public financial support. Most of the time, financial support depended on the sporadic generosity of the rulers, the rich, the religious leaders and the benevolent citizens. Both schools had highly qualified and learned teachers, yet the remuneration they received was very small. There was no regular tuition fee for the instruction. It can easily be said that the pattern of schooling was medieval in character and the classical languages played a major role as a medium of instruction. There were no school buildings and in many cases classes were held in a local mosque or temple or even in the house of the teacher himself, or at a patron's place. The teacher mastered all the knowledge and then transmitted it to his pupils who in turn acquired it through memorization or rote learning. For his services the teacher was sometimes remunerated by grants of land from the ruler and gifts and presents from his pupils.

The history of education in India shows a paradoxical feature in the matter of educational interest. It seems that the Indian rulers as well as parents were quite aware of their responsibility for providing education to their children, yet the political and social events often show a lack of interest and efforts on the part of both the parents and the rulers. Neither the rulers nor the parents seem to have discharged their duty well.

The Origin of Secondary Education

The origin of secondary education in India, as we know it today, can be traced to the efforts of early Christian missionaries and certain nationalists during the late eighteenth and nineteenth centuries.
Although it is true that prior to the British regime in India the indigenous Hindu educational system of tols and Pathshalas and the Muslim Maktabs and Madrasas did provide equivalents of the modern primary and secondary education, but the advent of English schools overshadowed, eclipsed and finally supplanted these indigenous institutions which have left no visible marks on the modern system. The secondary school is exotic both in conception and inspiration. One of the main purposes in establishing these schools was to provide facilities to the upper and middle class elites, to learn the language of their masters and, through it, science and western literature, which beside having a cultural value also conferred social and economic benefits on them.

Suqueria, therefore, in his book, The Education of India, says that paradoxically secondary education in India did not grow up as a result of the elementary education but it flourished in isolation from it. The elementary schools imparted education to the masses. There was a growing demand for English high schools by upper and middle class Indians, so many new schools were initiated.\(^5\)

The early activities of the missionaries gave an impetus to government enterprise. Zaidi writes that the success of these activities soon made the East India Company recognize the influence they could have over the country through schools.\(^6\) The Charter Act of 1813 gave


\(^6\) Zaidi, p. 3.
the missionaries the freedom to introduce useful knowledge among Indians. The company also set apart a large sum of money for the improvement of literature and the encouragement of the learned natives of India and for the promotion of science. The significance of this charter lies in the fact that for the first time the British Parliament recognized education as a state responsibility. The charter thus became a turning point in the history of Indian education.

S.N. Mukerji elaborates the point and says that command of written and spoken English was essential for jobs in the Indian Administration. English soon became a status symbol and a road to a decent position with a decent income.7

Macaulay's Minutes of 1825 played an important and significant role in changing the course of the history of education in India. In his capacity as a law maker, he was asked to give his legal opinion, as to how the company's educational grant of ten lakhs of rupees ($1,025,000) could be utilized. Since English was prominent even among the languages of the West, Macaulay favored English education.

The India Secondary Education Commission Report writes that the resolution passed by the government in 1855 and Macaulay's minutes led to the establishment of schools, where science and European literature were taught. An education received in these schools helped one to get government jobs.8 The education, therefore, was imparted with the


limited object of preparing the students for office jobs and not for life. We may, therefore conclude that some of the defects in our education system today we owe their origin to the policy pursued in the past.

Birth of Modern Educational System

"By 1853, a number of problems had risen which required an immediate solution. As a result of an inquiry by a despatch, known as Wood's despatch, was issued in 1854 reviewing the development of education to date and proposing certain new schemes for adoption." The despatch encouraged the diffusion of European knowledge, the Oriental studies at the higher educational knowledge and the use of English and vernacular languages as the media of instruction at the secondary level.

Zaidi pointed out that as a result of this despatch's recommendation, provision for vocational and pre-vocational courses was made at the secondary level. But, unfortunately, it found little favor with educational administrators. Even as late as 1882, the Hunter Commission found that, except in Bombay where agriculturists' children were encouraged to attend model farms for instruction in practical agriculture, no provision for vocational education was found in any of the secondary schools in India.

The universities established in 1857 had far reaching consequences on the scope, range and content of secondary education. Secondary education, instead of preparing students to enter life after completing the

9Ibid., p. 10.
course, became merely a step towards college and university education. Therefore, secondary schools could neither become self-sufficient nor could they perform the function with an independent program of their own. In every respect they were completely dominated by the universities.  

Sir Phillip Hartog points out that mother-tongues were completely neglected as media of instruction, but the typical English high schools became very successful. There was no provision to train teachers for the secondary schools. The courses offered were not related to life because there was no provision for technical and vocational courses.

The First Education Commission

The Christian missionaries were most dissatisfied with the implementation of the Wood's Despatch, as their institutions had been hit hard by the state policy of religious neutrality and the unsympathetic attitude of government officers. It was the result of their agitation against alleged violation of the Despatch policy that led to the appointment of the first Indian Education Commission, known as the Hunter Commission, in 1882. In the words of H.R. Bhatia, the commission was directed to make inquiries into the quality and character of instructions imparted in schools and to report on the progress of education in the country. The commission was quick to realize that much emphasis was being laid on literary education while the practical education was being neglected.

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Studies conducted by the India Secondary Education Commission, show that the majority of the school-going population will never go beyond the curriculum of the middle or high school. Therefore, it was all the more important for them to receive a sound and thorough education. To maintain secondary schools was a costly project for the government; therefore, it was thought that the government should take the entire responsibility of primary education leaving secondary education to efficient private bodies.  

The commission critically studied the activities of the government and observed that it relied too much on its own official efforts. The commission, therefore, advised the government to gradually withdraw from direct enterprise and to hand over all the primary education to local boards and all the secondary schools and colleges to responsible private agencies. In the words of Zaidi, the secondary education was further encouraged by liberal and well regulated systems of grant-in-aid. To indianize the educational service, the commission recommended that qualified Indians should be appointed inspectors of schools. Credit should also be given to the Hunter Commission for the improvement of secondary education and for the introduction of vocational courses in the curriculum.

The commission made some very valuable recommendations regarding the type of education to be given at this stage. Bhatia reports that in upper classes it recommended two courses, one literary and the other

14India Secondary Education Commission Report, p. 11.

15Zaidi, pp. 16-17.
non-literary or practical to prepare the young people for commercial pursuits. But, unfortunately, neither the government nor the public seemed to have appreciated the report. The educated classes in India have always believed that vocational or practical training of any kind was inferior to literary education. According to A.L. Mudaliar's *Education in India*, one wonders what may have been the future of education in India if the recommendations of the commission had been implemented and the diversified courses of instruction suited to the particular aptitudes and talents of the pupils concerned had been instituted and worked out with sympathy and understanding. Nearly seventy years later, a similar recommendation had been made by another commission when much valued time had been lost and when opportunities had been ignored to improve not only the standards of achievement of the pupils concerned, but also the industrial expansion of the country through trained personnel at the various levels of employment.

Secondary education, though, made a rapid quantitative progress in the decade following the Hunter Commission, but due to untrained teachers and inadequate facilities, its quality remained poor.

**Lord Curzon's Contribution**

Lord Curzon, the Governor General of India (1898-1902) deserves' credit for making a penetrating analysis of the plans and defects of the contemporary educational system and for contributing to its improvement

16Bhatia, p. 5.

at all levels. He also became aware of the fact that higher education in India was pursued only with the intention of entering government jobs. The courses were purely literary and the methods of instruction used in schools and colleges merely encouraged memorization of subject matter rather than learning and understanding of it.

To initiate the educational reforms according to Bhatia, Zaidi and India Secondary Education Commission Report, Curzon appointed the University Commissioner in 1902 to suggest remedies for the growing defects and evils in the secondary education. The administration of the secondary education was virtually under the domination of the universities. Under the Indian University Act of 1904, schools had to be recognized by universities before they were allowed to send up the students for matriculation examination. The private schools that did not teach up to the matriculation stage were brought within the sphere of governmental control by means of a rule, which disallowed transfer from unrecognized schools to recognized ones. Thus, without recognition, a school could neither retain its students, nor could it survive for a long time. These measures certainly improved the quality of secondary education. The need to provide vocational and practical courses as suggested by the Hunter Commission also attracted Curzon's attention enough to modify the curricula for this purpose. He even introduced agriculture as a subject not only in high school but also at the middle school stage.

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18Bhatia, p. 6; Zaidi, p. 19; India Secondary Education Commission Report, p. 11.
Lord Curzon, we must acknowledge, took many significant measures for the reconstruction of education and touched up on various aspects of it. He contributed much to raising the educational standards both in school and college education.

The feeling that universities were dominating the secondary education led to the creation of Boards of Secondary Education which quickly replaced the authority of universities in not only laying down syllabuses, but also in conducting high school final examinations.

The Calcutta University Commission (1917-19)

The Calcutta University Commission was appointed under the chairmanship of Sir Michael Sadler in 1917 to inquire into the problems of higher education in the province (state). As noted by Bhatia and Mukerji its recommendations made a great contribution to secondary education in India. In its report it made clear references to the evils of examination and that teaching was subordinate to examination, not examination to teaching. There was too much emphasis on the literary studies and book knowledge, the medium of instruction was English and the teachers were inefficient and untrained. One of the most important recommendations of the commission report was that the improvement of high school education was essential for the sake of improving university education. In order to release the universities from the responsibilities and control of secondary education, the commission recommended that the intermediate classes should be attached to high schools in a new type of

19Bhatia, p. 7; Mukerji, p. 218.
instruction known as Intermediate College. This idea was accepted by the private bodies and a number of good intermediate colleges were set up. It also raised the standard and quality of instruction and gave a great impetus to higher education. Rawat added that as a result of these recommendations the universities improved the quality of education tremendously.20

The Hartog Committee, under the leadership of Sir Phillip Hartog, reviewed the position of secondary education and submitted its report in September, 1929. In words of Bhatia, the Committee pointed out the defective training of the teachers in training colleges and at the same time strongly recommended industrial and commercial courses for boys at the end of the middle stage for which provision should be made by alternative courses at that stage preparatory to special instructors in technical schools.21

Realizing the problem that most of the university graduates were not able to secure jobs for which they were qualified, the U.P. Government appointed the Sapru Committee in 1934 to inquire into the situation. The committee soon concluded that the unrest was due to the prevalent system of education that prepared students only for examination and not for a vocation in life. The committee believed that the only solution to the problem was to introduce diversified courses of study and to make


21 Bhatia, p. 9.
them more practical and closely related to the vocational requirements, according to the need of the individual. 22

The Abbot-Wood Report

In 1937, the government invited two British experts, Messers. Abbot and Wood, to advise them on the problem of reorganization of education with special reference to vocational education. Both visited India and on their recommendation many provinces provided facilities to open vocational, commercial, and technical high schools. According to their Report on Vocational Education in India, emphasis was laid on the need of printed literature describing careers that are open and the training required for them. They also recommended that a survey of vocational needs should be made and that the public should not look down upon vocational education. 23

Post-War Educational Development

The need for providing India with an education which could be compared with other progressive, advanced and civilized countries of the world was becoming significant. So much so that in the early forties a wave of national self-consciousness swept over the whole country. Bhatia asserted that there was a widespread feeling of discontentment with the prevailing system of education and that the standards both at the high school and university levels were going down, and examination

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system was not a reliable criterion to judge the ability of the student. The educationists desired reconstruction of education in order to suit the needs and aspirations of the school-going population.24

In 1944, the Central Advisory Board of Education set up by the Government of India submitted a comprehensive report on post-war educational development containing suggestions and recommendations on different aspects of Indian educational problems. The Board visualized a system of universal compulsory and free education for all boys and girls between the ages of six and fourteen. The Committee also recommended that the program of educational reconstruction should keep up with the political, economic, industrial, and social changes taking place in modern India.25

Rawat adds that considering the serious defects of the educational system, more importance was given to vocational, technical and scientific education.26

Post-Independence Development

The next landmark in the secondary education, after the attainment of independence was the appointment of the University Education Commission in 1948. Dr. Sarva Palli Sir Radha Krishan was appointed its chairman. The primary concern of the Commission according to Rawat and Bhatia27 was university education, but it could not help making some

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24 Bhatia, p. 10.
26 Rawat, p. 361.
27 Rawat, p. 361; Bhatia, p. 11.
important recommendations for the secondary education. It recommended that students to the universities should only be admitted after twelve years of study at high school and intermediate college.


In July 1952, the Government of India set up a Secondary Education Commission under the chairmanship of Dr. Lakshman Swami Mudaliar, the Vice Chancellor of Madras University, in order to examine the existing system of secondary education in India and to make necessary suggestions for its improvement so that a more uniform system of education suited to the needs of students might be provided. The Report of the Secondary Education Commission emphasized large scale expansion of facilities for technical and vocational education. It also laid emphasis on developing such attitudes and habits and training of character which would enable the students to hold responsibilities and to participate creatively as citizens in the modern democratic social order.  ^28

The Secondary Education Commission in keeping with the need of technical education demanded by the developing industries, recommended a large scale expansion of facilities for vocational and technical education. It favored re-orientation of secondary education by providing diversified courses to help develop practical skills among students intending later to receive training for the different vocations according to their interests and capabilities.  ^29

Zaidi further reports that for guidance programs the Commission suggested that suitable teachers might be trained to work as Career


^29 Zaidi, pp. 35-36.
Masters in schools to be opened in the States. It also recommended that a Central Bureau of Educational and Vocational Guidance be set up in order to do necessary work in guidance programs.30

The Commission also made suggestions regarding improvement in the quality of textbooks and integrating extracurricular activities with the school program. To lessen the strain of examination, the commission recommended that essay type examinations should be replaced by objective tests and questions that require understanding rather than mere cramming. According to Bhatia, the high school education was purely academic and all over the country the same type of textbooks and the same set of courses were used. Emphasis was laid more on books, examinations and scholarship than on the intelligence and understanding of the individual.31

It is presumed that pupils are all of one piece intellectually and have a more or less equal capacity to benefit by the course. It ignores individual difference in intelligence, aptitude, abilities and interests with the tragic consequence that those who are not academically inclined either fail to make the grade or achieve much less. The number of pupils who fail to pass the matriculation for lack of ability in mathematics alone is legion and the colossal waste in terms of forty to fifty per cent failures at public examination bears ample testimony to the futility of expecting all and sundry to study the same type of course.32

As a result of the important recommendations of the Commission, the secondary education began to take a new shape. Some of the recommendations were carried out with urgency and even the Central Government came

out with generous grants and funds for the implementation of the new plans.

**All India Council for Secondary Education**

As noted by R.H. Dave and H.S. Srivastava, the recommendations made by the Commission were accepted by the Union Ministry of education. To implement these recommendations, the Government of India established the All-India Council for Secondary Education (AICSE) in 1956.\(^33\)

P.L. Rawat writes that beside implementing the recommendations, the Council was to review the progress of secondary education throughout the country and to report to the State and the Central Government on its improvement. Keeping in view the special needs of the students of the secondary schools, the Commission recommended the establishment of a Bureau of Educational and Vocational Guidance in every State. Soon the Bureau was established and since then it has served a variety of guidance functions.\(^34\)

**Secondary Education Under Five-Year Plans**

On the basis of the recommendations made by the Secondary Education Commission, financial assistance was given for the various plans during the First Five-Year Plan period to various States. The grant was increased during the Second Five-Year Plan. All these efforts of the Government of India have helped in expanding the secondary education in the country. The progress is evident in the number of students receiving


\(^34\)Rawat, p. 423.
education as well as in the number of secondary schools. Under the Second Five-Year Plan, according to Zaidi, a number of high schools were converted into higher secondary schools. Diversified courses were introduced and several multi-purpose schools were established. To encourage the education of the females, scholarships were granted in the age group 14-17. During the Third Five-Year Plan (1961-65), special emphasis was laid on the improvement of the quality of secondary education. Programs regarding the examination reforms were carried further and a variety of special courses such as organization of research, guidance and audio-visual education were encouraged in training colleges in order to link them to the current needs of the secondary schools.  


This commission was appointed under the leadership of Dr. D.S. Kothri in July 1964. Its main function was to report, guide and advise the government on all aspects of the national system of education. According to the commission's report, the present system was out of step with the times. The exclusively academic education imparted in schools did not prepare young people for life. In the words of Bhatia and Zaidi, the Commission believed that the knowledge given in schools was merely bookish and it neglected the social and practical aspects of actual life of the students. The commission therefore recommended that education should be related to the needs and aspirations of the people.  

35Zaidi, pp. 40-41.  
36Bhatia, p. 15; Zaidi, p. 41.
For this purpose the commission suggested that secondary education should offer vocational and technical courses and offer opportunities for practical work and experience. Unless young people have the practical sense, experience and skill, they will not appreciate the dignity of labor. The education should not only give understanding and insight but it must prepare young people for the various vocations open for them. In short, the education should be for the whole personality.

Since independence secondary education has progressed tremendously in modern and fast-changing India, it has to meet the needs of a growing democracy and to keep up with the cultural, social and economic revolution that is taking place in the country. Secondary education holds the important responsibility of training the youth to be good and competent citizens. For millions of students it marks the completion of education. Secondary education, therefore, also performs the function of providing vocationalization to the pupils who will step into the world of work immediately after their schooling. Moreover, it is directly charged with the responsibility of sending capable students to the universities. To accomplish all these aims, careful consideration should be given to the level of efficiency attained at secondary stage. We also need not only better, up-graded schools, but more buildings, equipment and competent teachers.

The principle of vocationalization of secondary education has been accepted universally, yet unfortunately it is still believed by many that vocational education at the school level is an inferior form of education and fit only for those who fail to qualify for college
education. This false notion can only be removed by educating the attitude of the people and by encouraging the status of craftsmen and technicians. Work experience should be introduced as an important part of education.

This, in brief, is the history of secondary education in India. It will be noticed that throughout its development emphasis has been laid on techniques and methods of improving secondary education as it was reported from time to time.

The Commission feels that with the enlightened consciousness of the people and with the Government functioning as a democratic republic, a new era in the furtherance of the right type of education would before long open before the youth of this Country.37

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37India Secondary Education Commission Report, p. 11.
B. Administration of Educational Systems in India

The governmental structure of education we think of as the framework within which educational opportunity, substance, and growth operate and flourish. In another sense we think of it as a co-ordinated system of central, state and local levels of educational endeavor. Structure, for a public function or service, may well be controlling because it is legal. Yet we do not emphasize this, nor indeed, do we think of structure as an end in itself. Rather, the structural framework is the facilitating means—facilitating the educational growth of children, youth and adults, and through this, of society, towards the unfolding of the democratic potential. Ingredients of facilitating structure in a democracy are the degree to which schools belong to the people, the power of people as citizens to plan directly the educational programmes to be provided in schools and the power to command fiscal resources essential to give effect to the programmes thus planned. 38

In order to understand any scheme of educational institution, it is necessary to consider the administrative machinery that should be responsible for its development and spread of education in the country. Educational administration deals with the educational practices and is intended to achieve some specific educational objectives. It is the dynamic side of education. Campbell, Corbally, and Ramseyer define administrative process as the way by which an organization makes decisions and takes action to achieve its goals. 39


Ordway Tead has defined administration in a nutshell as "the comprehensive effort to direct, guide and integrate associating human strivings which are focused towards some specific ends or aims."

Educational Administration Before Independence

It is a well known fact that before India attained its independence, the British were indifferent to the education of the natives. The Constitution introduced by the Government of India Act, 1919 is known as Diarchy, or the rule of the two. It was under this unusual form of a political constitution that Indians first got the control of the Education Department. As a part of transferring power, the local authorities were first made in charge of primary education, and later on they were allowed to develop other educational programs at their discretion.

According to Nurallah and Naik under the diarchical systems the Indian Ministers could exercise a very limited control over the educational system of the country. As a result of Lee's Commission (1923-24), most of the key positions in the Education Department were given to the members of the Indian Educational Service. The local bodies and the private agencies contributed tremendously towards the post-primary education. Because of lack of financial help from the government they had to meet almost all the growing demands for education.

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After Independence

India reached the end of a long journey, when on August 15, 1947 it attained its independence. This opened a new chapter in the history of educational administration in India. It also led to a quickening of political awareness among the people and the country was faced with the task of reshaping an effective system of education in the national interest. According to Nurallah and Naik, the idea of a prescribed goal to be reached within a specific time by the adoption of well coordinated programs was new to the educational system of India. The responsibilities previously held by the various agencies soon became outdated with the massive demand for education. The central government could no longer afford to stay indifferent to education. Soon it was realized that in a vast country like India, education should largely be a responsibility of the State Government and local autonomy, which needed to be strengthened. Under the Federal Constitution of India, for the most part education is the responsibility of the State Government. The Union Government is directly responsible for the central universities, institutions for scientific or technical education, coordination and maintenance of standards in higher education and promotion of special studies or research. The vocational and technical training, social and economic planning which includes educational planning are the concurrent responsibilities of the Union and the State Government as viewed by Bhatt and Aggarwal. The expression "State"

42 Ibid., p. 235.

includes the Government of India, all the local or other authorities within the territory of India, and the State Governments of India.

As noted by S.K. Kochhar, the social and economic planning are the responsibilities of the States and the Center. The Government of India and the State Governments work together in preparing and implementing national plans for the reshaping of education. The Government of India according to the Constitution is also responsible to give grants-in-aid to the States, in order to help them to develop their educational programs.44

Present Position

The present system of education is administered by three distinctive bodies, Government, Voluntary Organizations and the Local Authorities. A survey conducted by Kochhar gives the latest statistics for the year 1960-61 in the following table.

It is quite evident from Table 1 that Government institutions manage one-fifth of the total. A little less than half of the total institutions are managed by the local authority and majority of them are primary schools. Just about one-third of the total is run by private enterprise. According to the Education Commission Report, the state supports financially not only its own institutions but also those of voluntary organizations and of local authorities. It can safely be said that the major part of the expenditure comes from the state funds and

## Schools in India by Type of Management 1960-61

<table>
<thead>
<tr>
<th>Type of Schools</th>
<th>Number of Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Government managed</td>
</tr>
<tr>
<td></td>
<td>Local Authority managed</td>
</tr>
<tr>
<td></td>
<td>Privately managed</td>
</tr>
<tr>
<td></td>
<td>Total</td>
</tr>
<tr>
<td>1. Pre-primary Schools</td>
<td>308 (16.21%)</td>
</tr>
<tr>
<td></td>
<td>247 (12.9%)</td>
</tr>
<tr>
<td></td>
<td>1354 (70.9%)</td>
</tr>
<tr>
<td></td>
<td>1,909 (100.0%)</td>
</tr>
<tr>
<td>2. Lower Primary Schools</td>
<td>72380 (21.9%)</td>
</tr>
<tr>
<td></td>
<td>184,825 (55.9%)</td>
</tr>
<tr>
<td></td>
<td>73,194 (22.2%)</td>
</tr>
<tr>
<td></td>
<td>333,399 (100.0%)</td>
</tr>
<tr>
<td>3. Higher Primary Schools</td>
<td>9,695 (19.5%)</td>
</tr>
<tr>
<td></td>
<td>26,481 (53.4%)</td>
</tr>
<tr>
<td></td>
<td>13,486 (27.1%)</td>
</tr>
<tr>
<td></td>
<td>49,662 (100.0%)</td>
</tr>
<tr>
<td>4. Secondary Schools</td>
<td>3,239 (18.8%)</td>
</tr>
<tr>
<td></td>
<td>2,066 (12.0%)</td>
</tr>
<tr>
<td></td>
<td>11,952 (69.2%)</td>
</tr>
<tr>
<td></td>
<td>17,257 (100.0%)</td>
</tr>
<tr>
<td>5. Vocational Schools</td>
<td>1,729 (41.7%)</td>
</tr>
<tr>
<td></td>
<td>39 (0.9%)</td>
</tr>
<tr>
<td></td>
<td>2,377 (57.4%)</td>
</tr>
<tr>
<td></td>
<td>4,145 (100.0%)</td>
</tr>
<tr>
<td>6. Special Schools</td>
<td>8766 (13.1%)</td>
</tr>
<tr>
<td></td>
<td>5,301 (7.9%)</td>
</tr>
<tr>
<td></td>
<td>53,011 (79.0%)</td>
</tr>
<tr>
<td></td>
<td>67,084 (100.0%)</td>
</tr>
<tr>
<td>*</td>
<td>96,117 (20.5%)</td>
</tr>
<tr>
<td></td>
<td>218,965 (46.5%)</td>
</tr>
<tr>
<td></td>
<td>155,374 (33.0%)</td>
</tr>
<tr>
<td></td>
<td>470,456 (100.0%)</td>
</tr>
</tbody>
</table>

N.B. The figures in brackets indicate percentages to total.

fees and only a small contribution is made by private sources, and local authorities. 45

Ministry of Education

The Ministry of Education of the Central Government is headed by the Honorable Minister of Education who plans an important role in formulating policies and ensuring uniformity in the educational pattern in different states. He is assisted by one or two Ministers of State and the Ministry's Secretariat. The Secretary who is the administrative head of the Ministry is responsible for offering technical advice to the Minister in all educational matters. The Union Ministry at present consists of five main bureaus: School Education; Higher Education; Scholarships; Language, Literature and Fine Arts, and Administration Planning and Ancillary Educational Services.

The Bureau of higher education deals with university as well as technical education while the Bureau of School Education is responsible for elementary basic and secondary education. The Planning and Ancillary Educational Services Bureau deals with social education planning, statistical information, publications and research and training unit. The Scholarship Bureau handles all the matters relating to scholarships.

TABLE 2

UNION MINISTRY OF EDUCATION

<table>
<thead>
<tr>
<th>Bureaus</th>
<th>Minister of Education</th>
<th>Jurisdiction</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Education (Elementary, Basic, Secondary Central Schools Unit)</td>
<td>Educational Adviser</td>
<td>Union Territories and Centrally Administered Areas</td>
</tr>
<tr>
<td>High Education (University and Technical)</td>
<td>Joint Educational Adviser</td>
<td>Central Departments Archaeology Archives and Anthropology</td>
</tr>
<tr>
<td>Language Literature and Fine Arts</td>
<td>Advisory Bodies</td>
<td>Central Universities - Aligarh, Delhi, Vishva Bharati</td>
</tr>
<tr>
<td>Scholarships</td>
<td></td>
<td>National Institutions - National Libraries, Museums, Laboratories Art Galleries Academies</td>
</tr>
<tr>
<td>Planning and Ancillary Education Services</td>
<td></td>
<td>All India Research Institutes</td>
</tr>
<tr>
<td>Physical Education and Recreation and External Relations</td>
<td></td>
<td>Rural Universities Regional Colleges</td>
</tr>
<tr>
<td></td>
<td>Central Advisory Board of Education</td>
<td>Scientific Research and Cultural Affairs</td>
</tr>
<tr>
<td></td>
<td>University Grants Commission</td>
<td>Education in Army, Navy and Air Force</td>
</tr>
<tr>
<td></td>
<td>All India Council for Elementary Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>All India Council for Secondary Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Central Planning Group</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Secondary Education Commission (Proposed to be set up)</td>
<td></td>
</tr>
</tbody>
</table>

Advisory Bodies

The Ministry of Education is assisted in its various fields and programs of education through the agency of different bodies such as the University Grants Commission (UGC), the Council of Scientific and Industrial Research (CSIR) and the Central Advisory Board of Education (CABE) which is the oldest and the most important of all the boards. In the words of S.N. Mukerji, it consists of Honorable Minister of Education of the Republic of India and representatives of different states; in other words, it is the pivot of all the activities of the Ministry. The Board is purely an advisory body. It meets once a year to discuss matters of all India importance.

In Kochhar's studies about the Advisory Bodies, the Central Advisory Board of Education was the only body, until 1949, which took care of the national problems in education and gave advice to the State and Central Governments. In the post-independence period the educational program increased to such an extent that more advisory bodies were established to deal with special sectors of education. Some of them have already been described, and they are, in virtue of their membership, all India rather than central government bodies.

At present there are fifteen such bodies, namely, Indian National Commission for Co-operation of Unesco (1949), Advisory Body for Social

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47Kochhar, p. 31.
Welfare, National Board of Audio-Visual Education, All India Council for Secondary Education, All India Council for Elementary Education, National Council for Women's Education, Children's Literature Committee, Hindi Shikasha Samiti, Board of Scientific Terminology, All India Council for Supports, Central Sanskrit Board, Central Board of Physical Education and Recreation, National Advisory Council for the Education of the Handicapped, Central Committee for Educational Research and National Council for Rural Higher Education. These Advisory Bodies have proved very helpful and the Minister and his department do not lack people to whom they can turn for advice and guidance. 49

Functions of Central Government

Regarding education the Central Government has numerous functions to perform.

1. Planning

It is reported by D.M. Desai and S.K. Kochhar50 that the Central Government has not only the responsibility to lay down the general policy regarding education, but it also prepares a tentative program for the whole country. It appoints boards and committees to study and improve the various aspects of education.

2. Organization

Again the Central Government holds the responsibility to appoint

49Kochhar, pp. 30-32.

committees and commissions to assist in the special fields of education such as employment of the educated, problem of discipline among students, provision for backward classes, mass education and professional education.

3. Direction

The Central Government guides and directs the local bodies, the state governments and the individual enterprise on educational matters. Through the help of Central Advisory Board of Education it tries to solve educational problems such as teaching personnel, textbooks, medium of instruction, libraries, laboratories and evaluation.

4. Control

As most of the states' private agencies and local bodies are inadequate for supporting their educational program, they receive grants and subsidies for their projects from the central budget.

5. Equalizing Educational Opportunities

It provides equality of educational opportunity to every child. In order to encourage education, it provides financial assistance to weaker states.

6. Clearing House

The Central Government acts as a clearing house for information, expansion of educational program, research and ideas on education. A number of publications and magazines such as Secondary Education, Indian Journal of Educational Administration and Research, Education in the States, Education in India and Education Quarterly are published by the Central Government.
National Council of Educational Research and Training

A new body was set up in September 1961 under the Ministry of Education, Government of India. In the words of Sir John Sargent, the Union Minister of Education is the president of NCERT, and all State Education Ministers are its members. The Secretary to the Ministry of Education is its Director and one of the Ministry's officers is its Joint Director. Its exact relationship to the main authorities in the field of education such as the universities and Ministries has not been defined clearly. But it has proved valuable in formulating solutions to many of the national problems.\(^{51}\)

The major responsibilities of the NCERT is the extension work with the State Department of Education centering around school education. On the basis of the studies conducted by Kochhar, the main objectives of NCERT are to organize, encourage and promote research, to act as a clearing house, to disseminate knowledge of improved techniques in education for the school system and to organize advanced level training programs. To accomplish these objectives it conducts special surveys, studies and investigations.\(^{52}\) According to Deve Gowda, an ex-Director of Extension Programs of Secondary Education, all the good educational project reports are not only published but also edited by the National Council of Educational Research and Training to disseminate the findings

\(^{51}\) Sargent, pp. 66-67.

\(^{52}\) Kochhar, pp. 36-37.
of the projects to other teachers in the country. The Board of Educational Studies is the main advisory body to the Council. Its function is to guide, supervise and initiate research and training projects and to co-ordinate schemes relating to them.

Educational Administration at the State Level

At the state level, education is under the control of a Minister. The Director of Education is the permanent head of the Department of Education. The Minister controls and directs all the educational policies and is responsible to the state legislature of which he is a member. General education comes under his control, but he is not responsible for the entire education of the state. There are other departments and other Ministers who control colleges and schools regarding to their special branches of education. According to D.M. Desai, the Department of Education, except in a few states, is in the charge of the Minister of Education. The Secretary of Education, the administrative head of the Secretariat, is directly responsible to the Minister of Education. He also acts as a liaison between Directorate of Education and Government. The Secretary is often a member of the Indian Administrative service. The Directorate as an executive body executes the Government policy formed in the Secretariat. He also keeps the Government informed about the educational needs and progress in the state. The

Director of Education has diverse and numerous duties to perform; therefore, he has a Deputy Director to assist him in the control and administration of secondary education.\(^{54}\)

As Kochhar explains, the state is divided into various circles and the circle officer looks after the schools in his circle. The circle officer is assisted by a number of District Education officers. The District Education officers function through a number of Block Education Officers.\(^{55}\)

**State Government and Its Functions**

Constitutionally, education is primarily the responsibility of the State Governments. They fully control the secondary education and prepare the educational plan according to the local needs and conditions. The State Governments give grants-in-aid and subsidies to other management to meet some of their expenditures. Through its support, rules, regulations and supervisions, it virtually controls the whole system of secondary education in the states.

Kochhar points out the following functions as far as education is concerned:

1. **Legislation**

   The state government passes laws for all types of education such as education for women and the handicapped. It also passes law for compulsory attendance for elementary education.

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\(^{54}\)Desai, pp. 252-53.

\(^{55}\)Kochhar, p. 38.
TABLE 3

Administrative set-up
(as proposed by IEC)

Ministry of Education

<table>
<thead>
<tr>
<th>Education Secretariat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Directorate of Education</td>
</tr>
</tbody>
</table>

State Board of Vocational Education

State Evaluation Organisation

State Board of School Education (At the state level)

Deputy Director
School Administration

District Education Office

Block Education Office

Higher Secondary Committee

District School Board (At District Level)

Block School Committee (at local level)

2. Finance

The Central Government finds out all the financial resources needed for secondary and elementary education.

3. Supervision and Inspection

Since the state provides all the funds for education, it maintains a supervisory body to supervise schools in all cases. Even when education is transferred to local bodies and they fail to carry out their responsibility, the state takes over these schools.

4. Recruitment of Teachers

The state holds the responsibility of recruiting teachers; sometimes it is done by the Public Service Commission or by the Subordinate Service Selection Board appointed by the state.

5. Prescription of Curricula

The states also prescribe textbooks in keeping with the curricula framed.

It is quite clear that state government is mainly responsible for education, even when local bodies are made to contribute towards education.\(^{56}\)

Local Bodies

The local responsibility for education is not alien to Indian tradition. Before the introduction of the modern system of education, education was considered a major responsibility of the local community. The schools

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\(^{56}\) Kochhar, pp. 42-43.
were often attached to a mosque or a temple. Even today in many communities, especially in rural areas, schools are started and run without the aid of the state. According to a report of a study on Teachers and Curricula in Secondary Schools, one cannot escape the conviction that there is no uniformity regarding the role of the local bodies. There is a need for strengthening local initiative. In urban areas, municipalities, and in rural areas Panchayat Raj instructions have been in charge of education in all states. To improve the management they need proper guidance and help by the state.57

Voluntary Agencies

In the past, and even now, voluntary agencies and private enterprise have made a significant contribution in the development of Indian education. Today almost one-third of educational instructions are conducted by them. They, it seems, "have entrenched themselves deeply and most extensively in most parts of the country."58 In the past, education was the privilege only for the rich and the well-to-do in society. The British did not think that it was their responsibility to educate Indians. The incipient role of the state, therefore, left a greater role for private enterprise to play in secondary education.

The private agencies, it seems, will continue to play an important role in the management of secondary schools, but wherever the private effort is scanty and weak, the state will continue to support. The

57 Kabir, pp. 100-102.
58 Desai, p. 362.
educational programs may have serious setbacks if private enterprise is exclusively responsible for it. On the other hand, government alone cannot adequately meet the rapidly growing demands and challenges of the new dimension of secondary education today.

C. Present Status of Guidance and Counseling Programs in India with Particular Reference to Secondary Schools of Punjab

The educationists in India are beginning to recognize the tremendous need and scope for guidance services in school. In most countries, the guidance movement is still relatively young. In India it may be said to be in its infancy.

In the words of Mehta, Wadia and Odgers, if the guidance movement in India is to develop and make progress in the right direction, then at this stage we need to direct our energies and attentions to significant problems which need to be dealt with. The writers further agree that one such problem is that of developing an adequate and organized program of guidance in schools which may be implemented by a trained full-time counselor. Unless such a step is taken we cannot be sure that the guidance services provided in schools are satisfactory.59

An organized guidance program is lacking in the schools of Punjab, though some of the services are performed by the teachers, parents and

friends on an incidental basis, because these activities are integrated with students' lives. In India, the guidance work begins from the day the parents decide to send their child to school and continues after the student graduates.

**Brief History of Guidance Movement in India**

In order to understand the present status of guidance program in India, it will be worthwhile to know about the history of guidance movement in brief.

Writing about vocational guidance in the U.S.A., Albert Thompson stated in 1954, "Vocational guidance as a movement in the U.S.A. is still relatively young. Although young people have gone to their elders for help and advice in vocational problems throughout history, the giving of such service is a 20th-century development going to the time of Frank Parson who in 1908 established the Vocational Bureau in the Civic Service House in Boston." 60

If the movement in the United States, after a development of more than sixty years is regarded as young, the movement in India can only be considered to be in its initial stages of childhood.

**Early Development**

It is very difficult to trace the exact genesis of any movement, but in India the guidance movement seems to date back to 1915. According

to the survey conducted by the State Bureau of Educational and Vocational Guidance, the credit of introducing the guidance movement definitely goes to Calcutta University, which introduced the psychological laboratory to the country. Again in 1938 Calcutta University took a lead, when under the guidance of Dr. G.S. Bose some research was conducted in mental tests and providing vocational guidance; hence, its approach was mainly test-centered. Mr. Mukerji, a psychologist on the University staff who was inspired by the usefulness of guidance and in collaboration with a retired chartered accountant named Batliboi, started a private Bureau of Vocational Guidance in 1941. The Bureau worked for six years. It is reported by Taneja that during the six years of the bureau, the concept of attitude testing and guidance was propagated.

A short orientation course in guidance for teachers was also conducted by the bureau, which paved the way for training the school counselors and career masters.

According to S.K. Nanda and S. Sharma, the next landmark in the history of the guidance movement was Patna University. In 1945 the University set up the Department of Psychological Services and Research, which helped in providing guidance services to college students. Thus it enhanced the scope and value of guidance.

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reported that the Office of the Trustees of the Parsi Panchayat Funds and properties, a social welfare agency of the Parsis in Bombay, established a Vocational Guidance Bureau in 1947 with the hope of providing guidance services to members of the community. During the post-war reconstruction period, the Bureau did a commendable job; it threw open its services to members of all communities. Its group guidance program and individual counseling helped in creating an awareness of the need and value of guidance. Guidance was also conducted in some schools of the city, and the Bureau organized the first career conference and first training course for career masters in this country, in collaboration with the Indian Institute of Education and the Headmasters Association, Bombay.

Some of the private agencies, such as Y.M.C.A. of Calcutta, United Christian Mission, Jullundur (Punjab) as well as the Rotary Clubs of Bombay, contributed a lot to the development of guidance services. A series of career pamphlets were published by them. During World War II and post-war years, the Defense Service Program for the Selection of officers included the application of psychological tests, which influenced the ever-growing guidance movement in the country. The selection procedure caught the attention of the professional workers in psychology; hence, the use of psychometric techniques was introduced.

In 1947, The Acharya Narendra Dev Committee established a Bureau of Psychology at Allahabad (Uttar Pradesh) with the idea of providing an

64 Taneja, p. 10.
adequate, efficient psychological, educational and vocational service for the school's growing population. The Bureau established five district level centers at Meerut, Bareilly, Varanasi, Lucknow and Kanpur.

Taneja reporting on the progress of guidance movement said that Bombay Government was next to set a Vocational Guidance Bureau in 1950. The credit for collection and dissemination of occupational information goes to the bureau. Its function was furthered by creating similar bureaus at the center and in the states. The institute trained the largest number of guidance personnel in India. The guidance movement created an awareness of the need for guidance and it encouraged school administrations not only to get involved in the training program, but also to introduce guidance programs in their schools. An Association of Vocational Guidance was formed in 1952 in Bombay.

Fletcher and Riddle write that the Ministry of Labor and Employment set up a committee on 1952, "to study the employment situation in the country and to suggest better methods of serving job seekers." From the Shiva Rao Report which resulted (named for the chairman of the committee), the attention of the Ministry was called to the values of vocational guidance. The Mudaliar Commission on Secondary Education strongly recommended the introduction of guidance programs in schools. The Government of India gave its recognition and in 1954 a Central Bureau of Educational and Vocational Guidance was set up by the Ministry of

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65 Nanda and Sharma, p. 2.

66 Taneja, p. 10.

Education. The Central Institute of Education organized two seminars in Delhi, sponsored by the Ministry of Education. Taneja writes that the first of these seminars was conducted by Dr. W.L. Barnette, Jr., a Fulbright professor attached to the Central Institute of Education. The guidance personnel assembled from the different parts of the country to discuss their common problems. Thus the movement assumed an Indian character and the Government of India gladly agreed to give financial help to the state governments so that they could establish state bureaus. As a result of these seminars, an All India Educational and Vocational Guidance Association was formed in 1956. Since its establishment, the Association has been having a conference almost every year.68

The Government of India set up the Central Bureau of Educational and Vocational Guidance at Delhi. This bureau conducted a nine-month course for the training of the counselors. S.K. Pal, in his book Guidance in Many Lands, affirms that a national organization of guidance, known as All India Educational and Vocational Guidance Association was established in 1956. This association publishes the Journal of Vocational and Educational Guidance, and each winter holds its annual meeting. Soon several of the states set up their own guidance bureaus. Private agencies such as Y.M.C.A., Missionaries, Rotary Clubs and private colleges also provided guidance services.69

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68 Taneja, pp. 10-11.

Studies conducted by Mehta, Wadia and Odgers show that the State of Assam and Andhra Pradesh set up their bureaus in 1957, Kerala and Mysore in 1959. Orissa State set up its State Bureaus of Educational and Vocational Guidance in 1955. The Educational and Psychological Bureaus of David Hare Training College were recognized as State Bureaus of West Bengal. The Central Bureau of Educational and Vocational Guidance conducted the first conference of Heads of State, Bureaus of Guidance. The conference reviewed the progress made by the guidance program during the Second Five-Year Plan; plans were also worked out for the Third Five-Year Plan. Efforts were made to co-ordinate the guidance program with those of the National Employment Service.

Fletcher and Riddle elaborated on the development and wrote that the Ministry of Education appointed a Secondary Education Commission to survey and study the problems of how to make secondary education more useful and practical to meet the needs of the country. At almost the same time Ministries of Employment and Labor set up a committee to study the employment situation in the country, and to produce occupational information material. For the efficient working of the guidance program and that of the National Employment Service, it was necessary to co-ordinate both. This purpose was achieved by setting up Central Coordination Committee for Vocational Guidance and Employment Counseling.

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71 Fletcher and Riddle, p. 3.
the words of Taneja, "These schemes have not only contributed richly to the planning and development of manpower but have collected valuable information for purposes of guidance."\textsuperscript{72}

One of the significant developments in secondary education in the post-independence period has been the development of guidance bureaus by State Education Departments and the initiation of guidance programs in the secondary schools throughout the country.

**Development of Guidance Services in Punjab**

In the State of Punjab, the guidance movement has gone through several phases. States like Uttar Pradesh, West Bengal, Maharashtra, Bihar, Madras and Mysore were marching ahead while the state of affairs in Punjab was sad and discouraging. But soon there was an opportunity to plan out a bureau. The credit for introducing this program in Punjab goes to Dr. C.W. Riddle, Professor Uday Shankar, Professor Balwant Singh, the Director of Public Instruction, and to N.L. Dosajh, the Ex-Director of State Bureau, Punjab, Chandigarh, and to many other educationists who supported the movement. It was 1958 when a Unit of Guidance was first attached to the Department of Psychology, Government Training College, Jullundur, Punjab. This unit provided guidance services to the local school-going population.

A survey conducted by the Punjab Education Department, draws our attention to an account of various attributes undertaken by this unit:

\textsuperscript{72}Taneja, p. 11.
(a) During 1958-59 the intelligence level of the ninth-class students was measured with the help of "Progressive Matrices" (1938) sets A, B, C and E (Revised order) by J.C. Rawen.

(b) The "Progressive Matrices" set was also administered in Boys' Government Higher Secondary School, Jullundur.

(c) Some counseling was done with backward and difficult cases.

(d) Dr. C.W. Riddle, a missionary in Punjab assisted in the unit in the finalization of a 'Cumulative Record Card' for the schools in Jullundur. At almost the same time he set up a small guidance bureau at Jullundur for mission schools. These were the initial attempts to propagate guidance movement in the State of Punjab.  

It was during 1960-61 when the scheme of educational and vocational guidance at the state level was first initiated. The scheme was put into force during 1962-63 when, for the first time, a counselor was appointed on a temporary basis. Two technical assistants were appointed on June 4, 1962 to assist the counselor. A short orientation course in guidance was conducted for the members of the Bureau. In addition, two six-week courses were held for teacher counselors.

Due to the Chinese aggression in 1962, the State Bureau of Educational and Vocational Guidance at Punjab had to economize its resources. After a lapse of one year the bureau was revived again in 1963. The Punjab University offered a one year post-graduate diploma course in Educational and Vocational Guidance. This course was attached to the

Department of Psychology of the Punjab University and Dr. C.W. Riddle was in charge. In 1966, the whole bureau was reorganized into two units, the Testing Unit and the Counseling Unit.

At present, according to S.K. Pal, a very small percentage (about 13 per cent) of secondary schools have minimum guidance services. Such services vary considerably in their concepts, techniques and effectiveness from state to state and from school to school.74

In secondary schools of Punjab, there are three types of guidance workers. They are: (1) Career Masters, (2) Teacher Counselors and (3) School Counselors.

Career Masters

The Career Masters perform the function of guidance work in many schools. They are part-time teachers and part-time guidance workers. The training of the Career Master consists of three courses of about 10-day duration. The unit of training emphasizes setting up occupational information centers in higher secondary schools, dissemination of occupational information and maintenance of cumulative records. The training is on a short-term basis; it enables a large number of Career Masters to be trained, but there is considerable controversy regarding the real value of such a training program.

Teacher Counselors

The Teacher Counselors are part-time teachers and part-time guidance workers who work only in one school. The major part of their time is devoted to teaching and only one-third to guidance work. Their

74 Pal, p. 212.
function is to administer and interpret psychological tests and attempt educational placement. The bureau organized a short-orientation course in guidance for the teachers of the higher secondary schools.

School Counselor

The School Counselors are full-time workers and are responsible for guidance programs in their schools. They seek advice and assistance in technical and professional matters from the State Bureaus of Guidance. Their main function is to collect pupil data, maintain cumulative records, and disseminate educational and occupational information.

In Pal's words, ordinarily occupational placement is outside the domain of school guidance programs. Cases are referred to Employment Exchanges for necessary action. Although there is an organized movement for providing guidance services, the progress made has been very slow. There are very few schools where minimum guidance services have been set up. According to Mehta, Wadia and Odgers, "Evaluation of these services has not been made, but the writers' impression is that they are generally quite inadequate. In some cases this is because untrained persons are in charge of these services."

An organized guidance program is lacking in the secondary schools of Punjab, although some of the services are now being performed by the Career Masters, Teacher Counselors and Counselors. At present only 13

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75 Pal, p. 214.

76 Mehta, Wadia, and Odgers, p. 31.
per cent of the secondary schools have trained counselors, and many of the school administrators have only a vague idea about guidance.

Dr. V.K.R.V. Rao, member of the Planning Commission, pointed out that,

This Country must provide for guidance in a much bigger way, because if guidance can be developed properly, it will save this Country an enormous amount of economic waste. Guidance has a very special significance in the context of the country's drive for economic and social development. The success of our plans rests in a very large measure on the planning and our manpower preparation.

Guidance alone can provide a happy union between the training of knowledge and skill in the school on the one hand, and the national requirements of manpower for achieving the manifold targets set in our National Development Plans on the other. Let us hope that the government and other social organizations will move ahead rapidly in this field and make guidance a really popular and effective service. 78

78Pal, p. 216.
Summary

Chapter I has included an introduction, a statement of the problem, the objectives and definitions. A brief history of secondary education in Punjab has also been discussed. It reviews various governmental resolutions, reports and recommendations of the different commissions and committees which have studied its program directly or indirectly.

The chapter also reviews the administration of the educational system in India which deals with the educational practices and is responsible for the development and spread of education in the country.

The last part of the chapter contains a brief history of the guidance movement in India and the present status of guidance and counseling programs with particular reference to secondary schools in Punjab. Although there is an organized movement for providing guidance services, unfortunately the progress made so far has been very slow. An organized guidance program is lacking in the secondary school system of Punjab.
I do not know, but I do feel, that there is some magic in this movement of transition from the old to the new, something of the magic which one sees when the night turns to day.

Jawaharlal Nehru

CHAPTER II

RATIONALE FOR THE PROGRAM OF GUIDANCE AND COUNSELING
IN THE SECONDARY SCHOOLS OF THE PUNJAB

A. Social Changes in the Structure
of the Society

India achieved her independence from the British rule on August 15, 1947 and declared herself a republic country on January 26, 1950. These two significant landmarks in the history of India created new ideals and aspirations in the minds of her people. The most difficult task of remodeling the educational system in harmony with the changes in the social, economic and political spheres of the country is still under process. In spite of that, a vast range of changes are taking place today in the forms and functions of the Indian social structure and traditions.

India is changing fast and it is faced by technological, industrial and urban advances and by development in education and science. The people of India want to change; they are not only eager but are determined to change. There is a growing desire to seek a better standard of living; the social structures and family patterns of living are also gradually adapting to the new challenges and changes resulting from scientific, technological and industrial developments. There is an overwhelming support for the change especially in the
abolition of caste system and untouchability, which in turn will help in eliminating poverty.

In the last twenty years or so India has made tremendous progress. According to Cormack's research, large industries have changed many cities, most roads are paved, telephones have become a necessity, universities, colleges, schools, hospitals and welfare agencies are seen in plenty both in the country and the cities. The majority of consumers' goods are made in India. "Progress" has become India's most valuable product. But at the same time the rapid change has caused human tension. There is a conscious awareness among the younger generation to bring about the changes that will make traditional India become modern India. In many respects their ideas differ from those of their elders. They are concerned about their futures, themselves, and their families. A modern concept of life involves new scientific ways of doing things, the use of rational powers and scientific methods to change and modify the social environment. The change for better life involves rejecting some of the traditional roles, values and responsibilities. India is a traditional country, but the contact with the western world and independence set the stage for social change.²

In a progressing India the caste practices are weakening among the educated people. New economic and political opportunities are opening up daily, although poverty and hunger are still India's

greatest problems. Urbanization and industrialization are bringing changes. The joint family, especially in cities, is breaking up and separate families are becoming common, women are working and supporting their families. Men are facing the burden of increased individual responsibility for their careers and their families. The marriage customs are changing; among educated families, instead of parents, the couple is making the decision.

The history of India since independence points to many changes. By way of illustration we may refer to a few significant social changes which have far reaching effects on the society. They are: the caste system, joint family system, the changing role and status of women, family planning, marriages and divorces.

The Caste System

Since independence, the advancement of industrialization, democracy, urbanization, and the spread of education and western ideas and values have tended to undermine the rigid and traditional role of caste in India and have promoted social mobility across the barriers in the caste system. In the words of Khosla, the rise in the standards of living conditions and the growing awareness of economic and political rights under the impact of adult franchise have given a new concept to caste as a means of securing a position in economic and political gains.³

The caste system is one of the major social institutions and is, therefore, a constant subject for study among Indian social leaders. A good deal has been written by way of explaining and defining the unique and complicated institution of caste. According to Hindu belief their society has four main castes, the Brahmans (priests and teachers), the Kshtriyas (rulers and warriors), the Vaishiyas (merchants and traders), and the Shudras (workers and peasants). There are some 3,000 separate castes and subcastes in the Indian society. The members of these castes neither eat together nor intermarry except in the most advanced circle. Various beliefs, taboos, ideas of pollution and prohibitions maintains a big social gap between these castes and subcastes.

In India the traditional tolerance often seems to ease the situation. According to Rig Veda, all four original castes were regarded as of divine origin, each having emerged from a portion of the creator called Brahma. Lamb writes that the traditional Hindu explanation of over 3,000 subcastes is that the offsprings of mixed marriages came to be treated as a new caste. Modern writers believe it, as a result of the continuous arrival over the centuries of the new tribes in India.\(^4\)

The caste system for centuries has been a stigma on the society. The lowest and the most depressed castes are the untouchables. Since their origin they have been the target of civil and religious discrimination, which have been prohibited by law, but have not completely

vanished in practice. The belief in caste is do deeply embedded in the minds of the Hindu society that the entire outlook on life and politics is colored by it. Studies by M.N. Srinivas demonstrate that caste built a strong and powerful barrier against the social and emotional integration of the people of India.  

The lowest caste or the untouchables of India constitute close to a fifth of India's population. They have been and still are India's most underprivileged people, maybe the most underprivileged in the world. There was a time when traditionally they were required to live outside the villages. They were not allowed to use the common village well or enter the temples. They were required to dress in specific ways and they were forbidden to wear shoes and use ornaments in some parts of the country. Early in the twentieth century, there were virtually no schools for untouchables, not even segregated ones. Due to lack of education, they had to face greater hardships in life. The dirtiest type of work was their lot. In many places where flush systems were not used, the untouchables emptied and cleaned latrines; they disposed of garbage and refuse and skinned dead animals. The majority of upper class Hindus considered their very touch "polluting." Almost until the middle of the 1950s, they were prohibited from using public health places, wells or any other public facilities. They really suffered from discrimination and the awful feeling that they were considered so low and polluting. Except for the few who have educated

5M.A. Srinivas, "There is a Vested Interest in Backwardness," The Statesman, October 9, 1966.
themselves and gained some recognition, the untouchables still do the dirty work of India. Their condition continues to be deplorable and the treatment abusive. According to a 1961 census there were about 60 million untouchables, approximately 13.7 per cent of the population. Many authorities believe that this figure is low; they believe that it is probably 20 per cent of the population.

The earlier studies on caste system were mainly concerned with its origin, functions and evolution, while the recent tendency is to study caste in terms of tensions, integrations, relations and its social dynamics. The caste today has become a matter of concern for the leaders, statesmen, politicians and above all for the general public. According to the studies of Barnabas and Mehta, the modern political ideas and values of democracy have challenged the basic principles of caste system. 6

Since India's independence many changes have taken place in the traditional features of the caste system. In the past, caste has tended to be negative as it emphasized the restrictive aspects for social behavior of its members. The modern trends, writes Barnabas and Mehta, are in favor of making it more positive by encouraging its members to take action collectively in order to preserve their identity. Today, therefore, caste appears to have more positive potential in its direction of social behavior than before. It has also started to impose

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6 Barnabas and Mehta, p. 1.
certain positive obligations in order for its members to act in a desired manner.\(^7\)

Another recent trend is the gradual acceptance of social justice for the untouchables. The late Mahatma Gandhi supported their cause. He called them Harijans (children of God). Dr. B.R. Ambedkar, a brilliant and highly educated leader of the untouchables who rose to cabinet rank, did a lot for the welfare of the untouchables. Lamb writes that the constitution of India abolished untouchability in 1950, and strictly forebade its practice.\(^8\) Since India's independence, untouchables have served in many higher positions, and even the Indian Cabinet has always included one or two untouchable members. In fact in 1960 an untouchable named D. Sanjivayya served as a president of the ruling Congress Party.\(^9\)

Today many advanced and broad-minded people tend to support the abolition of untouchability. There are many other factors that are weakening the system. The most significant one is the urbanism and industrialization, which are sounding the death-knell to the caste system. New professions have been introduced in industries; moreover any individual can enter any profession of his choice. The growth of education, the loss of interest in religion among the youth, mass media and other elements of an increasingly modern society are producing

\(^7\)Barnabas and Mehta, p. 36.

\(^8\)Lamb, p. 151.

changes that are resulting in tension, frustration and confusion. It is reported by Barnabas that the economic development of India has definitely influenced the caste structure of the Indian society. The development in communication and transportation has helped in minimizing the rigidity of the system.

Many parents fail to understand their children and visa-versa. Illiterate and backward parents of educated children have difficulty in entering the world of their children's ideas and actions. In the words of Cormack,

... the entire social system is at stake. India is per force changing from a closed society, in which young people have no opportunity to meet others or to make decisions, to an open society, in which social interaction outside the family is both desirable and necessary ... Strain is resulting in India's acceptance of an open society.¹⁰

As many educators know education and proper guidance and counseling is a must in a changing society. In many states there are bureaus where guidance services are provided, but they lack an organized and adequate program. It is reported that many people of mediocre training and limited experience hold the responsible position of guiding the confused students. There seems to be a great need for well organized guidance programs in secondary schools.¹¹

The Joint Family System

Family is an institution that determines the good or ill health of the society and its individual members. It always responds to the

¹⁰ Cormack, p. 21.
¹¹ Ibid., pp. 21-22.
economic and political changes in the large society. Family consti-
tutes the basic unit that the structure of the society needs. According
to Cormack, in the past the joint families have been more good than bad,
but then instead of being secure social units, they became more like
prisons, especially when India's economic and social pattern is changing
so rapidly.\(^{12}\)

In India, the family has an important place. It often has a
closeness and concern, which is inconceivable to the western mind.
Each individual is always thought of in a family setting. Traditionally
speaking the family consists of not only parents and their children,
but also the families of all sons. It is known as joint family system
and sometimes it also includes grandsons and their children. When the
family gets too large, then it tends to split apart, and the brothers
start new joint families. This usually happens after the death of the
father or the head of the family.

The joint family always enjoyed its cohesion and strength. It
used to share a common roof, and worked together at common undertakings.
The group respected the authority of the elders and especially the head
of the family who would have the final say. This view is expressed well
by Singer and Cohen, "the Indian joint family is usually characterized
in terms of these components as follows: it is patrilineal in descent,
patrilocal in residence, patriarchal in authority and has an inheri-
tence rule that divides family property equally among adult males
lineally related within at least four generations."\(^{13}\)

\(^{12}\)Ibid., p. 61.

\(^{13}\)Milton Singer and Bernard S. Cohn, eds., \textit{Structure and Change
In joint family, the family property was held in common. It assured protection and security to the old and less able members of the family and traditional guidance and direction to the young. The individual was merged in the setup and the rigid limits of the family traditions. The woman was bound by conventional duties. The traditional family had certain other advantages. The studies by Aileen D. Ross point out that its members were bound by strong ties of common interest, property and ancestry.\(^{14}\) The children, therefore grew up in an atmosphere of affection, concern and security. The family had its own values, fixed codes and regulations. Marriages were arranged and premarital relationships were strictly discouraged.

There were also several drawbacks. As in the traditional setting, the individual and especially the gifted child had no opportunity to excel in leadership. There was no scope whatsoever for the recognition of individual aspirations. According to Hindu Dharma, the individual had to accept the assigned role and fulfill his obligations to the family. There was a definite identity between the family goals and the goals of the individual. Dr. M.S. Gore, in his book *Urbanization and Family Change*, writes,

Secularization of life and the growth of an individualistic philosophy are incompatible with joint family living, because by emphasizing the norms of rationality the uniqueness of the individual personality and the individual's right to pursue his own goals, they make conformity to family tradition and the acceptance of familial controls difficult for individual members.\(^{15}\)


In the traditional joint family system the behavioral pattern of an individual is largely controlled by the attitude of the community.

India at present is faced by development in scientific, educational, industrial and technological advances. There is a growing desire among people for a better standard of life. E.G. Buckle believes that this desire cannot be achieved unless the family pattern and the social structure gear to the challenges and change resulting from development.\textsuperscript{16} The similar view is expressed by Mr. G.S. Pathak, the Vice President of India, who in his inaugural address stressed that the problems created by modernization are more apparent in the family structure than anywhere else. He also said that present day families need to adjust themselves to the challenges and changes taking place in a developing society. By doing this they may perform as active promoters of social progress in India.\textsuperscript{17}

The new technologies in industrialization and agriculture, and the growth of urban centers are bringing extensive changes in society and family. Mr. G.S. Pathak in his inaugural speech remarked that "Since India became free, the winds of change have been blowing over many traditional institutions and concepts. One such institution which has existed for centuries and been a subject of admiration and study as well as of considerable criticism is the joint family with its own norms and values, and its own aims and objectives."\textsuperscript{18}


\textsuperscript{17}Anthony A. D'Souza, \textit{The Indian Family in the Change and Challenge of the Seventies} (New Delhi: Sterling Publishers, 1972), p. vi.

Dr. A.R. Desai pointed out that "the traditional joint family and the familistic rural framework have been undergoing a qualitative transformation. The basis of rural family relationships is shifting from that of status to that of contract . . . the family is being transformed from a unit of production to a unit of consumption. The cementing bond of the family is being changed from consanguinity to conjugality."¹⁹ The spread of liberal education, the concept of equality, the challenge of individualism, self respect, and the desire for social, economic and personal freedom are some of the major factors which have definitely influenced the family life. The individual is seeking freedom to pursue his desired goal according to his potentialities and to adjust to the new social changes that are taking place in the society. The social and economic changes have influenced the family structure and it appears that the cleavages between individual family members have widened. The relationship between parents and children have apparent characteristics of misunderstanding, tension, conflict, anxiety and that of suspicion. The values of the youth are in conflict with the traditional values of the family and the culture. The younger generation finds no proper guidance, direction and inspiration from the older generation. G.S. Pathak emphasizes the fact that the lack of adequate communication between children and parents is affecting the social and emotional set up of the home. In order to avoid further tension, the parents need to understand their children

and respond to their needs. But unfortunately, there are few counseling services and programs to help them. Leave aside parents the counseling services are not easily available for young people, who are seeking help, guidance and direction for their academic, social and personal problems.  

The joint type of families are changing to nuclear forms of families. The role structures in a nuclear family are fewer than the extended family and the socialization of the children takes a new direction. The child of such a family is not hampered by excessive sheltering. There is a greater personal freedom. Ross describes that children are now more independent on certain issues, the husbands are helping wives with housework. The wife is consulted in family matters and the young boys and girls are able to get away from strict parental supervision. The elders no longer dominate the young as they did before.  

The fast changes, pressure and the conditions of modern life have helped in breaking up the joint family setup. But according to research and studies it has caused depression and other problems in our generation. Nathawat's findings reveal that,

... depressive reactions appear to be related to the social changes in the family structure... the joint family system, which provided a form of social insurance, is on the decline. Many factors have been responsible for this change and among the important ones are: urbanization, industrialization, employment of women, imitation of the western nuclear family, loss of values and respect for the aged.  

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20 Pathak, p. xi.
Many a time the parent-child relationship becomes harmful especially where children are rejected in early life. The children in such circumstances feel unwanted and crave for affection from other people. Many parents encourage immaturity in their children; they instill deep feelings of guilt over relationships with the opposite sex. According to McKeown studies this leads "children to isolation from the conventional patterns of the peer group and to a lowering of their self esteem."23

The new pattern of the individual family unit seems to have caused emotional inadequacy in individuals, whereas the joint family was providing security, protection and affection. Nathawat believes that "many family units in breaking these bonds of dependency, have contributed substantially to the growth of individuality and independence but have, at the same time, produced self-centered individuals."24

The older members of the family have rigid ideas; they are critical of modern ways of life. They do not wish to move to city life which often produces emotional discomfort in the family. Nathawat reports that the new changes in the family have produced undesirable psychological, social and emotional results. The young generation it seems is caught between new ideas, beliefs, values and deeply entrenched traditions. They find themselves inadequate and often unable to resolve these problems.25

24Nathawat, p. 41.
25Ibid.
The young people of our time, writes Eva Shipstone, are living in a world which is unfamiliar to the older generation. There is a growing sense of restlessness among young people. There are more tensions, more choices, greater opportunities, more competition and therefore more emotional, social and personal problems. Young people need new insight and better understanding and above all guidance to meet their needs.

The provision of guidance in schools will help in preventing the breakdowns in personality and social maladjustment. Counseling and guidance should be an integral part of education. But unfortunately these facilities are practically non-existent in many states and the services are far from adequate.26

The traditional attitude of holding joint responsibility and of resignation to inherited conditions, which in excess becomes apathy, is changing both to hope and to attendant anxiety, tension and conflicts. The change in attitude, expectation and thinking is resulting in frustration and creativity to some extent. Perhaps their greatest need in these days of changing family and social aspects is psychological. Their needs should be met by educational and vocational guidance, which is largely denied to Indian students in schools. Due to lack of organized guidance and counseling services, schools fail to provide adequate advice, direction and guidance to their students.

The Changing Role and Status of Women

The position of women has varied throughout India's past history. According to Goldstein,

Invasion and conquest, interpretations and re-interpretations of sacred writings, the joint family system and the economics of marriage have all played a part in bringing Indian women to that state of formal and legal sub-servience condemned by Mahatma Gandhi, Raja Ram Mohan Roy, Annie Besant, and other great reformers of this century.27

India is a land of great social diversity, cultural complexity and regional variations. The tremendous variety in religion, castes, local customs, sects and traditions makes the Indian scene more complex. Therefore it is very difficult to make any generalization regarding the status and role of women in the changing society. But still there is a unity in this diversity, which makes it possible to identify a broad all India pattern.

Since the days of Vedas, the Indian Woman has largely been subjugated. Millions of them in recent centuries have had little if any freedom, few rights and rarely any personal identity. In ancient India, during some periods, the position of woman was held high, but it deteriorated in the Middle Ages. The Moslems introduced the custom of purdah where the woman had to cover her face in the company of others except the immediate family. Later on the Hindu woman tended to imitate this custom in varying degrees. In many of the villages of India, women still keep their faces covered and stay out of the sight of men.

Polygamy and child marriage were practiced very much and many of the castes strictly prohibited the remarriage of the widow. According to the orthodox belief, she is the cause of death of her husband. In many communities widows could wear only white clothes and had to shave their heads. They were treated as outcastes within their community and family. But in recent decades many reforms have taken place; however, men still want women to be submissive but educated women are no longer willing to accept this.

A woman was expected to serve her husband and keep him happy and satisfied. K.M. Kapadia writes, the dictum that a woman should honor, respect and obey her husband as a "god" even though he was cruel, a drunkard and a vicious and good-for-nothing was accepted as applying to all Hindu women.28

The status of women continued deteriorating during Muslim rule. During the British period many social reformers became aware of the condition of women and initiated various movements. Among some other reformers: Dayanand, Saraswati, Vivekanand, Indian National Social Conference, Arya Samaj and Rama Krishna Mission are worth mentioning. The age of marriage was raised and employment for women was made possible. Gradually women started taking an active part in public life. Then came the Independence Movement, when under Gandhi's leadership, the Indian women forsook their homes to join in public demonstrations and to share the risk of arrest and imprisonment.

They definitely played an active role in various civil disobedience campaigns. Thus the Independence Movement helped to raise the status of women in India.

Since India's independence a great change in the role and status of women has taken place. In fact elevating the position of women has become a major national goal. Goldstein's research indicates that to speed the change, the central government is instituting legislature reforms and providing economic and educational advantages to women. Well-known national reformers and leaders have added "ideological support to counter traditional prejudices. Plans for economic development and population control consciously take into consideration the need to raise women's status."

Shortly after independence, Prime Minister Nehru introduced drastic changes that reflected the influence of western thought. The Special Marriage Act was passed in 1954. It allowed persons of different faith to marry without being required to renounce their faith. The Hindu Marriage Act of 1955 prohibited polygamy and set the minimum age of marriage at eighteen for boys and fifteen for girls. The Hindu Succession Act, 1956 gave women the right to inherit property. Rama Mehta's studies show that many of the educated husbands who favored their wife's employment did not accept dowry. It simply shows that the economic value of a working wife is recognized in the society.

Women at present are playing an important role in the public life.

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29 Goldstein, pp. 148-149.

The most valuable example is Indira Gandhi, the third Prime Minister of India and the first woman to become the chief executive of a major country. Today there are more women on high position in India than in most of western countries. The Administration and Foreign Services of India have been opened to qualified women. There are many women who are members of Parliament in both houses; in fact their percentage is higher than many of the other countries like the United States, Japan and The United Kingdom.

Women have to compete and respond to the new challenges of the changing society. They now have to make important decisions and hold responsibilities. They have certainly developed new hopes and ambitions and through the proper use and development of individual potentials they are learning self-realization.

In modern India, the values, attitude and social customs are changing rapidly. These changes are more obvious among more privileged classes and in cities. Promila Kapur points out that new opportunities for employment, education, and the privileges of newly acquired political and legal rights for women are gradually changing the traditional conception of the status, position, and role of women in contemporary Indian society. The attitudes of the educated women have also undergone a considerable change regarding their role and status in the society. Lamb believes that many of the Indians live in two different

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31 Lamb, pp. 158-159.

worlds at the same time: the religion oriented, caste bound family culture of the traditional world and the new modern western world of individualism and social progress.\textsuperscript{33}

Many women want new opportunities and still wish to cling to old securities; they want new kinds of freedom and at the same time retain the old protection. They are torn between the old and new and definitely need direction, guidance and counseling in order to make better adjustment to the changing role of women in India. The help is needed greatly at secondary school level where the tension starts building up. Cormack emphasizes this point. She writes that in modern India women have a hunger for new knowledge and for intellectual and social freedom. In this period of change, conflict and transition many have balanced their new roles and status gracefully, while others have felt the abrasive edge of frustration and confusion.\textsuperscript{34}

The educated working women are expected to hold jobs and help the family and to carry the role of a traditional housewife. This situation has often caused conflict in families. Fonseca explains that "new role expectations arise with a change in the social setup . . . a changing society makes it difficult for people to play roles that evolved in a comparatively static society. This perhaps is one of the reasons for the malaise in modern marriage which is becoming increasingly evident."\textsuperscript{35}

\textsuperscript{33}Lamb, p. 159.
\textsuperscript{34}Cormack, p. 118.
\textsuperscript{35}Mabel Fonseca, Counseling for Marital Happiness (Bombay: Manaktalas, 1966), p. 8.
The changes that are affecting the role and status of women in contemporary Indian society point to the increasing need of guidance and counseling in school systems at the secondary level.

**Family Planning**

When the religious beliefs and dogmas of a culture prescribes the birth and existence of sons in the family in order to guarantee the father's acceptance into heaven, a high mortality society strictly requires that many children be born.\(^3\)

The late Mahatma Gandhi agreed to the urgent need for birth control in India and felt it was superstitious to believe that the religious dogmas and traditions required high fertility. Many social patterns are responsible for this according to Indian culture. The wife always obtained a higher position and greater respect in her husband's family after the birth of a son. As a matter of fact, a couple with many sons was always admired. Thus, in the past, the main emphasis of the Hindu cultural and social pattern was in the direction of high fertility.

In India, there has been a tremendous rise in population in the past few decades. The magnitude and gravity of the population problem can be judged from the fact, that although (after 1961 census) India's population was estimated to be 529 million in 1981, it has at present exceeded the figure by 18 million. The present population of India is over 547 million. At this rate of progress our population is likely

to cross the 1,000 million mark even before the turn of the century. India is supporting 14.3 per cent of the world's population on only 2.4 per cent of the world's land area. The population explosion has created many problems for the country. Every year resources have to be found to house, clothe, feed and provide medical and social services to no less than 10.8 million additional people.

According to Mehta's research, one of the major causes of this rapid growth is the sharp fall in the death rate, although the birth rate at the same time has remained about the same. Major communicable diseases like malaria, smallpox and cholera have been under control. In fact the mortality rate has fallen considerably in the past fifty years. There is a subsequent increase in the life expectancy; in 1950 it was 32 years, currently it is 54 years.

The food production, during this period has increased from 65 million tons to approximately 100 million tons, but still there is a food shortage. The Government of India was one of the first in the world to recognize the significance of the population problem and to adopt family planning programs as an integral part of national development plans. The need for family planning has been greatly recognized by national leaders. Prime Minister Indira Gandhi, in her inaugural address to the International Conference on Family, stated that family planning in India is an essential part of the whole strategy of enlarging

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welfare.\textsuperscript{38} There is a great need to create awareness of the tremendous growth in population in India and its significant application to the quality of human life for the family, society, individual, and the slow rate of economic development. The Ministries of Education, Family Planning and Health Departments have strongly emphasized "population education" in India in order to enable the people to realize and understand the significance of small family size.\textsuperscript{39} The concerns and efforts of the national leaders and the Government of India has certainly created atmosphere in favor of family planning and has increased general awareness among Indian people. At present between 60 and 70 percent in the rural areas and 80 percent of the people in urban areas are aware of family planning.

The research conducted by Agarwala shows that even in villages where the use of modern contraceptives is very small, the people are not opposed to limiting the size of their families. He further writes that village women know about safe days and rhythm methods and a "majority of the villagers know about coitus interruptus and continence."\textsuperscript{40}

The Government of India adopted the policy of population control in 1951, but the progress was slow and a little was accomplished until 1965. Before 1951, the total number of sterilization operations performed was only one million. Since then the program has shown encouraging

\textsuperscript{38}Speech by Indira Gandhi, International Conference on the Family, New Delhi, India, 1966.


\textsuperscript{40}S.N. Agarwala, "Family Planning, Three or Two or One or None," in \textit{Ask an Indian About India} (ed.) Levai Blaise (New York: Friendship Press, 1972), p. 42.
results especially during the period 1965-70 when according to Dr. Agarwala, "5.7 million sterilizations were performed and 3.1 million IUD's inserted . . . in addition 70-80 million pieces of Nirodh (condom) and 3 million pieces of other conventional contraceptives were distributed during 1969-70."\(^{41}\)

Certain steps which might hasten progress cannot be taken in a country like India. The great variety of people and diversity in traditions forbids any single solution of the problem. But in spite of that it is encouraging to know that people are in favor of family planning. The legislature raised the minimum age of female marriage and introduced sex education in higher secondary schools and liberalized abortion. If people are motivated and willing to take some measures, these provisions might help more to reduce the size of their families.

**Marriage and Divorce**

The influence of western ideology of individualism and liberalism has brought a social awakening among modern and educated people who have begun to question and challenge the existing traditional social practices in India. Cormack writes that no other system shows more change and strain than the system of marriage in India. There is evidence of increased social interaction and consideration of individual's right to freedom and to make decisions about one's self.\(^{42}\) The understanding of marriage as a social contract is somewhat changing now. Young people are beginning to realize that in arranged marriages the consent of the couple involved is only a token of independence and freedom to decide.

\(^{41}\)Ibid., p. 45.

\(^{42}\)Cormack, p. 22.
It appears their trust and confidence in the old and traditional system of arranged marriage is losing ground and acceptance of such arrangement by parents is becoming impossible for younger generations, as they are getting exposed to new ideas and experience outside the family contact.

The young people in India no doubt love and respect their parents and older members of the family, but they are beginning to look to their own lives and futures in terms of their own decisions. There is a growing strain in the society and few adults are trying to understand and analyze this area, as the number of young people in this category is on the increase. There are some who settle down for traditional set-ups, others for individual rights and there are still many who are confused and lost between the two and cannot decide on anything. Studies by Cormack show that the majority of the young people demand greater freedom than marrying within their own caste. Their feelings against the dowry system and expansive religious ceremonies is overwhelming. Although there is a social awakening in the society, the social and traditional customs still present a dilemma to all except to the most liberal.43

There is a growing number of parents who want their children to make their own choices. Among educated people, the younger people have started mixing together and this provides them the opportunity to get to know each other. Jyoti Barot writes that "inter-caste and inter-subcaste marriages have started taking place and 'love' marriages, after

43Cormack, p. 87.
resistance in the initial stages, have begun to be socially accepted. Young boys and girls are allowed to mix socially by progressive parents at the level of the University education, and engaged couples are provided with opportunities to meet and know each other better before they marry. 44 There are still many students, who prefer the old way and feel more secure. The modern couple is confronted with the problem of multiplicity of the role; they are experiencing a value conflict, as they are pulled by two opposite images, the image of a traditional couple and that of a modern couple. The system of marriage involves the whole social system and studies reveal that personal happiness and decision is gaining more importance than the traditional arranged marriages.

India has been a closed society where strict mores operated to prevent contact with opposite sex, especially after physical maturation, and where early marriage was one way to insure chastity. However, today the society has opened up to a large extent. Boys and girls meet more freely, love marriages are replacing the traditional arranged ones. Student enjoy foreign movies, mainly because of kissing and physical contacts, which is a taboo in Indian films. Gradually, the tradition of keeping sexes apart is going away, but keeping sex interests passive until one gets married is still considered a family's responsibility. This seems inconsistent and incompatible to many of the young people. The merging trends produce both negative and positive results. The

negative effects according to Barot generates stress, conflict and tension in family and marital relations leading to family disintegration. Statistical reports show that in 1969, 8 percent of the total cases of 43,633 suicides were due to discord between the spouses, one-third of the total cases of suicide to disappointment in love and 7.5 percent were attributed to family discord.\(^45\) Divorce is not sanctioned by the society or by sacred writings among orthodox Hindu Brahmas. But many divorce cases have been reported in the past few years.

The changes that are affecting the young people and their marital lives indicate the increasing need of individual, family and marriage guidance and counseling. The guidance services have a vital role to play. Dr. Mohan, an Indian psychiatrist, writes that "I am strongly for adopting counseling practice to the prevailing social system."\(^46\) These services have not been developed in our educational system. Guidance and counseling is needed to help the individual to make a proper adjustment. The educated young men and women today need more guidance and direction because the pressure of the social and economic change and the progress in education have made them conscious and aware of the needs for improvement in their way of life.

\(^{45}\) Barot, pp. 67-68.

Education is a companion which no misfortune can depress —
no crime can destroy — no enemy alienate — no despotism
enslave. At home a friend, abroad an introduction, in
solitude a solace, and in society an ornament, without
it, what is man? A splendid slave, a reasoning savage.

Varle
B. The Direction of Educational Changes in India

"Education is one of those subjects, which are talked about most by all and sundry. This almost universal interest in education should be welcome as it is a sign of the importance that an average citizen attaches to education. This is as it should be because education, in all manners of direct and indirect ways, affects the well-being and prosperity of all citizens. Education is basic to all social and economic progress and now it is widely accepted that education being an investment in human material should be of vital concern to the entire nation."47

In the post-independence period, there has been a phenomenal expansion and progress in all stages and sectors of education. A great thirst for education and knowledge has become visible in India. Gupta writes that since India got freedom, there has been a tremendous expansion of educational facilities, particularly at the elementary level.48

The leaders and the Government of India soon realized that the best safeguard of democracy was education and to keep democracy secure it was necessary to provide good education to the children at the elementary level, as the majority of them will not have the opportunity to continue education beyond that level. In pursuance of this goal, the State Government of India enforced the Compulsory Primary Education Act.

According to Humayun Kabir, immediately after the attainment of independence, India faced the task of reconstruction and expansion of the system of education. Along with the free elementary education for


all children, steps had to be taken to provide education for illiterate adults. Steps had also been taken to promote rapid expansion of technical and scientific education needed for the progress and development of agriculture and industries in India.49

India is passing through great change and a period of transition. Spear writes "It is a common place to say that all ages are ages of transition, but in India the sense of transition and of pressing problems is especially strong in contrast to the tradition of the unchanging East."50 Edib in her book Inside India emphasizes the same idea. She writes that "in transition periods the action of the fire is intensest, and the contents reach boiling point."51 India is passing through a revolutionary transformation. It is firmly believed that education at all levels is deeply involved in this transformation and transitional period. The future progress of India and its development is closely bound with her well-constructed system of education.

In an emerging democracy like India, the young must be taught a new role and concept of their rights, duties, responsibilities and loyalties required for an ideal democracy. Chaube believes that "we are entering a new age, and education must accept the moral responsibility


of nurturing the young in such a way as to fit them to live in a world marked by global interdependence.  

For years, India has experienced the traditional and organizational setup of an educational system in which emphasis was laid more on memorization than on directing the creative energies of the youth into proper channels. More emphasis was laid on the bookish knowledge than on developing a reasoning power in the child. Individual differences were ignored. The methods of teaching were rigid and inflexible. The aim of education was simply the acquisition of information and knowledge either from books or the teacher. Bhatia writes that

"the teacher presented the subject matter in a logical manner and expected pupils to master it through memory. Lessons were prepared once for all and taught from year to year in the same manner. The approach was authoritarian, pupils accepting uncritically all that the teacher had to teach."  

In the post-independence period efforts have been made to reconstruct the system of education and to reshape its philosophy, aims, objectives, techniques and ideologies. Dhillon writes that "I am conscious of the great changes and developments which have been taking place since Independence. A lot of thought has been given to the pattern of education."  

Nikhil Roy draws our attention to the fact that in a progressive society the rate of change and the growth of knowledge are very rapid,

52 S.P. Chaube, Secondary Education for India. (Delhi: Atma Ram and Sons, 1956), p. 90.
and the educational system must be elastic and dynamic to suit the changes of the day. Education no longer is concerned only with the imparting of information and knowledge but with the development of interests, awakening of curiosity, building of essential skills and the development of values and attitudes in order to think, judge and make decision for one's self.\textsuperscript{55} This calls for radical changes in the teaching methods, training of teachers, textbooks and the examination system.

The new approach is dynamic and it lays emphasis on the growth and development of the needs of the individual. Bhatia reports that education is growth and that teaching techniques and methods must help this growth by "meeting the needs and interests of the pupil".\textsuperscript{56} The social environment in which young people are growing is changing fast; therefore, teaching methods should be dynamic and flexible. The teacher should adjust to the change in learning situation.

The Teaching Methods

The new methods of teaching may be new to India but not to the Western World. We shall consider here only such methods as films, radio, tape recorders, television and programmed instruction. According to Dr. Kulkarni these are the new media being used for presenting teaching material. No method of instruction can claim to be self-sufficient and fulfill all the diverse and complex objectives.


\textsuperscript{56} Bhatia, p. 160.
of education. Each method has its own significance; it is the job of
the teacher to make use of the most appropriate method in order to
achieve the optimum results under the given circumstances.

"He has to find out whether a particular method
yields the expected level of educational achievement
under given circumstances—that is, given the cost,
ability of students and other available resources.
In most cases it is found that a combination of
methods yields the best results."57

It is the function of the teacher to find out which method should
be used as the best means of communicating a given content. Effective
learning results from a variety of experiences, immediate and direct.
Knowledge gained through the senses gives reality to words. "Words
denote concepts and for accurate and rich concepts sensory experience
of many kinds is necessary. If we can touch, feel, hear and see a
inght thing our knowledge of it is fuller than if we can only read about it."58

**Film Projection**

The inclusion of films in school work and experience serves a
sound educational purpose. They are an effective aid in teaching and
learning. In modern life, there seems to be no more powerful and
influential media than films in giving information, encouraging atti-
tudes, arousing emotions and sustaining interests. Their educational
value is being increasingly recognized in our school system. The use
of films for educational purposes requires careful planning on the
teacher's part.

57 S.S. Kulkarni, "Secondary Education and New Methods of Instruc-
tion," in *The Fourth Indian Year Book of Education* (New Delhi: National
58 Bhatia, p. 233.
In many states, most of the schools are able to obtain films from the Department of Public Instruction. Under present circumstances it is still difficult to provide a 16 mm projector to each school, but efforts are being made by the Education Commission and various ministries to provide such equipment in the near future.

**Radio**

The radio, another powerful media, has come to occupy an important role in Indian life. It is encouraging to say that it is rapidly being used as an educational aid in our school system. According to Kulkarni there are at present 27 radio stations in India involved in broadcasting only educational programs in various languages; however, few schools provide facilities to listen to these programs.\(^5^9\)

Considering the value of the radio, the Education Commission (1964-66) has strongly recommended that the majority of higher secondary and higher primary schools should be provided with radio sets. The commission has also emphasized that school programs should have planned in collaboration with All India Radio, in order to make the best possible use of the media. It has further recommended the broadcasting of special radio talks in the early morning or late evening, specially designed for teachers, which will help to deepen their subject knowledge and guide them in lesson preparation.\(^6^0\)

**Tape Recorder**

The tape recorder is another useful media provided for in many schools. The tape can be played more than one time, which will help

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\(^{5^9}\) Kulkarni, p. 318.

the students to understand the content better. Tapes can be prepared by the teachers and the experts ahead of time. Sometimes it helps to listen to a talk and discuss it later than just read the text book. The tape recorder and other aids are used to supplement the abstract verbal form in which they are presented in books.

**Television**

It is an established fact that students learn more efficiently from instructional television than any other media. In an experiment conducted at a medical college in Delhi, Khanna found that the TV group got a higher score on a factual information than the group standing by the surgeon. Television teaching has also proved more successful in mathematics, social studies and natural sciences than in literature, history, and humanities. In Delhi, the television center of All India Radio is using television for providing supplementing TV lessons in English, chemistry, physics and Hindi; the national spoken language in India. Kulkarni writes furthermore that these TV lessons are very much integrated with the classroom teaching.

His studies also show that "A plan for the complete academic year is prepared, allotting specific days and periods for TV lessons and classroom lessons. Teachers are required to assist students in their preparation for the TV lessons as also in the follow up work. The evaluation studies have demonstrated that students do learn from these lessons."^62

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^62Kulkarni, p. 328.
Television may provide better results if it is combined with other methods. The first experiment was conducted in Delhi during 1958-60 to check TV's efficiency in a group setting. "More attention shall have to be paid to exploit the group dynamics to optimize learning in televised instruction." It is very encouraging to learn that in the near future, the government of India is planning to provide TV facilities in five more cities, i.e., Bombay, Madras, Kaupur, Calcutta and Sirinagar. The government has already set up a ground studio for satellite television.

**Programmed Instruction**

Television is not a good medium as far as individualizing instruction is concerned because it places the student in an observer or audience situation, rather than an active learning situation. Mayer draws our attention to the fact that "Programmed instructions and magnetic tapes are valuable for individualizing instruction. Programmed instructions tend to foster standards of excellence since programmes are designed so that learner will approach error-less learning." A student can learn through a program at his own pace and in a place that is more convenient to him. Such a program also helps the teacher to meet the individual needs of his people. The format involving the question and answers, also assures an active involvement of the participant.

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63 Kulkarni, p. 329.

Since it is a fairly new method a lot more research is needed in the area of non-verbal behavior. Presently in India there is a great scope for exercises that have this method's approach. Studies conducted by Gupta, Hughes, Shah and Porter \(^{65}\) demonstrate that when conventional methods are compared with the programmed instruction, the latter is almost as good as the former method.

The work on programmed instruction has recently started in India and the results of such a program in Indian situations are very encouraging. Although there is a need for more research, in order to find out how the best results could be achieved from such a method, there is also a need to have qualified teachers to handle and operate this program. Kulkarni reports that several institutes of education and universities have already "introduced corresponding courses for teacher training and for high school and college students. The others are planning to do so."\(^{66}\) The Education Commission (1964-66) has also recommended the corresponding courses for adult education as well as for teacher education.\(^{67}\) NCERT is taking an active part; workshops for developing material are being conducted and seminars are being organized


\(^{66}\) Kulkarni, p. 335.

by training colleges in order to acquaint teachers with these methods.

Teachers

There has never been a time during the history of the world when the need for better schools and topnotch teaching was so great as now. The hazard of ignorance is increasing as we are becoming more industrialized, more mechanized, and are being brought into contact with foreign ways, methods and ideologies. In this age of science and technology when our problems extend to the entire universe and when the world is moving so fast, we need really capable and good teachers.68

We shall have, therefore, to tailor our programs to meet the challenge of this knowledge explosion.

In post-independence period considerable stress was laid on the professional education of teachers with the idea to improve its effectiveness and quality. While stressing the need of professional preparation of teachers, the Report of the Education Commission states that "investment in teacher education can yield very rich dividends because the financial resources required are small when measured against the resulting improvements in the education of the millions."69

The future progress of India is intimately bound up with her well-organized education systems. Teachers hold a very important position in shaping the destiny of millions. Kallen, speaking of the responsibility of teachers and educators says, "Teachers are custodian of the nation's human capital, the guardians of the nation's youth, the keeper

68 Gupta, p. 60.

of the nation's most precious treasure, the shapers of the nation's future.\(^7^0\)

The quality of the teacher has been poor and it needs all around improvement. To improve the quality of the teaching profession and teacher education, the Commission laid down certain guiding principles.

1. Reorientation of the knowledge of school subjects: This required future teachers to spend 20 per cent of their training time in acquainting themselves with the subjects to be taught at secondary and primary levels.

2. Duration of training course: For primary teachers the duration for training period should be two years.

3. Integrated courses of general and professional education: This encouraged regional colleges of education and universities which have strong departments of education to introduce such courses.

4. Improvement of student teaching: It laid emphasis on making the training period more realistic and better supervised.

5. Vitalizing professional studies: It stressed the need to improve the quality of professional courses.

6. Revision and improvement of curricula: The curricula both for the secondary and primary teacher education have to be more goal-oriented and more practical.\(^7^1\)

The Education Commission has shown an over-all concern to improve the quality of the teaching profession. Teacher education is a continuous process and in order to encourage skillful teaching a regular in-service guidance program is essential. Therefore, a top priority is given to in-service training in the training program.


The need for in-service education had never been realized so much in India as in the second half of this century. In-service education includes all the activities in which teachers might involve themselves in order to improve teaching, while they are on the job. The pre-service training provides an insight into the profession. It also acquaints them with the basic and fundamental skills of the profession. "But the in-service education helps the teacher to put into practice the theories that he has learned about during his pre-service training." The teachers training institutions were the first one to take the initiative to organize in-service courses for teachers.

The program provides three months in-service courses. The teacher training institutions have the responsibility for assisting in this in-service period of teaching training. The staff serves as consultants to the students. To improve the effectiveness of the teaching profession a proper selection along with proper training is highly essential. It is only training that enables a teacher to perform his task more effectively. There is a shortage of trained and qualified teachers in India. The conditions of service and salary standards should be made more favorable in order to attract a sufficient number of average quality of graduates. According to Zaidi in-service training facilities had been provided by the establishment of extension service centers in training colleges. At present there are 95 extension service centers located in different training colleges.  

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72 Gupta, p. 31.
73 Zaidi, p. 40.
The teacher is the pivot of the whole educational system. In order to be a good teacher he must understand his students, how they grow, learn and develop, their changing interests and needs; the teacher must understand himself, his philosophy, abilities and shortcomings. The best way to maintain freshness and renew contact with work techniques is to attend the refresher courses from time to time. While in active service, training helps to keep interest alive, and it brings the teacher closer to innovations and developments. Integration of "pre-service, professional and in-service training provides the basis of teacher education. Its aim, in brief, is to stimulate knowledge and to improve technical skill."\(^74\)

The extension service program was introduced not long ago. The extension service center is attached to the State Institute of Education. The institute supervises and co-ordinates the program of extension centers. At present in Punjab there are two such centers, one at Jagraon and the other attached to the State Institute of Education, Chandigarh. A number of extension lectures on educational problems were organized by the State Institute of Education. This provided opportunities to the trainees to listen to the outstanding educators and the participate in group discussions, seminars and workshops.

It is very encouraging to note that 'quality improvement' of the teaching profession has become a matter of concern. Quality improvement cannot be brought about over night, but it is hoped that

\(^{74}\)Roy, p. 61.
persistent efforts on the part of all concerned will certainly work miracles which we may not be able to foresee now."75

Textbooks

Textbooks are an effective tool of learning and of diffusion of improved teaching methods. Pal writes "the importance of textbooks as a tool in the teaching-learning process can hardly be overemphasized. Some experts have rightly described the textbook as an 'assistant master in print'. For a student, the textbook is his tutor at home for self-study.76 A good textbook, written by a competent and qualified specialist in the subject, helps in stimulating pupils' interest. The provision of good quality textbooks and other learning materials is essential for raising the standards in education. Unfortunately in the past, textbook writing has not received the attention it needed. In most of the schools the textbooks have been of poor quality, particularly those written in the regional languages. In many cases, books have been written by people whose abilities are far from equal to the task. The lack of research, malpractices in the selection and the unscrupulous tactics adopted by many publishers have been some of the factors resulting in poor quality textbooks.

A great dissatisfaction was felt about the low standard of production of school textbooks. Instances were brought to the attention of the Commission and the State and Central Governments about the poor quality of the books. The books used in schools were defective in

75 Gupta, p. 65.
language and were either too difficult or too easy for a particular grade. There was a great deterioration in the quality and standards of the books, the paper was usually bad, the illustrations poor and printing unsatisfactory.

Bhatia writes that "textbooks are written and published to fit traditional scheme of organizing the subject matter into logical wholes. Publishers do not take the risk of publishing texts which break with the prevailing practice and tradition. There has been practically no change in textbook writing during the last half century or so." Textbooks are another monument of dullness in the schools. Textbooks are frequently and deterioratingly changed and the result is that they repel the students."  

As education began to spread, the attention of State Government was soon drawn to the quality of textbooks and it was decided that, in order to eliminate the defects the State Government should take over the production of textbooks. At present, most State Governments have adopted this policy. Some states have already produced all books required until the end of the secondary stage, while others have produced a few books only for the primary stage.

In a copy of states not only the production but even the sale and distribution have been taken over by State Government. The Textbook Committee serves as an advisory body. Their functions vary from state to state. It appears that there has been improvement

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77Bhatia, p.22.
78Gupta, p. 54.
since this policy has been adopted. Private profiteering, malpractices and the so-called 'textbook racket' have disappeared. According to Pal books are now submitted to the Education Department in each state and the publishers have to fill an application form in order to submit manuscripts of textbooks." Some states have prescribed fees which are to be paid while submitting manuscripts . . . . Almost all states have prescribed certain standard forms for the assessment of textbooks."

The quality of textbooks has improved, although the general standard of books still requires a lot of improvement. Due to the malpractices of the private publishers and defects in the textbooks, several of the states have nationalized the production of the textbooks and they have set up educational literature committees for this purpose. Some states have additional criteria; therefore, they have set up textbook panels.

It must be noted, that all the measurements taken by state governments are steps in the direction of improving the quality of textbooks. For further improvement it is essential that the talents at the national level should be encouraged to produce textbooks. The NCERT has also taken steps to produce quality textbooks with the help of the scholars available in the country. According to the recommendation of the Review Committee appointed by the government in January, 1968, all the existing separate committees were abolished and a new

79 Pal, p. 302.
Publications Advisory Committee was formed to deal with all the problems. It should be the policy of the committee that a textbook is continuously revised and that it is up-to-date. It is sincerely hoped that with the combined efforts of the Central and State Governments the goals for good quality textbooks will be accomplished.

Examinations

The evils of the examination system are known to everybody in India. Lately it has become a matter of concern as it occupies an important place in the system of education. The examination is significant, because it helps the student to decide what courses to take for higher studies. It also marks a definite stage, where a student has to decide whether to pursue college education, seek employment or enter into a vocation.

As a device to measure human capacities it has proved most unsatisfactory. "Rank failure, necessary evil, and gamble are some of the epithets commonly used to describe it." The reports of numerous studies conducted by several communities and commissions reveal that examination is not a reliable device, and it has harmful effects on the system of education, particularly on secondary education. It leaves a doubt in the minds of millions: if, examination measures the results of instruction accurately; what are its effects on the academic, emotional, mental, physical and personal life of the student and how far does this device meet the goals and objectives of education?

^Bhatia, pp. 267-268.
There are serious flaws in the system as far as its reliability and validity are concerned. It lacks uniformity as standards vary from one examination to another.

It is also questionable, if examinations measure, what they are expected to be measuring. In India, it seems it is more a test of reproduction and reorganization than of understanding and application of knowledge to various problems. According to Singhal, the routine type of questions which require rote memorization and not thinking will reduce the device to a test of reproduction of information.82

The system of examination worked satisfactorily in the past, when opportunities for higher education were restricted. But today the trend is somewhat different. The educational outcome and objectives are measured in terms of pupils' attitude, behavior pattern, understanding and ability to apply knowledge in various situations.

The educators of today are concerned about the whole development of the child. It is not only the intellectual, but also social, physical and emotional aspect of his life. Today, the extension of educational opportunities is for all. More stress is laid on the interests, abilities and needs of the pupil and the outcomes, according to Bhatia such as attitudes, skills, appreciations, and behavior patterns, cannot be tested by the existing system of examination.83

The examination still holds the traditional view of education; while


83 Bhatia, p. 269.
so many changes have taken place in methods and instructions of education.

The effect of examination on students is often very demoralizing; it is like a nightmare that millions of students dread to go through every year. It is not only the student body but also the parents, teachers, administrators and even friends and relatives who have to live through the horrors of examination. The students are entirely at the mercy of those external examiners who have no knowledge of the student. If the student fails then he is the victim of shame, embarrassment and condemnation.

Singhal writes "the stigma of 'fail' also amounts to a slur on the individual, which he would never be able to forget in his life."

It causes great emotional strain and has a harmful effect on the mental and physical health of the pupil. Every year there are reports of unsuccessful candidates who commit suicide. The judgment of the external examiner can make or break the future of the candidate.

Teachers live under the dread of examination, as most of the time their promotions depend on the success of the candidates. The whole educational program is geared towards the examination results. The majority of the students who fail, would discard their education because they simply cannot afford to stay in school for another year. The effects of emotional strain on mental and physical health of the students are often harmful.

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84 Singhal, p. 228.
The system has encouraged malpractices such as guess papers, use of unfair means, blackmail, threats and manhandling of the supervisory staff. There is a growing concern and several measures have been taken to eradicate some of the flaws and defects of the examination system. To counteract the evils of malpractices the Examination Board has taken several measures which vary from place to place depending on the nature of the problem.

The education and examinations need to be shaped according to the needs of the society. Instead of the rigidity and uniformity, the examinations should have more flexibility and variety. Several studies conducted by various boards in India show that 40 per cent of the candidates appearing for secondary examination and approximately 55 per cent of the candidates appearing for the high school exam fail every year. Such students lose interest in education and they drop out of school.

The Mudaliar Commission considered it as a serious problem affecting the lives of millions of people. The Commission made important recommendations on external examinations and the internal school examinations. This reform was initiated in 1958 by the Union Ministry of Education, and it marked a nationwide program of examination reforms. The operational machinery for the program was known as the Central Examination Unit. This unit was transferred to the National Council of Educational Research and Training in 1961 by the Ministry of Education. Since then the program is being operated by the N.C.E.R.T. The examination reform program at present has spread to the whole country.

The main target of the program is to improve the examination, in order to make them:
(1) reliable and valid to measure pupils growth and
(2) powerful instruments to improve the teaching and learning
process.

Elaborating the functions of the objectives Sirivastava writes
that the traditional form of examination system has influenced both
teaching and learning. But the above objectives indicate that the
reform program is aimed at:

1. Minimizing the role of memorization, so that application
   of knowledge, understanding and critical thinking is not
   neglected.

2. Eliminating subjectivity and chance arising "from the
   roles of the paper-setter, examinee and examiner".

3. Discouraging undesirable teaching and study practices;
   the traditional set of examination system does hinder
   and in a way encourages selective teaching and selective
   study habits.

4. Making evaluation continuous: The reform system aims at
   continuous evaluations throughout the year other than
   testing the student only once or twice a year. Evaluation
   is a continuous process, hence it helps compare achievement
   at different points of time.

5. Attempting a broader coverage of pupil growth: The tradi-
   tional system of examination completely neglects pupils' 
   attitude, interests, personal and social qualities. They
   only try to cover the academic aspects of student growth.
6. Reducing the strain caused by examinations: The teacher and the student both are the victim of great strain caused by examinations. The continuous evaluation process throughout the year will help to reduce that unnecessary strain and tension put upon parents, teachers and the students.

7. Exploiting a large variety of testing situations: The examination reform scheme encourages a wide variety of testing programs. This is necessary because it covers the wider areas of pupil growth. "A natural outcome of this is that a large number and type of techniques and tools of evaluation have also been pressed into service."

8. Using examination results for a variety of purposes: The reform program plans to use the test results not only for grading and certification but also for improvement.

9. Improving the mechanics of conducting examinations: The program also aims to improve and reform the organizational set of examination, so that they test what they are meant to test.

Observation techniques, oral tests and practical examinations have assumed importance in the new scheme. Since the new program of evaluation aims at covering several important aspects of student growth, there is a need for the use of a variety of techniques such as

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interview, anecdotal records, check list and rating scales. The move-
ment of new concepts and techniques of evaluation has now spread in
more than 12 states. The cooperation of education agencies at the
state level has given a stimulus and direction to the examination
reform program. The Board of Secondary Education published a good deal
of material on evaluation and sponsored several investigations and
studies concerning various problems in examination. According to
Srivastava and Dave, "Examination reform program is based on the speci-
fic needs of each of the states," and it includes aspects such as
training programs, research studies, development of material and con-
sultative services, which will help to bring out the expected reforms.

The diagram below gives an idea of the multi-dimensional tasks
under the program.

86 H.S. Srivastava & R.H. Dave. "Examination in Secondary Educa-
tion" in The Fourth Indian Year Book of Education (New Delhi: National

87 Srivastava, p. 242.
Among the coordination program are the organization of yearly conferences and seminars for the officers in charge of evaluation programs in the states. The clearinghouse collects and disseminates information about the progress of the programs in those states.

The efforts undertaken are encouraging and have helped in creating an awareness and favorable climate for the implementation of the reforms. It is a sincere hope that efforts fed into the reform program will prove of great value to the next generation.

A great deal of attention has been directed in recent years to the techniques of revitalizing classroom teaching in Indian schools. Basic education was intended to revolutionize all life and activity in the primary school and draw out the best in the child's body, mind and spirit. The Secondary Education Commission devoted an entire chapter in its report to dynamic methods of teaching discussing the objectives of the right techniques and values of various activities, methods and ways in which these methods and techniques could be adapted to suit different levels of intelligence. Considerable efforts have been made during the last decade through seminars, workshops, refresher courses and summer institutes to introduce teachers, especially those at the secondary stage, to new techniques of instruction.

The use of audio-visual aids has been on the increase in urban schools and even television has been brought into the service of classroom teaching in Delhi.
In a modern society where the rate of change and the growth of knowledge is very rapid, the educational system must be elastic and dynamic. It must give freedom to its basic units—the individual pupil in a school, the individual teacher among his colleagues and the individual school within the system—to move in a direction or at a pace which is different from that of other similar units within the system without being unduly hampered by the structure of the system as a whole.
C. Possible contribution of a program of guidance and counseling to education in a changing society

Today, India is finding itself in an era of new social demands and pressures. The aims of education are being reconsidered by educators in the light of the impact of science on culture. It is being widely accepted and believed that good quality of education should enable the individual to know himself, to realize and understand his assets and his shortcomings. The ultimate aim of education is to help the student become a productive and useful member of society. This requires the recognition of the potentialities of each child so that his skills and talents can be developed fully. This can be possible if a suitable guidance program is developed as an integral part of the school system.

The complexities of the society and the growing youth in the changing world have led educators to become aware that instructional programs alone cannot enable a school to achieve the aims and objectives of education. Education alone can not help to develop all the unique potentialities of the individual as preparation for life. Guidance, as a profession, is closely related to curriculum, instructional procedures and to the school administration. "Like these other aspects of the educational process, guidance has its functions in several disciplines, it draws insight and methods from psychology, sociology, anthropology, philosophy, economics and perhaps some other areas of knowledge. It is not however, a branch of any of these disciplines." 88

88 Mehta, p. 371.
Guidance, according to Mathewson, is an educational setup, it is "a systematic, continuous, professional process of assisting individual pupils with particular needs and problems in the areas of school progress, personal social relations and educational-vocational orientation." Guidance is concerned with helping the student to discover and understand his potentialities, and his needs. Thus guidance, writes Brewer is coming to be regarded as an inseparable part of the educational process. Guidance is an adjustive and developmental process. It helps the individual to make the adjustment to the current situations and to achieve self-realization. Guidance is thus an important instrument of educational process.

Guidance is the process of assisting an individual through his own efforts to discover and develop his potentialities, so he can achieve personal happiness and social usefulness. The aim of guidance is personality development, realization of self and social adjustment. Thus there is much that is common between education and guidance in their objectives and purposes. This has led some educators to consider guidance as synonymous with education. In distinguishing the scope of guidance and education, A.J. Jones writes, "All guidance is education but some aspects of education are not guidance, their objectives are the same--the development of the individual--but the methods used in education are by no means the same as those used in guidance."

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In actual life it has been observed that students upon finishing their education often have problems in making proper adjustment to the real ethics of life. As a result they are not happy and contented with the life in which they are placed later on. With the growing complexity of modern civilization our society has been changing fast and education cannot help being influenced by all these changes in which it is set. In the past education was more academic and theoretical; it ignored the practical aspect of life. In order to improve the conditions of students, education should be provided according to their interests, abilities, intellects and aptitudes. The aim of guidance, according to Bhattacharya, is to promote the growth of the individual through self-direction; therefore, it is vitally related to every aspect of the school, the methods of instruction, curriculum, community and home relations.

Guidance seems to be a means of achieving the educational objectives which deal with developing the varied capacities of the individual and equipping him with the necessary knowledge, skills and ideals by which he can enjoy a richer personal life and thus contribute to the well being of his society. Guidance is an instrument of education, it is an aspect of the educational process which is specifically concerned with helping the pupils become adjusted to the present situation and to plan his future in life with his abilities, interests and social needs.

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Modern trends in guidance emphasize the view that guidance is not a specialized service which is added onto curriculum and co-curricular functions of the school but forms an inseparable part of the educative process. Thus all teachers are guidance workers. Guidance is a service which should be involved in any teaching situation. As Wrinkle and Gilchrist put it, "Teaching without intelligent guidance cannot be good teaching and guidance without good teaching is incomplete. Teaching and guidance are inseparable." 

Modern trends in guidance emphasize that guidance is an integral part of the total process of education. The objectives of guidance are synonymous with the objectives of education. Guidance is mainly concerned with helping the individual to achieve self-development and to make the best possible adjustment to life. Guidance is concerned with the welfare of the individual as well as that of society.

In the past life was simple and children did not require much guidance, but things have changed tremendously and there is a pressing need for guidance to become an essential part of education. Supporting the same view Kochhar writes that, "Guidance of individuals for optimum adjustment in their total environment is one of the recognized life needs of modern education. Today as never before, a necessity is being felt for making a well-organized program of guidance an integral function of the secondary school." 

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Let us analyze some of the reasons responsible for the increasing importance of guidance program, and its contribution to education.

1. **Complex nature of society**

   In the last decade or so, vital changes have taken place in the social, political and economic structure of the society. This has definitely made the plain and simple life more complex and confusing. Modern youth are subjected to greater strains. They need guidance in order to make proper adjustment to the change.

2. **Individual differences**

   There is a conscious awareness that no two individuals are the same and that each individual is different. They differ in mental, physical and emotional characteristics and schools must consider and respect these differences. Each pupil is an independent personality and has a right to develop as an individual. "There is a need for an analysis of individual traits for the purposes of education."\(^{96}\) It is inescapable that schools take individual differences into consideration. Because of large classes differentiations it is a difficult task, but it can be facilitated by providing guidance specialists on a larger scale than heretofore.\(^{97}\)

   The establishment of multipurpose schools providing for diversification of curriculum to suit the varied abilities and needs of pupils has given new impetus to guidance and counseling and has helped educational guidance assume an added importance.

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\(^{96}\)Ibid., p. 2.

There is a definite need for proper analysis of individual traits in order to help students choose their own course of action. "The entire philosophy of education thus stands changed and this calls for the need of guidance." 98

3. Lack of guidance at home

In the past the family always provided vocational and educational guidance to its children. Thus guidance was simple as the son took over the trade of his father or learned the same profession. There was considerable stability in this pattern. But now the industrial and economic outlook has changed the whole picture. Simple life has become more complex and confusing and it seems difficult to cope without the help of guidance services. The home and the community no longer feel adequate to meet the challenge of these times. This imposes heavy responsibility on the school. In the words of Nanda and Sharma, "because of specialization and lack of education on the parts of the parents, we are feeling the need of guidance. The responsibility of the school has increased that way to meet the need of guidance." 99

4. Delinquent children and juvenile offenders

The offenders ranging between the ages of 7 and 16 are classified as juvenile offenders. There could be several reasons for delinquency. A social behavior could be the result of an unhappy home situation, a sense of inadequacy, lack of appropriate school curriculum (too easy or too hard), personal or social problems, and the need of attention or recognition. All these problems cause a negative attitude. If these

98 Nanda and Sharma, p. 9.
99 Ibid., p. 8.
types of students are recognized at an early stage, guidance services can be of great help. A guidance counselor or a guidance oriented teacher will be able to detect and understand the causes of problem behavior. In this way the guidance program will help to eliminate such problems.

5. Proper allocation of courses

When the high school curriculum was a single unilateral type, students did not require any guidance. They simply pursued the prescribed courses. The high school only prepared students for colleges and universities with the introduction of diversified and elective courses, one needs to chose subjects according to one's aptitudes, abilities and interests. Moreover our educational system has to be geared to our economy which is steadily becoming diversified.

India at present, is at a stage when an equitable distribution of our potentials and talents is most essential for the integrated development of the economy. A balanced economy requires qualified scientists, engineers, doctors and businessmen. Proper allocation is necessary and according to Kochhar, "this can only be done through a good program of guidance." 100

6. Discrepancy between marks and aptitude

The widespread discrepancy between students' school marks and scholastic aptitudes indicates the need for courses suited to various levels of ability, for more individualized instruction and for adequate motivation in school work.

100 Kochhar, p. 2.
7. Mobility of population

Increased industrialization has changed the social pattern in India. A large number of people from different states are migrating to the new factory areas. Such mobility will bring together people coming from different backgrounds and speaking different languages. This will require guidance in school, in order to prepare the youth to adjust to the emerging new blends of people. Kochhar elaborates the point and says, "It will be extremely unfair to the immature, innocent child, unarmed and unaided, to expose him to chance influence. To turn tomorrow's generation loose in a dynamic social pattern without help in developing a wholesome attitude towards change will be an act of educational omission."101

8. Growing up in a fast changing society

The present society in India is going through a rapid change. Industrialization has introduced thousands of new jobs that require professional skill and training. It is the special function of counseling to guide the student in terms of his vocational interests, aptitudes and abilities. The guidance services will provide the information regarding the world of work and also what kind of training is required for it. Proper guidance needs to be provided to all those who are getting education, so that they can make wise decision in choosing an occupation which will bring personal satisfaction.

101 Ibid., p. 607.
9. Conservation of human energy

A country like India can only make progress if we have the right person at the right place. This will assist in making the proper use of our manpower and the vast natural resources our country has to offer. This purpose could only be achieved if we have an organized guidance program in our school system.

10. Congested cities

Because of industrialization and rapid development, the population is moving from villages to big cities. In these cities the people have to live in crowded living conditions where children pick up bad habits from others; therefore, it is necessary to provide guidance to these young children.

The wide range of personality and behavior problems prevalent in schools, the high percentage of school failures, and the problem of waste and stagnation all focus our attention on the need for making guidance and counseling services an integral part of education.

Thus educational guidance will help the individual to know about his potentialities and how to make the best use of the school program. The children need to make adjustments not only to curriculum but also to classmates and the teacher. The guidance program will contribute to the problems of adjustment of youth. In a school setting it would be unnatural to expect conditions in which there will be no problems. Wherever there are children, there will be problems. Nijhawan points out that there are problems everywhere—in the family, in the school, in the neighborhood and in the society. These problems can be tackled
with the help of guidance services in the school system."102

A good program of guidance is a must in the country. It will improve the educational standard and will check the stampede for college education. It will assist individuals to plan their future careers wisely according to their interests and potentialities. It has become almost a must to make organized guidance program an essential part of educational program starting from the early school stage.

There was a time when the educational world represented a conflict between two philosophies. Intellectualists believed that mental discipline and development were the sole reason for education, while the personalists believed in the development of the whole individual. Currently the weight of opinion is definitely in favor of considering a student as a whole individual. It is the whole person that is admitted to the school and so the school has a responsibility for the education of mind, body and character. The guidance point of view is a philosophy of education which puts emphasis upon the over-all development of the individual rather than upon his intellectual development alone. The rapid technological and industrial development, tremendous growth of population, vocational changes, specialization of functions, sharp increase in school enrollment, expansion of the world of work, provision for curricular activities, enrichment of educational activities, and a concern for the early identification of interests and potentialities have made an organized guidance program the most important need of the day.

We need to evolve either our own guidance program or at least adopt the best aspects of the American System suited to our needs. The guidance program has to be an important part of the educational scene if educators are serious about improving the quality of education. Guidance is needed for meeting today's problems of adjustment and development, academic difficulties, choice of subjects and careers. For this reason guidance has a lot to contribute to education and it must become an important aspect of the total school situation.

Modern civilization is changing so fast that much of what the youth learns today becomes outdated tomorrow. The old and traditional concepts of Indian culture are going through drastic changes and unless guidance services are provided in school, pupils will soon find themselves in deep water. Guidance programs therefore can no longer remain the poor relation of secondary education, but must occupy an important place in the national system of education. Through the help of guidance services, the individual must develop the confidence that he can shape his own destiny and need not succumb to the inevitability of social, political and economic changes that are taking place in India.

If a guidance program is properly organized, it can make people aware of their abilities and potentialities and will enable them to make proper adjustment to the changing society. It can make effective contributions to the lessening of social, racial and economic tensions. Gupta writes that if education is to be of any value to pupils and the community then guidance services, such as testing and counseling should be provided to every pupil in the school. Selection of jobs
suited to one's interest and aptitude should be considered essential." \(^{103}\)

Kochhar, emphasizing the same view, writes, "today as never before, a necessity is being felt for making a well-organized program of guidance an integral function of the secondary school." \(^{104}\)

Speaking about the great educational waste in our country, Rao states that, "I have no doubt that one major reason for educational waste in this country is the lack of educational and vocational guidance. This is an important reason why our system fails. I think guidance is an extremely important subject which has to be dealt with in a much bigger and fundamental way than it has been dealt with so far." \(^{105}\)

Guidance services have a much wider scope and function than merely that of assisting students in making educational and vocational choices. The aims of guidance are both adjustive and developmental; it helps the student in making best possible adjustment to situations in the educational institutions and in the home and at the same time facilitates the development of all aspects of his personality. Guidance, therefore, should be regarded as an integral part of education and not a special psychological or social service which is peripheral to educational purposes. It is meant for all students not just for those who deviate from the norm in one direction or the other.


\(^{104}\)Kochhar, p. 1.

It is also a continuous process aimed at assisting the individual to make decisions and adjustments from time to time.

One of the major purposes of guidance is to help each student gain the greatest possible benefit from the schools which he attends. It should help him to develop his special talents and abilities, to form good habits, to be able to plan his future school program and to appreciate spiritual and moral values. This all will be possible, writes Norton, when the school administration accepts a philosophy of education which recognizes the changing needs of the individual and the society, pupils' interest, inclinations, abilities and the desirability of relating the educational program to them. Then the importance of a guidance program is so clear that it becomes an integral part of the school programme.106

D. Study of Needs and Problems of Students in Order to Determine Specific Need for Such a Program

"Human beings are in a continuous process of change, in a state of becoming. They might fittingly be spoken of as human 'becomings' instead of human 'beings'. Individual are unique; no two persons are exactly alike. This quality of uniqueness plus that of dynamic growth makes an understanding of all adolescents and of each particular adolescent both necessary and difficult."107 The word 'adolescent' is derived from the Latin verb adolescere, meaning to grow. It is a period when


an individual approaches the culmination of his mental and physical growth. It is a period of transition from childhood to maturity and from protection to self-determination and independence. The adolescent period usually creates confused feelings. It is a period when the individual terminates the long period of infancy and at the same time enters into the period of self sufficient adulthood. Chronologically the adolescent period lasts from twelve to twenty four years of age.

The writings of G. Stanley Hall, specially the two monumental books published in 1904 on this subject, drew attention to the important fact that adolescence was a problem period. His studies inspired others to study and research more and more about the adolescent -- their needs, problems and adjustments to the various facets of life. There was a time when youth did not have so many problems; life was simple and they engaged themselves in work quite early in life. But in the past decade or so, due to industrialization and universal education, striking changes have taken place. The youth has more leisure time and more problems to cope with.

Our society is in a state of transition; the old traditions and customs are giving way to modern trends. The new habits are still in the process of evaluation. According to Rao, sex is becoming a more disturbing factor among young people and the traditional and social values are at stake. As a result, the majority of the student population is feeling bewildered, confused and unsure of itself. Emotional problems are increasing tremendously and unfortunately they are neither identified nor treated. "Hence the need for counseling in educational institutions specially at the adolescent age in the later years of the
high school and the earlier years of college." Successful and well organized guidance services have a great deal to do with academic efficiency, social, mental and emotional stability. From this point of view the guidance and counseling program has an important place in our educational system.

Adolescence is a period during which the teenager remakes his personality. He actually lives in two overlapping worlds, namely, childhood and adulthood. Amin writes "Sometimes he is more of a child and less of an adult and at other times, less of a child and more of an adult. In reality he is neither. Therefore his behavior is characterized by lightning changes of mood; he is a mass of seeming contradictions; as sensitive as radar, as idealistic as the world's worst optimist."109

The adolescent period brings in its wake a tremendous and rapid physical, mental, intellectual, and emotional changes in the individual. "Circumstances in their environment, interacting with the instability of this stage of growth, often cause marked changes in their behavior, unfavorable or favorable. All these involve a great strain for the adolescent to go through this stage. It is for this very reason, the


period of adolescence used to be given the names like 'rebirth' or renaissance of which strain and stress form the major component.\textsuperscript{110}

The theory of stress and strain has been discarded today. It is now believed by psychologists and educators that the difficulties and problems are the direct result of restrictions, inhibitions and limitations imposed on the individual. Kochhar writes,

Objective research in this time has brought to light the fact that adolescence does not necessarily and inevitably have to be the period of stress and strain leading to frustration and psychological problems. The theory of stress and strain has been abandoned today. It is now believed that adolescence is culturally determined, that the amount of difficulty is a direct function of inhibitions, restrictions and limitations imposed by the culture on its adolescent members and to only a very small degree biological changes in the individual.\textsuperscript{111}

Guidance is based on the fact that human beings need help. Every one needs some kind of assistance at one time or another. Some need it occasionally, while others need it constantly throughout their lives. Young people need assistance more than the adults do. In viewing the adolescent from the developmental aspect, "as a person whose abilities and potentialities are unfolding,"\textsuperscript{112} one must give attention to the areas of needs. In guidance the need of the individual are of primary concern. These needs must be observed and recognized in order to help the individual grow fully according to his potentialities.

\textsuperscript{110}Kochhar, p. 263.
\textsuperscript{111}\textit{Ibid.}
\textsuperscript{112}Hamrin and Erickson, p. 44.
Before discussing adjustment problems, it will be worthwhile to study some adolescent needs. We must remember that "it is the 'whole' child that goes to school and the educational process cannot affect one area of his life without affecting other areas."\textsuperscript{113} It is the judgment of many people today that school should assume greater responsibility for the long-term welfare of the pupils who attend it. They are concerned about the needs of the student and the development of the youth.

**Needs of Adolescents**

1. **Desire for recognition and social approval**

   Normally, all persons irrespective of age have a desire for approval and recognition from their peers. Recognition is the need to be noticed and to become known, to be identified as an individual and to be regarded as an important human being.\textsuperscript{114} This desire, however is particularly strong in the adolescent. For getting the social approval he will even risk his life. Harrin and Erickson write that, "used properly, this urge is one of the finest motivating forces that could be placed in the hands of a teacher. He should, however, be careful to use it constructively, and as seldom as possible in a negative way."\textsuperscript{115}

2. **Need for security**

   The feeling of security, for personality integration, is the first essential. Adolescence is a period of personality development

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\textsuperscript{113} Ibid., p. 69.


\textsuperscript{115} Ibid., p. 65.
and the desire for security and being wanted must be satisfied. He needs assurance that his contributions and presence are welcome in the group. The school, therefore, should help him to belong to some group where his worth is recognized. This will definitely help him to experience the sense of success and achievement.

3. Desire for success

Every adolescent has a desire to gain success in all the activities that he undertakes. Successful experiences in educational programs, both curricular and extra-curricular, can help him to make proper adjustment, while failure and disappointments can disintegrate the whole personality.

4. The need for independence

Taneja writes that since adolescents have to assume adult responsibilities in the near future, "the need for independence should be exploited to achieve that end."\(^{116}\) They, therefore, should be given opportunities to assume adult responsibilities. If this privilege is not given, there is every likelihood of undesirable reaction. They may rebel against the authority of the parents or else they may even become overdependent. The teacher bears the major responsibility; he must have the sympathetic understanding of their needs in order to help them properly. It also requires careful planning. The entire maturation process must be a gradual one "in which each new task is undertaken after the successful completion of a task which served as a preparation for

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the new one."¹¹⁷ Opportunities should be provided to achieve independence gradually and progressively.

5. **Desire for the new**

   The adolescent is rarely interested in the routine program. Adolescence is a period of awakening--social, mental, emotional, spiritual, sexual. His thirst for the new and different urges him to be adventurous and try the strange and unfamiliar. This desire can be successfully satisfied if the teacher arranges excursions and trips and helps them to participate in them actively.

6. **Self realization**

   This is the need to grow and function at one's ability level and the desire to grow in self insight and self understanding so that the plans each student makes are based on a knowledge and understanding of his strengths, weaknesses, interests and abilities. It is a desire "for increasingly better accomplishment within the limits of one's capacity."¹¹⁸

7. **The need to be understood**

   The adolescents also have the need to have a sympathetic rapport with parents, friends and relatives. They have the desire to feel free in expressing and communicating their thoughts and problems to others without jeopardizing their personal status or affection.

8. **The need for knowledge of the world of work**

   This need stresses the understanding that there are many types of honorable employment, that a rapidly increasing number of jobs

¹¹⁷Hamrin and Erickson, p. 67.
¹¹⁸Ibid., p. 508.
requires general education plus specific training in varying degrees, and that it is essential to plan carefully for one's career, both in terms of job opportunities and job requirements.

9. **Group Adjustment**

There is a need for opportunities to function as a member of a group to gain experiences which will foster social growth and adjustment and the ability to establish and maintain good peer relationships. In a society like ours which consists of various communities and linguistic and religious groups, it is all the more necessary to develop values, feelings and attitudes that develop a comprehensive and cosmopolitan outlook. The guidance program will be able to help the individual to understand his proper place in a secular society.

Needs, according to Horrocks, are the instigators of one's behavior, "When a need is unfilled the individual is in a state of disequilibrium and is driven to activity to either fulfill the need or find a substitute for it. When a need is fulfilled the individual regains equilibrium, a state towards which normally functioning organism strive." 119

**A Survey of Adolescent Problems**

As we have seen before, i.e., adolescence is a period of transition and it involves social, intellectual and psychological changes in the individual. These changes in his life are fraught with problems which need to be studied and investigated carefully. The period of

119 Horrocks, p. 518.
transition is likely to be accompanied by potential difficulties and problems. Studies show that adolescents not only have problems, but they also begin to be aware of them and feel an urge to solve them. In solving them, they need guidance and help. Proper guidance at this stage can make the life of an adolescent easier and happier.  

Due to the modern and more complex ways of life, the study of the problems of adolescents is assuming a greater importance than ever before. The school should have a sound understanding of the teenager's problem, so that effective remedial measures may be taken. A survey of these problems would immensely help the school administrator as well as the guidance personnel. The students need teachers with sympathy for understanding of their problems and a concern with a recognition that each student is a person of dignity.

1. Discrepancies between achievements and abilities

It is commonly observed that very few people are working up to the limits of their abilities and potentialities. This becomes a problem when, according to Williamson, the discrepancy is such that a nonachiever gets into academic difficulties leading to the possibility of an enforced termination of his educational career. This gives the student a feeling of failure.

The guidance services should be available to him. According to, Nijhawan, in tackling difficulties and bottlenecks whether caused by

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emotional and psychological factors or by setbacks in his pursuit of
different educational subjects or by a lack of aptitude and interest in
a subject, the first step is to pinpoint the difficulties and unearth
their causes. If this is done correctly, help and guidance can go a
long way in pulling up his achievements.\(^{122}\)

2. **Home adjustment problem**

Adolescents are full of energy and often the home adjustment
problems arise because parents are not able to meet all the needs. His
resentment of his parents inhibiting his freedom of action also creates
several problems. Kochhar writes that "Youth is ready to incur risk,
upset things, take a chance. Age with less vigour and less time to
venture new, clings to things as they are. Hence youth tends to be
radical and age to be conservative."\(^{123}\) The parents and the teachers
with the help of the counselor can have a better understanding of their
problems.

3. **Emotional problems**

Emotional problems are increasing in their frequency among the
student population. These problems are neither identified nor treated
in our country. The emotional disturbances in the youth are due to a
rapidly changing society and widening social experiences. The students
need guidance in developing constructive expressions of his emotions.'
Emotion is an energy and if it is channeled properly, it can be of
constructive use, otherwise it may lead to acute disturbances of the

\(^{122}\) Nijhawan, p. 24.

\(^{123}\) Kochhar, p. 266.
individual. According to Chandran, emotions "are like vast power magazines, they are like oil fields, they can either subvert or serve the ends of a country, anybody can throw a spark and precipitate voluminous consequences." 124

4. **Sex and co-education**

The rapid development of co-educational institutions is creating moral and personal problems among the students. The sudden mixing of the two sexes and a little more freedom in our schools have created some grave problems. "Adolescence is the time of emerging hetero-sexual interests that bring complexity and sometimes conflict to emotions and activities. Sooner or later an adolescent's sexual drive impels him or her to seek the attention of more nearly peerage numbers of the opposite sex." 125 The youth must learn how to establish mature and healthy relationships with the opposite sex. The parents and teacher must become aware of this need. Traditional values and restrictions imposed by our society make it difficult to make proper adjustment to the needs and urges which are the natural outcome of maturity. A program of guidance and counseling must exist in the educational system to help the youth of the society to adopt a mature attitude towards sex.

5. **The problem of unemployment among the educated**

In a changing society like ours, the question of finding a vocation of one's own choice has become a matter of concern for the parents as well as for the young people. Due to technological and industrial

125 Kochhar, p. 261.
changes new and more complex occupations have emerged in every field. It is sad that most of our unemployed come from the educated class. "A serious feature of the situation is that a large percentage of the employed graduates are not employed in jobs for which they are trained—unemployment among the educated implies wastages of a heavy investment by the nation in training its manpower." The Employment Exchanges maintain a long list of applicants, but unfortunately due to lack of technical and professional background, they cannot be hired. On one side there is a great demand for trained people to fill the jobs and, on the other hand, there are hundreds of educated people who are without a job. There is something wrong somewhere. This requires adequate vocational guidance to all those who are being educated.

6. **Problem of waste and stagnation**

The educators are greatly concerned over the failing standards in education and the consequence of heavy human and material loss. Studies show that each year some 30 to 40 per cent of students drop out of the schools due to lack of educational planning and proper guidance, a majority of the students fail to make satisfactory progress. A good guidance program becomes necessary in order to identify those students who may not have the potential for education. They should be guided to different areas on the basis of their abilities. Therefore, guidance can render a great service to the individual as well as to the society and thus reduce the amount of frustrations and human waste.

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7. **Personal values and decisions**

It is one of the major functions of the school to help adolescents formulate a satisfying philosophy of life by providing situations and guidance that will give them opportunity to think through problems for themselves. They also need to formulate personal values and goals of life. They need help in order to make a wise choice for an occupation. Guidance services must be provided to save them from frustrations and disappointments in life.

8. **Cultural tension**

Over the ages, the cultural continuity has contributed to the identity of its inner structure. The traditional values, beliefs, rituals, and ceremonies contributed to the growth and unity of Indian civilization. But we must not forget that high culture was only confined to a small group of people and the masses were there to make this culture possible. It is only recently that due to modernization and rise in the standards of living, that same culture is being enjoyed by the lower strata of society. This has caused anxieties among the higher classes and specially among adolescents coming from that background. In this period of anxiety, confusion and crises, society and the school have the right to seek help from guidance services.

9. **Overdependence on the part of the student**

The individual who remains closely tied down to the family, into the late adolescent period may present the problem of immaturity and lack of confidence. According to Ross the symptom of this problem may be apparent in not being able to make decisions, assume responsibility,
10. A difficult transition to independence

In the case of transition to independence, the parents are usually the dominant factor. They demand complete obedience from the child and thus control all his activities. The educational and vocational plans are prescribed by the family without any consideration to his interest and abilities. This type of situation makes it difficult for the adolescent to assume control over his own conduct; thus, it creates family conflict and builds up problems of a prolonged nature for the individual.

This definitely requires the services of a counselor who can help parents and the child. The modern youth no longer want to be considered and treated as a child. Growing up in India today is a confusing business. In the words of Bakke, "India is in the throes of becoming a modern nation for participation in which the historical


128 Hamrin and Erickson, p. 67.
experience of her people is in inadequate preparation. Finding or developing one's self as a youth on the threshold of adulthood, in a way adapted to life in today's and tomorrow's India receives little guidance from the traditional objectives and process of growing up in India of yesterday.\textsuperscript{129}

Growing up in India is becoming difficult for the Indian youth, because as Bakke writes, "it is a process carried on in a society which itself is in a process of transformation, a transformation that must necessarily result in redefining of the status and role of adults and which consequently introduces new and unfamiliar opportunities, requirements and restraints into the process of maturation."\textsuperscript{130}

The rapidly changing requirements of life, industrialization, and modernization of the country are rejecting many of those familiar ways which worked in yesterday's India.

11. Changing attitudes towards religion

In India, religion plays a very important part in one's life but there is evidence that modern youth are not as religious as their parents. Religion does not mean much to them, and it appears that they are losing faith in religious rituals and belief. The religion is being challenged by the rapid social changes and the younger generation finds it difficult to be guided by their moral values. This again is a shattering experience for the young generation and they require guidance to understand the spiritual and moral values and re-establish


\textsuperscript{130}Ibid., p. 199.
their faith in moral and spiritual values and its significance in life.

There is obviously a very close relationship between the needs of adolescents and their problems. One of the main obstacles in the way of helping them is the fact that many teachers are unable to identify these problems. It is most essential that teachers have a better understanding of the reality of the problem. Rao writes,

I therefore feel that the idea of providing educational and vocational guidance to students is an extremely good one. Our students are facing very many problems today. When a rural boy comes to an urban area, when a boy from one region moves to another region, when a girl who has never been to a co-educational school before is sent to one -- all these persons need help. In all such cases you can explore the student's personality, you can find out the student's fears, doubts and frustrations and offer some assistance to them in handling their problems. 131

All this supports the evidence that there is a tremendous need of an organized guidance program in secondary school systems. It is a very important field, which is as yet not very advanced in our country. "I feel that educational and vocational guidance has an important role to play in the conservation of human resources." 132

131 Rao, p. 84.
132 Ibid., p. 87.
Summary

Chapter II presents a review of the literature relevant to the social changes in the structure of the society. They are: the caste system, joint family system, the changing role and status of women, family planning, marriages and divorces.

This chapter also reviews the literature regarding the direction of educational changes in India. In the post-independent period there has been a tremendous expansion and progress in all stages of education.

It also contains information about the possible contribution of a program of guidance to education in a changing society and the study of needs and problems of students in order to determine specific need for such a program. There was a time when life was simple and youth did not have so many problems. But in the past decade or so due to universal education and industrialization, striking changes have taken place. Now the adult world is much more complex and frightening. As a result the student population is feeling confused, bewildered and unsure of itself. In consequence there is a need for a well-organized guidance program which can help the high school student to understand his potentials and point out opportunities within his capabilities.
A. Organization of the guidance and counseling program

It is now realized all over India that a good program of guidance services is very necessary. There was a time when education was regarded as teacher-centered, but during the last two decades or so, with the impact of psychology on education, it has become increasingly pupil-centered. Industrialization is making it necessary to fit the right individual to the right job according to his aptitudes, interests and abilities. Taneja writes that "this type of education can be successfully given if guidance bureaus are established all over the country to help students know their abilities, aptitudes and interests to acquaint them with the possible job opportunities, and to help them to plan for their future."

A well-organized guidance program is one of the essentials of a good school, if it is to make its impact on the total growth and development of the individual for whom it is intended. Downing, a well-known exponent in the field, has stated that "the guidance services, like any other phase of the educational program, requires initial planning, a structure upon which to build, dedication by staff members, and a
commitment of the school to the concept of service to young people. The aim of maximum student development can be fulfilled as careful, serious attention is given to organizing the guidance service and as appropriate action is taken to keep it functioning properly. Its effectiveness with students depends upon the insight, knowledge and skills of the school staff."

The success of the guidance program depends mainly upon organization, administration and supervision. Organization of the services involves getting the right person into the right places at right times, with enough materials to function. Administration of the services involves keeping the communication clear, open and flexible. It will assist the people involved to have less difficulty in getting situated. Supervision calls for providing professional leadership in the attainment of goals and objectives. Little and Chapman state that supervision

... aims towards effecting needed changes in the nature of schools' services to pupil, in curriculum, and in methods, by helping each professional worker understand basic reasons for changes and by aiding each person in the mastery of new techniques which he must possess, if desirable changes are to be effected, thus preserving his individual integrity. Such responsibilities are primarily those of secondary school principal."

Freedom and flexibility should characterize the program. "A commitment to an organizational pattern actually permits greater freedom and certainly more effective action, than would exist in an unstructured setting." Guidance is the function of the whole school, therefore, it should be recognized as an integrating force by all associated with

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4Ibid., p. 248.
it. It is then, a function and a responsibility shared by all and should be so administered.

The effectiveness of the guidance program will largely depend upon the extent to which the program is successfully implemented. Its success or failure will depend mainly on the personnel involved with it. If the personnel have the knowledge, training, tact, foresight and professional skill to handle the problems, the program is sure to be a successful one; otherwise it is bound to be a failure.

One of the modern aims of education is "an all round harmonious development of the individual." Now more emphasis is laid on the social, physical, intellectual, cultural, moral, and emotional development of an individual than ever before. Dev, emphasizing the same view, writes: "The emphasis on the subjects studied in the school is being decreased. Now the child has come to the forefront by becoming the monarch of the educational realm and the teacher has receded to the background."

There are two schools of thought concerning the guidance function. One school of thought supports the view that guidance work is the job of the instructional staff, that is teachers; the other supports the point of view that specialists should handle the guidance program. Supporters of the first school of thought fear that provision for a separate guidance program will make the instructional staff believe that


6Ibid., p. 11.
it is none of their responsibility to perform the guidance function so that all problems and needs would be immediately referred to the specialists. The supporters of the second school of thought believe that untrained teachers would do more harm than good to the individual who needs help. Taneja feels that both schools are right in their own views. "Guidance is a special field and for its effective functioning, the cooperation of many people is needed . . . . As such the activities of the whole staff must be coordinated and these should be supplemented by the activities of the specialists." Guidance services in school can be an integrating factor for the various areas of the curriculum. It can help to link school and home, teacher and pupil, and parents and child.

The nature and size of the program of guidance services will depend upon the facilities available. It may also vary from school to school. Guidance is an all inclusive program and it aims to help pupils to achieve their optimum growth; therefore, efforts should be made to meet the needs of as many students as possible. It will meet its purpose if each school develops the program in keeping with the needs of its students. Taneja holds the view that "the organization of guidance programmes should never become machine-like, otherwise the human values of guidance are lost. Hence all schools should think in terms of guidance programmes that will meet the needs of bringing about the greatest possible growth in each individual pupil." The school is

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7Taneja, p. 137.
8Ibid., p. 139.
established because there are children and an adequate guidance program should meet the needs of the children of that particular school. Blanchard and Flaum write that "the guidance program organization should have the children as the top echelon."^9

In developing a plan for the organization of guidance, it is a safe policy to keep organization as simple as possible and to have different parts of the program grow out of the actual needs of the system. Jones believes that "a complicated machinery often seriously interferes with the real function of the work, it sometimes takes so much time and money to run the machinery itself that the actual guidance of the student is neglected. We should never lose sight of the purpose of the machinery--to help the individual."^10

Among the various organizational plans for guidance services developed by secondary schools, three general approaches can be identified, according to Erickson and Smith.^11

1. In some schools, guidance services are performed by the administrator and the teacher, in the course of their other functions, with no time assigned specially to guidance.

2. There are other schools where guidance functions are assigned to selective instructional staff, who are released from teaching duties for a part of each day. This plan is generally known as the teacher counselor plan and it is the most common form of organization.

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3. The third plan requires a full time counselor who has no teaching obligations. "Under this plan the counselor is expected to be more thoroughly qualified as a specialist than are the teacher counselors."12

Plans for the organization of the guidance services should be judged in terms of the specific community and the specific school. According to McDaniel, "The criterion to be applied is this: does the plan meet the desired objectives? Does it meet the conditions demanded by the school situation— with consideration for such factors as size of school, amount of transiency, educational objectives of the community, qualifications and interests of the staff, funds available, general characteristics of the student body, and cultural pattern in the community."13 No one type of plan, therefore, can be devised for all schools.

The basic step in developing a guidance program "is that a sound program depends upon the initial step of clarification of purposes and the decision to work towards definite objectives, procedures vital to the development of a successful guidance program. To be successful the guidance program must have the acceptance and working support of a large majority of the staff."14

12 Ibid.
Coordination is another factor which has been recognized as one of the major principles in the organization of guidance services. In our country from time to time measures have been taken to implement this principle; however, there is a good deal of scope for a better coordination, between the various authorities responsible for guidance programs. In fact there is a great need for an active collaboration and cooperation between various agencies for carrying out the program successfully.

The present chapter aims to describe how to organize guidance services. Before explaining the methods, it appears necessary to study why organization is essential.

Need for Organizing Guidance Program

The organization of a guidance program is necessary because of the following points:

1. The organization will help in coordinating the work of the many instructional staff members who will be involved in the program. The work of each member will relate to the other in order to fulfill the goals and objectives of the program.

2. It will facilitate the training and skills of the individual staff members. Recognition of their special skills will provide an opportunity for them to use these skills in the program.

3. The organization will help in maintaining good human relationships.

4. The organization will save time and effort.

5. It will help the school and the community to understand the social, physical, academic and emotional characteristics of the
individual and his needs such as the need for recognition, affection and a feeling of belonging.

6. It will improve classroom relationships between teacher and pupils through such devices as observation, tests, case studies, interest inventories, sociometry and interviews.

7. It will help the individual to make adjustment not only to himself and family, but also to the community at large.

Some elements of organization

We must fulfill the following conditions in order to run a guidance program more effectively.

(1) Allocate funds - The state department or school must allocate funds and must make some provision for it in the budget.

(2) Proper physical facilities - The effectiveness of the program in the school largely depends on proper facilities. One must have a special room for guidance (and an adequate supply of furniture and other equipment).

(3) Adequate personnel - Guidance is the function of the whole school. As such the activities of the whole teaching staff should be coordinated. The following, however, have a special part to play:

a) the principal,

b) the classroom teacher,

c) the psychologist and

d) the school physician.

(4) Time - Nanda and Sharma write that a "special period should be provided in the school schedule of every class for guidance."

Numerous and varied factors and conditions would determine the organization of guidance services in a school. The main objective of the program should be the maximum growth and development of the individual and "the whole program should be organized, keeping in mind this purpose, how best this can be achieved." 16

**Essential Requisites**

Kochhar writes that "guidance is not a celestial plant that may take root in any soil. The ground conducive to its growth has to be provided. Some requisites have to be provided to develop and organize guidance programme in school." 17

The following requisites must be provided:

1. The administrators should accept the program as an essential function of secondary education.

   The administrators should be convinced of its need and utility, for providing the maximum development of the individual. If the head of the school develops a faith in the worthiness of the guidance program, then it will be easier for the staff and parents to accept, understand and appreciate the program.

2. Leadership by a professionally trained person is essential.

   It may be his job to coordinate the program and do individual counseling, says Kochhar but it is only a trained counselor who can provide leadership and offer counseling service of a specialized

16 Taneja, p. 138.

nature.  "If the services of a professionally trained leader are not available, much that may be done in the name of guidance may be of limited nature or even useless, and some of it may prove harmful to the recipients."  

3. Arrangements should be made to enlist the support of the parents.

In order to make the program move effectively, it should be built around the needs and problems of the children. The support and understanding of the parents is very essential. They should be oriented to its needs and utility in the school. This purpose could be achieved through the parent teacher association.

4. Cooperation of the teaching staff must be secured.

Since guidance is the function of the whole school, the guidance worker must be assisted by the staff in the implementation of the guidance program. The organization must be functional, understood, and agreed upon by the teaching staff.

5. A good guidance program is dynamic, developmental and flexible.

"In order to remain current, and meet the developing requirements continuously, the program should change as needs change."  

Once these basic requirements have been met, it will be easy to implement the program.

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18 Ibid., p. 40.


20 Kochhar, pp. 41-42.
Principles of Organization of Guidance

The organized program of guidance services depends upon adherence to some basic principles which serve as guidelines in establishing and conducting the program. No one type of administrative plan can be devised for all schools, since the organization of the program must be in accord with the needs of the local situation. Several experts in the field have stated general principles to be considered. According to Arthur Jones, the following are basic principles in the organization of a guidance program.

1. The guidance services should arise out of the needs, interests and purposes of the student population.

2. The guidance services should be continuous process, and it should serve all the youth.

3. The guidance services should not only deal with specific needs and problems, but it should be concerned with the 'whole' individual and his total environment.

4. The organized program should not only deal with specific problems of serious nature, but also with root causes of such problems.

5. The program should deal with all aspects of pupil problems.

6. The program should provide the services of specialists. These specialists, besides contributing to the guidance program, should continuously help in strengthening the school personnel and assist them in their problems.

7. It should provide adequate information regarding educational and occupational opportunities.
8. All guidance should be directed towards pupils' self-direction and self knowledge.

9. An effective guidance program should be an integral part of the total school program.

10. The program should enlist the interests of each member of the teaching staff.

11. It should be kept as simple as possible.

12. The program should provide leadership for coordinating the school and community's activities.  

Davis suggests the following as principles of organization:

1. Any organization of personnel services must be subordinated to the function for which the service is intended.

2. The organization of a pupil-personnel program should be set up after a thorough study of the entire pupil-personnel situation.

3. Any school system should be organized with the minimum of machinery for the services expected.

4. In the organization of a school for personnel services small emphasis should be placed on special functionaries who do not teach.

5. Proper organization should bring every teacher into the personnel program.

6. Building up an understanding of, and an enthusiasm for personnel work should always proceed the establishment of any considerable personnel program.

7. All teachers must be trained for the personnel job.

8. Proper records must be kept and used.

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Hamrin and Erickson make the following suggestions, which may prove helpful in developing an adequate guidance program.

1. The program should be organized in terms of the interest, abilities and needs of the students.

2. Guidance services should be provided to all pupils.

3. Guidance is concerned with the total individual; therefore, all pupil activities and experiences must be related and coordinated.

4. The program must be organized to enlist the interest and abilities of every staff member.

5. The program should be organized not only to cure and prevent the student problems, but also to provide them with rich experiences.

6. The program should plan and organize purposeful activities.

7. The program should be so organized that guidance specialists constantly seek to strengthen the teaching staff.

8. The guidance program should be organized to utilize the community resources in order to provide rich experiences to the pupils.

9. Personal contact and 'human touch' should be an integral part of the program. The program should enable the pupils to help themselves.23

Downing states that "an appropriate functional service is seldom a matter of chance. Considerable thought and efforts are prerequisites to any good service."24

The following are some broad organizational principles given by Downing:

1. Capitalize on the existing conditions and strengths within the current educational system.


24Downing, p. 40.
2. Organize guidance program to permit rapid change, flexibility should be the main characteristic of the program. Anticipate change in education.

3. Continuous emphasis on the concept that students need constitute the focal point of all activities.

4. That prevention is the main concern of the services.

5. Provide for referral and treatment for all students who are in need of special help.

6. Make an intelligent use of all the resources available to school.

7. Design all services to promote continuous growth and program of each student.

8. Utilize the abilities of the staff, parents and community resources in organizing and carrying on the program.25

In the development of the program the best idea is to keep the plan simple and to the point. The director of the pupil personnel services may then provide the necessary leadership. The staff members should be informed of the present status of the program and have their full cooperation for the organization of guidance in the school. The guidance workers should be free to perform their real function within the framework and they should be provided with all the possible facilities for carrying on its work. A well organized program is more fruitful and more economical to operate than a program conducted without any systematic planning. A sound organizational structure will lead to fruitful educational experiences for each student by which he might grow.26


26Ibid., p. 247.
The structure of the program is very essential because it provides the guidelines within which to work. Each program should be developed with the needs, strengths, weaknesses and resources of the school and the community in mind. A well organized program is more economical to operate and in our country we certainly need a well thought-out program before it is actually launched.
B. The functions and the basic principles of the guidance program

Guidance as a structural plank of the basic educational system in our nation is gaining in importance. National concern toward optimum development for each individual is growing. Physical, social, and psychological needs as well as academic development must be provided for in our schools. Because of its comparative youth, there exist many different concepts of what the guidance function is and how it may best be implemented within the school setting. These various conceptual philosophies are concerned, basically and mutually, with promoting self direction, which in the final analysis is motivation toward the development of a positive self concept. 27

The preceding chapter has demonstrated the need for specialized and organized guidance services in the schools and also pointed out that Indian youth today are continually confronted with a myriad of problems and decisions with which they are unable to deal wisely without help and guidance. Guidance is the means for providing this help. It implies the help of personal nature which is planned and organized to help an individual solve problems in daily life. Guidance then, in words of Glennen, is "the means of helping all the pupils in the school make intelligent choices, to understand and accept themselves, and to utilize this knowledge to achieve the optimal development of their abilities, potentialities and opportunities. Guidance helps individuals to plan realistically and to perceive themselves as

they are in relation to their worlds."\textsuperscript{28}

Crow and Crow elaborate the same point and say that "guidance then, is not giving directions. It is not the imposition of one person's point of view upon another person. It is not making decisions for an individual which he should make for himself. It is not carrying the burden of another's life. Rather, guidance is assistance made available by personally qualified and adequately trained men or women to an individual of any age to help him manage his own life activities, develop his own point of view, make his own decisions, and carry his own burdens."\textsuperscript{29}

Gilbert Wrenn, with his future oriented approach, expressed a similar view, as he wrote:

How well young people of today will meet the problems of tomorrow will depend upon their skills and attitudes and their resources of mind and character. How well prepared they are in these respects is primarily the responsibility of their parents and teachers. But in their development the professional counselor can have a constructive and useful role.\textsuperscript{30}

Hamrin and Erickson define guidance as "that aspect of educational program which is concerned especially with helping the pupil to become adjusted to his present situation and to plan his future


in line with his interests, abilities and social needs."31 Shirley Hamrin's definition of guidance as "helping Johnny to see through himself in order that he may see himself through,"32 is simple and practical but a thought provoking concept of guidance. To help Johnny or any other individual to see through himself may not be an easy task, but once the guidance services have helped him to realize the need of guidance, any further help will assist him to make a better adjustment to his problems and difficulties.

It is an admitted fact that guidance is continuous and is required in all aspects of life. It only helps an individual in analyzing, determining and understanding his interests, abilities, potentialities, strength and weakness and his intellectual capacities. Guidance is an essential help because it prepares the individual to solve the problems and to make a better adjustment of life. Crow and Crow state the same meaning of guidance in another way. "Guidance is operating whenever a child, adolescent or adult is helped in any way by another person or persons to come to a decision, improve his behavior, or change his attitude concerning people or things."33

Erich Fromm, expressing a social psychological point of view on the role of guidance, believes that social welfare can be enlarged by facilitating the optimum development of the individual. He says "virtue is proportional to degree of productiveness a person has

31Hamrin and Erickson, pp. 1-2.
32Ibid., p. 2.
33Crow and Crow, p. 15.
achieved. If society is concerned with making them productive and, hence, with creating the conditions for the development of productivity, the first and foremost of these conditions is that the unfolding and growth of every person is the aim of all social and political activities, that man is the only purpose and ends and not a means for anybody except himself."

The assumptions stated in the above definitions are recommended as the basis of organizing guidance services in Indian schools. They also enable us to reach the following conclusion about the exact nature of guidance.

(1) It is a help given to an individual.
(2) It helps him to solve different problems.
(3) It assists him to avoid maladjustment in the society.
(4) It helps him to become acquainted about his assets and qualities and realizes his best self.
(5) It enables him to make wise decisions and follow the right path without much guidance and direction.
(6) The individual is in a position to plan for the future on the basis of interests, potentialities, abilities and aptitudes.
(7) Guidance means providing assistance both to boys and girls of all ages up to their adulthood.
(8) Guidance, says Willis, "endeavors to help the young person tie all his varied experiences together in school, at home, in the community and to given them personal meaning for use in what Whitehead calls 'the insistent present'."

Functions of Guidance

Crow and Crow, talking about the functional aspects of guidance, state that, "as now interpreted, guidance touches every aspect of our individual personality—physical, mental, emotional and social. It is concerned with all of an individual's attitudes and behavior patterns. It seeks to help the individual integrate all his activities, using his basic potentialities and environmental opportunities." A related idea about the functional aspect of guidance is expressed by Downing.

If a guidance program is to justify its existence within the scheme of the educational program, it must accomplish tasks and perform functions not otherwise accomplished. It must provide services not normally made available in the conventional school program, and it must constitute a source of inspiration and direction for both students and teachers. The total educational program becomes meaningful as the guidance philosophy is accepted and promoted by the staff and as the guidance functions are performed.

According to Traxler,

... the point will bear repeating that guidance, as defined by those who approach the problem rationally, implies recognition and understanding of the individual and creation of conditions that will enable each individual to develop to his fullest capacities, and ultimately to achieve the maximum possible self-guidance and security, both economically and socially, This concept of guidance epitomizes our democratic philosophy. For basically it is democracy applied to the life of the school.

Mathewson asserts that "guidance is the systematic, professional process of helping the individual through educative and interpretive procedures to gain a better understanding of his own characteristics

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36 Crow and Crow, pp. 15-16.
37 Downing, p. 21.
and potentialities and to relate himself more satisfactorily to social
requirements and opportunities in accord with social and moral values. 39
Educators seem to agree that the aim of guidance is not only problem
solving, but more fundamentally an aid to self-guidance and self-
direction. The education Commission of India (1964-66) has recommeded
that the aims of guidance are both adjustive and developmental. About the
functions of guidance at the secondary school level, they state, "one
of the main functions of guidance at the secondary level is to aid in
the identification and development of the abilities and interests of
adolescent pupils."

The functions of guidance according to Crow and Crow may be stated
as follows: 41
1. "Discovering the real needs and problems of students.
2. Using information collected about students to adjust instruc­tion
to meet individual needs,
3. Developing among teachers a greater understanding of child growth
and development.
4. Providing such specialized services as orientation, individual
inventory, counseling, occupational information, group guidance,
placement, follow up of graduates and drop outs.
5. Conducting research which evaluates the success of the program."

39 Robert H. Mathewson, Guidance Policy and Practices (New York:
40 Government of India, Ministry of Education, Report of the
p. 239.
41 Crow and Crow, p. 16.
McDaniel and others have listed the following three functions which are expected to be performed within an organized guidance program:

1. **Adjustive function** - the program assists the individual students to understand and mature in resolving their problems and difficulties and to relate their needs to the real world of demand and opportunity.\(^{42}\)

2. The second function is to assist the school staff in discovering individual student needs and opportunities and "making these needs known to the student himself."\(^{43}\) This function is perhaps the most important one and it applies to all the students.

3. The third function is the adaptive function. It assists the school and its staff in understanding the importance of working closely with the community. Guidance counselors play a vital role in this function. They provide the data "which must serve as basis for curriculum thinking, and they can help curriculum experts shape courses of study which will more accurately serve their intended purpose.

**Basic principles of guidance**

Principles serve as guides in conducting program activities. Their observance contributes to the efficiency with which the program is conducted and to its effectiveness in serving the students. In order for guidance to effectively attain its goals, consideration must be given to


\(^{43}\)Crow and Crow, pp. 42-43.
the basic principles around which guidance activities revolve.

The following principles should be kept in view, according to Crow and Crow.

1. Guidance must take into consideration the all round development of the individual.
2. Individual differences must be considered in providing help to a particular child.
3. It should serve all the pupils.
4. It should keep in view the total social environment in which the individual lives.
5. Teachers and parents have guidance directed responsibilities.
6. It should try to solve the specific needs and problems of the child.
7. An organized guidance program should be flexible in nature. It should change and modify according to individual and community needs.
8. Guidance must be a continuous and longitudinal process of service to an individual from young childhood through adulthood.\footnote{Crow and Crow, pp. 42-43.}

Downing gives the following:

1. Guidance activities should be related to the total growth and development of the individual.
2. Guidance services should be provided to all the students.
3. All guidance services should serve as means to ends.
4. Adequate time should be provided for guidance services.
5. For effective guidance proper tools and facilities are necessary.

6. Every member of the staff should cooperate and should actively participate in the program.

7. In counseling and in using personal information the standards of the Code of Ethics should be observed.

8. Guidance is a continuous process.

9. All information regarding the individual should be properly used.

10. Adequate and proper training of the personnel work is very important.\(^{45}\)

The effectiveness and the success of the guidance program lies in the spirit in which these services are rendered in the school. The united efforts of the administrators, teachers and the guidance specialists will help to motivate the behavior of those who are participants in the program. The organized program has value not only for the students but also for the school staff, parents and the community. Principles can guide the school in providing help and necessary services for the students. An observance of these principles will result in a broad, comprehensive program designed to aid and stimulate youth.\(^{46}\)

\(^{45}\)Downing, pp. 13-15.

\(^{46}\)Ibid., p. 16.
If a man does not keep pace with his companion, perhaps it is because he hears a different drummer. Let him step to the music, which he hears, however measured or far away.

Henry David Thoreau
C. Functions, Characteristics, Preparations and Qualifications of the School Counselor

A counselor is a specialist and as such provides the necessary and required leadership in the whole guidance program of the school. In order to perform his duties efficiently, he should have the required training in the field of guidance. As a guidance leader, writes Kochhar, "he has to so apply his superior knowledge and skill that guidance becomes an integral part of the educative process. As an administrator, he counsels individuals and assumes the responsibility for producing therapeutic effects where needed."47

The counselor may also be the director of the guidance program. The nature of his work is determined by the size of the school and the availability of other special personnel on the staff. As Wrenn states, "The counselor is a specialist and a generalist. The counselor is a generalist in the sense of his being widely available to the total school population . . . . He is a generalist also in the sense that he should be acquainted with the complete scope of school referral resources and know how these might be utilized . . . . The counselor is a specialist in his specific knowledge of the student and in his ability to relate himself effectively to the student . . . . He is a specialist in the collection and interpretation of information about individual students and student populations . . . ."48

47 Kochhar, p. 52.

48 C. Gilbert Wrenn, p. 142.
A counselor is a resource person for teachers and parents. He should concentrate on the serious problem cases that require professional care and leave minor cases to the classroom teachers. Jones reports that "the counselor properly conceived, is a trained specialist and as such has certain definite functions in guidance."49

The functions of the counselor

The following functions, as stated in the "Guidelines for Implementation of the American School Counselor Association Statement of Policy for Secondary Schools" are referred to as the guidelines for developing an effective guidance program in the secondary schools of Punjab. Beside these guidelines the counselor should take into consideration the changing values of the society, the needs of the students and the specific situation of the school. The functions are listed below.

Planning and development of the guidance program: An effective guidance program in a school results from cooperative efforts of the entire staff in planning and developing the program. Parents, pupils, community agencies and organizations can also contribute toward these efforts. It is essential that the objectives of the program and procedures for meeting those objectives be clearly defined.

In planning and developing of the guidance program, the school counselor holds the responsibility to:

(a) assist in defining objectives of the program,
(b) identify the guidance needs of pupils,

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49 Jones, p. 502.
(c) assist in developing plans of action,
(d) coordinate various aspects of the program in a meaningful sequence of guidance services,
(e) assist in continued guidance program planning and curriculum development
(f) evaluate the program and assist other members of the school staff in evaluating their contribution to guidance services.

Wrenn points out four specific responsibilities of the counselor as (a) counseling with students . . . ., (b) consulting with staff and parents . . . ., (c) studying changes in the character of the student population . . . ., (d) performing a liaison function between other schools and community counseling resources and facilitating their use by teachers and students."50

Other functions of a school counselor are usually considered as providing counseling services, assisting teachers in discovering individual differences, assisting students with educational and occupational planning, providing professional leadership, providing placement services, participating in local research, consulting with parents and teachers about progress and special problems of the concerned pupil, reviewing and evaluating data on characteristics of individual students, and maintaining public relations.

It is apparent from the above listed functions that the counselor's job is more than just helping the students with problems. He is a liaison person, a coordinator and "a pivotal point for the whole guidance program."51

**Characteristics of a Counselor**

There have been many attempts to list the characteristics of a successful counselor. From the research on characteristics of an effective counselor, it seems evident that humanness of the counselor, sensitivity, his ability to relate to the counselee with self awareness, and spontaneity are more important than any theory or technique he can learn to utilize.

It is the characteristics of the counselor that play a significant role in his relationship with other school personnel. Patterson52 writes.

1. He (the counselor) possesses a body of knowledge about the psychology of human behavior, adjustment, learning and development, about psychometry, and about educational opportunities, economics and the job market.

2. His ability to develop warm, intimate relationships with other human beings is the 'sina qua non' of the job.

3. His major commitment is to individual clients rather than to the social system.

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51 Glennen, p. 16.

Polmantier indicates the following attributes:\textsuperscript{53}

1. The counselor should be able to fill a professional position in our society based upon demonstrated competence in his field.

2. He should be an intelligent person who possesses verbal and quantitative abilities sufficient to think, reason and solve problems with logic and perception . . . .

3. He should have interests that reveal a desire to work with people . . . .

4. He should manifest acceptance of self and the model aspects of his own behavior without 'using' clients to satisfy his personal needs beyond limits imposed by his professional role.

5. He must have some value commitments and understand and recognize them as they influence his counseling behavior in particular and his behavior in general.

Even though the research and the literature does not reveal any set prescriptions as to what the effective and successful counselor must be like, there are many experts in the field who have strong ideas as to what the desirable qualities of the fully functioning counselor might be. Beyond the identification of visible qualities are those of a less tangible nature, those which characterize the unique self, the would be or actually a practicing counselor.

Preparation

The training and preparation recommended for the secondary school counselor is likely to vary somewhat from state to state, since the state is the main agency which certifies the counselor. Tooker believes that "there can be no perfectly prescribed set of principles to guide training institutions in making their judgment on admission. One must accept this as in keeping with the present state of development. It is disconcerting, however, to find some institutions with so little concern for future consequences that they will admit practically anyone with academic degree without challenge and without serious regard to gross educational and personality deficiencies. The individual with a poor academic record should not expect great success in the area of counseling."54

Variations in counselor education programs are also common among the training institutions; however, they all require a Master's degree in education with background in sociology and psychology. According to Crow and Crow some states require pre-counseling teaching experience, teacher preparatory education, and background in economics, psychology and sociology. "The specific guidance courses generally required as fundamental preparation are: Principles and Practices of Guidance, Techniques of Individual Counseling, Counseling in Group Situations, Organization and Conduct of the Guidance Program,

Educational and Occupational Information, Analysis of the Individual, Testing and Measurement and Supervised Counseling Experience."\(^{55}\)

Stiller writes that a counselor must be highly trained in the techniques and skills of dealing with adjustment problems. This professional skill constitutes a unique discipline in itself which may be applied to any field of work. Thus the guidance counselor in the high school should be a psychologist or psychologically trained worker who can function any place but who happens in this case to be operating in an educational setting.\(^{56}\)

In March, 1964, at the American Personnel and Guidance Association San Francisco Convention, Standards for Counselor Education in the Preparation of Secondary School Counselors\(^{57}\) were adopted. It required competencies in the following areas:

a. The foundation and dynamics of human behavior

b. The educational enterprise and processes of education

c. Professional studies in school counseling and related guidance activities

(1) philosophy and principles underlying guidance and other pupil personnel services

(2) individual appraisal

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\(^{55}\) Crow and Crow, p. 96.


(3) vocational developmental theory
(4) counseling theory and practice
(5) statistics and research methodology
(6) group procedures in counseling and guidance
(7) professional relationships and ethics
(8) administration and coordination of guidance and pupil personnel services
(9) supervised experience

A review of similar requirements in several states reveals the following common elements:

1. Two or more years of teaching experience
2. A Master's degree or equivalent, in guidance training
3. Experience in an occupation other than teaching
4. Supervised internship or practicum as a part of the training
5. A multi-disciplinary approach to training, i.e., usually courses in education, psychology, and social welfare are required. The core areas of training generally include:
   (a) philosophy and principles of guidance; (b) growth and development of the individual; (c) methods of studying the individual; (d) use of educational occupational and personal information; (e) administration and community relationships (f) counseling and group techniques and (g) research and evaluation.58

In India, it is now realized that a good organized program is almost a necessity in the country. An effective and ideal system of guidance services requires trained guidance personnel. But unfortunately we do not have trained persons to carry on the job. We must train our teachers by providing them with the required education to carry out this program.

Mehta writes that "there is now a consensus of opinion among professional workers in India regarding the minimum training requirements for guidance personnel . . . . The counselor is expected to be either a trained graduate teacher or a Master of Arts in psychology, having in addition a post-graduate degree or diploma in guidance representing nine months, full-time training, including a considerable amount of supervised practical training. 59

The APGA's criteria for "Standards for Counselor Education in the Preparation of Secondary School Counselors: is quoted as the guidelines for the counselor training and preparation in India. These guidelines are intended as a tentative framework to be filled in by the training institutes, taking into consideration the needs of the school, the community and the society.

Qualifications of a Counselor

A good counselor possesses many good qualities. He should be a person of deep insight, intellect and conscience. He should have an

understanding of young people and their needs and problems. He should be an optimist who believes that there is hope for everyone. In addition to a counselor's professional training and work experience, Mortensen and Schmuller speak of the following as personal qualifications:  

(a) scholastic aptitude sufficient for post graduate work,  
(b) interest in working with people, (c) ability to work with people of varied background, and (d) personality factors indicating personal and social maturity, including sensitivity to others, tact, poise, a sense of humor, a freedom from withdrawing tendencies, the ability to profit from mistakes, and the ability to take criticism . . . . (Pleasing) personal appearance . . . good health, pleasing voice, magnetism and freedom from annoying mannerisms.  

Arbuckle speaks of a warm, understanding, compassionate and secure counselor rather than one who is self-centered, cold and insecure. The counselor should be a person who understands himself, his objectives and his definite attitudes. He is aware of strengths as well as his weaknesses. He supplies information whenever necessary, but he avoids taking the lead, and does not lose sight of the objective of helping the pupil to help himself. Ohlson, supporting the same idea, writes "he realizes the danger attendant upon his intruding into

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60 Mortensen and Schmuller, p. 409.  
the lives of others, while attempting to be helpful. He avoids telling the client to 'do as I would do if I were in your place.' Instead he tries to help his client see himself as he is and work through his own problems in his own way.  

A counselor should be courteous and reserved in his dealings at the time of an interview. He must have empathetic understanding and the art of taking the counselee into confidence in order to help him to talk freely about his problems. The counselor should be fully cooperative and must be honest enough to express his ignorance about an idea he does not know about properly. He should be able to adjust himself to the changing environment.

Dev suggests the following personality traits for a counselor:

1. He should be a man of wide interest
2. He should be interested in children
3. He should be interested in various activities in which children are generally interested
4. He should be interested in various informations regarding various occupations
5. He should be of optimistic nature and should never feel disappointed
6. He should be broad minded.
7. He should be frank in all questions and his way of talking should be comprehensive

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63Dev, p. 50.
8. He should have a charming personality
9. He should have a thorough knowledge of all the problems
10. He should have an art of knowing the hidden desires of the individual
11. He must cooperate with the school authorities.

McDaniel and Shaftel⁶⁴ emphasize the following core areas of training:

(a) philosophy of principles of guidance, (b) methods of studying the individual (observation, autobiography, interviews, tests and inventories, records, physical capacity appraisals, reports from professional resources, questionnaires, sociometric techniques, rating scales, anecdotal records, projective techniques, home visits and synthesis of data).

⁶⁴McDaniel and Shaftel, p. 449.
D. The Principal and the Guidance Program and the Guidance Functions of Classroom Teachers

The principal is the key official upon whose leadership the success of the school program largely depends. He is the person to whom the board of education, the superintendent of schools, teachers, pupils and parents look for educational leadership as it involves the unit over which he presides. In many respects the principal occupies a more strategic position than the superintendent of schools, not only he shares in policy making, it is he who interprets policies and it is largely through his leadership and by his efforts that policies affect practice in desired ways.\(^\text{65}\)

The principal occupies the key position in the school; therefore, he plays a very important role in the guidance program. The success of any activity or program to a large extent depends upon his attitude, his personality, his faith and interest in the activity and the influence that he exerts on his staff and co-workers. He is a leader and, in the words of Nanda and Sharma, "He is regarded as 'hub' in organizing guidance programme."\(^\text{66}\)

The following ideas appear to offer an adequate description of the responsibilities the principal of a secondary school needs to perform in the establishment and maintenance of an effective guidance program.

\(^{65}\)Wilson Little and A.L. Chapman, p. 262.

\(^{66}\)S.K. Nanda and Sagar Sharma, p. 22.
The responsibilities of the principal for the success of a guidance program are multiple. First, he must furnish personnel with the physical facilities and the opportunity to render guidance services. Second, he must furnish leadership in the development of school philosophy and a spirit of working together so that teachers are willing to help each other develop into more understanding teachers. Third, he must give leadership to trained guidance workers so that they can sell their services by giving service. Fourth, he must understand the nature and the development of pupils.  

The nature of his position as a principal requires him to assume the responsibility to help and assess the guidance needs of his pupils. Kochhar writes, "The teacher looks towards him for guidance when he is faced with a pupil problem, pupil looks towards him for guidance, for making a choice of subjects, or selecting a course of study; parents also look towards him for guidance regarding the study habits of their wards."  

Raymond Patouillet considers the important position the principal has in setting the guidance tone of the school.  

"It is the principal who takes the lead in setting the guidance tone of the school. He involves his staff in policy making, thereby letting them know that they count as individuals. His position as democratic leader demands that he release the creative energies of his professional team through activities aimed at professional development.


68 Kochhar, p. 48.
It has been said that 'we do unto others as we have been done unto'. This is especially appropriate in the field of teacher-administrator relationships. Teachers find it difficult to accept children as individuals if they themselves are not so accepted.\textsuperscript{69}

In the regular guidance program the principal plays a very constructive role. According to Zeran and Riccio,

The program of guidance services will flourish only when the administrator has the guidance point of view. The school board and the superintendent can make all the provisions necessary for guidance services, but the principal is the individual who can either make or break the program in his building. His task is one of planning, organizing and coordinating the efforts of all in order to place the appropriate emphasis on the guidance program.\textsuperscript{70}

The success and effectiveness of the program will also depend on the principal and how efficiently the colleagues are working. The principal should recognize that in the changed conditions of our country, providing guidance services in the school is a necessity. As a leader, the principal views the guidance program as a means of attaining the best possible development of the students as well as of the teachers. He is the director and the coordinator of the whole guidance program. His attitude towards the program is very important. He should, therefore, develop a faith in the worth of the guidance program. If he recognizes its value and potential for aiding students in their behavior development, chances are that service will flourish.


Henry J. DuPont alleges that good guidance must begin with good principal-teacher relationship. He also suggests that the principal assume leadership in appointing a guidance committee and making sure that the entire staff has a part in the development of the guidance program. As spokesman for his school, the principal, in addition to the above, represents and interprets the guidance program to the community.71

The principal has the responsibility to recognize the need for and the importance of an organized guidance program. He must play an active role in studying the purposes and the values of such a program in his school. He must support and provide leadership, otherwise little or no support will come from the teachers, parents and the students. He must know and understand his teachers in order to get their full cooperation for the program. Strang and Morris state that, "The wise administrator tries to present the positive concept of guidance individually to a teacher who has taken a negative attitude toward it . . . . The administrator also serves as a sort of supply depot for ideas, time, materials and special services."72

A comprehensive listing of the guidance functions of the school principal has been reported by the Kent State University NDEA (1959) Work Study Guidance Conference, as follows:

(1) securing staff for counseling that is professionally prepared; (2) seeing that the roles of various staff members in


the guidance program are defined and that the staff members are able to function in their roles; (3) delegating the responsibility for the actual operation of the program to well-trained guidance specialists; (4) providing adequate facilities and material; (5) making clear to the staff what the guidance program is, and providing actual encouragement and support; (6) providing class time for group guidance; (7) organizing a school guidance committee and encouraging its development as an advisory and policy recommending body; (8) promoting in-service education in guidance for the entire school staff; (9) encouraging constant evaluation; (10) coordinating guidance planning with other phases of educational planning; (11) providing for the interpretation of guidance services to the community and (12) consulting with teachers and counselors regarding specific pupil needs and problems.73

Downing specifies three separate functions of the principal stemming from his roles as 1) chief administrator, 2) coordinator of all school programs and 3) public relations man. By the administrative role Downing means the principal delegates responsibility to other colleagues for carrying out the functions of the guidance services. The coordinating role means the principal coordinates all school activities in order to get the maximum good from each service, and the public relations role has the principal keep the public informed about the progress and the current activities of the school.74

Crow and Crow give the following responsibilities of a principal in respect to the guidance program.

1. Knowledge and acceptance of the basic philosophy and principles of effective guidance services.

73 Division of Guidance and Testing (Columbus, Ohio: State Department of Education, 1960), pp. 43-44.

74 Downing, pp. 267-69.
2. Leadership in the organization and reorganization of the services.

3. Encouragement of a guidance-pointed attitude among the members of the entire staff by means of one or another form of in-service education.

4. Selection and assignment of qualified guidance personnel.

5. Direct or indirect supervision of guidance activities.

6. Provision within budgetary limitations of space, equipment and materials needed to implement the program.

7. Activation of periodic appraisal of the program's effectiveness.\textsuperscript{75}

The principal should provide active and informed leadership through self study of the goals and purposes of the guidance program. He draws plans and formulates policies regarding the organization of the program. He provides opportunities to staff, students and parents to discuss problems. He also makes sure that the entire teaching staff has a part in the development of the program.

The guidance program will be more effective if only the principal plays a very important role in the guidance program. The success will also depend on his interest, initiative, and on his healthy attitude in organizing the program.

His task is one of organizing, planning and coordinating all the activities and the efforts of all, in order to make the guidance program a success. The effectiveness of the whole program depends on

\textsuperscript{75}Crow and Crow, p. 86.
the interest and the leadership that the principal provides. Spear states, "Regardless of whether there is a special officer to direct the program, the principal's attitude towards the individual guidance of the pupils will be the factor that determines the teacher's attitude and practices."  

The effectiveness of guidance services in the secondary school also depends to a great extent upon the leadership and support given by the principal.

1. The principal helps the staff to develop a sound philosophy of guidance.
2. The principal endeavors to provide adequate physical facilities, materials and time for guidance practices.
3. The principal gives moral support and encouragement to the staff.
4. The principal works closely with the guidance committee and aids them in their interpretation to the staff.
5. The principal is the final authority concerning all guidance activities and policies within the building.
6. The principal serves as a liaison in all referral cases to social agencies.
7. The principal is the liaison between school, parents and community. It is his duty to interpret guidance services to the parents and community.
8. The principal is responsible for establishing an adequate staff.

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To be successful, the guidance program requires more than just the efforts of a school counselor. It is the principal who holds the major responsibility to initiate and encourage the program in his school. His strenuous efforts and healthy attitude play an effective role.

Based on the above discussion, the following role and guidance function of a principal as a helpful guide can be summarized to be used while organizing the guidance program for Secondary Schools of Punjab, India.

1. The principal has the responsibility to recognize the need and importance of an organized program for his school.

2. The principal provides the leadership as he accepts the philosophy that the school holds the responsibility for assisting all the students to become self-directing as they progress in their studies.

3. The principal recognizes that in the changed conditions in our society, providing guidance sources to students is a necessity.

4. The principal encourages a guidance-pointed attitude among his staff members.

5. The principal recommends to the authorities the employing of qualified counselors.

6. The principal helps the staff members to formulate a sound philosophy of guidance.

7. The principal provides the time and the facilities to the members of the guidance staff.
8. For successful implementation of the program, he forms a small committee and acts as a chairman.

9. The principal endeavors to work closely with the guidance committee, and help them in their interpretations to the teaching staff.

10. The principal provides time and opportunities for teachers to give them training through any one of the available in-service programs.

11. He assigns the school personnel, definite tasks, regarding the development of the program.

12. The principal has the important duty to keep the parents informed about the guidance services available in the school.

13. The principal provides encouragement and moral support to his staff.

14. The principal holds the final authority regarding all guidance activities, policies, referral to other agencies, within the school.

15. The principal assists the psychologist, the staff and the school physician in organizing the guidance program.

16. He provides active and informed leadership through self-study of the purposes, values and organization of the guidance services.

17. He encourages periodic evaluation and appraisal of the program.

18. The principal takes pride in his staff and their guidance efforts.
19. He holds conferences with the experts in the field and keeps himself up-to-date with the current literature on the subject.

20. The principal provides reading materials in the field, for staff, students and parents.

21. He makes sure that the entire staff has a responsibility in the development of the guidance program.
The guidance functions of classroom teachers

The teacher has to play an important role in the guidance program. He is the first pivot of guidance. It is he who has continuous contact with all the students in his class. Unless he cooperates fully, the guidance services can never become an integral part of the educational system. Rayburn, in speaking of this topic says, "Without the interest and help of each teacher the guidance program will be curtailed because every teacher must serve as a guidance worker if the students are to be able to develop their fullest potential."77 Arbuckle, who has always been at the front line in the fight for the guidance role of the teacher, states that the greater part of guidance work must be done by the teacher or not done at all.78

It is a known fact that most of the time failure and maladjustment results more from lack of proper educational guidance than from lack of ability on the part of the students. Unfortunately, there is almost no arrangement for such guidance in our schools and the students are left entirely at the mercy of fate and parents. Teachers pay little or no attention to their individuality. It is, therefore, very necessary that our schools should have guidance services available to the students. Strang supports this by saying that the entire


78Dugald S. Arbuckle, Guidance and Counseling in the Classroom (Boston: Allyn and Bacon, Inc., 1957), p. 56.
educational plant and program must be designed with the teacher's guidance role in mind.\textsuperscript{79}

D. Evelyn writes that "teachers are among the most important people in children's lives. An understanding teacher can help children gain satisfaction from realizing their intellectual, creative and emotional needs."\textsuperscript{80} It is the teacher who has the chance to observe the students not only in the classroom situation but also in the sports field and in the library. Strang and Morris believe that the teacher "has a chance to observe evidence of mental ability and special talent or of incipient problems or faultiness in development. Better still, the teacher has the opportunity to foster the child's natural curiosity, stimulate his intellectual understanding, help him to acquire knowledge and the listening, looking, and reading abilities that are necessary to acquire more of it, approve successive steps in his achievement in thinking, feeling and doing, and to quote Anatole France, 'make loveable those things that he ought to love.' Moreover, the teacher is the first to recognize severe personality problems and to refer them to the proper source of help."\textsuperscript{81}

The teachers are in a position to create possibilities for working with individual students by developing opportunities through informal interviews, curriculum and formal sessions with students.


\textsuperscript{81}Strang and Morris, p. 19.
Because of his daily contacts, the teacher is also in a position to detect early symptoms of any maladjustment in a child's behavior and draw to the counselor's attention. Zeran and Riccio discussed the important role a teacher can play in the total guidance program for the students. They believe that, "There is definite need for well-prepared guidance specialists in each school, but without the active cooperation of the classroom teacher, the specialist could not succeed, for the classroom teacher is directly and indirectly involved in all of the guidance activities of the students . . . . Every teacher is not a counselor, but every teacher is a member of the guidance team."82

It is true that the guidance program can only succeed if the specialists have full cooperation from the teachers. In many schools where there is only one part-time counselor, most of the counseling must be done by the teaching staff as it is almost impossible for one counselor to keep in contact with several hundred students and do the right job. Teachers, because of their unique position, are in closer contact with their students; therefore, "they are in a better position to provide the conditions needed for effective counseling than are other members of the staff."83

In addition to counseling, group work and information services, another function commonly given to the teacher is observation and appraisal of students. Caskey would like the teacher to learn

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82Zeran and Riccio, pp. 188-89

83S.K. Nanda and Sagar Sharma, p. 23.
as much as possible about every pupil under his direction both in school information and out-of-school information. Peters and Farwell name observation and appraisal as the number one guidance function of the teacher. The areas of such observation given by Gardner include interests, aptitudes, behavior patterns, goals, and family socio-economic status.

It is often difficult for students of high school age to understand why certain courses are included in the curriculum. The teacher can contribute to the guidance program by introducing the students to careers in his particular field of interest. The information about the careers will also give the student a deeper and more correct understanding of the opportunities open to him and it will help in planning a career.

It is true that learning about guidance philosophy, application of guidance techniques, use of cumulative records and diagnostic tests requires a considerable amount of training, but once this is accomplished, it can help the teacher to teach more efficiently. By using achievement and diagnostic tests, the teacher becomes better acquainted with the needs and abilities of the students and it helps him to see them as individuals rather than just a member of a group.

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The guidance responsibilities lie within the domain of the teachers. In order to contribute more effectively to the program, all teachers should know the guidance program available in the school. They should be well equipped to accept responsibility for guidance and must realize that each pupil has different potentialities. Stoops and Wahlquist believe that "just as the principal is the key to the total guidance program . . . so is the teacher the key to guidance in the individual classroom."^87

In addition to the above mentioned contributions, teachers are expected to assist in the guidance services in other ways. Shertzer and Stone suggest:

1. Teachers engage in child study and diagnosis. A thorough knowledge of pupil backgrounds, abilities and attitudes will help the teacher to see each pupil as an individual.

2. Teachers identify and refer pupils who have special needs. Teachers have the responsibility to identify the children with early symptoms of undesirable behavior before the situation becomes serious. "Teachers can be sensitive to such characteristics as emotional liability, extra restlessness, marked assertiveness, fears, emotional conflicts, inferiority feelings and many other behaviors which may indicate the necessity for special help."^89


^89Ibid., p. 406.
3. Teachers contribute to and make use of guidance records. The teacher is the key person to observe the behavior pattern of the child. The record of his observation will aid the counselor to understand and help the pupils in the most needed way. "To understand and help pupils the teacher examines and studies the data -- tests, school marks, health, vocational goals, activities, and the like -- available in cumulative records."90

4. Teachers help pupils develop effective study habits. The teacher can contribute to the guidance program by introducing pupils to the various specific study devices and by discussing their study problems.

5. Teachers contribute to educational and vocational planning and placement. A survey of the careers related to a particular subject will contribute in giving the pupil a deeper understanding of the career opportunities open to him and by discussing with him on individual conferences, the teacher will aid in planning a career. A teacher can make a definite contribution towards achieving guidance goals by organizing curricular activities which will aid the pupil to discover his interests. If all the curricular and co-curricular activities are integrated properly, then it will assist the teacher to orient and expose the pupils towards worthy guidance goals.

90 Shertzer and Stone, p. 407.
The teacher can also assist in the testing program by sending the pertinent information to the principal about test questions which are not valid. He also helps the new students to get acquainted with the testing procedure for objective tests before administering the tests. After every testing program he should help the pupils to learn about his strengths and weaknesses. Pupils showing low scores should be recommended by him for special help.

Nanda and Sharma believe the contribution that a teacher can make to pupil adjustments are innumerable. "Another type of adjustment to which teachers can and usually do, contribute is something known as problem of inconvenience, i.e., bullying, teasing, making noise, such problems being overt in nature, indicate serious maladjustment on the part of the pupils. The cumulative records particularly the less objective part of it -- may furnish valuable facts concerning the pupil behavior, and possible ways to modify it. Teachers have always helped this kind of adjustment, but they should remember that in all such cases, they can do a better job, if they utilize the information that can be obtained from complete and carefully kept records."^91

Based upon the above discussion, the following guidance functions of a teacher can be summarized:

1. gathering information about the child,
2. assessing the abilities and the achievements of the child,

3. studying pupils and their problems by daily observation,
4. locating the causes of their misbehavioral pattern,
5. sending pertinent information to the principal, parents and counselor,
6. implementing the decision of the counselor,
7. administering the test,
8. maintaining the cumulative and anecdotal records,
9. getting acquainted with the parents and encouraging them to attend the Parent-Teacher Association meetings,
10. developing contact with the community agencies,
11. helping students to learn better by improving instructional methods,
12. providing information about the world of work,
13. preparing case histories of problem students,
14. helping students to solve their problems,
15. consulting the experts whenever necessary,
16. winning the faith and confidence of the pupils,
17. accepting and understanding the students with whom he works,
18. helping the student to develop a healthy personality, so that maladjustment is avoided,
19. guiding the students according to their aptitudes, capacities and the needs of society and
20. helping pupils to make their educational and vocational plans.

It is an accepted fact that today's youth face greater problems and complexities in developing their potentialities towards satisfying
life work. It is more so in India where the unemployment has become a matter of great concern. The young people need help to understand themselves, their strengths and their limitations in order to make better adjustment to life. Surjit Kaur writes, "The trend of industrialization, although at a stage of infancy as compared to United States is picking up momentum in India, because of the governmental policies as expressed in the Five-Year Plans. An increased specialization of labour is leading to an interdependence among various agencies, e.g., social, political, economic and educational. The effective teacher in modern India cannot escape the influence of the rising complexities in the world of work and rapidly changing cultural values. He must contribute willingly and efficiently to the cause of guiding the talents of the youth in his classroom."92

E. In-service guidance training of teachers

In-service training is a device usually used as a method to continue the professional training of the teachers. Although many of them may have adequate training, still there will be a need for providing in-service education to all faculty members. Strang and Morris expressing this view write, "Teachers always need help in analyzing immediate local situations and finding ways to cope with them . . . ; The most important task is to gain understanding of children and young people. Each generation has its own problems of growing up. Each

The most recent concept which is responsible for drastic changes in the field of teacher training and education is the strong belief that teachers education cannot be served in one instalment. In order to be an effective teacher, he must be a life long student. His education is a continuous process and in order to keep it up to date he must keep abreast with all the new techniques and developments in his field. He must keep his students informed and must be skillful in studying children to discover their needs and help and accept each child no matter what his behavior is. The in-service program helps the teacher to keep alive and fresh. It rejuvenates the teacher and generates new warmth, understanding and new enthusiasm in his pupils.

Speaking on the importance of the in-service program, Chaurasia expressed grave concern and stressed that "it is universally accepted that the quality of the nation depends upon the quality of its citizens. The quality of its citizens depends in a critical nature upon the quality of their education. The quality of their education depends upon several factors -- home, inherited traits and attitudes of parents, financial support, buildings, books and equipment in the school, curriculum and methods of instruction. But the most significant factor is the quality of the teacher. Undoubtedly, the quality of the teacher is determined by the provision of adequate pre-service and in-service education."\(^4\)

\(^3\)Strang and Morris, p. 25.

In any guidance program in-service training is very essential to the effective development of that program. An in-service program helps to improve the abilities and understanding of those who are involved in the program. It also helps them to increase their skill in the techniques of the pupil-personnel services. The training helps the teachers to gain a deeper understanding of adolescents and their problems. Moreover it gives a significant meaning to all the information that they have collected and they are in a better position to help the students with their individual needs. The nature of an in-service training program should be determined by the needs and interests of the school staff.

Smith writes that, "In general, training the staff on the local scene tends to encourage the slanting of subject matter and committee projects to problems and needs common to the staff's own school . . . . Moreover, a consideration of factors involved in developing a guidance program assumes increased significance when applied to an individual's daily work situation." Andrew and Downing add that in-service training in the field of guidance will help the teacher in the following ways:

1. Helps the teacher to a better understanding of the students.

This can be done by providing for lectures and discussions on child and adolescent psychology, and by encouraging teachers to discuss the behavioral problems of their students and ways to cope with them.

2. Helps the teacher to develop better techniques of working with students.

This can be done by role playing which is a very effective method of getting to reality. Here the teachers are encouraged to put themselves in the place of a child, a parent or a teacher. This will provide an opportunity for the teachers to study the various ways of handling the situation.

3. Helps the teacher to contribute to and use records effectively.

The counselors are in a position to help the teachers through autobiographies, anecdotal records and through discussions on the importance of recording significant behavior and how the information can help the teacher to understand the individual better, in order to be able to meet his needs more effectively.\(^96\)

The plan of arranging teacher conferences is one of the most useful in-service training devices in the field of guidance. During such conferences, the teacher gets an opportunity to meet and discuss, frequently with specialists, related topics and helps teachers to acquire information on vocational and educational guidance. Through the help of a psychologist, the teacher can learn how to detect behavior difficulties in the early stages. These group activities help in building great confidence among the teachers.

Dunsmoor and Miller state that, "The teacher conference also

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\(^96\)Dean C. Andrew and Lester N. Downing, *120 Readings in Guidance* (Lincoln, Nebraska: University of Nebraska Press, 1955), p. 89.
leads to a better understanding and more extensive use of such guidance tools as tests and records. This is one of the best methods of making records meaningful to all those who use them. Teachers learn how to secure and interpret objective data and how to record information on permanent records in a form that really means something to them. It shows teachers how to report significant data to parents as well as to teachers." Conferences also help teachers to realize that they have an important responsibility for the welfare of their students.

Great emphasis should be laid on group work and group activities, seminars, workshop and conferences should be an essential part of in-service program. These seminars should be discussed under the guidance of experts in the field.

Tape recordings of individual interviews and the teaching situations can provide useful bases for discussions. Strang and Morris have affirmed the same as they related that members may listen to a recording of a gifted teacher in the process of guiding pupil learning and then they may analyze his method and apply it to their own classrooms. A recorded interview with an underachiever may help them improve their interview technique and gain insight into the motivation of this type of behavior.

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The group may also share their successful experiences and exchange ideas on effective methods of teaching in the class. Tape recordings, filmstrips, discussions of guidance situations, guidance manuals and other sources of information for guidance purposes "All have become part of our school's resources for the continuing education and guidance of teachers and pupils."99

Smith points out that, "The element of professional leadership may alter the nature of the in-service program. A program leader who has had wide experience as a guidance worker may assume responsibility for directing the school's in-service activities related to guidance program. Such an arrangement offers the advantage of leadership by a staff member who is in a position to be relatively familiar with the interests and needs of staff members."100

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99Ibid., p. 27.
100Smith, p. 106.
Summary

Chapter III discusses the organization, methods and procedures for the implementation of the guidance program. It also presents an effort to emphasize the compelling need and reasons for making a well-organized program of guidance as an integral function of the school. The essential requisites and principles of organization of guidance, the functions, characteristics, and qualifications of the school counselor, the principal and guidance program, the guidance functions of classroom teachers and the need for in-service programs for the school teachers have been reviewed.
CHAPTER IV

SUMMARY, LIMITATIONS AND SUGGESTIONS

A brief review of history of secondary education, its administrative system, and the needs and problems of young students caused by the social, economic, political and educational changes have been presented in the preceding chapters. Due to industrialization and urbanization the pressure has become great. The educators and the political leaders have become more aware of the need to implement the developmental programs of guidance.

Since India's independence significant progress has been made in industrial, economic, social, agricultural and educational spheres. The Fourth Five Year Plan laid greatest emphasis on the agriculture area, with prominent goals of economic self-sufficiency, industrial and agricultural progress and control of population. India is very keen to promote the social and economic welfare of her people. Much importance is placed on the role of education in meeting the social and economic needs of the country. The education should really prepare youth for their future academic and vocational plans. We have already observed that every individual is different; so this implies that education should plan for more individualized instructions in order to meet the individual educational and vocational needs of the youth.

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So far, although India has made tremendous progress in many respects, it is sad to admit that it has not been able to meet the personal, social, economic and educational needs of young people. The youth are under great pressure and in spite of all the progress in industrialization they are still being affected by hundreds of problems, the greatest of all is unemployment. It simply shows that there is definite lack of coordination between the interests, aptitudes, skills of students and the careers that students are pushed into.

In spite of birth control and family planning, the country is experiencing a rapid increase in population, and as a result, greater demand is placed on the educational system of India. Education, though made compulsory still remains the privilege of the rich. Lack of proper educational facilities, overcrowded schools, untrained teachers, traditional methods of instruction, the external examination system and above all, lack of good organized guidance services are undoubtedly some of the major causes of students problems in the country. Almost a decade ago the need of guidance services was officially recognized by the Government of India, and the same was affirmed by the Sixth Education Commission, which strongly recommended guidance services in all colleges and schools of India. But due to lack of trained personnel and funds the goal has not been met.
After analyzing the students' problems in previous chapters, we come to the conclusion that there is a strong need of guidance and counseling services in our school system, in order to help the young students to make a correct choice, according to their interests, aptitudes and abilities, and finally to help them to direct these energies into more constructive, fruitful and positive channels.

In India, unfortunately there is still a tendency among upper middle class people to force their own profession on their sons. As a result many of these students become very frustrated, unproductive, and unhappy in life. This all indicates that there is an urgent need of implementing guidance services at the secondary school level, so that students could be helped to choose courses according to their interests and aptitudes.

Information regarding the need and organizing of guidance programs in secondary schools in Punjab, has not been found in great quantity in the current relevant literature. Since a program of guidance in the secondary schools is relatively new in Punjab, it cannot be considered unusual to find a limited amount written about this area. It would seem pertinent, however to the growth of secondary school guidance to encourage research in the development and understanding of the guidance personnel and program at this level.

A sound guidance program can be more effective, when school recognizes the need for such a program, and when a better understanding and knowledge of the role of guidance in assisting all children and
youth is clearly understood, by all those who will be involved in the program. The success or failure of any program usually depends upon the attitude of people and the society for whom the program is intended. They must understand and accept the aims and the concept of the program. The best way to orient the parents about the guidance is to educate them in this direction and then associate and involve them with this movement.

The preceding accounts of the present status and development of guidance service of secondary schools in Punjab reveals that although guidance bureaus have been set up at the Center and in the States, the tempo of introduction of well-organized guidance services in secondary schools has been very slow. The introduction and development of such a program should be considered along with other priorities in education. The administrators need to become aware about the objectives and the nature of guidance in school systems and it should be recognized as an integral part of education.

Organizing Minimum Guidance Programs in Secondary Schools

To implement effective and well organized programs in our schools we must fulfill the following conditions first:

1. Provision for funds: The state department or school must make some provision for funds in the budget, to operate the program.

2. Facilities: The school must provide a special room for guidance worker or the counselor. In this room the counselor may keep all the significant and confidential material about the child. The room should be located in such a place where he can talk to the counselee peacefully.
3. Time: A special period should be scheduled in the timetable of every class for guidance. This will help in acknowledging the guidance program as an integral part of education.

4. Acceptance of guidance program by the school administration: The school administration should be convinced of the need and utility of the program. Proper orientation and understanding of the guidance services would help in securing a better acceptance and support by the administration.

5. Cooperation of the staff: The teachers must cooperate in the establishment of the program. The administrator or the counselor cannot perform the guidance functions alone, they have to get the assistance and cooperation of teachers in the implementation of guidance services. Teachers can definitely contribute by supplying the pertinent information for cumulative record cards and by helping the counselor in several other ways.

6. Support of Parents: Parents should be made fully aware with the need and implication of the guidance program. In order to make the program effective and successful, need for making parents guidance-minded is very important. The school staff should arrange to meet the parents in conferences; this will help them to have a better understanding of the program.

7. Leadership by a Professionally-trained Guidance Worker: Every school must provide a trained counselor. It is only he who can offer counseling services of a specialized nature. The counselor not only provides leadership to the program, but he also coordinates
the guidance activities and helps the teachers in collecting pertinent information for the cumulative records of the pupils.

The Guidance Committee

The principal holds the responsibility in appointing a guidance committee. The committee will consist of the counselor, two teacher counselors, a classroom teacher (sympathetic to the guidance point of view and willing to assume responsibility) the school physician, the psychologist, the president of P.T.A. and the principal as its chairman. This committee would lead the way to the formulation of school criteria for organized guidance.

The guidance committee, in their efforts to formulate specific criteria for their school should:

1. Study the needs of the school.
2. Encourage the application and use of guidance services.
3. Visit schools offering one or more guidance services which might be helpful in their own school.
4. Provide opportunity for discussions, seminars and evaluation of guidance activities undertaken.
5. Encourage and help the staff decide on the activities to be attempted.
7. Publish occupational literature and provide this material to the school staff, students and parents to read.
8. Maintain a guidance library and occupational and career material and tests, etc.
9. Hold periodical guidance meetings for educating the teachers and parents.

Adequate Personnel:

A guidance program is to be operated with the full cooperation of the whole staff. However the following have special roles to play:

a. The Principal
b. The Counselor
c. The Class Teacher
d. The School Psychologist
e. The School Physician

The role of the Principal

The effectiveness of guidance services in the secondary school depends to a great extent upon the leadership and support given by the principal. The role of a school principal has already been discussed in greater length in the third chapter. However the following role of a principal can be used as a guideline for secondary schools of Punjab.

1. The principal assists the staff to develop a sound policy of guidance.

2. The principal gives moral support and encouragement to staff.

3. The principal endeavors to provide adequate physical facilities, materials and time for guidance practices.

4. The principal works closely with the guidance committee and aids them in their interpretations to the staff.
5. The principal is the final authority concerning all guidance activities and policies within his building.

6. The principal is the connecting link between school, parents and community. It is his duty to interpret guidance services to parents and the community.

7. The principal serves as a liaison in all referral cases to social agencies.

8. The principal is responsible for obtaining an adequate staff.

9. The principal holds the responsibility for promoting in-service education in guidance for the staff.

10. The principal consults the counselor and the teacher regarding specific pupil needs or problems.

11. The principal holds the responsibility for supervision of guidance activities.

12. The principal must take initiative and provide leadership in the organization and reorganization of the guidance services.

II. Duties of the Guidance Counselor

The guidance counselor is at the center of the guidance program which involves the entire school staff. An effective and successful counselor should be able to carry out many guidance and counseling functions.

1. The counselor works closely with the teacher to detect any sign of abnormal behavior on the part of children whether of a positive or negative nature.
2. The counselor counsels with pupils newly transferred to the school.

3. The counselor helps teachers prepare case studies.

4. The counselor makes referrals to various social agencies which are available for certain kinds of desired assistance.

5. The counselor provides counseling service to all students who are referred by their teachers or who desire it on their own.

6. The counselor and the teacher may jointly have conferences with parents.

7. The counselor assists in planning staff meetings to promote the guidance point of view.

8. The counselor coordinates and integrates the work of the teacher and various other specialists who deal with the child.

9. The counselor encourages and assists in orientation of teachers to the guidance services.

10. The counselor initiates and organizes various guidance activities and provides professional leadership to the members of the committee.

11. The counselor helps the school staff in securing and interpreting the information.

12. The counselor assumes major responsibility for conducting follow-up studies.

13. The counselor assumes the responsibility for seeing that evaluation of the guidance program is continually being conducted at planned intervals.
14. The counselor assists the staff and the school in developing understanding and working closely with the community it serves.

15. The school counselor's clients include students, administrators, teachers as well as parents.

16. The counselor helps the pupil in realistic self appraisal.

17. The counselor helps the pupil in making adjustment to social, academic and personal demands of his school life.

18. The counselor encourages the choice and successful completion of a scholastic program that is consistent with the students' interests and abilities.

19. The counselor helps in job placement.

20. The counselor encourages students to enter some sort of training program after they finish their school education.

III. The Guidance Function of the Classroom Teacher

The classroom teacher should occupy a prominent position on the guidance team. He is in a position to study and observe the child systematically, therefore, he can provide opportunities for the child to develop himself.

1. The teacher must create a wholesome emotional atmosphere in her classroom.

2. The teacher must be skilled in locating the causes of misbehavior and maladjustment of the pupil concerned.

3. The teacher must cooperate in the establishment of school policies.
4. The teachers must collect pupil information and maintain the cumulative record cards.

5. The teacher must make use of the guidance personnel.

6. The teacher must provide opportunities for the maximum growth and the development of the child.

7. The teacher must develop contacts with the community agencies and with the parents.

8. The teacher evaluates pupils in terms of personal adjustment as well as academic achievement.

9. The teacher must be willing to use guidance tools to observe and study children.

10. The teacher must accept responsibility for his own professional growth.

11. The teacher must be aware of his own needs in the direction of good mental health.

12. The teacher will serve on specific guidance assignments including the guidance committee, orientation, follow up studies and evaluation.

13. The teacher should use the classroom situations to disseminate occupational information.

14. The teacher should take an active part in Parent-Teacher Association and should encourage the parents to attend it.

15. The teacher should assist the counselor in conducting various guidance activities.
IV. The School Psychologist

The duties and functions of the school psychologist are very much similar to that of the school counselor, except the psychologist is oriented towards a special child, whereas the counselor is oriented towards the normal child. The psychologist not only assists in identifying the typical cases, but also provides remedial program. His special training equips him to perform the following functions:

1. He deals with the problems of personality, and emotional and social growth.
2. He also assists the pupil with intellectual and learning problems.
3. He analyzes the problem cases and assists them in their adjustment.
4. He administers individual and group tests.
5. He conducts research in order to contribute to the program.

V. The School Physician

In any learning situation, good health plays an important role. The school must make provision for as many health services as possible. A small school may provide occasional visits of a physician, but a big school may have a physician and a nurse to take care of health problems. The functions of the school physician in brief are:

1. He provides medical check up for all school children.
2. He reports all health problems to parents, teachers and
to the principal.

3. He makes sure that all the pertinent information regarding pupils' health is utilized in the guidance program.

4. He helps the teachers in maintaining pupils' health records.

5. To improve the physical health of the pupil, he improves and conducts programs of physical hygiene.

6. He performs consultation services to the students and their parents on the health problems.

**In-Service Education**

The need for in-service training for teachers had never been felt so much before in Punjab as it is now. The in-service education includes all the programs and activities which will help teachers to gain better understanding of their pupils. A teacher must be skillful in studying children to discover their needs and problems and to help them.

In any guidance program in-service training is very important to the effective development of that program. It helps the teacher in the following way.

1. It enables the teacher to gain a better understanding of the pupils and their behavior.

2. It helps him to acquire and make use of better techniques of working with students.

3. It helps the teacher to learn how to record significant information and how to use that information for the better understanding
of the students.

The principal should encourage and make provision for the teachers to attend in-service training programs. To plan teacher conferences is one of the most useful in-service training devices in the field of guidance. It provides opportunities to the teachers to meet and discuss related topics with the specialists. They also learn how to record information and how to secure and interpret the objective data.

Great emphasis should be laid on group activities, seminars, workshops, conferences and group work as an essential part of the in-service program. The in-service program should be mandatory for teachers. The teachers must be provided with new materials, so that they can keep in touch with all the developments.

Limitations

The following problems and limitations might hamper the smooth development of guidance programs.

1. Attitude of the public: In the beginning, even if the schools are able to organize guidance programs successfully, they might run into opposition. The people will need to be oriented and educated about the purposes of a guidance program.

2. Financial problem: The state should provide adequate financial resources. This sometimes becomes a problem.

3. Administration: The principal might be reluctant due to fear of (a) public reaction, (b) financial insecurity, and (c) conflicting duties.
4. Lack of physical facilities: Many of the schools may not be well equipped with proper facilities.

5. Teachers: Classroom teachers may be reluctant to join in because of lack of training and time.

6. Parents: Some parents might be hesitant to let their children be exposed to counselors since in most cases career and personal decisions are traditionally made by the parents.

Suggestions for Promoting Guidance Services

1. Plan and conduct orientation seminars in order to help the teachers to understand the objectives and procedures of the guidance program.

2. The in-service education for the teachers may be conducted within the school building. The teachers should be encouraged to participate in group counseling conducted by the counselor.

3. The counselor should plan career discussions for the students in order to acquaint them with the world of work.

4. A close contact should be maintained with various agencies, specially with Employment office which can assist the guidance services by (1) providing occupational and labor market information, (2) cooperating in Planning Career Conferences and (3) assisting in referring students to various job openings.

5. Parent-Teacher contacts and relationships should be strengthened in order to ensure the support and acceptance of the community for a new program of guidance.

6. Provision must be made for individual counseling of all
students who have personal, educational or vocational problems and would like to talk over with the counselor.

7. School curriculum should be modified according to the changing needs of the students and the community.

8. Greater emphasis should be placed on the teacher's role in guidance. Teachers must realize that student guidance is an important part of their duty.

9. The guidance program must be tailored to suit the needs of the students in the school.

10. Group counseling can be helpful for providing educational guidance and occupational information.
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AUTOBIOGRAPHY

I was born and raised in India. I went to a mission school for my high school education. I attended Government College, Rupar, Punjab for my intermediate education and received my B.A. from Punjab University, Hoshiarpur in 1952. In 1953, I received my B.T. from Dev Samaj Training College in Ferozepur. After that I taught for five years in Plested Higher Secondary School, in Meerut. Then I came to the United States with the help of a brother and joined Montclair State College, in Montclair, New Jersey, where I received my M.A. in Social Studies in 1960 and certification in Guidance and Counseling in 1961.

Since I was here on my own, I had to work in order to support myself and also to save some money to continue my education. I worked as an assistant librarian for two years and also served as an Adult Program Director at the Y.M.C.A. in Paterson, New Jersey.

In 1964, along with my brother, I moved to Columbus, Ohio and joined the Guidance Department at The Ohio State University. After completing my generals I had another break in my studies. Since there was no source of income to continue my education, I had to go back to work. I worked in stores and then I served as a counselor (1970-1972) for the Youth Service Bureau for the City of Columbus. For the past three years (1972-1974), I have also been serving as a counselor in Cambria, Wisconsin, where I work with high school problem children.
After completing my degree, I am looking forward to work in a college or in a high school system or wherever there will be an opportunity to serve.