Proposed Guidance and Counseling Program for the Secondary Schools in Punjab State

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PROPOSED GUIDANCE AND COUNSELING PROGRAM FOR
THE SECONDARY SCHOOLS IN PUNJAB STATE

BY
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in partial fulfillment of the requirements for the degree Master of Science, Department of Education, South Dakota State University
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This thesis is approved as a creditable and independent investigation by a candidate for the degree, Master of Science, and is acceptable as meeting the thesis requirements for this degree, but without implying that the conclusions reached by the candidate are necessarily the conclusions of the major department.

Thesis Adviser  Date

Head, Education Department  Date
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INTRODUCTION

The late President Kennedy said, "The future of any country is irreparably damaged whenever any of its children are not educated to the fullest extent of their capacity." These words have great implications for guidance and counseling in the whole world.

Before giving any further information, it is better to know something about Punjab State. The Persian word Punj stands for five, and ab means water. The word Punjab means a land with five rivers. Punjab is divided into two sections known as Pakistan and India.

Punjab State is bounded on the west by Pakistan, on the north by Kashmir, a block of Himchal Pradesh (names of States in India) and Tibet, and on the east by the river Jumna. The State lies between 27½ and 34 degrees north and encompasses the length of Rajatham, Uthat Pradesh, and Delhi on the southeast.

The population of Punjab State, according to the 1962 census, is 20 million people. This state has 4.63% of the total population of India with 4.01% of the total land area and ranks eleventh in area. The main occupation of the people is farming.

Statement of the Problem

The major purpose of the study is to (1) examine the guidance concepts prevalent in the United States and to determine in what way

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they can be adopted in Punjab, India with respect to present circumstances, (2) to determine the present guidance status in Punjab State, and (3) to propose a guidance program in the secondary schools of Punjab State.

**Importance of the Study**

"Today, in Punjab we are finding ourselves in a new era of the social demand upon a new level of perspective and practice." The State cannot survive with the old aim of the British education system of producing "cheap English-knowing clerks." Our schools and colleges are like big factories which are manufacturing people, more or less, to be products for which there is no demand. There are too many applications for clerical office-type positions, but in the fields requiring technical aptitudes and in agricultural occupations there are many vacancies and few applicants to fill them. Punjab, being an agricultural state, faces the problem of keeping youngsters on the farms. Young people are flocking to the cities looking for white-collar jobs. Furthermore, too many Punjab people are leaving the State and becoming permanent residents in foreign countries.

There is great need for an organized approach to vocational guidance. This need can be satisfied before the student finishes secondary school by reconsidering the aim of education with respect

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to science and culture. The secondary school is supposed to educate and train the child to play a useful and productive role in the whole society; the ultimate aim of educating being social adjustment and appropriate employment in the future.

**Procedure of the Study**

The descriptive survey method was used. In order to determine existing guidance facilities in Punjab State, questionnaire was sent to many school headmasters and teachers in various districts of the State. Several letters were sent to American universities and to individuals who have been connected with establishing guidance programs in foreign countries. In addition, the author has studied related American literature and compiled a basis for a workable program in Punjab. There is an abundance of literature regarding counseling and guidance available in America but there is limited information in any form available about guidance practices of Punjab State.

**Delimitations**

The study is limited to the secondary school in Punjab State and general references are made to the educational system and guidance programs in India. Any recommendations or suggestions for the educational and guidance programs in India will apply to Punjab State. The proposed guidance program is largely based on guidance and counseling philosophies and questionnaire results. The author may be thinking somewhat ahead of the local needs in the State but
something must be considered for the coming generations. Many realize the importance of guidance for the young people but few have done anything about it.

**Organization**

Chapter II will be the review of the literature and will elaborate on the guidance movements in Australia, England, Japan, France, Germany, Russia, Canada and the United States. There will also be references made to prevailing theories, principles and studies made by different American authors concerning counseling and guidance. The third chapter involves the present status of guidance in Punjab and will include the local survey in that state. General reference will be made about the present educational system and existing facts and figures about Punjab. Chapter IV contains ideas for the proposed guidance system in the State. The five services will be adapted for workability on the state level with recommendations suggested to meet the needs of the people. The last chapter, Chapter V, will be the conclusions and summary.

**Definition of Terms**

**Basic education:** Mahatma Gandhi's idea of education was to put emphasis on the co-operative and handicrafts.

**Basic school:** A basic school has been accepted as the pattern of national education. Old elementary and high schools are being converted to basic schools with craft-centered curriculums.
Careermasters: In England counselors are referred to as careermasters and it has the same implication in India.

Headmaster: He is the head of the school who carries out the educational and administrative responsibilities. His work is similar to that of school principals and superintendents in the United States.

Middle school: Middle school includes grades five through eight.

Panchayat: Five elected city fathers whose responsibilities are to take care of the welfare of the town.

Primary school: Primary school includes grades one through four.

Punch: The head of the city fathers in the Panchayat who may also be called the village mayor.

Punjabi: This term refers to the people of Punjab State and to the dialect spoken there.

Scheduled Casts: Scheduled castes are the recognized groups of people known as backward people.

Secondmaster: He is next to the headmaster in the promotion ladder and officiates in the headmaster's absence.

Time Table: The time table is a school schedule for the different classes.
CHAPTER II

REVIEW OF THE LITERATURE

Guidance and counseling is a young field in India and some Far East countries. Of the Western countries connected with this field, the United States has accomplished far more than any other nation. Advancements of the United States in guidance and counseling are due to the following factors: industrialization, free public education, availability or abundance of funds, acceptance of this field by parents and community, government interest in youth welfare and education of the masses. In many aspects guidance is still in its growing stages in America whereas, in comparison, guidance in India is in its infancy.

In this chapter the author will refer to the guidance works of many Americans, for they are responsible for most of the groundwork in the field of guidance and counseling. With adaptations, their methods have good chances of success in India. There are numerous other reasons why reference is made to Americans in guidance. Firstly, the Americans are considered the pioneers in the guidance field. Several of the noted individuals are Dugald S. Arbuckle, Clifford E. Erickson, Arthur J. Jones, G. Frederic Kuder, Carl R. Rogers, and G. G. Williamson. Secondly, there is very little literature available in the field of counseling and guidance in Punjab State because it is such a young field. Thirdly, in Indian currency, the
books by American authors cost so much that the school officials cannot afford them and, most frequently, the colleges cannot afford them even for reference purposes.

It is evident that something should be done for the coming generations of India. The answer is individual counseling and guidance. The author will attempt to utilize the given references as guidelines for establishing a program in Punjab State. Careful consideration will be given to the country’s prevailing customs, the culture and social environment.

"Guidance," according to Traxler, "is to enable each individual to understand his abilities and interests, to develop them as well as possible, to relate them to life goals and, finally, to reach a state of complete mature self-guidance." In Punjab State, the most important part of guidance should be as Frank W. Miller says, "Helping individuals to achieve the self-understanding and self-direction necessary to make the maximum adjustment to school, home, and community." Shirley A. Hamrin offers another definition of guidance that is useful to anyone who is in the counseling capacity. This meaning is, "Help John to see through himself in order that he can see himself."


Guidance in Other Countries

The beginning of guidance services in the United States can be traced back to the years 1906 and 1908 when several people considered helping students with their vocational problems. In a boys high school in Brooklyn, New York, a teacher, Eli Weaver, began such a project by organizing and managing a program for placing city boys in summer jobs. Other city schools introduced occupational courses in the school curricula.

The father of the modern guidance movement is credited to Frank Parson, who founded the Vocational Bureau in Boston. He was concerned with bringing the strengths and weaknesses of individuals into harmony with vocational opportunities. Brewer said, "The Vocational Bureau is intended to aid young people in choosing an occupation, preparing them for it, finding openings in the job, and building career efficiency and success in it."

As a result of the formation of this bureau, the Boston school system appointed a Vocational Advice Committee. This committee made possible the appointment of a counselor in every elementary and high school. Between 1910 and 1915 other cities organized similar vocational guidance programs.

The first organization entirely devoted to establishing guidance programs in the United States was the National Vocational

Association which was founded in 1913. It has been a very successful organization.

World War II activated all phases of government and industry in proficient utilization of human resources. Personnel practices became a prime consideration. In 1946 the George-Barden Act was passed. It provided funds, through the United States Office of Education, to be utilized for partial support of guidance and counseling. The most recent federal support to the guidance program was the National Defense Act of 1958 which provided funds for training institutes, fellowships, and guidance and testing programs in schools.

Dr. Taneja, a foreign author, reviews the guidance movement of the United States in the following sequence:

1. The Mental Hygiene Movement
2. The Child Guidance Movement
3. The Education Guidance Movement
4. The Personnel Movement.

After reading of the development of guidance in other countries, it can be noted that the basic roots for guidance developments are through vocational and occupational motivation.

Countries like Australia, Canada, Germany, Great Britain and Japan first developed their guidance programs twenty to thirty years ago. These countries have economic and social conditions somewhat

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comparable to America's. In these countries, however, the guidance movement started with more emphasis on vocations and occupations.

**Great Britain** began to feel the need of systematic guidance for young people at the same time as the United States. In Great Britain, though, the developments of the guidance program were carried on by the Juvenile Department of the National Employment Exchanges set up by the Ministry of Labor. Later, private services were set up. The second world war had a retarding effect on both public and private guidance services.

Growth of guidance in **Canada** was influenced considerably by the movement in the United States. The development of vocational guidance in the schools was not the same from one province to another because each province had its own governmental control over education. Because of this lack of uniformity their vocational guidance programs were not highly successful. After World War II vocational guidance was not only offered to students in schools but also by the government to men leaving the military services. With this addition to the vocational guidance services the need for trained guidance personnel rose higher than ever before. A training program alleviated the need somewhat.

**World War II** influenced guidance in **Australia** in several ways. The methods of selecting and placing men, who had fulfilled their military obligations, were beginning to be used elsewhere in Australia for vocational selection. While extensive testing and counseling of
men separated from the military improved their guidance techniques, many of Australia's other procedures were adaptations of those developed in the United States and Great Britain.

In Japan the Department of Education was active in giving wholehearted cooperation to vocational guidance. Guidance originally began at the elementary school level because compulsory education began then. When World War II broke out, guidance efforts virtually disappeared. After the war, the Japanese began studying many of the guidance procedures used in the United States and adapted some of the procedures to guide their youth. Many co-operative researches and exchanges of qualified guidance personnel have taken place between Japan and the United States. The last exchange of leaders in this field took place in 1955 and was known as The Institute for Advanced Training in Student Personnel Service in Japan.

This program was not sponsored by an American University or a United States Government agency but was co-operatively sponsored by Tokyo University, the Japanese Ministry of Education, the National Association of the Student Personnel Service in Japan, and the American Council of Education in the United States. This program was made possible by a grant to the American Council on Education by the Rockefeller Foundation.6/

The educational program in Russia has gone through many changes during this century; but these changes have not involved the introduction of the modern guidance services. Henry Chauncey said,

"There is no equivalent of the term guidance in the Russian educational lexicon because Russia is interested in molding individuals rather than guiding them."2/

Needs of Guidance in Punjab

The need for guidance and counseling in Punjab is caused by the changing world. The present society and environment are so complex that neither can stand still. With this in mind the wastage of human energy is evident. Too many people are already in the wrong profession, students are entering the wrong professions, and other people end up with the wrong companion. Still, others simply stand and gaze at the vistas of opportunities open to them.

Advancements in science and technology have had a tremendous impact on the Punjab economy even though Punjab is chiefly an agricultural state. Industrialization which is rapidly increasing, creates varied job opportunities which require specialization in order to qualify for the work. To meet this training need at the school level entirely is impossible, but it is the best and quickest place to begin in guiding young people. In guiding them, Alice and Lester Crow's basic guidance purposes may be used. The purposes are:

1. To assist the individual in understanding himself through his social and intellectual capacities and through his social, moral, and economic relationships in the society.

2. To assist the pupil in gaining a knowledge of occupations and occupational relationships.

3. To assist boys and girls in the selection of their curricular and extra-curricular offerings that will adequately develop their social, physical, mental, and educational potentialities so that each boy and girl will be able to direct themselves to successful and happy lives.

4. To have the pupil understand the relationships between education and work and to utilize to the best advantage the opportunities of the school.

5. To assist the pupil to realize the relationships between worthwhile character and success in life and to strive to develop those characters and qualities essential to all phases of endeavor.

6. To have the pupil consider his own possibilities in the light of successful vocational and educational adjustments.

There is considerable waste of national youth in India's schools because too great an emphasis is put on academic and test performances. Between 40 to 50% of the school age students leave school because they cannot pass the presented tests or they find it necessary to get a job in order to earn money for the family. The latter has been alleviated somewhat with the passage of labor laws forbidding children below a certain age to work in factories and shops or limiting the number of working hours in such places for them. The figures below, supplied by the All India Council for

Secondary Education to the Secretaries of Examination Boards, reveals exactly the number of final examination failures:

<table>
<thead>
<tr>
<th>Year</th>
<th>No. appeared (in thousands)</th>
<th>No. failures (in thousands)</th>
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<tr>
<td>1950-51</td>
<td>492.5</td>
<td>251.4</td>
</tr>
<tr>
<td>1951-52</td>
<td>585.5</td>
<td>324.4</td>
</tr>
<tr>
<td>1952-53</td>
<td>724.8</td>
<td>390.0</td>
</tr>
<tr>
<td>1953-54</td>
<td>818.6</td>
<td>421.0</td>
</tr>
<tr>
<td>1954-55</td>
<td>880.0</td>
<td>430.0</td>
</tr>
<tr>
<td>1955-56</td>
<td>920.0</td>
<td>490.5</td>
</tr>
<tr>
<td>1958-59</td>
<td>940.0</td>
<td>500.0</td>
</tr>
<tr>
<td>1959-60</td>
<td>1,076.7 (approx.)</td>
<td>534.1 (approx.)</td>
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Presently, compulsory free education in Punjab is up to the fifth grade. The number of students continuing on from the fifth grade increases yearly but it seems the failures will increase also. The situation calls for some form of organized guidance for the students.

\[2/\] V. B. Taneja, \textit{op. cit.}, p. 3.
Kinds of Guidance

In Punjab's high school situation the students need three kinds of guidance which can help them achieve their aims and objectives in school through counseling and guidance: First, curricular or educational guidance which is concerned with helping the individuals to select the right type of courses according to his abilities, aptitudes, and interests; Secondly, personal or social guidance which is concerned with the adjustments of the student to himself, his school, and community; Thirdly, vocational guidance is concerned with helping the students to secure information about various jobs so that he can plan his work accordingly.

Educational Guidance

Mohammad Azim Khan once said, "Education makes the person and persons make the nations. Therefore, the kind of education that is being offered to the youth of the country today suggests the kind of world they will make tomorrow." This statement indicates how important education is to everyone. In Punjab's high school where various curricular and elective subjects are available, the students need information about the subjects offered and a knowledge of their own potentialities in order to take advantage of courses available to them. The students' choices of elective subjects are guided to

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some extent by their tentative interests in certain occupations but this may be unwise. Educational guidance in high school will help those students to better prepare themselves for their chosen occupations or for entrance into college.

In Punjab or anywhere in the world, no two students are alike for numerous reasons. To meet the individual differences or needs of these students, the lack of effectiveness in Punjab's educational system must be recognized and adjustments must be made. According to McDaniel and Shatel, "It is the responsibility of every teacher to understand the interests, abilities and feelings of every child and to adapt the educational program to meet these individual needs as adequately as possible." Due to Punjab's large school enrollments and heavy teaching loads for teachers, individual attention is a difficult and nearly impossible task. In addition, the teachers have no special training in guiding or counseling. Therefore, this area needs trained personnel in order to accomplish effective resolutions.

Usually, in any school system, the major educational functions are instructional, administrative and personnel. Guidance comes within the personnel function and is considered one of the personnel services. Many authorities feel that all guidance is education but not all education is guidance.

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In the coming ten to fifteen years free compulsory education in Punjab will be up to the high school level. When that time comes, there will be other problems within the schools that the instructors and administrators will have to face. This idea is reflected in what Williamson and Hahn said: "When education is compulsory and adapted to the individual differences of the students, then the school system itself poses problems for the pupils."\(^{12}\) In this case the students of Punjab will need orientation to new educational environments and society. Three major educational problems that the students will face, according to Humphrey and Traxler, are:

1. Selecting school curriculum.

2. Selecting a school in relation to matching abilities and requirements, personal preferences and needs, and knowing the personal costs involved in entrance examinations.

3. Realizing problems of weaknesses in particular subjects, lack of motivation, interests, poor study habits and failure to select appropriate goals.\(^{13}\)

Since the future of Punjab depends upon the education of the younger generations, the administrators in charge of making school curriculums have a great responsibility to the populace.

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Since curriculum is a student's course of study in school, the teacher, through better understanding and acceptance of the student, should be able to provide more meaningful curricular activities. Many teachers in Punjab are at fault in this area. They should consider Williamson and Hahn's definition of curriculum as follows:

"The curriculum is a tool of education used in schools for preserving past culture, maintaining the present society that supports the schools, and teaching basic skills for living in contemporary society."14/ In a limited sense the school curriculum is a systematic arrangement of courses of study designed to meet the needs of each student or a group of students. In its broadest sense it includes the complete school environment involving all of the courses, activities, literature and associations with which students come in contact in school.

About 80 to 90% of the United States high school students participate in extra-curricular activities; however, in Punjab, extra-curricular activities, with the exception of sports, have made little progress. The activities (e.g., debate, declam, dramatics) are considered accessories to regular classes and an insignificant amount of time is used for them. Student councils would be considered as an extra-curricular group but Punjab's high schools contain none.

14/ Williamson and Hahn, op. cit., p. 103.
The Punjab people should realize that extra-curricular activities can have great values for students, parents, teachers and communities but only when the activities are properly guided. With the students' aid in planning, administering, and evaluating the extra-curriculum, their interest in guidance in the school will increase.

Social and Personal Guidance

In the Indian culture personal and social problems are not nearly as prevalent as in the Western cultures. There are many reasons: firstly, children and adolescents have unlimited respect for their parents; secondly, parents dominate their children; thirdly, a dating system does not exist; fourthly, there are no co-educational institutions at any grade level; and fifthly, broken homes because of divorce are unheard of because there are no divorces. In coming years the existing situation will undoubtedly change as competition among students increases and adjustments to the demands of new inventions, discoveries, and viewpoints are introduced to them.

Vocational Guidance

Vocational guidance has been defined as the assistance that is given to individuals in connection with choosing, preparing, entering and making progress in an occupation. The Indian Labor Organization in their General Conference in 1949 at New Delhi defined
occupational guidance as, "Assistance given to an individual in solving problems related to occupational choice and progress with due respect for individual's characteristics and their relation to occupational opportunity." In the conclusion it can be said that vocational guidance is a process of fitting round pegs in round holes and square pegs in square holes. In order to be so there is great need for an organized program in vocational guidance.

In guiding young people toward wise vocational choices one of the important things to determine is how much the individual knows about the chosen occupation. Rauner suggests the following points for better selection of vocation:

1. Is the particular occupation an individual has chosen waxing or waning?
2. Is there an over supply or under supply of workers in occupation the individual has in mind?
3. What age-range, if any, is preferred by the employer in the occupation?
4. Is a license or certificate required to practice this occupation?
5. What college courses are required for the occupation?
6. What specified training or education is required for the occupation?
7. Where can the training be obtained?
8. Is there any job training involved?
9. What are the wage ranges for beginning in the field?
10. What are the opportunities in the occupation?
11. What professional organizations are for people in this occupation?
12. From what resource can you get extra information?
13. What moral danger, if any, do you think you might encounter?


An adequate program of vocational guidance in Punjab involves more than merely helping students to select appropriate occupational goals. Providing suitable information, utilizing summer vacations for occupational experiences, if needed, providing diagnostic services of students aptitudes and many other services are related to it. It is the job of the vocational counselor to inform the students about interviewing techniques with a prospective employer, where to apply for the job, how to apply for the job, the use of employment agencies available in the community, and the demands of the different employers in connection with the job. Mackinney said, "Finding an appropriate career involves more than just finding or selecting a job. It involves selection of courses, both occupational and vocational, with consideration of status, satisfaction, feeling and attitudes of the individual."17/

The process of helping in vocational guidance is complex because of the length of time required. Moreover, the choice of occupation is the culmination of continual process extending over long periods of time. The start should be made as early as the lower elementary grades. In high school the choice of occupation of students should become more specific and systematic. As Weaver emphasized:

Teaching about occupations is particularly important in the first two years of high school because so many pupils drop out after the tenth grade, and because those are the years when there is time for vocational exploration. By this time the students are also more apt to be realistic in the evaluation of their interests, abilities, and points of weaknesses. They are ready to be guided in relating their qualifications and personality traits to the requirements of the occupations of interest to them.18

Pupils in Punjab mature rapidly during their high school years. To keep up with their developing maturity, the vocational guidance programs of occupational information and vocational guidance should be less generalized and should develop more deeply. An increase in on-the-job training for high school students should be encouraged and the respect for manual work should be encouraged. The student in high school should be encouraged to work for wages in the summer time or on a part-time basis.

Group Guidance

Group work is based on the principle of group process, that is, on interaction of group members. The group work method has long been used in the fields of religion, education, social work and psychotherapy. Some methods of guidance involves working with groups of pupils while others require individual relationships. In Punjab's present situation there have been unparalleled indications for urgency regarding the guidance program. Individual counseling will

be limited due to the short supply of trained counselors and large student bodies.

Group guidance can be employed by orienting students to guidance services of the school. It can be used to broaden the horizons for students with reference to occupations that are available to them. McDaniel has outlined the importance of group guidance in the following way:

1. To assist young people in the recognition of unique and common problems.
2. To provide information useful in the solution of problems of adjustment.
3. To provide opportunity for group thinking in regard to various common problems of adjustment.
4. To provide opportunity for experiences that promote self-appraisal and self-understanding.
5. To lay the foundation for individual counseling.19/

Most high school counselors make use of some group guidance because by using it they can establish a working relationship with the students. Students learn about the services available through the counselor and make use of the services according to their needs. They inform others about the services. In group guidance students may discover that personnel workers may be of special assistance to them. Group guidance can be more effective through the language classes and social studies, and themes and autobiographies can provide enough information for the counselor and teacher. The informal and free atmosphere of the group discussions provides an admirable opportunity

for the teacher and counselor to observe each pupil as he reacts in group situations and to learn some elements of his personality not revealed in any other way.
CHAPTER III

PRESENT STATUS OF GUIDANCE AND EDUCATION IN PUNJAB

A Word About Punjab State

A vast majority of the people in Punjab are peasants who live in scattered villages and towns. About sixty percent of them are involved in farming, and the people are reasonably prosperous by the standards prevalent in India. Most of them have comfortable mud or brick houses. In the domestic life the families of the sons of one father live jointly under the governorship of the mother until the land and the other property is divided equally among the sons.

The villages in Punjab are like any other village in India. The Panchayat, a committee of 5 people elected every four years, takes care of the civic and administrative responsibilities in each town or village. The head man of the Panchayat is known as Punch. In America city fathers are comparable to India's committee members. In every village there is a common pasture for cattle, common well, village water pond, post office and a small shopkeeper who sells nearly everything. The shoemaker, blacksmith, carpenter and tenant are the most important tradesmen of the village economy. There are primary schools in most villages and usually one or more high schools within a five to six mile radius.

At present in the state, there are about 2,139,606 boys and girls who are receiving an education in many different schools and
colleges. There are about 17,580 educational institutions in the state of Punjab. Currently, there are four big universities headed by the Vice Chancellors. Punjab University in Chandigarh is the largest university in the state. It is a centralized university with a number of affiliated schools and colleges in villages and cities within the state. The other three universities are the Agriculture University in Ludhiana, Punjabi University in Patiala, and Kurukshetra University in Kurkeshetra. According to the present demand, there should be a university in every district of Punjab but it is too expensive and there is a shortage of trained teachers.

Facts and Figures About the Punjab State

The state executive consists of a governor and a council of ministers, the latter headed by the chief minister. The governor is appointed by the President of India and the chief minister by the governor. The governor appoints other ministers on the advice of the chief minister. Different ministers are in charge of various offices.

The state legislature consists of two houses, legislative council and legislative assembly. Punjab has a multi-party system.

The Ministry of Education is responsible for all education problems. On the local level there are two types of schools -- public schools and private or church schools. Both schools are an integral part of the Punjab education system. There are controversial opinions on supporting or abolishing private schools. According to the 1962
census in Punjab, 'There are three divisions, nine Districts, seventy three Thasiles (counties), one-hundred and eighty-eight towns and twenty-one thousand four hundred and fifty-two villages.'

Statistically, according to the 1962 census, population in Punjab was broken down as follows:

<table>
<thead>
<tr>
<th>Population Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total population of Punjab</td>
<td>20,298,151</td>
</tr>
<tr>
<td>Male population</td>
<td>10,886,910</td>
</tr>
<tr>
<td>Female population</td>
<td>9,411,241</td>
</tr>
<tr>
<td>Urban population</td>
<td>4,079,100</td>
</tr>
<tr>
<td>Rural population</td>
<td>16,219,051</td>
</tr>
<tr>
<td>Total number of literate</td>
<td>4,315,000</td>
</tr>
<tr>
<td>Total number of men literate</td>
<td>3,524,000</td>
</tr>
<tr>
<td>(32.4%)</td>
<td></td>
</tr>
<tr>
<td>Total number of women literate</td>
<td>1,291,000</td>
</tr>
<tr>
<td>(19.2%)</td>
<td></td>
</tr>
</tbody>
</table>

Sources of Pride in Punjab

Punjab people are the best farmers in India. In their home state they make an acre yield four to five times more than elsewhere in India. It has been said that, "If all the farmers were like the Punjab farmer, there would be no food problem at all because they are hard workers and more enterprising and willing to adapt to modern methods." Punjab people are the best soldiers, and they make up the substantial part of the Indian Army. The field of sports is greatly

2/ Ibid., p. 939.
dominated by the Punjab people. More than half of the country's records in the sports of track, wrestling and field hockey were broken by the proud Punjab community.

In venturing abroad the Punjab people have shown great enterprise. A United States Senator who represents the State of California was originally from Punjab State. There are small but thriving colonies of the Punjabi in Africa, England, Australia, New Zealand, Canada, and America. In these communities the Punjab people are active as technicians, mechanics, carpenters, artisans and engineers. The transportation systems of many big cities in India are controlled by Punjabis. Punjab has also produced a large number of artists, scholars, scientists, and men who have attained eminence in the professions of law and medicine. Punjab is the home of "Sikh."

Guidance Movement in India

India is far behind in the guidance movement for several reasons. Firstly, India, being an agricultural country, does not have the opportunities to make substantial industrial progress. Naturally, in such situations the people enter agricultural jobs. Secondly, the educational system under the British did not provide a suitable education. They put a great emphasis on the liberal art courses only, so the clerks would know and speak English well enough to help them run their government. Thirdly, raw materials from India used to be exported to England where factories manufactured goods with high
prices to sell back to India. Fourthly, at present, the population increase is a great threat to the Indian economy. Every sixth person in the world is an Indian. Fifthly, about half of the students are unable to pass their school examinations.

With present trends toward small and large scale industrialization in some cities and villages, the occupational choices and requirements for young people have become more complex. The main problems seem to be the Indian culture and the social environment. Therefore, to build vocational guidance programs on any level, the problems must be alleviated or in some way overcome. According to Barnette the basic issues in developing vocational guidance are:

A. Effective vocational guidance must operate where there can be free choice concerning work.
B. Effective vocational guidance must operate where parents' influence is not the dominating factor.
C. Effective vocational guidance must operate where many different kinds of occupations have dignity and suitable economical rewards.
D. Effective vocational guidance must operate where strong prejudices against certain types of work are not operating.  

Unfortunately, these conditions do not prevail in India. This is an indication that India's guidance program has a long way to go. As these problems are faced in India, the guidance movement is progressing slowly but steadily.

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Before the second world war, Calcutta University established the Department of Applied Psychology which did some experimentation with different kinds of tests and their implications. Research on a small scale was done in vocational guidance. Since then several psychology bureaus have been set up to do more research. Bombay State is farther ahead in the field of vocational guidance than any other state in India. Private and governmental agencies are putting more emphasis on vocational guidance by printing literature which will be of assistance to students and teachers. This has brought the interest of the central government into the movement. The central government instructed the Ministry of Labor and Employment to analyze the employment situation of the country. A vocational guidance unit has been set up in the capital of India. This unit gives training to the young employment officers who will work with standardized methods of guidance, construct tests of various types and help introduce programs in various states of the country.

According to American standards, India's guidance work is far behind, but it is far better than many other countries. The most important thing is that India's state and central government have become more aware of the guidance movement, and they are trying their best. The importance of the employment exchanges and trained employment officers are signs of progress. India is becoming more industrialized, and the importance of training young high school students is a vital part of the country's progress.
It is probable that in about 10 or 15 years the needs and importance of guidance will be recognized to a greater extent in high schools and colleges in Punjab. The schools will prepare the students by giving them basic information and orienting them before they reach their employment exchanges or other professional institutions.

**Educational System in Punjab**

Francis Eugene Mooney said: "Never before in the history of mankind have nations and people sought freedom and education as they have during the twentieth century." The educational ladder was introduced in India and Punjab long before the twentieth century by the Woods Despatch. In 1954 the Despatch laid down this scheme of education from the elementary to the university stages. The entire education program consisted of four stages: the primary, the middle, the high school, and the college or university. Since that time, many changes have taken place within the educational structure but the stages are still the same.

Since India's independence, the system of education prevailing in the country has received severe criticism from several sources. Some sources condemned the system indiscriminately and suggested it be discarded. G. C. Chatterji criticized the educational system in

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the following way, "The old education system was accused as being anti-national, as breeding slaves and not free men and as cultivating a materialistic outlook in the young people which was out of harmony with our ancient traditions." When such individuals were asked what should replace the present system, they had no suggestions to offer.

Such criticism still goes on after eighteen years of independence. These thoughts are the outcome of prejudices and no reasoning will prove effective against them. Pure traditionalist views by the people who want no changes are represented and do not take into consideration that change is the law of life and there is no way of meeting the changes, except through fresh adjustments, novelty and creation. Humayun Kabir feels that changes can be met by taking into consideration the following aims of education:

1. To develop the personality of the individual.
2. To seek to give him knowledge of the world in which he lives.
3. To develop skills needed to sustain an advanced social life in order that he be a creative member of the society.
4. To satisfy the individual's search after values.

India's constitution provides that education is the States' responsibility and the central government of India has indirect


6/Humayun Kabir, Education in New India, London, George Allen and University, Ltd., 1956, p. 188.
responsibility for the education in the country. For this joint responsibility the central and state governments have to have a healthy relationship because the education system is changing rapidly.

Secondary Education in Punjab

The Education Act of 1944 defined secondary education in the following manner, "Secondary education involves broadening of range and enriching of content in order to lead a full, useful, and satisfying life."

Secondary education is under the full and direct control of the State. The Punjab government prepares an educational plan in accordance to local conditions and needs. The State has established a Secondary Education Commission similar to the Secondary Education Commission set up by the central government.

Secondary education in Punjab covers the age group of fourteen to eighteen. Those who finish secondary school can proceed to colleges or universities, colleges of polytechnics, or vocational institutions such as trade and industrial schools. Pre-university or college, pre-professional, or intermediate courses must be passed by those who wish to join professional colleges in engineering, medicine, agriculture, and commerce. In Punjab schools curriculums are uniform and limited. Students find a choice of arts and science courses;

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otherwise, there is duplication of the courses which they have taken in the lower classes. At present Punjab's system is not perfect but no existing system is. There is definite need for improvement in Punjab's system because most of the work so far is in theories, and not in practice. The author agrees with Dr. A. P. Dasgupta who said:

1. The school syllabi should be reduced as far as the practicable to the barest fundamentals and should emphasize essay writing and composition.
2. More importance should be given to teaching the English language as long as English continues to be the medium of instruction and examination at the universities.
3. The higher secondary school should be provided with an adequate number of teachers who are well trained.
4. In addition to the existing government schools, which are few in number, middle higher secondary schools should be started and maintained by the government in every district.
5. The science laboratories in high schools which are not up-to-date should be fully equipped.
6. Every school should have attractive libraries containing books, popular stories and general information and the library habit should be carefully fostered among the students.
7. Much more care should be taken in selection of the school textbooks.
8. Question papers should be set in order to make cramming unprofitable. 9

Survey In Punjab

A survey was made to determine the need for a guidance program in the Punjab State. Three different attempts were made to collect basic information. The first and second attempts brought little or

no results. A letter of inquiry was sent to the headmasters, the heads of the Psychology department in Chandigarh, Punjab, and New Delhi, and four letters to teacher's training colleges in Punjab, but no replies were received. A return letter from the Indian Information Service in Washington, D. C. indicated that they had no information available concerning guidance and counseling at the state level.

The last attempt was made in rather a typical Indian manner. The author's immediate family and good friends took the questionnaire in person to different headmasters. This procedure seemed to be more effective than the other two methods. Sixty-three questionnaires were received and are entered on the table.

The following statement gives a rather accurate picture of guidance in the Punjab State:

I have done my project in this field and my whole project is on paper. There are no cumulative records and no full-time or part-time counselors in the school system. The headmasters are not willing to make any comments on your questionnaires, answers may be no. I do realize that there is great need for guidance in the school and colleges of the state.

Additional typical comments from the survey are also listed in the language used by those who completed the questionnaires.

Most of the secondary schools in this state don't have any developed system of vocational guidance and counseling. This deficiency is more prominent in the case of privately managed schools.

Every school should have trained teachers of guidance and counseling so that they may help the students in vocational guidance. For the old teachers there should be arrangements for refresher courses in vocational guidance and they should be
encouraged to take active parts in solving the vocational problems of students because teachers play the most important part in influencing the students. Guidance and counseling is a vital part of the education and facilities for it should be provided.

It would be helpful if each school were to have a vocational bureau and at least one guidance worker who is interested in it. The guidance worker should be paid extra.

In fact, the guidance and counseling program in the schools of this state have not made much headway. To be true guidance is simply in its infancy and has no place worth mentioning in the school curriculum.

Mostly, this scheme is carried out on an experimental basis in state-owned schools of higher secondary levels and, too, in large towns of the state. The scheme has not made any headway due to lack of finances and trained staff. The staff is ill paid and so do not take much interest in teaching guidance.

The guidance and counseling programs are not followed properly. It is because trained people are not available and the necessary funds not at hand. If some full-time teacher is assigned to this work, it could yield very good results.

In Indian schools guidance and counseling are just side work at present. This extra work is given to any teacher. It could be more successful if the teacher were given extra pay.

Only Punjab State had made real progress in education of the masses as compared to other states in India. Primary education is free and compulsory up to the fifth standard in Punjab.

Education in Punjab suffers because of the following handicaps: over-crowded classrooms, inadequate accommodations for skilled teachers, inadequate funds, unskilled and inexperienced teachers, no enthusiasm, ill-paid teachers, and inconsistent policy followed by the Education Department.

According to the questionnaire results, some wrong assumptions have been made by the different headmasters. They have answered that there are guidance programs in the schools, yet, there is no indication that the schools employ full-time or part-time counselors. Also,
Table II. Questionnaire filled by 63 headmasters in Punjab State.

<table>
<thead>
<tr>
<th>Question</th>
<th>Number</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>School has counseling or guidance program</td>
<td>35</td>
<td>28</td>
</tr>
<tr>
<td>Students come to you for help voluntarily</td>
<td>45</td>
<td>18</td>
</tr>
<tr>
<td>Students referred for help by parents and teachers</td>
<td>48</td>
<td>15</td>
</tr>
<tr>
<td>Size of average class</td>
<td></td>
<td>45-55</td>
</tr>
<tr>
<td>Guidance and counseling are vital parts of education</td>
<td>32</td>
<td>31</td>
</tr>
<tr>
<td>Greatest hindrances in field of guidance and counseling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of trained people</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Community</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Finance</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>Schoolboard</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Parents</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Greatest worry of student in his final year of high school</td>
<td>48</td>
<td></td>
</tr>
<tr>
<td>Future</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>College education</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Parents</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Marriage</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Who plays most important part in influencing the student in occupational selection</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>Parents</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Himself</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Depends upon chance</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Offer vocational or occupation courses in school</td>
<td>39</td>
<td>24</td>
</tr>
<tr>
<td>Standardized tests used in school</td>
<td>40</td>
<td>23</td>
</tr>
</tbody>
</table>
there are no cumulative records, no individual counseling, no information services, and no placement and follow-up services. Although academic course information is dispensed through mass group meetings, the teacher makes the decision for the individual student about his educational course work.

The second question on the table gives a good numerical picture showing that the individual students come for help voluntarily. The author's main idea was to find out whether students come to the headmaster or any other teacher on their own initiative or if they were sent by someone else. It is quite an important but questionable factor that the headmasters, being disciplinary authorities in the schools, might find students coming to them for guidance. That would mean students are looking for assistance from someone. It is a good indication that there should be full-time or part-time counselors in the schools.

Half of the headmasters specified that they are in favor of counseling and guidance and seemed to realize its importance. Exactly, thirty-two out of sixty-three headmasters felt that counseling is a necessary part of the education program. Thirty-one felt that it is not a significant or essential part of education.

The two greatest hindrances to a successful guidance program were: firstly, lack of trained people and, secondly, finances. The author expected that parents might be one of the outstanding hindrances, for parents might resent their children seeking guidance
from anyone other than themselves. This idea was proved not to be true as shown by the questionnaire results.

The future was the main worry of the students in their final year of high school. Only about ten headmasters indicated that students worry about a college education. This signifies that not many students desire to attend college. In America the majority of the students are concerned to some degree about a college education but that is not the case in Punjab or India.

In occupational selection the parents play the most influential role. Teachers come next in line of influence. Lastly, occupational selection depends upon chance. Not a single questionnaire specified that occupational choice is influenced by the students themselves. The aim of counseling in occupational selection is to help the students in making their own decisions rather than telling them what they should do. In the secondary schools in Punjab, the individual students should be encouraged to think for themselves. This will contrast with the whole social environment in India because it will diminish parental domination over their children. No doubt India is a free democratic country, but parents and teachers still have the old slave-master role over the children. It is time to give a break to the younger generation and let them think for themselves. The author, himself, has gone through the stages of strong domination by both parents and teachers.

The question concerning whether vocational or occupational courses are offered in the school was misinterpreted by most of
the foreign readers. Many headmasters consider occupational courses in their schools as showing movies and film strips, and training of teachers. Actually, there are not many movies shown in any of the schools, there are no workshops for the students’ benefit, and there is no outside training which might be similar to apprenticeship. College days or career days are not observed in the schools.

The majority of the headmasters answered yes to the question regarding the use of standardized tests in the schools. However, it seems they have confused the idea of standardized tests with regular class promotion tests. The following statement will make this clearer:

Standardized tests, as first quarterly, second quarterly, third quarterly, and final at the end for class promotion, are used. The tests are either on the school level or on the university level. A student is then promoted to the next class but only once a year.

It is rather obvious from the previous statement that standardized tests are interpreted differently in Punjab than in the United States. Some headmasters mentioned intelligence and aptitude tests but they were not specific and did not elaborate.

The author concludes that counseling and guidance are not foreign words in the secondary schools in Punjab. The headmasters are fully aware of the advantages of guidance but cannot or do not yet desire to put it to work. Since the greatest hindrances are lack of trained people and lack of sufficient funds, the first
Steps are training the teachers and counselors and getting funds to begin the program.
CHAPTER IV

THE PROPOSED GUIDANCE PROGRAM IN PUNJAB STATE

In Punjab much of the success of the guidance program will depend upon the efficiency of the organization and the administration of the program. However, there is neither a set pattern of organization nor rigid rules for administration of the program. There are many factors involved in the program's progress. These are the community, local agencies, guidance personnel, and the size of the school. Miller said, "Every school system should organize its guidance program according to the system which serves the best needs of the pupils and is in line with the number of students, their backgrounds, and the training of the personnel staff." 1/

To start the program it might be a good idea to have basic, set requirements which will give a boost to the whole system. In each school there should be a full-time or part-time counselor with whom the students can discuss any problems. In order to qualify for the job the counselor should have had special training. The colleges should offer courses which should prepare teachers and counselors adequately in the guidance field. Professional organizations which will give dignity and prestige to the guidance profession should be organized.

Just one type of organization will not suit the needs of all the schools. The guidance activities emphasized by different schools will vary and the method by which the counselor chooses to undertake problems will differ. The author strongly believes that in Punjab's schools it will be best to commence with a very simple guidance program. Then, the program can be adjusted or changed according to the needs of each school system. Actually, the guidance program's success will depend upon the general attitudes exhibited by those who come in contact with it.

In a simple program for Punjab State the five services will be the most vital part of the guidance program and will be a good basic foundation on which to begin. The five following services are the heart of the guidance program:

1. Counseling service
2. Inventory service
3. Information service
4. Placement service
5. Follow-up service

Frequently, one service will need more attention than the others, but that will depend upon the counselor's training. Most of the success of the guidance program will rely upon the interest and hard work of the counselor.

It is most important to discuss the five services and how they can be applied in Punjab's schools.
Counseling Service

The main part of the guidance program is the counseling service because it lends meaning and purpose to the program. In counseling students, the information collected about them is put to effective use by guiding them through any type of problem they may have. Collecting any information about the students can be a lengthy and costly task but without the information, counseling cannot be undertaken. Before counseling can be of value, much money, energy and time is spent on it.

A counseling situation arises on the occasion when the students do not know how to find jobs, how to convince their parents that they should not get married so soon, how to improve their marks in school, or how to get admission into the colleges of their choice. As the students face such problems, they may become confused and they may need professional guidance. Along these lines of assistance, Talbert said,

Counseling provides a learning situation in which the counselee, a normal sort of person, is helped to know himself in present and possible future situations so that he can make use of characteristics and potentialities in a way that is both satisfying to himself and beneficial to society....furthermore, he can learn how to solve the future problems and meet the future needs.2/

The most important aspect between the counselor and the counselee is the personal relationship. Friendliness and warmth are the qualities of an interpersonal relationship which places the counselee at ease. There should be acceptance on the part of the counselor to build an even better counseling situation. The students may express themselves as they like and discuss the problems directly affecting them. The interviews of long duration enable the counselor to gain the students' confidence and to become better acquainted with the students' problems.

There are three main schools of thought in counseling which are cited from professional literature in the field of guidance. They are:

1. Directive or counselor-centered prescriptive counseling: The leading exponent of this school is E. G. Williamson from the University of Minnesota. In this process the counselors take the whole responsibility for solving the problems of the counselee. In this situation the counselor plays "god" to his counselee.

2. Non-directive or permissive counseling: Carl Rogers from a California University is the exponent of this type of counseling. In non-directive counseling the counselee plays the primary role and the counselor plays the secondary role. The counselor avoids making any decision for the counselee, nor does he lead the discussion. The counselor helps the counselee to think himself and see his true feelings. The main purpose is to help the client to grow toward maturity and adjust so that he takes the responsibility for the treatment.

3. Eclectic counseling: R. C. Thorne is the leading exponent of this type of counseling. According to eclectic counseling the counselor first studies the personality needs of the individual. Then selects the techniques that would
most helpful to the individual. It may be directive to start with, but when the situation warrants, the counselor may switch over to non-directive or vice-versa. According to Dr. Taneja, the eclectic counselor adopts the following four things:

A. In the division of responsibility between the counselor and the counselee for spotting the problems and in arriving at a successful solution of the same.

B. In the amount of attention to the attitude of the counselee toward things in general and the problem in particular.

C. In methods of manipulating attitudes which have been discovered while diagnosing the problem of the client.

D. In the content of the interview.3/

The above three schools of thought are well accepted by people in the counseling field. The author believes that the counselors in Punjab schools should not adopt the directive approach because the school systems in Punjab are already extremely strict in that the teachers are authorized to use disciplinary punishments, physical or otherwise. If the counselors were to begin adopting the same techniques of telling students what to do and how to do it, the purpose of guidance and counseling would be lost. Counselors are the persons with whom the students can come to discuss their problems.

Since the faculty and administrators may not be fully in favor of a guidance program, it would be better for the counselor not to use the directive approach exclusively. It would be good if the counselor were to use the eclectic approach. There is a possibility that a new school of thought may spring up according to the needs of the particular school system, but whether this will happen cannot be predicted.

Counseling shall be the central service of all other services. All of the teachers should be guidance-minded by giving their cooperation to the counselor. Students suspected of having special needs and problems should be referred to the counselor. The counseling service should be shaped and supported by the whole school staff. In order to develop a successful program the following factors are important to all concerned:

1. The counselor should be kept free from administrative and supervisory responsibilities.
2. A full-time or part-time counselor should be appointed to carry out the responsibilities for the five services.
3. A counselor's office should be provided to insure the students' privacy in the interview by being away from the other offices.
4. In counseling it is a good idea to have a conference with the parents about the uses and advantages of a guidance
program and to organize a guidance committee of parents, teachers and other interested people.

5. The tape recorder should be used as much as possible.

6. The counselor should have interviews with each student twice a year.

Inventory Service

The student inventory service in Punjab's schools shall be concerned with the collection, organization, and interpretation of information about each individual student. The formal and the informal methods will be the means by which information about the student is collected. These methods are composed of two parts: (1) that of collecting information which includes different techniques for doing so and (2) that involving the recording system with organization and provisions for interpretation.

In a true sense, good teaching practices in general and guidance service in particular begin with understanding the individual and his needs. In order that the individual makes correct choices and suitable adjustments, a knowledge of his assets and limitations is necessary. Therefore, a good guidance program should begin by the systematic collection, interpretation, and use of significant information about the individual. The following outline suggests the major areas of information:

1. Personal data

2. School history
3. Health data
4. Measured aptitudes and personality traits
5. Non-academic experiences
6. Interests and plans

Facts about the students are necessary in order to understand them as individuals. Effective guidance services in Punjab will then depend upon the acquisition and wise use of accurate and pertinent information gathered about the students.

In Punjab schools four procedures can be used for collecting information about students:

1. Relatively unstructured techniques
2. Personal documents
3. Comprehensive integrative studies
4. Tests and other highly structured techniques.

**Relatively Unstructured Techniques**

Actual observation of the Punjab students as they go about their normal activities constitutes a notable method of obtaining evidence of existing behavior in specific situations. The most important thing to keep in mind is that a good observation must have some clear relevance to educational objects and should report actual behavior rather than judgments, interpretations, or recommendations. Observations should be behavioral facts rather than inferences.
Personal documents

Personal documents of the Punjab student will refer to relatively unstructured statements written by the student, reporting, describing, or interpreting his own experiences. This autobiography is an economical and productive way of obtaining information, but it will require a high degree of rapport between the student and the person requesting the autobiography. The following points are essential in an autobiography:

1. Early history and family background
2. Health and physical record
3. School history
4. Interests, leisure-time activities, hobbies, travel experiences, friendships
5. Occupational experience
6. Educational and vocational plans
7. Desires and plans regarding marriage and home

These are methods other than the autobiography which can be used to get personal information about the students in Punjab schools. These methods are questionnaires, sociograms, diaries, and notes from parents.

Comprehensive Integrative Studies

In this category the Punjabi counselor will make many extensive studies, such as interviewing, life histories and case studies, all of which involve group guidance techniques.
The interview will have three purposes:

1. Getting information
2. Giving information
3. Counseling and therapy

In Punjab's schools many students may not like to reveal their feelings and desires in certain subjects, so the success of the interview will depend upon how the counselor will establish rapport. Physical and emotional settings have unlimited importance. The place of the interview should be comfortable, private and quiet. There should be assurance to the student that all information will be treated confidentially.

The life history of the student is written by a second individual, it will have a more definite structure and purpose than a biography. A life history must draw upon many sources of information about the student, his associates, and his environment if it is to accomplish its purpose of presenting a picture of the student as he develops in his culture. The life history also shows how the student functions, reacts, and is modified by his culture. The experience of writing a life history is valuable, but the life history itself is probably less valuable than the case study.

The case study has points in common with the life history but it is analytical rather than developmental. The task of a case study is that of combining and interpreting an extensive mass of information about the student. A complete case study is scarcely a task to be assumed by an inexperienced individual, for it will include medical
and possibly psychiatric reports, test profiles and interpretations, as well as personal data. However, case studies of lesser perfection could be undertaken by counselors or teachers who have had good backgrounds in guidance courses.

Tests and Other Highly Structured Techniques

Data blanks or questionnaires may or could be used as a controlled or guided interview of the Punjab students. The questionnaires should be prepared with consideration of the present situation in Punjab's schools. Questionnaires asking about personal data, leisure time activities, and interests can be developed. In addition to the questionnaires, tests and measurements could be used in finding out individual differences. For the inventory in Punjab a more workable approach to collect data and fill the needs of students will be derived. However, testing should be one of the more important devices in helping make decisions about individual students. Emphasis on achievement tests should be limited because these tests give only one side of the picture. The student's interests, his aptitude, intelligence and personality are also influencing factors. Zeran, Lallas, and Wagner have given the following test classifications which should be workable in Punjab:

1. Performance vs. paper-pencil tests
2. Standardized vs. informal or teacher made tests
3. Objective vs. subjective tests
4. Speed vs. power tests
5. Individual vs. group tests.

Many tests from foreign countries are presently being translated into the Punjab language. The author feels that it would be a good idea to experiment with them to find out how effective they are; then, if feasible, use them.

Cumulative Records

In Punjab school recording the data will be just as important as gathering it. There is little use in collecting information about individual students unless the information is recorded systematically and made readily available to those responsible for the guidance of the students. Cumulative records are constructed and interpreted differently in each school but they usually represent an attempt to begin with certain basic information to which data are added as accumulated. The student’s record can be kept either on a file card or in a folder. This record should be designed to cover many years and kept on file permanently.

The author feels that two kinds of cumulative records could be used in Punjab. One of them is the commercial cumulative record and the other is the school-made record. Presently, it will be a good idea to use any kind of cumulative records in Punjab because there are none so far. In many cases at the present time, if one

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student transfers from one school to another, the other school has a problem making any evaluation about the student because there is no recorded information about him. Cumulative records will alleviate this.

No one cumulative record form can be recommended for all schools in Punjab but there are certain features which should be considered. Humphrey, Traxler and North have given the following suggestions concerning all cumulative records:

1. The cumulative record forms should agree with the objectives of the school and local needs.
2. The form should be the results of group thinking of the faculty committee.
3. The form should be provided for continuous recording of the development of the student from the first grade to the end of his education.
4. The form should be organized according to the customary use of the sequence of years and by the same basis the information should be entered.
5. There should be space to record standardized tests with date, name, title, and student's score standing in terms of norms.
6. The space should be provided for the annual recording of the personality rating or behavior description that represents the census of the student's counselors and teachers.
7. The form should be as comprehensive as possible, but it should be available and it should not overburden the clerical or teaching staff of the school.
8. The form should be available for the teacher, headmaster, and counselor as well. If the counselor has recorded the confidential things about the student, they should be kept secret.
9. The form should be re-evaluated periodically, and should be revised as needed to take into account the educational development.5

The author has the following recommendations concerning cumulative records:

1. If possible, uniform cumulative records should be devised for all elementary, middle, and high school levels. The records should be sent to the school to which a student transfers.

2. Provisions should be made for procuring and recording information concerning social background, personality, interest traits, future plans and home and work experience.

3. The teachers and counselors should have training in the proper use of recorded information about individual students.

4. The information obtained from the cumulative records must be interpreted according to the individual students and evaluated in terms of their personal needs and adjustment plans for the future.

5. Provisions must be made for a central office for recording of information and keeping records safe.

6. These records should be available for all qualified persons to use.

7. The testing program, consisting of intelligence tests, achievement tests, interest tests, and aptitude tests, should be put to work as soon as they are made available in Punjab schools.

Despite the many problems involved in organizing a program for an inventory of student problems and abilities, it is easier to collect extensive information than it is to utilize it. In fact, the time spent in collecting various types of information may mount to such
proportions that little time is left for its application. Items and techniques should be added to the inventory program only when their needs have been carefully proven, considered and provided for. One step in this process is the organization of the data into records which facilitates interpretations and counseling based thereon.

**Information Service**

Having all the information about the Punjab students is not enough. The student should have some information from the counselor in the academic, occupational and social areas. This information should be selected in terms of the developmental stages of the student and in relation to his needs at any given time. Any information presented through the guidance medium should not be duplicated and the information should be presented at the student's level.

The author feels that in Punjab's schools basic objectives can be established for the information service. These objectives may not work in all schools but they can provide guideposts for effective information distribution. The common objectives suggested by Norris, Zeran, and Hatch are:

1. To develop a broad and realistic view of life's opportunities and problems at all levels of training.
2. To create an awareness of the need and an active desire for accurate and valid occupational, educational, and personal-social information.
3. To provide an understanding of the wide scope of educational, occupational, and social activities in terms of broad categories of related activities.
4. To assist in the mastery of the techniques of obtaining and interpreting information for progressive self-directiveness.
5. To promote attitudes and habits which will assist in the making of choices and adjustments productive of personal satisfaction and effectiveness.

6. To provide assistance in narrowing choices progressively to specific activities which are appropriate to aptitudes, abilities, and interests manifested and to the proximity of definite decisions.

Out of the five services of guidance, the information service can provide the best beginning for the whole guidance program in Punjab's schools. Moreover, this is the most demanding area in that students are seeking assistance because they do not know "what to do," "how to do it," and "when to do it." The necessary information can be provided by the counselor only if he is well prepared to do so. Use of different methods in collecting information are as important as giving out the information itself.

There are three divisions within the information service, all of which are related. The three divisions will be elaborated on in the following paragraphs:

A. Occupational Information Service

The oldest and the most extensive phase of the information services is that of occupational information which refers to up-to-date information about present occupations and the techniques for predicting vocational trends. This service includes methods of collecting the information and of presenting the information to the students in an effective manner.

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Many occupations in Punjab are not known to the Punjab students, and they cannot choose from what they do not know. In addition, India's industrialization will create new problems. In the present situation the students stumble into appropriate occupations by sheer luck, but the wise choice in occupations requires accurate information about the occupations available, what they require, and what they offer. Occupational information alone is not enough because occupational choice is influenced greatly by the wants of the students. As Maslow points out, vocational choice is a means of satisfying the following needs:

1. The physical needs.
2. The safety needs.
3. The needs for importance, respect, self-esteem and independence.
4. The need for information.
5. The need for belongingness and love.
6. The need for beauty.
7. The need for understanding.
8. The need for self-actualization.

The author believes that the beginning counselors in Punjab should have in their possession information about vocational files and vocational movies to use when necessary. Occupational information courses should be offered to students in Punjab's high schools, and, if possible, the counselor should invite people of various occupations into the class so that they may explain their lines of work in detail to the students. On the national level, the government should publish

pamphlets and books in the guidance field and send out lecturers to
lecture in the schools.

B. Educational Information Service

Educational information involves all types of educational
opportunities and requirements. Training opportunities, curriculum
offerings, scholarship availability, and college or vocational and
technical schools entrance requirements are parts of educational in-
formation.

In the school systems in Punjab, most students are quite ignor-
ant about college life which is one of the reasons why nearly all
students who enter a college have no particular objectives or fail to
do well. Those few who know something about higher education and are
able to go on choose to attend a liberal arts college rather than
vocational or technical schools. In order to encourage students to
consider vocational or technical schools, the most important function
of the counselors or careermasters, through educational information,
will be to explain the usefulness of vocational education. As Gopal
Chaturverdi said, "Our education system in India has failed to develop
useful attitudes and it merely provides a training of abilities. Even
for the latter, proper opportunities are lacking. Social needs accord-
ing to social dynamics, unfortunately, in the sphere of education has
not been possible."³

C. Social and Personal Information Service

Social information includes that information about the students which helps them to understand themselves better and to improve their relationships with others. This service is quite broad and is now gaining momentum in the guidance program. Much of the information has been scattered throughout the educational program by various other activities which have tended to leave major gaps in the information program. Since the students have ever-changing needs for social improvements throughout maturity, this service is particularly important.

The author does have many doubts as to how effective social information will be in Punjab State. The main reasons for this feeling are that parents have a great influence on their children and joint family life itself solves many of the problems that arise. In contrast, in western societies, it is difficult for students to find anyone in whom they can confide. In India, since most boys and girls attend separate schools and socializing is discouraged and not accepted, major social adjustment problems are, indeed, rare. The author does think that the future trends in industrialization in the whole country will bring extreme changes. There are hidden romances which go on between the boys and girls and when the parents find out, the romances are put to an immediate stop, sometimes forcibly.

Author's Recommendations Concerning Informational Service

The information service should be more up-to-date and to the point. It has been noted from the questionnaire that the students are...
not aware of many of the following: colleges, vocational schools, scholarships, and careers in the armed forces as commissioned officers. There are many opportunities in technical lines but many students will not enter such professions because they are considered below the students' dignity. The following recommendations may help the information services:

1. Provisions should be made in the high school's timetable each year for group study of problems facing boys and girls. At least once a week, one period should be allocated to consider educational, occupational and social problems.

2. An occupational file should be started so that students can have some information about different vocations.

3. The recruiting officers from the armed forces should be encouraged to come to the schools rather than to have the students go to them in the recruitment centers. People from the Employment Exchange should visit school more often and keep the students up-to-date about labor market trends.

4. Parent Teacher Associations should be started to promote better understanding among parents, teachers, and students in order to work cooperatively for the welfare of the students.

5. Open house in the schools should be held once or twice yearly to give the students a chance to display their talents to the local business people so they will become interested in their home town boys and girls.
6. With the help of the boys and girls in the schools, a local and national occupational survey should be made. This survey will assist many students to think about their future plans according to the market trends.

7. A school handbook should be published to inform the students, parents and community about the school. A class of language or social studies could publish a newspaper, or a debate team or senior class could give announcements informing fellow students about various activities and other affairs.

Placement Service

The Minnesota Counselor's Handbook defined placement service as,

The process of helping each student in implementation of his plans which involves providing assistance to him in making the transition from school to college, school to vocational or technical schools or from school to work.2

The Punjab schools should assist the students in finding appropriate employment or further training after finishing school. Considering this statement, placement can be subdivided into two sections, educational placement and vocational placement.

In educational placement, the students are assisted as they progress through the sequences of experiences designed for them and the kinds of developments which are appropriate for them in the field

of education. The counselor acts as a co-ordinator, helping the students by arranging college visits, orientation programs, setting up interviews between students and the admission personnel from the colleges, setting application blanks and writing letters or recommendations.

In vocational placement, the students are assisted in finding apprenticeships or jobs in the world of work. When seniors are seeking jobs, they often go through the State Employment Exchanges where they take aptitude tests. The prospective employers like to have some information about the students, and the counselor can be of assistance by arranging personal interviews between the students and prospective employers. On many occasions the Punjab students who do not finish high school could be placed in a job rather than being sent into the armed forces. Also, in most instances the dropouts need as much help as the seniors in high school.

A placement service can be organized according to:

1. A centralized plan in which all placement activities of the school are vested in one individual or office.

2. A decentralized plan in which the different departments and individual staff members are responsible for the placement of all students in all situations.

3. A combination of both.
Author's Recommendations Concerning Placement Service

In Punjab's school situation the author feels that the placement pattern which will work best is the centralized plan in which one man or office does the job with much less confusion than if several offices were involved. No matter how many people are working together in this plan, teamwork is needed for a recognized and successful program.

In the western countries, placement services in schools means services that help the individuals to select and obtain employment. In Punjab this cannot be done; moreover, the government will not approve of opening small placement bureaus. Because of this, there are long lists of applicants for jobs, and the individuals' names have to be forwarded through the Employment Exchanges.

The placement service in Punjab will entail providing information about possible jobs and training or preparation required for the same. The educational placement will help students to know about the colleges, scholarships and so on. The author has the following recommendations for the placement service:

1. Placement should be included in the guidance service.

2. Contacts should be established between the local employers in trade and commerce in order to find information about different jobs.

3. When it is necessary for the student to find a part time job, it is better to find a job for student in a factory or house rather than driving rickshaws at night.
4. The boys and the girls should be instructed in job finding and job adjustment. The students should be oriented for job interview, and should be informed how to make applications and dress for the interviews.

5. Pupils should be helped to assume responsibility for their college planning, concerning subjects, marks, and financial requirements.

6. The students should be helped to choose a college. The college trips or visits to campuses should be arranged with the help of the counselor.

7. A career day or college day in the school should be held.

**Follow-up Service**

The follow-up service is a research service concerned with the successes or failures and attitudes or opinions of former students. By follow-up, the counselor learns about the counselee's nature and his progress, which can be helpful in future adjustments. If the school or counselor does not check on the students, the situation is similar to the doctor or physician who does not check to see if his patients have recovered from their illnesses.

Various purposes for conducting the follow-up service have been mentioned by many authorities in the field of counseling and guidance. These are several factors in favor of the follow-up studies given by Erickson and Hamrin:
1. It shows continued interest in a person after he has left a particular institution. A follow-up service can be a powerful motivation if it is used wisely.

2. It can be of tremendous significance to individual schools in evaluating its own work.

3. The school must demonstrate interest in its students to win the confidence of their prospective employers. It is necessary for the school to keep in touch with its students.

4. It endeavors to promote confidence on the part of the community toward the school, the administrator, faculty, student body and graduates. Town people are always interested in the success of their home town boys and girls.

5. Follow-up programs can be worthwhile to students in the schools if they had any program in it. One can learn from the experiences of the others.10/

This service in Punjab is the most difficult phase in a guidance program, for it is troublesome to finance and administer, time consuming, and it is easy to lose contact with the former students. Often the students do not like to be checked on. Employers show resentment at being bothered. In spite of these handicaps the work of the follow-up service will progress steadily.

Author's Recommendations Regarding Follow-up Service

In Punjab's schools there could be two kinds of follow-up. The first kind would be to follow the students in the schools. It would include checks on grade performance and grade promotion. It would be a good idea to have interviews with the students who have been promoted to the next class to find out how they are doing. Secondly, there should be follow-up for the students who have left the school.

either by finishing or dropping out. In follow-up the counselor and
the school teachers are trying to find answers to the following
questions: Is the counselee working according to the plans previously
worked out? If so, how well have those plans worked? With follow-up
programs the counselor can provide improved services to former
students and future counselees. The following recommendations should
be put to work:

1. A follow-up committee in the school should be established
which would include the headmaster or headmistress, faculty members
and some interested students.

2. Class reunions from different years should be held to
create interest and respect for the old school.

3. Some common techniques for the follow-up service should
be introduced.

4. In follow-up service the letter of introduction should be
translated in Punjabi, Hindi, or Urdu and mailed to former students.

5. The counselor should have follow-up interviews with the
senior students three or four months before their graduation.

6. An alumni club for former students should be started.

7. Students promoted to higher classes should be followed,
for their class work may need some assistance.

Who Is Involved in Guidance

As the student progresses from the primary grades to high school,
the problems to be solved become more varied and acute and seem to have
deeper significance for the individual. In the present complex world, the students need the assistance of persons fully qualified to guide them. Guidance, the process by which they are guided, is not a job for one person because it involves the services of many trained people in the field of education. In well advanced guidance and counseling minded nations, more emphasis is put on the colleges and universities to provide the trained personnel for the school guidance programs. This involves the following trained people who play vital parts for the success of the guidance program: counselor, headmaster or headmistress, classroom teacher, psychologist, and nurse or doctor.

The Role of Counselor

The counselor should pivot the whole guidance program in the school. The trained counselor should be able to diagnose and to advise the students about the choice of occupations, study habits, social adjustment, participation in activities and give orientation of school situations to new students. Hatch and Straffler list other jobs of the counselor as follows:

1. He provides counseling service for all pupils.
2. He provides technical leadership for guidance policies.
3. He carries out the guidance policies.
4. He encourages and assists in orientation of the other staff members to the guidance program.
5. He acquaints himself with the individual inventories, occupational informational resources, community resources, and referral possibilities within the schools.
6. He systematically collects and organizes the pupils data.
7. He assists teachers in discovering individual differences among the pupils and meets their individual needs.
8. He works and cooperates with the employer and community agencies. In addition to these jobs he should be a regular member of the school staff, a position which involves him constantly with community and other professional groups. The counselor has a demanding job. He will have constant emotional drain on himself from the students and others, if he maintains an effective counseling relationship. He is suspended in the social tensions because of his unique position between the administrator and the teaching staff or between the students and the staff. He has to be diplomatic; otherwise he will be in difficulty quite often.

Author's Recommendations Regarding the Counselor's Role in Punjab Schools

1. He should be an educator.

2. He should have direct responsibility toward the individual students.

3. He should have the responsibility of group counseling.

4. He should be expected to establish a relationship with a large number of students so that the students will come to identify him as a person to whom they can turn for advice and help in the school setting.

5. He should be expected to be familiar enough with standardized tests of intelligence, achievements, aptitudes, interests and

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personality, so that he can utilize these test results for the process of counseling.

6. He should be called upon to help in such important projects as building and maintaining cumulative record systems.

7. He should be expected to conduct the follow-up study of the graduates and dropouts.

8. It would not be unusual for him to be asked to function as a resource person in such educational projects as setting up a system of reporting to the parents.

9. He should usually be expected to know current college admission procedures and to serve as advisor to parents and students.

10. He should be expected to participate in school activities and to assume his share of extra-curricular activities.

11. He should be expected to maintain enough knowledge and working relationships with local business and industry so that he may be in a better position to counsel his students in the area of local vocational offerings.

12. He should often be expected to help in the sponsoring of guidance related activities such as career days, and guidance committees.

The Role of Headmaster in Guidance

In Punjab high school systems the headmaster or headmistress has the most important job. The headmaster is the head of both the
educative and the administrative processes. On his ability and skill as an efficient education leader, depends the success of the whole school system. The headmaster can make or break the guidance program. Knapp has said, "Guidance could not function unless the administrator is fully alert to the extent of the work and cost involved, and the responsibilities he assumes for it result in either good or bad." In the school systems of the state, there are no distinctions between the educative and administrative responsibilities. In school administration, the headmaster occupies a unique position. He is in the strategic center of a web of instructional inter-relationships: teacher-pupil, teacher-teacher, teacher-inspector, and teacher-parents. Much is expected of the headmaster and the author realizes this fact. It is satisfactory for him to ask for guidance as long as he is the head of the institution. In general, the organization of the school’s effective personnel work depends upon the administrator. It is his responsibility to discuss with his teachers the form of organization which will best meet the needs of the students.

**Author's Recommendations Regarding the Role of the Headmaster**

1. He should determine policies and provide conditions favorable to the development and guidance of all children.

2. He should be responsible for a large share of the growth of teachers in service.

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3. In a small school especially, he should have many constructive individual contacts with the parents and pupils.

4. He should be responsible for theory of guidance organization.

5. He decides if the ideas of ability groupings will work in the school or not.

6. He has to give ideas about the teacher-counselor plans to be put into effect.

7. He can train teachers to confer with the pupils.

The Role of the Teacher in Guidance

Lester Smith, a famous English educationalist, said, "The dynamic part of education is not found in either theory or research, but in the teacher's practical and personal interests in the individual boy and girl." The teachers are known as nation builders, because they spend enough time with the students to make or mar the students' careers. The classroom teacher has direct contact with the students concerning guidance, the teacher can promote the classroom climate that makes the counseling relationship possible. He can help in pooling information about students, and he can provide or suggest needed clues to a counselor for helping a particular student.

A controversial statement is that "every teacher is a counselor." Guidance is teamwork, and the teachers play a great part in the

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guidance program. In the Punjab system, the teachers' effectiveness as counselors is weakened because they are disciplinarians in their classrooms. Also, the physical punishments accepted in the schools take them far away from the students. The teachers are considered to be stern people by the students. The teachers are not financially rewarded, and they dislike taking the guidance responsibility. As the students go into higher classes, the contact between teachers and students becomes less as the teacher puts more emphasis on the academic aspects. In most cases the teachers are mainly interested in the intellectual capabilities and not the students' personalities. Teachers are not only expected to teach but to be friends to the students as well, a fact which does not go with being a disciplinarian. No one person can fulfill the total obligations of the program. All teachers are not counselors, but a fact to realize is that the counselors cannot see all students. The classroom teacher should work in the whole framework. If he has special skills and interests, they should be utilized to the fullest extent in the development of the over-all program.

Indian author, Kocahar, suggests the following ideas:

The teacher occupies the vital position in the school guidance program. It is he who has the closest, the most frequent and the most extended contact with the students in the natural situation. Without the cooperation of the students, guidance service can never become an integral part of the educational program.  

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14/ S. K. Kochar, Secondary School Administration, New Delhi, University Printers, 1964, p. 375.
At present the author believes it would be a good idea to get the classroom teachers more interested in guidance work. Then, there would be nothing wrong if they provided some counseling and guidance to the individual students, as long as there are no full time or part time counselors. It will take a long while before the Punjab schools will have many counselors. Therefore, the teachers should be given some occupational and vocational courses and be taught guidance concepts to broaden their knowledge of guidance. The author strongly believes that there should be someone in the schools to whom the students can open their hearts and go for advice. In most of the schools there are one or two teachers with whom the students feel free to talk. Such teachers should be given recognition by the school officials and definite school time should be allotted to such teachers so that they could counsel students effectively.

The Role of the Specialist in Guidance

The school program needs the help of the specialists as the school psychologist, speech therapist, hearing and reading specialist, school nurse or physician, social worker and visiting teachers. The school psychologist is the highly trained person whose functions would be:

1. Hearing and interpreting the intellectual, social and emotional developments of the children.
2. Identifying exceptional children and collaborating in the planning of appropriate educational and social placement programs.
3. Encouraging and initiating research and helping to utilize the research finding for the solution of the school problems.
4. Developing ways to facilitate the learning adjustments for the children.
5. Diagnosing the educational and personal abilities and collaborating in the planning of the re-educational program.

The reading specialist will assist the students in the remedial readings. The nurse or physician will be responsible for the health preservation and the cure of the diseases. The social worker will take responsibility for the social aspect of the students. His function will be to help the children to use special services offered at the schools or other local community resources, such as school inspectors and public welfare agencies. In many cases the specialist will be making home visits and talking with the parents.

Evaluation of the Guidance Service

Troyer and Pace said, "Evaluation is the process of judging the effectiveness of educational experiences. It includes gathering and summarizing evidence on the extent to which educational values are being attained. It seeks to answer the questions: What process are we taking and what success is our educational program having?" A guidance program without any evaluation will be incomplete. As it is well known, it is very hard to evaluate human behavior. If there is

no evaluation, there is no program or progress. The follow-up study on the graduate will give a small picture of his success. The best salesmen for the teachers and counselors are their own students.

Evaluation is a good idea in learning the effectiveness of the program. Marison and Smallenburg said, "Evaluation is a constructive dynamic process that has as its purpose not only examining the procedures but also planning for better programs, improved understanding, and increased support by the participant."17/

Evaluation will not improve the program, but will show the justification of the guidance expenditure, and it will provide information to the public.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

Findings

1. There is great need for an organized guidance program for the high school students in Punjab State.

2. Students are looking for some professional or non-professional help in the educational, occupational and social fields.

3. The teachers, headmasters, parents and community cannot provide correct information for the students.

4. The country is becoming industrialized rapidly.

5. Parents play a most important part in the students' occupational selection.

6. There are no vocational schools for high school dropouts.

7. The examination standards are much too high.

8. Education in Punjab suffers because classes are overcrowded, teachers are not well trained, teachers are ill paid, funds are lacking, and the Department of Education in Punjab is inconsistent.

9. The greatest hindrance to the success of the guidance program is lack of trained people and shortage of funds.

10. There are no counselors in the Punjab schools.
Recommendations

1. The first step in setting up a guidance program is to get approval from the Educational Department of Punjab State. This approval from the state government will give financial aid to schools, and governmental backing for the guidance program.

2. Teachers training colleges should provide special training for future counselors.

3. Trained counselors should be encouraged to go to small towns and villages to start guidance programs, for in most cases the larger cities get the highest percentage of all new programs.

4. For the training of the counselors, the government should give some stipends and scholarships.

5. The public and private schools should be given equal importance in the guidance programs.

6. Employment Exchanges should be encouraged to work more with high school students and help high school counselors in the establishment of occupational files.

7. Vocational and occupational classes should be started in the high school.

8. The counselor in the high school should receive the support of the teachers, headmasters, parents and community.
9. The school counselor should play an important part organizing the school curriculum and he should recognize two kinds of curriculums: one for college-bound students and the other for those who go into employment after secondary school.

10. Vocational schools should be established for industrial skill development in order to care for the large proportion of the secondary age youths and post-secondary students.

11. A professional organization of guidance personnel should be established to give a good start to this new profession.

12. Pilot programs of guidance should be started in the large schools and the follow-up study should be made to evaluate the program.

13. The counselor should put great emphasis on occupational information. In this field he will win the support of teachers, parents, community and Education Departments.

14. The program should start slowly and eventually all the five guidance services should be put into operation.

Guidance Topic for Future Studies in Punjab

1. A follow-up study for effectiveness of guidance program in Punjab State.

2. Proposed guidance and counseling for the elementary schools.
3. The use of cumulative records in Punjab schools.
4. How the Employment Exchanges can be more helpful to high school students.
5. Introduction of the summer school for the teachers and counselors.
6. Occupational courses for the high school students.
7. The translation of the standardized tests, from English to Punjabi.
BIBLIOGRAPHY


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APPENDIX A
APPENDIX B

This appendix provides additional information and details that were not included in the main text. It covers various aspects related to the project, including technical specifications, data analysis, and future directions.


Revised January 1949.

Metropolitan District 1945.

Appendix 1944, Revised 1945.

Metropolitan District 1948.

Appendix 1947, Revised 1948.
March 14, 1965

Embassy of India
Indian Information Service
2107 Massachusetts Avenue, N. W.
Washington, D. C. 20008

Dear Sir:

I am a foreign student from India presently working toward my Master's Degree at South Dakota State University in Brookings, South Dakota. For my Master's Degree I am writing a thesis in which I am proposing a Counseling and Guidance System in Punjab State.

If you have a list of recommended books on the state or national level in this field, I would appreciate your sending to me a copy of it, if that would be possible. Suggested resources other than books would also be helpful.

Thank you for your consideration.

Sincerely yours,

Pritpal (Paul) Gill
1421 2nd Street
Brookings, South Dakota
Dr. John F. Stephens  
Curriculum Coordinator  
Lead, South Dakota

Dear Dr. Stephens:

I am quite certain that you will not have any trouble in recognizing my name. However, in the event you do not recall, I am an alumnus of Black Hills State College in Spearfish.

Presently, I am working toward my Master's Degree in South Dakota State University in Brookings, South Dakota. For my Master's requirements, I am writing my thesis on a Proposed Counseling and Guidance Program in the Secondary School System in Punjab State. To date, I am having a difficult time collecting information in this field. With your past experience at East Pakistan University in Dacca, as coordinator in counseling and guidance, you may be able to lead me to some good information. Any suggestions would be appreciated.

Please give my regards to your whole family from me and my family.

Thank you for your assistance.

Sincerely yours,

Pritpal (Paul) S. Gill  
1421 2nd Street  
Brookings, South Dakota 57006
April 7, 1965

Coordinator
East Pakistan Project
Colorado State College
Greeley, Colorado

Dear Sir:

I am a foreign student from India. At present I am working toward my Master's Degree at South Dakota State University in Brookings, South Dakota. For my thesis I am proposing a counseling and guidance program for Punjab State. I am having difficulty in getting resource material.

Dr. John F. Stephens, who has spent three years under your project in Pakistan, has suggested for me to write your office. Since in some educational and cultural ways India and Pakistan have similar problems, information which you might have available could be of great help to me. If you would be so kind as to recommend books or any thesis written in this field, it would certainly be appreciated.

Thank you for your consideration.

Sincerely yours,

Pritpal (Paul) Gill
1421 2nd Street
Brookings, South Dakota 57006

(This same letter was also sent to: Pakistan Project Coordinator, Indiana University, Bloomington, Indiana. There was no reply.)
Dear Sir or Madam:

I am a native of Punjab state and I am working on my Master’s Degree in the field of counseling and guidance at South Dakota State University, Brookings, South Dakota, USA.

For my graduate requirement, I am writing a proposed guidance program for the secondary schools of Punjab state. This survey will involve the head of the schools—getting their personal opinions concerning guidance and counseling in the state. If you have any personal or additional comments which my questionnaire does not include, please write them on the reverse side of the questionnaire.

This is my second attempt to collect data in this field. The first time, a letter was written to different people but no responses were returned. This time, I have asked my brother and father and friends for assistance in collecting this information. They will be calling on your in person or by mail. Please give us your full cooperation.

Thank you for the time and your wonderful suggestions.

Sincerely yours,

Pritpal Singh Gill
Mr. Paul Gill  
1421 2nd Street  
Brookings, South Dakota, 57006

Dear Mr. Gill:

This is to acknowledge your letter received April 12, 1965. I regret that we do not have specific books concerning the areas of psychology and guidance in East Pakistan, but we have had three doctoral theses completed on aspects of the guidance program of East Pakistan. The three theses are:

Ali, Md. Khurshed  
Use of Guidance Services in the Educational System of Pakistan.

Aijaz, Saiyid Mohammad  

Quidwai, Anis Ahmed  
Evaluation of Criteria for selection of Students in the Master of Education Program at the Institute of Education and Research, Dacca, East Pakistan.

These doctoral theses have been registered and are available on microfilm through the University of Michigan. I am sure your librarians at South Dakota State University can advise you concerning the ordering of studies from Michigan.

Sincerely,

Frank P. Lakin  
Campus Coordinator  
East Pakistan Project  
Colorado State College  
Greeley, Colorado
Mr. Paul Gill
1421 2nd Street
Brookings, South Dakota

Dear Paul:

It was good to hear from you and to find that you are working on an advanced degree. I don't know how much help I can give you in finding information on the status of guidance and counseling in the Punjab State. You might try contacting the following offices for help:

1. Pakistan Project Coordinator
   Colorado State College
   Greeley, Colorado

2. Pakistan Project Coordinator
   Indiana University
   Bloomington, Indiana

Both of these schools have education projects on the subcontinent which would be working on counseling and guidance programs. Also, you might contact the Pakistan and Indian Embassies and inquire about current plans in this area. The five year development plans in both countries have areas concerned with guidance and counseling. The United Nations Education Agency, or whatever it is called, could give you some information, too. These agencies should at least be able to tell you the best sources of information. Don't forget to research the library there at State College.

The family sends you their best wishes. Terry is attending the University in Brookings. If you get down there, you should look him up. Mr. Fulleton is there, too.

Yours truly,

Dr. John F. Stephens
Curriculum Coordinator
Lead Public Schools
Some of the following questions require a check mark ( ) in either the yes box or the no box. When a more detailed answer is needed, other directions are provided.

1. Does your school have any counseling and guidance program? □ Yes □ No
   A. If your answer is yes, explain the purpose of the program.

2. Do the students come to you for help voluntarily? □ Yes □ No

3. Is the student referred for help by parents and teachers? □ Yes □ No
   A. How are students helped with their problems? (Explain)
   B. How large are the average classes? □ Number answer

4. Are guidance and counseling vital parts of education? Explain □ Yes □ No

5. What are the greatest hindrances in the field of guidance and counseling? (Number in sequence—1, 2, 3, 4, 5—beginning with greatest hindrance and ending with the least.)
   □ Lack of trained people □ Schoolboard
   □ Community □ Parents
   □ Finance

6. What is the greatest worry of the student in his final year of high school? (Check only one)
   □ Future □ Marriage
   □ College Education □ Other
   □ Parents

7. In occupational selection who plays the most important part in influencing the student? (Check only one).
   □ Parents □ Depends upon chance
   □ Teachers □ Other
   □ Himself
8. Do you offer any vocational or occupational courses in your school?  
   ☐ Yes ☐ No

9. Is there any kind of standardized tests used in the school?  
   ☐ Yes ☐ No
   A. If the answer is yes, what kinds of tests are used? (Explain)

10. Please list any other comments which are not included in this questionnaire. (Continue on reverse side.)