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# UNIT 6 GUIDANCE PROGRAMME

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## 6.1 INTRODUCTION

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Students of the present day are faced with a number of problems during the various styles of school life. These problems may be related to personal, behavioural, educational or vocational or personality factors. Enabling students to overcome these problems and become self-reliant in future is one of the major aims of the guidance programme. However, one is also aware that the implementation of guidance programme in the prevailing schools is hardly noticeable. This situation still persists, inspite of various recommendations been made by the government since the last few decades. One of the likely causes for the non-implementation of this programme is largely due to the lack of adequate knowledge among the required or concerned staff regarding the planning and organisation of the guidance programme in schools.

The present unit deals with the various services involved in a guidance programme and the functions performed by each of these services. Subsequently a brief is made on the planning and organisation of guidance programme in the schools. This is finally followed by a description of various steps involved to evaluate the guidance programme.

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## 6.2 OBJECTIVES

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After going through this unit, you should be able to:

- define a guidance programme;
- explain the various functions of a guidance programme;
- prepare a plan for organising guidance programme in school;
- enumerate different guidance activities in accordance to the student needs; and
- describe the procedure for evaluation of a guidance programme.

## 6.3 GUIDANCE PROGRAMME

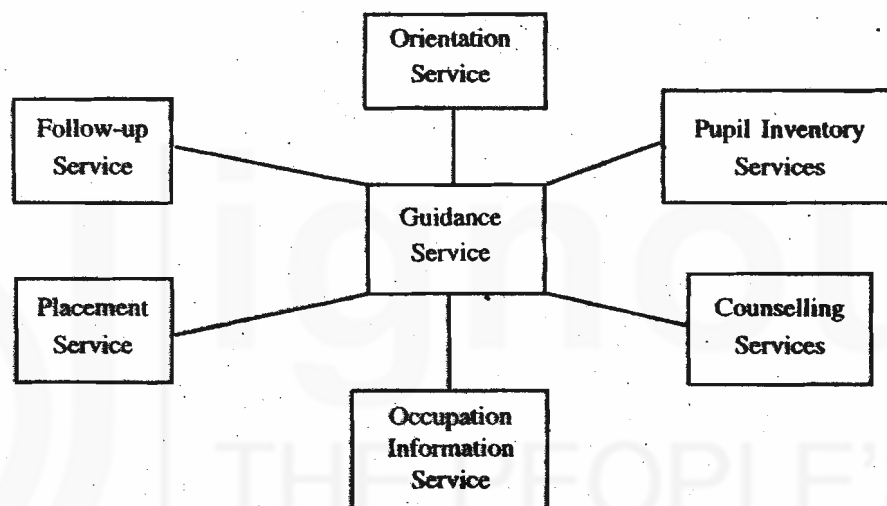
A school guidance programme constitutes a cluster of activities which enable the students to overcome their educational, vocational, personal or social problems that they face during the different phases of development. It forms as an integral part of school education and is non-instructional in nature. A guidance programme constitutes of various services. Guidance service as defined by Smith (1957) is as follows:

“The guidance process consists of a group of services to individuals to assist them in securing the knowledge and skills needed in making adequate choices, plans and interpretations essential to satisfactory adjustment in a variety of areas”.

## 6.4 VARIOUS GUIDANCE SERVICES

A school guidance programme largely consists of six services. They are orientation, counselling, pupil inventory, occupational information, placement and follow-up services. Each of these services are distinct due to their specific functions.

Guidance Services



### 6.4.1 Orientation Service

It is generally noticed that when students shift from one school to another, they find difficult to immediately accept and adjust to the new surrounding. This also occurs in case of those students who either move from school to college or school to a work situation. An entry into a non familiar or new situation, may likely lead to certain adjustment problems among the students. To overcome this obstacle, the orientation services are organised, especially to familiarise the students with the new surroundings and thereby adapt themselves and make necessary adjustments. Hence, it is always advisable to begin any educational course or programme with an orientation activity.

Some of the objectives of the orientation service are:

1. develop awareness regarding the rules and regulations, functioning patterns and available infrastructural and physical facilities in the school or institution or work place.
2. acquaint the students with the concerned staff and also the student body.
3. provide opportunities for the staff members and student body to interact with the new comers.
4. develop favourable attitudes among the students both towards the school and the staff.



One should also note that the orientation services are not only restricted to the students, but they can also be extended for the parents and towards the community. Further, this service needs to be organised for all students so that they fulfil their various needs. In addition, this can also be a continuous activity, implying that implementation of these activities can be distributed throughout the year.

### Orientation Activities

The activities are to be organised based on the age group of the students and the availability of resources.

The activities can be broadly classified as (i) Pre-admission Orientation and (ii) Post-admission Orientation.

- (i) **Pre-admission Orientation:** This is one of the service which is lacking in our schools. It helps to acquaint students with the Institution, its tradition, purpose, its rules and regulations, curricula, extra curricular activities, the staff and the student body.

**Activities:** Some of the suggested activities could be:

- a) visit to schools along with the staff or parents;
  - b) arranging conferences and talks with the parents, since they also play a major role;
  - c) issuing handbooks or pamphlets giving information about the school, its courses and activities; and
  - d) arranging exhibitions to expose them to the activities that students are undertaking.
- (ii) **Post-admission Orientation:** This service can be provided throughout the year. It helps the teacher in determining the abilities of students and thereby adopt their teaching styles and activities according to the student needs.

### Activities

- a) Conduct various games like "get-acquainted" games where the student can talk about themselves, such as their interest, hobbies, etc.
- b) Arrange group activities, wherein the students are provided opportunities to interact with each other and exhibit their abilities.

## 6.4.2 Pupil Inventory Service

Apart from knowing the general characteristics of students, it is also very essential to identify the specific abilities predominant among the students, before a counsellor or career teacher

assists them. Since, without identifying the pupils aptitudes and interests, one cannot determine what to expect from them and what they are capable of doing. The various aspects that has to be assessed before one guides a student are his aptitude, achievement, interests, attitudes,



socio-economic status, family background etc. In the previous unit i.e. Unit 5: Techniques of Guidance you have studied about various techniques of guidance. The pupil inventory service helps in the recording and maintaining of these data. These records can be prepared by the collaborative effort of the teacher, counsellor and career teacher through various techniques. Till now, you are familiar with the techniques as testing and non-testing techniques, and observation, anecdotes, rating scales, sociometry and interview are some of the well-known non-testing techniques. The testing techniques are the verbal tests, non-verbal tests, performance tests, projective techniques and the personality tests. These tests must be administered by the counsellor or any professionalised personnel. However, assistance from a teacher is must for maintaining the records of students by using some of these techniques. A teacher could give details of certain behaviour of students by observing them in the classroom situations and making their records. These incidents could be accumulated in the form of anecdotal records.

#### **Objectives of pupil inventory service**

- i) to identify the various abilities of the students by administration of various tests; and
- ii) maintain various records concerned to each students and to update them periodically.

The type of data generally collected are personal, family data, psychological data, achievement, health data, etc. This obtained data helps a counsellor and career teacher in their counselling process and career guidance programme respectively.

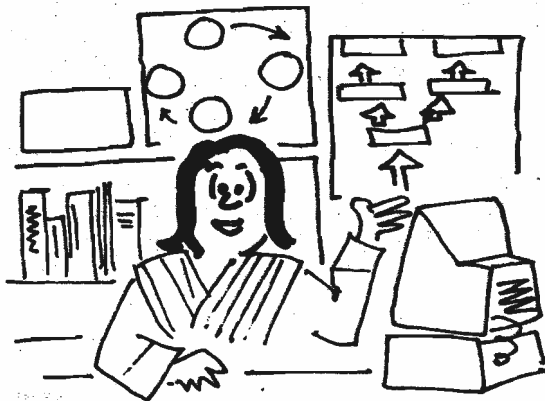
#### **6.4.3 Occupational Information Service**

This is a service which can be provided by the integrated effort of a teacher, counsellor and a career teacher. The main objective of the service is to provide the students information about the educational opportunities in various levels, related training programmes conducted and occupations available. This helps the students to be aware of the options open to him with respect to a particular course or subject in any of the above areas. Further the student is also exposed to the world of work, nature and pattern of work and the skills required for performing the work. For further reference, you may read Unit 7 "Occupational Information" of this course.

The objectives of information service are to:

- i) create an awareness of the necessary occupational and educational information;
- ii) develop a broad and realistic view of the various educational, training and occupational opportunities; and
- iii) help the student obtain and interpret the information he/she needs in making specific plans for his/her future career.

This service needs to be more emphasized at the secondary and higher secondary levels. The various aspects informed to the students through this service are about the job or occupation positions, duties performed, educational and professional requirements, conditions of work,



rewards offered, promotional avenues, etc. Such information are collected and disseminated by the guidance worker in the form of career talks, conferences, etc.

#### 6.4.4 Counselling Service

This service is considered to as be the most fundamental part of the guidance process. The purpose of it is to assist the students in the process of all round development. It provides an opportunity to the individual to discuss their plans and problems with a professional or counsellor in a conducive environment. The process ultimately makes a person capable of self-directed and self-sufficient. This service can be practised only by a counsellor. A detailed description of the role of counsellor and counselling techniques are described in Unit 2 “Understanding Counselling”. However, some assistance can also be provided by the teacher in a school. This is because a teacher is one who spends maximum time working with the students in the classroom and when comes across any student who displays deviant behaviours, he/she can always refer the case to a school counsellor. Further, observations made and recorded by the teacher about the certain students can help the counsellor in the counselling process. The counselling service includes individual counselling and group counselling. The details on group counselling has been explained in Unit 8 “Group Guidance”.



It must be noted that counselling is not only restricted to normal students but to any student who is either retarded or handicapped.

#### 6.4.5 Placement Service

The placement service makes an effort to help those students, secure employment, who are either in school or those after they leave school. The school provides certain facilities through which the employment needs of the students are met either through special placement personnel or by integration services of the other guidance personnel. It is an activity which requires the co-operation of the principal, counsellor, teacher, career master, state employment agencies, private agencies and also the community. This service is more significant for the students at the secondary and higher secondary level. The placement service here is concerned for those:

- i) Who withdraw from the formal education before they complete school (drop-outs).
- ii) Who prefer part time work while going to school or may be during the vacation or after school hours or during weekends.
- iii) Who terminate formal education after higher secondary level.

The basic aim of placement is to facilitate the process of meeting the needs of both employer and the prospective employee. The student must be placed only until the correct and appropriate information regarding him/her has been obtained from the counsellor or the incharge guidance personnel. The information that is generally made available is his/her personal bio-data, achievement grades, attendance, test-scores, health-data and other required data. The teacher may also assist by providing details concerning the student's interest, and other skills such as participation and communication.



Apart from placement, this service also orients the students to some of the job applying techniques. The guidance worker could familiarize them with the methods of applying for a job, guidelines for applying, identify the various sources of information and how to prepare for the interview. These skills can be developed either through group or individual counselling.

A school that provides placement services, hence should be capable to draw upon all the possible resources in order to assist its students in finding suitable and appropriate jobs. The extent to which the placement service fulfils this purpose is a measure of its effectiveness. This could largely be met by a systematic and proper functioning of the guidance committee. For details of guidance committee refer to sub-section 6.4.2. The school committee could also publicize about the placement programme both to the students and community. Within the schools, the information could be published in school magazine, notified in the libraries or announced in student assemblies.

#### **6.4.6 Follow-up Service**

A guidance worker who does not assess the progress made by his/her student is like the physician who does not verify whether his/her patient has recovered or not.

Here, it becomes very essential in a guidance programme to learn the nature and extent of progress of the student even after he leaves the school. This service does not only pertains to the study of occupational aspect but also to other related aspects such as emotional and social adjustments.

For example, if a student has been counselled for social-emotional problem, after he/she leaves the school, the guidance worker must do a follow-up to check how far he/she is able to cope up with the new environment and what are the problems he/she is still facing.

##### **Purpose of this Service**

- i) It draws upon information from the former students regarding the extent of influence or effectiveness of the school guidance programme.



- ii) Based on the feedback obtained, make relevant changes in the school guidance programme.

The programme generally keeps contact with the students and drop-outs after leaving school. One of the most common method adopted for follow-up is the questionnaire which is periodically sent to the students after they leave their school. On the basis of the experiences of former students, the guidance worker can formulate the future programme for the present students, further, and thereby equip the remaining students with necessary activities. The follow-up service has more relevance for the field of research. After receiving valid information from the former students, the **administrators** can improve upon their services. Further, employing this information, the educational institutions can conduct studies of the relationship between the training given to these former students and how far the utilisation of the training was made. Studies on the effectiveness, efficiency and desirability of the courses offered can also be conducted.

The three steps that are dealt in a follow-up programme are:

- i) A systematic gathering of data from the alumni.
- ii) Interpretation and presentation of that data to all the concerned personnel, i.e. student, parent and community.
- iii) Suggest a modified framework of educational programme based on the findings made.

**Check Your Progress**

- Notes: i) Write your answers in the space given below.  
 ii) Compare your answers with those given at the end of the block.

1. Describe a guidance programme in 3-4 lines.

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2. List out the 3 major services of a guidance programme.

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3. Match the following.

Service	Purpose
a) Counselling	— bridge the gap between home and school
b) Placement	— aware of various career options open to him
c) Orientation	— obtaining suitable jobs
d) Occupational information	— to self-understand and self-direct one self
e) Follow-up	

4. The service which keeps in touch with the students who pass out of school is ..... service.

(Counselling/placement/orientation)

5. The service which aims at collecting information about individuals by various methods and techniques is

- a) Counselling service
- b) Pupil inventory service
- c) Placement service
- d) Occupational information service

6. Counselling service is not a part of guidance service. (T/F)

7. Guidance is not for the mentally retarded children. (T/F)

8. Guidance programme must be available for children at all levels. (T/F)

9. In elementary level, more emphasis must be laid on occupational information service. (T/F)

10. Differentiate between placement and follow-up service.

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## 6.5 ORGANISATION OF SCHOOL GUIDANCE PROGRAMME

The organisation of guidance programme at the schools requires cooperative effort of various personnel present both within and outside the school. The programme must be planned with the assistance of various personnel like the school principal, the staff, counsellor, career master and the parents. Before planning a guidance programme, it is essential to understand the purpose and aims of guidance (This has already been dealt in Unit 1 "Understanding Guidance").

### 6.5.1 Pre-requisites of a Guidance Programme

Some of the preliminary tasks needed to be undertaken in order to organise a guidance programme are :

- a) Formations of a guidance committee, which comprises of atleast seven to eight members. The committee would constitute of various personnel such as atleast two parents, two teachers, a counsellor and a career master. The principal could be represented as the chairman of the committee.
- b) Decisions and arrangements must be made regarding the allotment of budget for conducting the various services. The expenses could be determined also keeping in view the payment of honorarium for guest lectures, conveyance to specialists or professionals such as educationists, doctors, etc.
- c) Suitable arrangements need to be made to acquire minimum infrastructural and physical facilities such as a guidance cell or room, tables, chairs various psychological tests and other required literature.



- d) Support from the parents and community could be obtained by orienting them to the significance of a guidance programme.
- e) The school staff and students also need to be briefed on the purpose and importance of the guidance programme and encourage them to participate.

### 6.5.2 Planning of a Guidance Programme

The following steps are necessary to be undertaken to plan the guidance programme :

1. First make a survey of the available guidance services in the existing school or institution.
2. Identify the student needs (or) areas where assistance is required.
3. Obtain the opinion of the staff members and ascertain the extent of assistance possible from them.
4. Statement of explicit objective for the guidance programme on the basis of the student needs.
5. Specification of the various functions of each guidance service.
6. Assignment and defining of duties to each personnel, who are the members of the guidance committee.

For the smooth functioning of the guidance, necessitate a well planned guidance programme. It facilitates co-ordination of activities among the personnel in an integrated pattern.

In brief, the guidance committee first identifies the programme objectives based on the survey of the student needs and characteristics. This is followed by preparation of a yearly plan of the school guidance programme. Further, keeping in view the objective, the committee prepares a tentative plan or chart, indicating the functions of various personnel. Next, another subsidiary chart is prepared, specifying the duties or tasks to be performed by each personnel.

**Role of the Principal :** The principal, chairman of the committee provides the required facilities for the smooth and successful functioning of the guidance programme at the schools. Some of them have provision of a separate room or office for the counsellor, space for conference room, clerical staff and other physical facilities such as table, chairs etc. Apart from their, appropriate need to taken by the principal to make suitable arrangements for the procurement of the psychological test materials, literature documents and arranging sufficient budget. Further, monitoring of the guidance activities are also been done by the principal.

**Role of the Teacher :** The teacher provides assistance by maintaining the cumulative records of students and also in organising the various guidance activities. A detail description of the role of teacher, career master and counsellor has been already provided in Unit 4 "Role of Guidance Personnel in Guidance".

Above all, one should also be aware that during the initial stages of the programme implementation, the following problems are likely to be faced:

1. inadequate staff or trained personnel to provide assistance for conducting the services.
2. conflict of roles and responsibilities among the various personnel and
3. involvement of personnel in other non-guidance activities.

However, gradually the above problems can be overcome.

### 6.5.3 Guidance Activities

#### At Secondary Level

This stage which includes students of class IX and X, requires guidance activities to be focussed on the needs of three group of students. They include those who intend to:

- a) continue for higher education (graduation).
- b) take up vocational or professional courses (polytechnics; professional education like medicine, etc.).
- c) enter a job.

Keeping in view the above target groups and their characteristics, the following are the objectives of the guidance activities organised at this stage.

**The Objectives are listed here:**

- i) help the student to understand and accept the physiological changes in one self.
- ii) help them to make effective adjustments in the family, school and society.
- iii) identify, develop and strengthen their abilities and interests.
- iv) provide information about various educational and vocational opportunities and the essential requirements.
- v) enable parents and teachers about the importance of this stage especially adolescent and create appropriate situations for effective learning and development.
- vi) to enable them to make realistic educational and vocational choices.

After class X, the student have to choose their subject stream, hence the most important function of guidance services at this stage is to enable students make appropriate choices.

**Services and their activities for secondary school students**

Service	Activities
Orientation	<ol style="list-style-type: none"> <li>(i) make arrangements like school visits, talks by the other school staff.</li> <li>(ii) arrange parent-teacher meetings to orient the parents.</li> </ol>
Pupil Inventory	<ol style="list-style-type: none"> <li>(i) collect data on abilities, aptitudes, interests, achievement and other psychological variables through administration of tests.</li> <li>(ii) maintain student cumulative records.</li> <li>(iii) identify under-achievers and drop-outs from the school records.</li> </ol>
Counselling	<ol style="list-style-type: none"> <li>(i) refer the cases to counsellor.</li> <li>(ii) counselling activities to develop one self.</li> <li>(iii) organise and conduct group activities, discussions, role-playing to develop personal and social skills.</li> <li>(iv) arrange talks by professionals such as doctors, educationists on matters like health, addiction, personal habits, sex education and other educational issues.</li> <li>(v) conduct activities on social service and arrange for camps.</li> </ol>
Occupational information	<ol style="list-style-type: none"> <li>(i) organise career exhibitions and career conferences.</li> <li>(ii) arrange field trips.</li> <li>(iii) arrange career talks.</li> <li>(iv) orient the parents regarding various courses after class X.</li> <li>(v) prepare activities showing self employed persons.</li> <li>(vi) conduct programme to interact with self employed persons</li> </ol>
Placement	<p>Provide placement:</p> <ol style="list-style-type: none"> <li>(i) for drop-outs</li> <li>(ii) for students who terminate their formal education and get into some vocational course.</li> <li>(iii) for students who are completing school education.</li> </ol>
Follow-up	<ol style="list-style-type: none"> <li>(i) obtain and document the addresses of the school-leaving students and drop-outs.</li> <li>(ii) administer questionnaires or interviews to obtain students opinion about the school guidance programme.</li> <li>(iii) arrange meetings like "old student association or Alumni".</li> </ol>

**At Higher Secondary Level**

This stage covers two classese i.e. XI and XII and the age of the students usually ranging from 16 to 18 years. The objectives of guidance programme at this stage are:

- i) Help students to make appropriate choice of course(s) in accordance to their abilities and interest.

- ii) Helping them to plan their career based on the choice of course.
- iii) Make them aware of various job opportunities related to various courses.
- iv) Guide them in the area of personal-social adjustment.
- v) Make them self-directed and self-confident.

**Services and then activities for (+2 students) senior secondary students:**

Service	Activities
Orientation	<ul style="list-style-type: none"> <li>(i) obtain pamphlets/handbook of various educational institutions.</li> <li>(ii) orient parents and teachers to various educational institutions.</li> <li>(iii) arrange talks by the school/institution staff, employees.</li> </ul>
Pupil Inventory	<ul style="list-style-type: none"> <li>(i) administer various tests to measure abilities, and other psychological variables.</li> <li>(ii) maintain the records of the students and constantly up date them.</li> <li>(i) conduct sessions to develop self-confidence in students.</li> <li>(ii) conduct more sessions on role playing. e.g. attending an interview; communication skills; leadership qualities.</li> <li>(iii) arrange debates, group discussions, and drama on various social and educational issues such as :               <ul style="list-style-type: none"> <li>a) "Discipline in work place"</li> <li>b) career choices and life styles</li> <li>c) making decision and alternatives in planning career goals</li> <li>d) strategies to cope with stress and anxiety.</li> </ul> </li> </ul>
Occupational Information	<ul style="list-style-type: none"> <li>(i) Organise               <ul style="list-style-type: none"> <li>- career conferences</li> <li>- field visits</li> <li>- career talks</li> </ul> </li> <li>(ii) establish communication with the staff at employment exchanges and related agencies.</li> <li>(iii) conduct classroom sessions on               <ul style="list-style-type: none"> <li>- "Resumes, Applications and Interview"</li> <li>- "Employment Trends"</li> </ul> </li> </ul>
Placement	<ul style="list-style-type: none"> <li>(i) arrange for in-campus interviews</li> <li>(ii) advertise vacancies and college information at the school notice board and address or announce during the assemblies.</li> </ul> <p style="text-align: center;">or</p> <p>make necessary notification of the available vacancies and college information.</p>
Follow-up	<ul style="list-style-type: none"> <li>(i) form a "student's association" of the school leaving students.</li> <li>(ii) administer follow-up questionnaires to students periodically</li> <li>(iii) arrange meetings to invite the old students.</li> </ul>

**Check Your Progress**

Notes: i) Write your answers in the space given below.

ii) Compare your answers with those given at the end of the block.

11. Orientation programme must be conducted only during the pre-admission period. (T/F)

12. List out any three major activities that can be carried by the orientation service and pupil inventory service at secondary level.

13. Career exhibition and conferences are conducted by the ..... service.

14. Explain in brief the planning of a guidance programme.

15. List out any two counselling service activities that need to be conducted at the higher/senior secondary (+2) level.

## 6.6 EVALUATION OF GUIDANCE PROGRAMME

Evaluation of guidance programme refer to process where in efforts are made to assess how far the objectives of the programme have been fulfilled or what extent is the programme is effective.



### 6.6.1 Need for Evaluation

Evaluation is needed to determine various aspects like:

- effect of various guidance services on the behaviour of students
- quality of guidance services provided
- adequacy and feasibility of the guidance services provided
- the other activities and techniques need to be adopted in order to make the service effective.

In general it contributes to the sum total of useful knowledge in the guidance field.

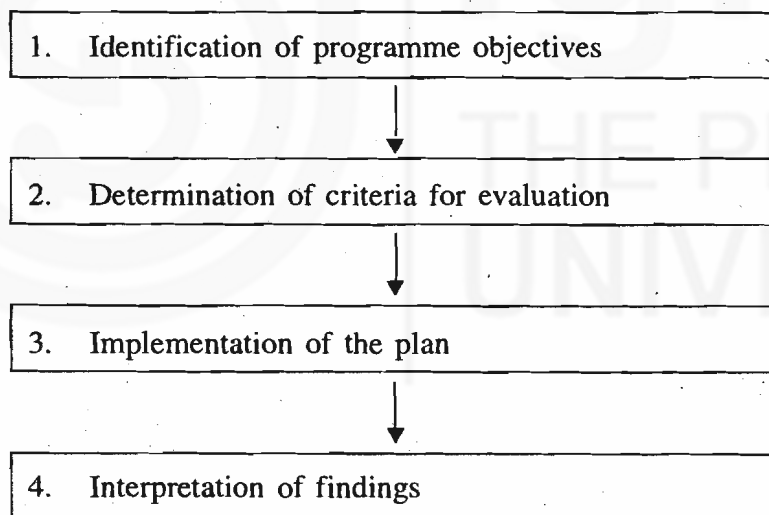
Research and evaluation are simultaneous activities. Hence, in every aspect of the guidance service, a research component is essential. The results derived from research and evaluation have implications for both the improvement of guidance programme and also for the school curriculum. An educational institution can utilise these findings to redesign its instructional techniques so that they are able to meet the needs of its students at a higher extent. Underlying this, any qualified guidance worker must always be encouraged to evaluate and simultaneously undertake research. The guidance committee here could discuss the findings with the other staff members, parents and students, thereby facilitating a better co-ordination and hence leading to improvement in the guidance services. Unless the existing programmes are not evaluated, the worthfulness of it cannot be established.

### 6.6.2 Steps in Evaluation

- i) **Identification of objectives:** The first step is to list out the objectives of the guidance programme. The objectives need to be clearly defined, such that they are specific and measurable.
- ii) **Criteria for measurement:** After the identification of objectives the criteria for measuring them have to be established. This is followed by the determination of the appropriate methods and techniques to collect the required data based on the criteria selected.
- iii) **Implementation of the plan:** Once the design of the plan is prepared, it requires to be implemented. Before its implementations, the expert's opinions and suggestions from other guidance personnel could be obtained subsequently. The activities could be organised and conducted in a systematic way.
- iv) **Interpretation of findings:** Maximum efforts must be made to check that the data collected is reliable. The data must first be compiled and later interpreted accurately. The findings must be summarized and shared with the school personnel and guidance worker. Further, steps must also be taken to implement these findings.

The steps involved in the evaluation of a school guidance programme have been presented in an illustration from.

#### Steps for Evaluation



### 6.6.3 Methods of Evaluation

Based on the criteria of evaluation, the methods of evaluation have to be decided. Some of the methods are suggested below:

- i) **Survey method:** It is one of the most commonly used method. Here the reactions of the students are collected either through questionnaires or by personal interviews. The survey is not limited to the follow-up study of school leavers, but it can also be done on the students who are still at schools.
- ii) **Experimental method:** It is used generally on two groups. Where, one group must be control group. The groups are matched in all respects except the treatment factor. e.g., in the present situation counselling is done on the experimental group and no treatment

given to the control group. After the treatment the outcomes of the two groups are compared. This shows whether the counselling technique (treatment) has any influence on the experimental group and how far is it. More detailed studies would be done, using more than two groups can also be carried out.

- iii) **Case study method** involved a detail and continuous study of each student and maintaining contact with him/her for a considerable period of time. The careful and individual follow-up of students help them in making a better school record in terms of monthly report. This monthly record will indicate about the effect of counselling/treatment of student.

In addition to this, availability of record of number of other students may provide an adequate basis for evaluation.

### Check Your Progress

Notes: i) Write your answers in the space given below.

ii) Compare your answers with those given at the end of the block.

16. Identify two major needs of evaluation process in the guidance programme.

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17. List out the steps in evaluation.

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18. One of the most common method of evaluation is .....

19. The effectiveness of a guidance programme can be measured even without evaluation.

(T/F)

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## 6.7 LET US SUM UP

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In this unit, we have studied about the various services in a school guidance programme. These are orientation, pupil inventory, counselling, occupational information, placement and follow-up services. Each of these services have distinct functions and objectives.

To organise a school guidance programme, some of the preliminary steps to be undertaken-one formation of guidance committee, arrangement of required facilities and budget and orienting the students, parents and community.

In the basis of the future and objective of each service, various guidance activities can be conducted for the secondary and higher or senior secondary school students. The activities are also organised keeping in view the need and characteristics of these students.

Evaluation of the guidance programme also forms as an essential component in a school guidance programme. The need, procedure and methods for evaluation had also been described.

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## 6.8 UNIT-END EXERCISES

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1. Visit to any school and study their organisation of guidance programme at the secondary level. Prepare a chart showing the organisation of the guidance programme and list out the various activities that are carried in each services. (As discussed in the sub-section 6.6.3.)
2. Visit any school and study the functioning and objectives of the institution at higher secondary level. Identify the student's needs and prepare a list of activities that need to be carried out by each service. Prepare a report in about 1000 words.

3. Suppose you are a counsellor of a school and you wish to make an evaluation of the guidance services in your school. Write in detail the plan and how you would like to go about doing it? Write a detailed report in about 1000 words only (specify the objectives, and procedure).
4. Develop a follow-up questionnaire for school leaving students (XII standard) to get a feedback about the effectiveness of the guidance programme of the school.
5. A survey was conducted on all the 80 students of the secondary class IX and X in a school. The following data was obtained.
  - a) 50% of the students were below average students.
  - b) 10% of the students were above average students.
  - c) 20% of the students drop-out very year.
  - d) 70% of the students are unaware of the various courses and job's opening.

Mention what guidance activities need to adopted for any of the two groups mentioned above. Justify your answer with the help of suitable illustrations.

