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**Draft**

**Guidance and Counselling**

**Guidelines  
*for*  
States**



**Department of Educational Psychology & Foundations of Education**

**&**

**RMSA Project Cell**

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## Introduction

The purpose of any education system is not only to foster academic learning but also all-round development of children. Besides cognitive development, schooling also involves appropriate socio-affective development (i.e., self-reliance, self-discipline, taking initiative, independence of thought, understanding relationships with people and environment, responsible action, etc.). Development of such

personal-social qualities includes knowledge and understanding, abilities and skills in relation to oneself and others. The school, besides the family, is a major influence in children's personal-social development. As students' progress through primary and secondary stages of schooling, they need an environment that is secure, warm, caring and nurturing. Teachers in order to foster personal-social competence need to develop an understanding of their students and ensure that all students are treated fairly, are valued, and are exposed to a wide range of personal and social learning experiences.

Education aims at promoting optimum development of students in all spheres – educational, vocational, personal, social, moral, physical etc. so as to make them productive and useful citizens. Guidance and counselling in harmony with the goals of education, aims to facilitate maximum personal development of children in all spheres of life. In its attempt to meet the needs of all students, guidance and counselling makes education a meaningful and satisfying experience. Learning and understanding about self is as important as learning about various school subjects. Every child has the potential to develop self-understanding which includes understanding of abilities, interests, behaviours, attitudes, values, conflicts, anxieties, likes, dislikes, impulses / emotions, goals, one's role in society etc. The National Curriculum Framework (NCF, 2005) views Guidance and counselling as part of curriculum. In this view guidance and counselling functions can be carried out through the curriculum by integrating guidance philosophy and practices through curricular offerings thereby adopting a proactive and preventive approach. Educational, career and personal-social development of children can be promoted by creating stress-free environment for learning, encouraging students to understand themselves, relating subject matter to self and needs of students, helping children learn independently and cope with demands and challenges, facilitate development of healthy peer relationships through group activities and classroom climate, etc.

The need for guidance and counselling for students emerges from the changes taking place in every sphere of life. Academic stress, poor academic performance, cut-throat competition, vast and varied educational and career opportunities and resulting confusion in making career choice, ever growing, changing and complex world of work, drop-out, suicide, anger, violence, drug abuse, child abuse, sex abuse, HIV/AIDs, crime, changes in lifestyle, divorced / single parents etc. are some of the concerns which require support of guidance and counselling services to school students. Helpline for students by various organizations like CBSE, few State level guidance agencies, NGOs etc. and popularity of these helplines point towards the need and significance of guidance and counselling requirement for the school system.

To address the developmental needs and concerns of students at different stages of schooling, a professionally trained person, a counsellor or a teacher-counsellor is required to work within and with the system. The purpose of guidance and counselling services is to help each student develop as an individual in his/her own right, make choices and set goals on the basis of his/her strengths. By attending to the special needs and requirements of students belonging to different social, economic and cultural backgrounds, guidance and counselling helps students engage in the educational process and, thereby, benefit from the curricular experiences. Guidance and counselling not only helps students to develop an understanding of one self and of others, it also supports students to deal with their personal- social, academic and career related concerns. It facilitates development of effective study habits, motivation, identifying learning or subject related problems, helping students to see the relevance of school years in life and for future, developing skills, right attitude and interests to help making a choice in career etc. Guidance and counselling, thus, promotes holistic development of every student. This signifies the need for every teacher to become a 'guidance minded' teacher and carry out his/her functions with guidance aim.

Rashtriya Madhyamik Shiksha Abhiyan (RMSA) envisions equipping the State personnel with skills and competencies to facilitate educational, personal, social and career development of students. It is of immense significance and needs to be taken forward. The proposed guidelines would provide a road map to implement this vision and take it to the States. The document begins with a brief on need of guidance and counselling in supporting overall development of children, followed by presenting a historical view of guidance and counselling concerns as reflected in policy documents and the status, approaches etc. of these services in the country. In view of the developmental nature of

guidance, a broad general developmental framework to undertake guidance and counselling programme in schools is given, which would need to be contextualised according to the needs and concerns of the students. This is followed by what do schools need to focus on to guide students at secondary stage? An exemplar guidance programme drawn for secondary stage provides a view of what can be taken up by schools. The attempts made at national level to strengthen Guidance and Counselling services in the country states are presented next. This is followed by a plan to operationalize guidance and counselling services in states, the roles and responsibilities of the organisations at national, state, block and school levels are delineated with respect to academic, infrastructural and training components. A few exemplars of the course material are also appended.

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## **Guidance and Counselling: Indian Scenario**

In attempts towards strengthening guidance and counselling services in the country, a historical summation is imperative. A view of guidance and counselling is provided as articulated in various policy documents, advances in establishment of guidance and counselling services across the states, existing status, locale, structure, functions and approach to offering guidance and counselling services.

### **2.1 A Policy Perspective**

A relook at guidance and counselling, as emphasized in various policies/curriculum frameworks, indicates that concern for providing guidance and counselling services in schools for school students has continued throughout the years after independence. The provision of guidance services by trained personnel or counsellors, or teachers and training of teachers for the purpose has also been emphasised. A number of Education Commissions and Curriculum Frameworks have laid special emphasis on guidance and counselling in school education. A brief look at the recommendations is mandated to augment efforts in this direction.

*Secondary Education Commission (1952-53) of Education*, the first Education Commission in independent India also known as Mudaliar Commission, recognized the importance of proper guidance for students as part of education. The specific recommendations included:

(i) establishment of centres in different regions of the country for training of guidance officers and career masters, and (ii) Central Research Organization for carrying out research in educational and vocational guidance. As an outcome of the recommendations of the Commission Central Bureau of Educational and Vocational Guidance (CBEVG), a Central agency, was set up in 1954 under Ministry of Education and several such bureaus at state level also. Establishment of All India Educational and Vocational Guidance Association in 1956 was a result of this. This gave impetus process to the idea of providing guidance services in the country in an organized manner.

*Education Commission (1964-66)* expanded the scope of guidance services beyond educational and vocational guidance. Guidance was viewed as both adjustive and developmental; therefore it was regarded as an integral part of education and not a special

psychological or social service peripheral to educational purpose. Guidance, therefore, was seen as a continuous process aimed at assisting the individual to make decisions and adjustments from time to time (9.43-45 (p.238)). A detailed framework of guidance services describing the functions and strategies of guidance at primary and secondary school stages as well as training of guidance functionaries was given. It recommended guidance at the Primary Stage *“to begin from the lowest class of the primary school to help pupils make satisfactory transition from home to school; to diagnose difficulties in the learning; identify pupils in need of special education (e.g., the gifted, the backward, the physically handicapped); and to guide pupils to develop insight into the world of work and favourable attitudes towards work”* (9.44-45, p238-239). Guidance at the Secondary Stage aimed to identification and development of the abilities and interests of adolescent pupils. The emphasis was laid on trained counsellor to provide guidance services in all secondary schools. However, it also recommended adopting a short-range programme consisting of (i) A minimum guidance programme for all secondary schools through a visiting school counsellor assisted by the school teachers in the simpler guidance functions; (ii) Comprehensive guidance programme in selected schools (one in each district) to serve as models; (iii) Provision of necessary supervisory staff in the State Bureaus of Guidance to inspect and offer consultation to the school workers; and (iv) All secondary school teachers to be introduced to guidance concepts through pre- or in-service training ( 9.46 – 50, p.238).

*National Policy of Education (NPE, 1986) and Programme of Action (POA, 1992)* linked guidance services with the vocationalization of education and the POA (1992) stated emphatically the need for a parallel infrastructure of guidance and counselling: *“the centrally sponsored scheme envisages that vocational guidance will be available in the school for providing necessary guidance to the students, parents and teachers regarding suitable educational and vocational choices. The guidance programme should be directed at informing the students about job opportunities in various courses, facilities for on-the-job training and placement by working in collaboration with employees”* (p.109). The policy also recommended responsibility of Vocational Guidance Teachers for general foundation course and appointment of trained counsellor at district level (at state’s cost) to organize career advise centre and existing bureaus to train teachers. Later the revised scheme of Vocationalisation of Secondary Education (VOSE) (1993) suggested that Vocational Guidance Teacher (VGT) be appointed in each school for the purpose.



*National Curriculum Framework for School Education (NCFSE, 2000)* mentioned guidance services mainly for providing assistance to students for choice of courses and selection of a suitable career required at school leaving stage and not as an intervention to facilitate holistic development throughout the school years. Accordingly, NCFSE laid stress on provision of a guidance counsellor for every higher secondary school and one visiting school counsellor for a cluster of 3 to 4 secondary schools. In addition, it also laid stress on providing a career teacher for each secondary school wherever counsellor could not be appointed.

*National Curriculum Framework (NCF, 2005)* provided guidelines for facilitating healthy growth and development of students across all school stages and scope for guidance / counselling at each of these school stages from elementary through secondary and higher secondary stages. Recognizing the elementary school years as one of tremendous cognitive and affective development, NCF advocates the teacher's guidance approach :  
“*Teachers with background in guidance and counselling can design and lead activities to meet the developmental needs of children, thus laying the foundation for necessary attitudes and perceptions towards self and the world of work. They can also provide needed support and guidance to children belonging to various groups and strata of society for their sustenance through the elementary school areas*” (p.68). At secondary stage NCF states : “*The courses at this level generally aim at creating an awareness of the various disciplines and introduces students to the possibilities and scope of study in them. Through such engagement, they also discover their own interests and aptitudes and begin to form ideas on what courses of study and related work they might like to pursue later. Such needs could be effectively met by Guidance and Counselling interventions of an organized nature with support of trained teachers and professional counsellors*”(pg.68).

Further focusing on Higher Secondary stage NCF states: “*Given the developmental nature of this stage, guidance and counselling by trained professionals must be made available to children. Interventions to enhance self/career awareness, career exploration and planning are also essential. Besides, this stage coincides with adolescence, a period in an individual's life that is marked by personal, social and emotional crises created due to the demands of adjustment required in family, peer group and school situations. The provision of these services in schools would help create the support system required to cope with increasing academic and social pressures*” (p.70). NCF emphasizes that

*teacher education should develop the needed counselling skills and competencies to be a 'facilitator' and 'helper' of children needing specific kinds of help in finding solutions for day-to-day problems related to educational, personal and social situations. (108). In the context of 'Reducing stress and Enhancing Success in the X and XII publication examination' (p.113) it emphasizes G&C be made available in schools to deal with stress related problems and to guide students, parents and teachers to lessen the students stress. Help lines in boards can also help students and parents”.*

To meet the desired goals of guidance and counselling services the NCF delineates the responsibilities of states to augment guidance and counselling services. *“The roles and functions of SCERTs need to include providing support not only in purely academic areas but psychological aspects as well. SCERTs must take steps to strengthen the guidance bureaus/units already existing with them by setting them up as resource centres at the state level for in-service teacher training in this area, production of psychological tools/ tests, career literature, etc. and make counselling services available at district/block and school levels by positioning professionally trained guidance personnel.”*(pg 56.1, p. 12)

*Rashtriya Madhyamik Shiksha Abhiyan (RMSA, 2012)* a recent initiative of government of India committed to Universalize Secondary Education at Secondary and Higher Secondary stage lays emphasise on guidance and counselling as one of the important areas to achieve the goals of USE, quality concerns and improvement in education at secondary stage. As mentioned below:

*“Guidance and Counselling, both as an approach and as service, will be an important strategy for promoting Universalization of Secondary Education in terms of its pro-active as well as remedial role. Guidance and Counselling services can help in promoting students' retention and better scholastic performance in curricular areas, facilitating adjustment and career development of students, developing right attitudes towards studies, self, work and others”.*

*Counsellors, especially trained in theory and practice of counselling, can guide the students and help them develop the right attitudes and competencies to cope with educational, personal, social and career related problems and issues. The provision of these services in schools particularly at this stage would help students cope with increasing academic and social pressures. A multi-pronged strategy is needed to make available guidance services at school stage across the country”.*

In an attempt to make available guidance and counselling services to school students, RMSA has laid stress on strengthening of state level guidance agencies and appointment / utilization of trained guidance personnel and in service training / orientation programmes and has made the following suggestions:

- i. Strengthening the existing, Bureaus of Guidance, by adequate staffing training provision, resource materials and other aids for effective implementation. Appointment of full time school counselors of PGT level by the state government and UTs. at cluster/block/district level” (5.10.3).
- ii. Every school to have at least one teacher and preferably two (one male and one female) teacher trained in guidance and counselling. Teacher-Counsellors already trained should be utilized for extending training further at state level. (5.10.4).
- iii. The Guidance and Counselling should be an essential part of pre service and in-service training programme for teachers and principals/vice principals (5.10.4).
- iv. Every State Department of Education / State Bureau of Guidance is expected to ensure creating a cadre of trained guidance personnel as Guidance Officers. (5.10.5).
- v. Sensitization programmes for Principals/Heads of Schools at state level and enrichment programmes for trained guidance personnel should be a regular feature (5.10.6).
- vi. The scheme provides funds to states for strengthening of Guidance Bureaus for appointment of staff, development of Guidance Resource Centre and organizing programmes such as :
  - Strengthening of guidance Bureaus / filling up of five posts in 35 States / UTs. 5 persons @2.4 lakh per person per year,
  - Setting up of Guidance Resource Centre (funds for psychological tests / tools, guidance / career literature, display materials etc.) @ Rs.50,000/- per State,
  - Resource Persons/Research Assistant for development work/field work @Rs.1.0 lakh (Salary + TA/DA + Contingency),

- Sensitization programmes (2 days) for Principals (35-40) by State Bureaus @Rs.40,000/- per programme per state for 35 States plus contingency (5.10.7)

It is evident that the need for guidance and counselling services has been well articulated in the policy documents for a long time .Even though these services have been introduced in the school system and have also advanced to some extent, they are far from being adequate to meet the growing needs of students across the states.

Keeping in view of that now funds are made available by the central government under Rashtriya Madhyamik Shiksha Abhiyan (RMSA) for strengthening guidance and counselling services, attempts need to be made by the state bodies and concerned state level educational administrators to strengthen the existing or establish new state level guidance and counselling set ups.

## **2.2 Status of Guidance and Counselling Services**

Guidance and Counselling services across the states in the country have been offered since long. Early the beginning of the services can be traced back to the year 1947. The “Bureau of Psychology (*Manovigyan Shala*)” was established in Allahabad in 1952-53 the Central Bureau of Educational and Vocational Guidance (CBEVG) was set up at the CIE, Delhi under the Centrally Sponsored Scheme of the Government.

The department continuously updates the status of guidance services in the country; the information is collected by sending a questionnaire. In the past NCERT has been collecting information about the guidance bureaus / cells from time to time by conducting status survey of guidance and counselling services (1981, 1993), organising All India Conferences of State Bureaus during the years 1976, 1982, 1985, 1989, 1992, 1998; creating data base of guidance services and resource persons during 2005-07 and the latest update of these services was conducted during May – November, 2011. At present (during 2014) the process of updating information has been initiated and information is awaited .

A glimpse of the developments in the establishment of guidance and counselling services across the states and their status is given in the following Table-1.

**Table-1 Status of State Level Guidance Agencies**

S.No.	State/U.T.	Set up/Name/Organisation	Year of Establishment	Reported Status up to 2012
1.	Andhra Pradesh	State Bureau of Educational and Vocational Guidance (Hyderabad)	1957	(Existed till 2007) Latest information not recd.
2.	Assam	Bureau of Educational and Vocational Guidance (Shillong)	1957	(Existed till 2007) Latest information not recd.
3.	Bihar	Bureau of Educational and Vocational Guidance (Patna)	1956	Guidance unit under Department of Teacher Education, SCERT
4.	Gujarat	Institute of Vocational Guidance (Ahmedabad)	1956	(Existed till 2007) Latest information not recd.
5.	Kerala	Bureau of Educational Research and Services (Trivandrum)	1960	Guidance Unit at SCERT
6.	Madhya Pradesh	Bureau of Educational and Vocational Guidance (Jabalpur)	1956	(Existed till 2007) Latest information not recd.
7.	Maharashtra	Institute of Vocational Guidance (Bombay)	1950	Bureau at MSCERT
8.	Karnataka	Bureau of Educational and Vocational Guidance (Bangalore)	1959	(Existed at DSERT till 2007) Latest information not recd.
9.	Orissa	State Bureau of Educational and Vocational Guidance (Cuttack)	1955	(Existed till 2007) Latest information not recd.
10.	Punjab	State Bureau of Educational and Vocational Guidance (Chandigarh)	1962	SBERG at SCERT

11.	Rajasthan	State Bureau of Educational and Vocational Guidance (Bikaner)	1958	Guidance unit at SIERT
12.	Uttar Pradesh	Bureau of Psychology (Manovigyan Shala) (Allahabad)	1947	Independent Bureau
13.	West Bengal	Bureau of Educational and Psychological Research (Calcutta)	1953	(Existed till 1981) Latest information not recd.
14.	Arunachal Pradesh	-	-	( Not established)
15.	Chattisgarh	-	-	Guidance Bureau at SCERT
16.	Delhi	-	-	SBEVG under DOE
17.	Goa	-	-	(Existed till 2007 at DIET) Latest information not recd.
18.	Haryana	-	-	(Existed till 1997)
19.	Himachal Pradesh	-	-	(Existed till 1997)
20.	Jammu & Kashmir	-	-	(Not established)
21.	Jharkhand	-	-	(Never established)
22.	Manipur	-	-	Guidance Cell at SCERT
23.	Meghalaya	-	-	Reviving/reactivating
24.	Mizoram	-	-	Guidance unit at SCERT
25.	Nagaland	-	-	Guidance cell at SCERT
26.	Sikkim	-	-	( Not established)
27.	Tamil Nadu	-	-	(Existed till 2007 at DTERT)

				No information
28.	Tripura	-	-	None (Existed till 1985)
29.	Uttarakhand	-	-	Guidance unit at SCERT
30.	Andaman & Nicobar	-	-	None Latest information not recd.
31.	Chandigarh	-	-	Guidance unit at SIE
32.	Dadra & Nagar Haweli	-	-	( Not established)
33.	Daman & Diu	-	-	( Not established)
34.	Laksadweep (UTL)	-	-	( Not established)
35.	Pondicherry	-	-	(Existed till 2007 at state training centre, Directorate of School Education) Latest information not recd.

\*The above table is based on the information received in the department up to 2012.

Even though attempts have been made over the years, the status of state level guidance agencies (Table-1) shows that the guidance and counselling cells/bureaus are either not established or are performing a limited role. Only a few fully functioning cells/bureaus exist .This highlights the need to explore the possibilities to strengthen the cells/bureaus existing in a different way.

The attempts made across the states in supporting / establishing state level guidance agencies have highlighted the variations that exist with regard to their setting, name, structure, functions and approach to offering guidance and counselling services. A brief look at these aspects:

### **2.2.1 Position of Guidance and Counselling Personnel**

The positions of personnel providing guidance services are stated under different names at different level in the states, districts, blocks and schools. Some of these are :

- a. At state level: Lecturers (Psychology), Vocational Guidance Officers (VGOs) , Psychologists, Psychometrician, Occupational Information Officers, Technical Assistants or Counsellors
- b. At district level : District Guidance Counsellors
- c. At school level: Counsellors, Teacher-Counsellors, Career Teachers

### **2.2.2 Structure of Guidance and Counselling Services**

Guidance and counselling services are organised through a number of channels. Some of these are:

- a. State level guidance agencies in the form of State Bureaus of Educational and Vocational Guidance or Guidance and Counselling Cells/ Units in SCERTs/SIEs/DoEs or sometimes in DIETs.
- b. Employment Exchanges / University Employment Information and Guidance Bureaus.
- c. Guidance and Counselling Cells in Psychology/Education Departments of Universities and Colleges / Counsellor Training Institutions.
- d. Child Guidance Clinics.
- e. Vocational Rehabilitation Centres.
- f. NGOs / Private Practitioners.

### **2.2.3 Roles and Responsibilities of Guidance and Counselling Personnel**

The functions of guidance and counselling personnel commonly pertain to the following:

- a. Planning, coordination and supervision of guidance services within the states.
- b. Training of guidance personnel such as career teaches' training programmes.
- c. Preparation, development or translation of tests and tools of assessment.
- d. Conducting research on various problems in the field of guidance.
- e. Collection, classification, production and dissemination of career information.
- f. Publication of suitable guidance materials in the regional language for the use of students, parents and teachers.



- g. Providing consultancy and field service.

#### **2.2.4 Approaches to Guidance and Counselling**

Guidance and counselling in the country is offered using different approaches depending upon the kind of programmes organized (in schools) and the personnel engaged in imparting guidance and counselling services. In view of the services offered, these approaches may be grouped as: Specialist Approach, Career Teacher Approach, and Teacher Counsellor Approach.

##### ***Specialist Approach***

The Guidance and counselling services are viewed as specialized in nature and, therefore, are provided by a full-time professionally trained counsellor in school, from elementary to higher secondary school stage. The counsellor is a full-time appointed person responsible for guidance and counselling in school and plans and organizes guidance and counselling activities keeping in view the needs and specific concerns of students. The trained counsellor seeks the support of all the stakeholders like principals, teachers, parents, community, administrators, etc. in the programme and also organises orientation / sensitization workshops for them.

In our country, services of full-time counsellors are available in a few government and private schools only. Some schools utilize the services of professionally trained counsellors on part- time basis or as visiting counsellors.

##### ***Career Teacher Approach***

In many states, guidance bureaus / cells train (and continue to do so) teachers to take up career work as a part of their teaching work or as additional work. The emphasis is on collection of career information and its dissemination to students especially at secondary and higher secondary stage. The career teachers are trained in short-term training of 3-4 weeks, emphasising collection of information from various sources, organization of group activities and display for dissemination of career information. They perform limited functions only related to career information and guidance.

Career Teacher Model has been widely accepted in the country. Association of career teachers with guidance has its genesis in the introduction of guidance services in the schools. The need of the present times is on building the capacities of every teacher as guidance minded teacher. Since career, academic and personal-social concerns of students are important and need to be appropriately addressed; training of every teacher addressing all these concerns is envisaged under RMSA.

### ***Teacher Counsellor Approach***

It is premised that every teacher has a Guidance role and can provide guidance and counselling services to students. To be teacher counsellors, teachers undergo professional counsellor training programme to develop/enhance the desired knowledge and skills. It is expected that these teachers would integrate guidance philosophy and principles in their day-to-day teaching work and other school activities and during interaction with students, parents, principals etc. This approach views every teacher as having the potential to be a counsellor. This view has great acceptance all over the world. Especially in developing countries, because of limited trained human resource and finances in schools, guidance and counselling services are provided through teacher counsellors and can reach students in large numbers.

The approaches to provide guidance and counselling services to students may vary but the focus of all the approaches is aimed at meeting the challenges faced by students.

### 3.

## **A Developmental Framework for Guidance and Counselling Programme in Schools**

One of the aims of guidance and counselling is to facilitate development of an integrated and well-adjusted individual. As children grow and develop physically, they also develop emotions, cognition, language, morals and values. They learn about social and cultural norms, expressions and interactions in different social milieu (such as family, community, school, etc.). Development of children during the early years from birth to adolescence is rapid and takes place in all spheres: physical, cognitive, social and emotional, i.e. it is multi-dimensional. Interaction of a number of factors contributes to the development in children. The school along with the family plays a significant role in an individual's life during childhood years. However, as children enter school and through the beginning years of schooling, there is a major shift in them from self-centeredness towards accepting others' viewpoint and from impulsive to autonomous behaviour. As they approach adolescence (i.e., secondary stage of schooling), they become increasingly aware of the need to reflect upon and develop an understanding of the responsibility they have towards their personal self and to the society. Therefore, during the school years, it is essential for children to be encouraged to understand their own feelings, to learn appropriate and acceptable social behaviour keeping in mind others' needs and learn skills for leading a healthy and productive life. An optimal personal-social development in children is vital for a well-adjusted and integrated individual whose germination needs to be made during the schooling years.

During the school years, irrespective of the stage of education, students encounter many problems / crises in their academic, social, emotional and personal lives. Some of these may have roots in the developmental process; some may have in the context of the students' present lives ; while some may have roots in the students' past development. In order to ensure that a student is able to successfully deal with the crises and continue with quality endeavour in her/his academic pursuit, it is crucial to identify the root problem and extending timely support through appropriate guidance and counselling (wherever required) following a life-span developmental approach (which helps to address the students' problem holistically). The role of guidance and counselling is not only to facilitate optimal developmental and academic accomplishments but also to take steps

prior to any crisis occurrence as well as extend remedial inputs to the learner as well as to the school.

Keeping in view the above, developmental framework for providing guidance and counselling service is given to facilitate the planning of an effective guidance programme at school level. Guiding principles for developing the programme need to be based on the expressed needs, concerns of the students as well as aligned to the needs and demands of the students' immediate socio-economic and political environment. The suggested framework is a prototype, is necessarily not hierarchical and may include overlapping concerns. The frame work below suggests the objective of guidance programme at primary stage (5 to 11 years), upper primary stage (11-14 years), secondary /higher secondary stage (14 to 18 years). The framework suggests the objectives at respective school stage; inputs and few strategies (given in order of academic, career and personal – social) to facilitate state level personnel to plan and develop school/context/need specific guidance and counselling programme in schools.

School Stage	*Objectives of the Programme	Suggested Inputs	Suggested Strategies
Primary (Age 5-11 years)	<ul style="list-style-type: none"> <li>• Smooth transition from home to school</li> <li>• Helping potential dropouts to stay in school</li> <li>• Identifying and assisting children with special needs</li> <li>• Identifying</li> </ul>	<ul style="list-style-type: none"> <li>• Orientation to class and school</li> <li>• Motivating children to stay in school</li> <li>• Special abilities and needs of children</li> <li>• Learning problems,</li> </ul>	<ul style="list-style-type: none"> <li>• Display, meeting with parents, tour of school, songs, drama, play activities, puppet etc.</li> <li>• Participation in all school activities and remedial measures</li> <li>• observations, psychological assessment, meeting with parents, play, counselling, referral</li> <li>• Observation, diagnostic tests, remedial</li> </ul>

	<p>Deficits in basic learning skills</p> <ul style="list-style-type: none"> <li>• Developing a positive self-concept and healthy peer relationships</li> <li>• Improving teacher-learner relationship</li> <li>• Identifying and assisting students with behavioural problems</li> <li>• Developing healthy attitude towards all kinds of socially useful work</li> <li>• Learning and developing good work habits</li> </ul>	<p>reading difficulties, deficits in handwriting, calculating, attention, memory deficits and hyperactivity</p> <ul style="list-style-type: none"> <li>• Self-awareness and positive attributes of others</li> <li>• Communication skills</li> <li>• Healthy classroom climate(by teachers)</li> <li>• Self-discipline</li> <li>• Reinforcing desirable behaviour in children(no punishment)</li> <li>• Why people work</li> <li>• Effect of work on people's lives and society</li> <li>• Need and</li> </ul>	<p>programme, referral</p> <ul style="list-style-type: none"> <li>• Group activities, charts, writing my strengths and weaknesses etc</li> <li>• Group discussion(GD)/workshop with teacher</li> <li>• GD/ role play, drama, counselling</li> <li>• Psychological assessment(qualitative and psychological tests), play therapy, art, counselling, referral</li> <li>• Career information, observation/ discussion by students , display/ films</li> <li>• Career information, observation/ discussion by students , display/ films</li> </ul>
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		importance of work habits in life and future work	
Upper primary (Age 11-14 years)	<ul style="list-style-type: none"> <li>• Continuation of above primary stage's objectives</li> <li>• Improving academic performance</li> <li>• Developing critical thinking</li> <li>• Learning to manage time wisely</li> <li>• Developing problem solving skills</li> <li>• Making aware of world of work</li> <li>• Understanding self in relation to world of</li> </ul>	<ul style="list-style-type: none"> <li>• Developing study habits and skills</li> <li>• Developing positive attitude towards study</li> <li>• Taking examination</li> <li>• Critical thinking skills</li> <li>• Time management skills</li> <li>• Taking responsibility for actions</li> <li>• Need and importance of career</li> <li>• vast world of occupations</li> <li>• Subjects of study and relevance to occupations and life</li> <li>• What contributes to academic and</li> </ul>	<ul style="list-style-type: none"> <li>• Class Talks/GD</li> <li>• Class Talks/GD</li> <li>• Talks/GD/School activities</li> <li>• Talks/GD, brainstorming</li> <li>• Thinking and reasoning exercises</li> <li>• Role- play</li> <li>• Talk/ display, sources to access information, guest speakers, plant tour</li> <li>• During teaching of subject/Talk</li> <li>• Assessment, introspection information, analysis</li> <li>• Talks, GD, role -play, brainstorming</li> <li>• Talk/ discussion/ guest interaction, information</li> </ul>

	<p>work</p> <ul style="list-style-type: none"> <li>• Enhancing personal-social development</li> <li>• Accepting increasing physical changes/normal growth among children of their age</li> </ul>	<p>career success</p> <ul style="list-style-type: none"> <li>• Self-discipline</li> <li>• Ways to approach problems of life</li> <li>• Meaning of friendship</li> <li>• Healthy relationships/interpersonal skills</li> <li>• Communication skills</li> <li>• Improving healthy and physical fitness</li> <li>• Avoiding stereotypes</li> <li>• Negative influence of stereotypes related to physique on self-esteem and performance</li> <li>• Irrelevance of sex-role stereotypes in careers</li> </ul>	<ul style="list-style-type: none"> <li>• Information/role models</li> </ul>
<p>Secondary/Higher secondary (Age 14-18)</p>	<ul style="list-style-type: none"> <li>• Transition from secondary to higher</li> </ul>	<ul style="list-style-type: none"> <li>• Courses, facilities and activities offered in school</li> </ul>	<ul style="list-style-type: none"> <li>• Talk/GD/Counselling</li> <li>• Talk/ speakers</li> </ul>

years)	secondary (choice of courses) <ul style="list-style-type: none"> <li>• Planning for a career</li> <li>• Seeking detailed information on courses</li> <li>• Resolving academic , personal-social and career related matters</li> <li>• Making realistic career related decisions</li> <li>• Preparing for a career</li> </ul>	<ul style="list-style-type: none"> <li>• Future options in chosen courses of study</li> <li>• Sources of information</li> <li>• Problem solving skills</li> <li>• Decision Making skills</li> <li>• Preparing resume / filling forms</li> <li>• Information on educational / occupational options</li> <li>• Information about self</li> <li>• Getting admission to desired course</li> <li>• Entering occupations(vocational students)</li> <li>• Self-employment opportunities/</li> </ul>	/information <ul style="list-style-type: none"> <li>• Assessment, Series of talks/speakers/sources of information exhibits/GD/ brainstorming/ career information/ sharing/ counselling</li> <li>• GD/ workshop/Role play/ counselling</li> <li>• Assessment, Series of talks/speakers/sources of information exhibits/GD/ brainstorming/ career information/ sharing/ counselling</li> <li>• Discussions/ counselling/ peer counselling</li> </ul>
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	<ul style="list-style-type: none"> <li>• Enhancing self-understanding</li> <li>• Coping up with peer pressure</li> <li>• Coping up with academic and social pressure</li> <li>• Facilitating adjustment at home and outside</li> <li>• Learning appropriate sex-role and responsibility</li> <li>• Developing</li> </ul>	<p>Entrepreneurship development programmes</p> <ul style="list-style-type: none"> <li>• Who am I and how will I be as an adult</li> <li>• Importance of peer group</li> <li>• Academic expectations of self and others</li> <li>• Society's expectations of adolescent's behaviour</li> <li>• Communication skills</li> <li>• Positive thinking</li> <li>• Developing healthy relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Self- introspection</li> <li>• GD/Film/Role- play</li> <li>• GD/group counselling/individual counselling</li> <li>• GD/ workshop/Role-play/ counselling</li> </ul>
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	<p>healthy relationship with opposite gender</p> <ul style="list-style-type: none"> <li>• Conflict resolution</li> <li>• Prevention and remediation of bullying, violent behaviour, substance abuse etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Dilemmas about personal-social, moral issues</li> <li>• Development of self-understanding and management of such behaviours</li> </ul>	<ul style="list-style-type: none"> <li>• GD/specialist interaction/counselling and referral</li> <li>• GD/Role play/specialist interaction/Observation, exploration</li> </ul>
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An exemplar minimum guidance and counselling programme specific for secondary stage is appended.

## **NCERTs' Attempts Towards Strengthening Guidance and Counselling Services**

The Department of Educational Psychology and Foundations of Education (DEPFE), NCERT, New Delhi as a nodal centre for guidance activities at the national level has been offering its academic resources to guidance departments/units/agencies at the state level for training of guidance personnel and for setting up guidance services. It has organised short-term training of career teachers, orientation of educational administrators, refresher courses for trained guidance personnel/counsellors, and offered consultancy for organisation of guidance activities in schools, collaborated with NGOs, etc. and played a leading role in organising national level conferences/seminars for sharing of ideas and preparation of action plan/practices for strengthening guidance services.

One significant activity of the department is the Post Graduate Diploma Course in Guidance and Counselling which is being offered since 1958 to train professionals to serve as counsellors in schools. Since its inception, many transformations have taken place in the structure and modality of offering the diploma. In recent years the department initiated an International Diploma Course in Guidance and Counselling for Asian and African countries. The first such course was offered for teachers and teacher educators from Maldives, Sri Lanka and Zambia during 2002-03. The course was further revised and made open to Indian students, and the course was offered to in-service teachers from the country as well as neighbouring countries during the years 2005-08. The Diploma Course being offered through face-to-face mode was further redesigned and an International Diploma Course in Guidance and Counselling through Distance /Online Mode was offered during 2009-2011 in collaboration with Commonwealth of Learning (COL), Canada. Since 2012, Diploma Course in Guidance and Counselling through Distance /Online Mode is being offered to train teachers, teacher educator, educational and guidance personnel to work as professional teacher counsellors. This course is of one- year duration and is offered with a unique blend of distance and face-to-face modes and is open to candidates from India, other SAARC and Afro-Asian countries. Candidates from different regions of India are admitted at NIE, NCERT, (DEPFE) New Delhi and Regional Institutes of Education at Ajmer, Bhopal, Bhubhaneswar, Mysore and Shillong. In-service teachers deputed by Kendriya Vidyalaya Sangathan, Navodaya

Vidyalaya Samiti and State Education Departments are attending this course every year across the country. Around thirty five teachers from countries outside India have been trained by the department. A number of teachers from outside India were willing to enrol for the course but could not do so because of paucity of funds. Maximum number of teachers trained were from Bhutan. As a result, Bhutan started short- term guidance and counselling course for teachers on its own .

To support the Diploma courses, the Department has published course material in the form of fourteen Modules (which include sixty self-learning lessons) based on the syllabus especially designed for the course, supplemented by audio-video programmes and computer-aided material. A *Course Guide* has also been printed which consists of guidelines for transaction of the course through various phases of distance learning, contact programme and internship, and eligibility criteria, rules of the course etc. A *Tutor Guide* (in mimeographed form) has been prepared which provides details of the roles and functions of tutors and supervisors, and guidelines for transaction and evaluation during the course. A *Practical Handbook* (in mimeographed form) containing guidelines for organisation, conduct and evaluation of practical aspects of the course, supervision of field work and internship has been prepared. *The Practical Handbook* is being used during contact programme and internship phases of the course.

A variety of other guidance materials including resource books in guidance and counselling; career development; occupational information; manual for counsellors; readings for career teachers; occupational literature; multimedia package for training of career teachers; case studies on counselling; guidelines for setting up a guidance centre in school etc. have been prepared over the years.

Besides training counsellors in the diploma course, the department has organised All India Conferences of State Bureaus during the years 1976, 1982, 1985, 1989, 1992 and 1998 to sensitise, train and empower state functionaries with requisite knowledge and skills in guidance and counselling .

The department has also provided academic support to states organizing programmes in the area of guidance and counselling. Table-2 below provides a brief look at the attempts made at building capacity of state personnel.

**Table-4.1 Capacity Building Programmes with States (in the last 10 years)**

S.No.	Title of Programme	Participants	No. of Participants	Organization/Participants	Month/Year
1.	Workshop on Guidance and Counselling for Key Personnel	SCERT, DIETs, School Principals and Teachers	-	SCERT, West Bengal at Kolkata	February, * 2014
2.	Capacity Building Workshop on Guidance and Counselling	SCERT and DIET Faculty	-	SCERT, Uttarakhand at Dehradun	October, 2013 *
3.	Capacity Building Programme for State Level	SCERTs/SIEs /State Education Departments,	26	NERIE , Shillong	June, 2013
4.	Orientation Workshop on Guidance and Counselling Programme	SCERT, DIETs, Principals of Schools	-	SCERT, Chhatisgarh (Raipur)	February, 2012 *
5.	Meeting with Principal Secretary (Education), H.P.	Principal Secretary, Director SCERT and Faculty of Department of Education	-	SCERT, Shimla (H.P)	June, 2011 *
6.	National Conference of	-	44	SCERTs, SIEs, DSERTs, DOEs,	March, 2009

	Stakeholders in Guidance and Counselling			SBEVGs, NVS, KVS, DIETs, RIEs, Universities, NGOs, Schools	
7.	Capacity Building Programme for State Level Key Personnel in Guidance and Counselling through Video Conferencing	-	410	SCERTs, SIEs, DOEs, DIETs, DERTs, DSERTs, SIERTs (No. of States = 24)	March, 2008
8.	Capacity Building Programme for State Level Key Personnel in Guidance and Counselling	-	15	SIEs, SCERTs, DOEs of 8 (Northern States)	March, 2007
9.	Orientation Programme for State Level Key Personnel in Guidance and Counselling in the North-East	-	18	SIEs, SCERTs, DSERTs, DIETs of North-East States	December 2005

\*Academic inputs provided by DEPFEE, NCERT in programmes organized by the states

The trained personnel of the Diploma Course in Guidance and Counselling (data base is on NCERT website) and the participants of the various capacity building programmes organised by the department are to be seen as the resource pool developed by the NCERT across the states and can be used under RMSA to help in strengthening guidance and counselling services in the country.

## 5.

### Plan for Implementation of Guidance Services for States

The overall plan for implementation of guidance services for States includes guidelines for operationalisation of guidance services at State level (including district/block/cluster level) and guidelines for implementation of guidance programme for schools.

Guidance services includes (i) developing and implementation of guidance programme for schools,(ii) designing, developing and dissemination of guidance resources (materials and tools), (iii) designing and conducting training programmes in guidance and counselling for those involved in the implementation of guidance programme (i.e. teachers, principals and school administrators), (iv) undertake promotion and advocacy of guidance programme in the state and carry out networking and collaboration with different national, state and other agencies related to guidance and counselling and (v) monitoring, follow-up and evaluation of the implementation of guidance programme in schools.

As per RMSA - *The Incharge of Guidance Bureau/Cell in SCERT/SIE/DOE should have requisite background in the area of Guidance and Counselling*

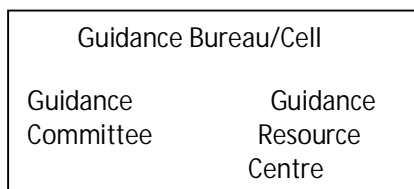
#### 5.1 Guidelines for operationalisation of the Guidance

##### Services - State Level

At state level the following actions will need to be undertaken for implementation of Guidance Services.

#### 1. Establishment of Guidance Bureau/Cell

1.1. The Guidance Bureau/ Cell will be situated in SCERT/SIE/DOE



### ***Roles and Responsibilities of Guidance Bureau/Cell***

- 1.2. Form a Guidance Committee and set up a Guidance Resource Centre
- 1.3. Bureau/Cell will develop the plan for implementation of Guidance services in the state
- 1.4. Undertake need assessment in the state
- 1.5. Formulate a prototype plan for guidance program for schools based on need assessment in the state
- 1.6. Develop/procure guidance material and assessment tools
- 1.7. Conduct training programs to build a pool of trained guidance personnel in the State for effective implantation of guidance programme in schools
- 1.8. Carry out advocacy activities to promote guidance issues,
- 1.9. Undertake networking and collaboration with national, state and other related agencies in the area
- 1.10. Overview implementation of guidance program in schools. This will involve developing appropriate mechanism to monitor and conduct follow up as well as give feedback, for successfully taking forward the guidance program to schools.

### **2. Formation of Guidance Committee (GC):**

- 2.1. Guidance Committee to be formed with 3-4 members from the staff of SCERT/SIE/DOE, representative from DIET, State RMSA official and available trained guidance personnel/having some orientation in Guidance and Counselling.
- 2.2. As per RMSA the DIET faculty to be a member of Guidance Committee should have the requisite qualification - MA/M.Ed with Diploma in Guidance and Counselling. Preference to be given to candidates with experience of working in the field of Guidance and Counselling / Ph. D in relevant area

#### **Note:**

- a. In case Guidance and Counselling trained/oriented personnel is not available at SCERT/SIE/DOE, then to depute the concerned faculty for training in Guidance and Counselling



to NCERT's Guidance and Counselling  
Diploma Course

- b. Information regarding Guidance and Counselling personnel trained by NCERT is available on NCERT website.

### **3. Setting up Guidance Resource Centre (GRC)**

- 3.1. Setting up of GRC is essential to carry the Guidance programme for schools and other related activities in the State. GRC will provide the necessary support for conducting need assessment, designing the guidance programme for schools, development /procurement of guidance materials, organising training programmes for creating a pool of guidance personnel in the state, undertake advocacy and promotion of guidance issues in the State and finally in monitoring, follow-up and feedback.
- 3.2. To set up GRC would require adequate space, furniture, equipments and materials.
- 3.3. Materials will include guidance materials and tools required for assessment.
  - Guidance will include books, career monographs/literature, audio-visual and display material
  - Assessment tools will include psychological tests, inventories, checklists, questionnaires, schedules etc. (Refer to Appendix 1 for list of materials).

### **4. Conducting of Need Assessment**

- 4.1. To assess general and specific guidance and counselling needs of students' in the state
- 4.2. To collect information through a questionnaire on the guidance and counselling needs of students' across all school stages and streams and students across varied geographical, economic, social, cultural, language and religious background (such as - rural and urban, girls, SC/STs and minority students etc.)
- 4.3. To formulate guidance programme for schools' in the state according to the needs identified through need assessment.

### **5. Developing a plan for schools to implement Guidance Programme**

- 5.1. Setting goals of guidance programme based on needs assessed
- 5.2. Design an exemplar/prototype guidance program for all schools in the State  
(Refer to the framework as suggested in page no.19 and exemplar minimum guidance program in Appendix-1)
- 5.2.1. District Resource Centre will overview the implementation of Guidance Program in the schools
- 5.2.2. If required changes in the Guidance Program to be made at school level for addressing specific needs of the students in the respective school
- 5.2.3. The exemplar/prototype plan will include in-built mechanism for supervision, monitoring, follow-up and evaluation.
- 5.3.4. Mechanism for receiving feedback on the implementation of guidance programme in the schools will also be a part of the plan. The feedback received will be utilised for further planning.

*Example of some goals:*

- *Helping students understand themselves, their aspirations, abilities etc. to facilitate attainment of academic goals*
- *Preventing drop-out in*

**6. Development/procurement of guidance materials and tools**

- 6.1. Guidance Resource Centre in the State to collect/develop/procure guidance materials and assessment tools.
  - 6.1.1. Developed / procured guidance materials will be used for implanting Guidance Program in schools
  - 6.1.2. The guidance materials will be used for sensitization, orientation and training of guidance personnel
  - 6.1.3. The guidance materials will also be used for advocacy of guidance services in the State

**Note:**

- a. Guidance Resource Centre to collect complimentary/priced/internet sources and guidance materials from Organisations working in the area.
- b. Assistance from professionals to be sought for developing of materials

specific to the needs of the state and in languages spoken in the state

## **7. Designing and Conducting Training Programmes**

- 7.1. Guidance Resource Centre will design training programmes for creating a cadre of trained guidance officers (under the RMSA 5.10.5)
- 7.2. The Cell/Bureau to organise training programmes for in-service teachers and play pivotal role in pre-service teacher education in the component of Guidance and Counselling.
- 7.3. The Cell/Bureau will also work towards strengthening the component of Guidance and Counselling in pre-service teacher education (under the RMSA 5.10.4)
- 7.4. The Cell/Bureau will take necessary steps in in-service teacher training (under the RMSA 5.10.4)
  - 7.4.1. The bureau will ensure that suitable modifications are made in the curriculum of in-service teacher training program

## **8. Conducting of sensitization and orientation programmes**

- 8.1. Guidance Resource Centre in the State to conduct sensitization and orientation programmes for school administrators training (under the RMSA 5.10.7)
  - 8.1.1. Guidance Resource Centre to develop plan for sensitisation and orientation program for school administrators
  - 8.1.2. Guidance Resource Centre to develop the evaluation plan and feedback mechanism of the program

## **9. Undertake Publicity/advocacy activities of guidance services in the state**

- 9.1. Guidance Resource Centre will prepare plan for creating publicity and advocate guidance services in the state
- 9.2. Guidance Resource Centre will procure/develop materials for advocacy of guidance services for the state
- 9.3. The Resource Centre will implement the plan for publicity and advocacy

*Assistance of professionally trained Guidance and Counselling person at State /District level will be sought for planning and designing programmes for in-service teachers*

9.4. The Resource Centre will also evaluate the implementation of publicity/advocacy of guidance services in the state

## **10. Networking and Collaboration with all Stakeholders**

10.1. The Resource Centre to establish linkages and collaborate with institution and university departments at national and state level, other relevant departments of the state and also with private/non-governmental organisations

## **11. Monitoring, Evaluation, Follow-up and Feedback**

11.1. The Guidance Resource Centre in State will develop the plan the in-built regulatory mechanism for monitoring, supervision, evaluation and follow – up of the guidance services in the State

11.2. It will ensure the implementation of the regulatory mechanism at institution level

## **6.2 Guidelines for operationalisation of the Guidance Services - District/Block/Cluster level**

1. To set up District Guidance Resource Centre and form a District Guidance Committee
2. Members of the Guidance Committee at district/block/cluster level will include a full time counsellors (as stated in RMSA), representative from RMSA, District Education Officer, DIET faculty and a school principal (who will be a member of the committee on rotation)
3. The full time counsellor will be responsible for training and extending technical assistance/services to schools and in other related activities for effective implementation of guidance services in the district
4. The district counsellor will be responsible for monitoring, supervision and follow-up of the guidance services and evaluate the implementation of guidance programme in schools of the district/block/cluster

**Note:**

*As per RMSA: States/UTs will appoint full time counsellors with post Graduation in Psychology or related field/M.Ed.*

*It is essential for the counsellors to possess Diploma in Guidance and Counselling to be appointed as full time counsellors.*

### 6.3 Guidelines for operationalisation of the Guidance programme - School Level

1. To set up School Guidance Resource Centre and form a School Guidance Committee
2. Members of School Guidance Committee will be the school principal, guidance-minded and interested teachers, trained counsellor and representatives from PTA.
3. The School Guidance Committee will :
  - 3.1. Facilitate implementation of the states' plan of guidance programme for the school.
  - 3.2. It will monitor the implementation of the guidance programme of the school.
  - 3.3. It will help to form the guidance resource centre/cell in the school.
  - 3.4. It will set the roles and responsibilities of the committee members for carrying out activities of the school guidance programme
4. To depute untrained but guidance – minded/ interested teachers for training in Guidance and Counselling in NCERT (NIE and RIEs).
5. School Guidance Resource Centre / Cell will be set up in the school. This cell will be different from the one set up at the state level. The space, location, guidance and display materials, equipments, etc. will be suitable to the students' needs and provide guidance for all students, for the school and counselling services to individual students.
6. The School Guidance Committee members will design need based school guidance programme for its school according to the exemplar/prototype guidance program developed at the state level
  - 6.1. The school guidance programme will be designed keeping in view availability of trained person (i.e. counselor and/or teacher counsellor)
  - 6.2. Objectives of the programme will include dealing with school and student specific needs and concerns

*Some states/UTs, KVS and NVS schools have been deputing their teachers for being trained as teacher counsellors to NIE, DEPFEE & RIEs*

6.3. Activities of the programme will be as per the exemplar/prototype guidance program formulated by the state

6.4. Time schedule/calendar/periodicity of the activities need to be planned specific to the school (as per number of classes and sections per class).

7. Collect guidance materials and tools for psychological assessment for using in the school guidance programme
8. Develop display materials according to the identified specific needs of the school
9. Organize guidance activities as per the plan and need of the school.
10. Involve stakeholders : parents, teachers, students and community in the activities as and where appropriately required
11. Establish linkages with local resources – NGOs, DIETs, teacher and counsellor training institutes to ensure help for various guidance activities, counselling and referral services
12. Undertake advocacy of the Guidance Programme of the school in its community
13. Seek feedback and evaluate the guidance programme of the school with the purpose for further improvement and forwarding the same to state level

### **Support from National Level Institutions/Organisations**

Assistance from NCERT (NIE and RIEs), other reputed organisations in the field and experienced professionals may be sought by the State Guidance Cell/Bureau for:

1. Developing exemplar/prototype plan of Guidance Program for schools in the State
2. Strengthening Guidance and Counselling component in pre-service and in-service teacher education curriculum
3. Conducting of training /enrichment program for teacher educators in Guidance and Counselling

#### **Note:**

The School Guidance Committee to ensure that special programmes such as the Adolescent Education Programme, Vocational Education Programme etc. are weaved in with Guidance Program of the school and not treated as separate programs for students' in the school.

**Note: State/District to ensure that the following trainings of the mentioned personnel are conducted for successful implementation of Guidance Program at school level:**

1. Sensitization of school principals, administrators
2. In-service training of teachers and vice principals
3. Training of untrained but guidance minded/ interested teachers who are members of the School Guidance Committee.

## **An Exemplar Minimum Guidance Programme at Secondary Stage**

### **Nature of Guidance Programme at Secondary Stage**

Students in school need to acquire the attitudes, knowledge and skills that contribute to effective learning and functioning in life. At secondary stage, they need to choose from the range of courses in different streams available in the schools or from skill training courses available in the community. Students also need to set future academic or vocational goals after + 2 stage. This stage demands that they relate their academics to the world of work and overall life in general.

Guidance and counselling is not to be viewed as an instruction, it is an intervention. Guidance and counselling programme at any stage needs to be designed in a manner so as to respond to stage specific needs of students.

### **Major Components of School Guidance Programme**

Keeping in view the students needs and aims, major components of the Guidance and Counselling programme fall into following categories:

- **Orientation**

This activity helps students to be familiar with the school, courses, activities, facilities, staff etc. and adjust to the school environment and develop positive attitudes. Orientation also helps the student to know purpose.

- **Assessment**

Psychological assessment is aimed at identifying student potential and characteristics in order to promote his / her self-understanding. Different types of tests and tools both standardized and non-standardized procedures are used for the purpose.

- **Group Guidance**

Group guidance activities are organized to promote students physical, educational and personal-social development and adjustment and provide career information class talks / career talks, discussions, workshops, conferences, visits, displays / exhibitions role play etc. are frequently used methods.

- **Career Information**



It includes collection, management and dissemination of reliable and valid information on careers and courses to groups and individual students. Career information promotes career development, adjustment and helps in making career related decisions.

- **Counselling**

Counselling focuses on student's growth and adjustment and promotes problem solving and decision making. It is generally provided to individual students as per the requirement. However, sometimes a small group of students having similar concern are provided group counseling.

At secondary stage the needs and concerns of students are specific to the three domains- academic, career, and personal-social.

**I. Academic domain focuses on:**

- Improving study skills
- Improving attendance
- Identifying and addressing barriers to academic learning (such as issues and problems related to attendance, discipline, health, family, peer pressure, language, barriers, learning disabilities, educational gaps, unsafe school environment, lack of interest, anxiety).
- Motivation to learn
- Establishing purpose to the learning process

**II. Career domain is concerned with :**

- Students need to develop career identity i.e. developing a view of self in a career. Guidance and Counselling programme should help the student to find answer to the questions: Who am I? What will I do with my life? Therefore the guidance activities
- Developing vision of careers and occupations (world of work) which will create interest and motivation for completing the present courses and pursuing further education and training.
- Knowing their interests and develop interest, relate it with career options.
- Making career plans based on information on alternatives available.
- Assessing one's career related skills and behaviour.
- Meaningfully relating education to career and life goals.
- Developing career information seeking behaviour and decision making skills.

- Understanding work value and developing clarification in due course i.e. work for money, materialistic gains, status, satisfaction, interest, ability etc.

**I. Personal-social domain aims at :**

- Healthy relationships with parents, sibling, peers, making friends and handling conflicts related to these groups.
- Defining self meaningfully (accepting self and others) which involves concerns related to academic achievements, career, goals, values, strengths and weaknesses, uniqueness of oneself and similarity to others resulting pressures to learn new social roles, conformity with roles or rebel
- And ultimately building healthy self-concept and self-esteem which leads to better adjustment at home, school and in life.
- As Guidance and Counselling is mainly developmental, the programme is generally planned and organized developmentally and sequentially by school stages in order to develop certain competencies in students.
- However, as this programme is meant for secondary stage, some of the developmental activities have to be organized if they don't reflect in students growth like study habits and skills, motivation for learning, poor attendance, lack of academic goal, career awareness etc.
- Developmental interventions and delivered through group and individual guidance and counseling in consultation with school personnel.
- Preventive intervention activities are undertaken in collaboration with teachers, administrators and other staff.
- Remedial/Crisis situations are handled through referral in collaboration with specialists.

Keeping in view the aims and objectives of guidance and counseling programme at secondary stage is to develop/foster knowledge, skills and attitude necessary to:

- Understand self
- Development of potentialities
- Development of interest,
- Problem solving, decision making
- Interpersonal relationship
- Setting goals educational, career, personal
- Information seeking

- Seeking help
- Handling situations, challenges.

The given programme is suggestive in nature and every school will have to chalk out a programme and prepare a calendar of activities with the help of a counsellor which is based on students needs. It is in fact the plan which helps to attain the objectives of the programme and develop competencies in student's related to academic, career and personnel social domains.

Main Area of Concern	Suggested Themes	Suggested Strategies
Academic	<ul style="list-style-type: none"> <li>• Development of study habits/study skills for academic success.</li> <li>• Different styles of learning and their influence on academic performance.</li> <li>• Motivation of learning</li> <li>• Time management of studies and different activities at school &amp; home.</li> <li>• Developing positive attitudes towards school and studies.</li> <li>• Developing examination taking skills.</li> <li>• Finding meaningfulness of studies and schooling.</li> <li>• Planning short-term and long-term academic goals.</li> <li>• Preventing dropout.</li> </ul>	<ul style="list-style-type: none"> <li>• Class Talk/Group Discussion(GD)</li> <li>• Class Talk</li> <li>• Class Talk/ GD</li> <li>• GD/ Workshop</li> <li>• GD/ brainstorming/Role Play</li> <li>• Class Talk /GD</li> <li>• GD/Workshop/brain storming</li> <li>• Workshop/Role Play</li> <li>• GD/ Group or Individual Counselling</li> </ul>
Career	<ul style="list-style-type: none"> <li>• Need for career planning</li> </ul>	<ul style="list-style-type: none"> <li>• Career Talk</li> </ul>

	<ul style="list-style-type: none"> <li>• Understanding diversity of world of work (i.e. occupations)</li> <li>• Subjects of study and their relationship to different occupations or relationship of educational courses to occupations and life</li> <li>• Providing information in different careers (general, professional, technical, vocational etc)</li> <li>• New and emerging careers/occupations.</li> <li>• Govt. Schemes/ scholarship/ financial assistance for promoting students' education and training</li> <li>• Changing occupations and lifelong learning.</li> <li>• Collecting information from different sources</li> <li>• Understanding work habits, attitudes and personal qualities needed at work place.</li> <li>• Educational institutes in the region.</li> <li>• Career options available to school students.</li> <li>• Exposure to a work place, and (work observing/</li> </ul>	<ul style="list-style-type: none"> <li>• Career Talk/ student observing/ talking to adult workers.</li> <li>• Career Talk/ Project</li> <li>• Series of Career Talks/ guest lectures/ published literature/internet/ news papers etc.</li> <li>• ” ”</li> <li>• Talk/ information collection</li> <li>• Guest speaker/ brain storming</li> <li>• Project Work</li> <li>• Career Talk/ Discussion/ Brain Storming / Guest Speaker</li> <li>• Guided Project work</li> <li>• GD/ information collection/ workshop/ project</li> <li>• Local visit/ Tour</li> </ul>
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	<p>interviewing people.)</p> <ul style="list-style-type: none"> <li>• Making career related decisions.</li> <li>• Developing job seeking skills(preparing resume and for interviews)</li> <li>• Contribution of all the scholl and outside school experiences in one's career.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk/ Discussion/ Role play</li> <li>• Workshop/ GD/ Role Play</li> <li>• GD/ Brainstorming/ guest interaction</li> </ul>
Personal-Social	<ul style="list-style-type: none"> <li>• Developing/ facilitating self-understanding</li> <li>• Enhancing self-esteem</li> <li>• Developing self-confidence</li> <li>• Self-discipline</li> <li>• Promoting adjustment to school</li> <li>• Developing Healthy peer relationships</li> <li>• Communication skills</li> <li>• Understanding society's requirements from adolescents</li> <li>• Understanding expected social behaviour</li> <li>• Understanding peer pressure &amp; coping with it</li> <li>• Assertiveness training</li> <li>• Coping skills to deal with problems/ways to approach problems of life</li> </ul>	<ul style="list-style-type: none"> <li>• Class Talk/ GD</li> <li>• GD/Class Talk</li> <li>• GD/ Class Talk</li> <li>• GD/ Workshop</li> <li>• GD/ Workshop/ Counselling</li> <li>• GD/ Workshop/ Role Play</li> <li>• GD/ Class Talk/ Role Play</li> <li>• GD</li> <li>• GD</li> <li>• GD/ Workshop</li> <li>• Group or individual counselling/ peers counselling/ debates/GD/ Drama</li> <li>• GD/ Role Play</li> </ul>

	<ul style="list-style-type: none"> <li>• Managing stress and conflict</li> <li>• Bullying : reasons, consequences, control</li> <li>• Minimising violent behavior</li> <li>• Substance abuse and its prevention</li> <li>• Understanding abilities, interest, aptitude and personality</li> </ul>	<ul style="list-style-type: none"> <li>• GD/ Role Play/ drama/ counselling/ referral in severe cases</li> <li>• GD/ brainstorming/ Role play/ Meeting with parents counselling</li> <li>• Referral in severe cases</li> <li>• Referral in severe cases</li> <li>• Assessment / counselling</li> </ul>
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## Guidance & Counselling Training Material

### I Modules

1. Module – I Introduction to Guidance (2008)
2. Module – II Counselling Process and Strategies (2008)
3. Module – III Guidance for Human Development and Adjustment (2008)
4. Module – IV Career Development –I (2008)
5. Module – V Career Information in Guidance and Counselling – I (2008)
6. Module – VI Assessment and Appraisal in Guidance and Counselling – I (2008)
7. Module – VII Basic Statistics in Guidance and Counselling – I (2008)
8. Module – VIII Guidance in Action (2009)
9. Module – IX Special Concerns in Counselling (2009)
10. Module – X Developing Mental Health and Coping Skills (2009)
11. Module – XI Career Development – II (2009)
12. Module – XII Career Information in Guidance and Counselling – II (2009)
13. Module – XIII Assessment and Appraisal in Guidance and Counselling-II (2009)
14. Module – XIV Basic Statistics in Guidance and Counselling – II (2009)

### II. Course Guide (2009)- Diploma Course in Guidance and Counselling

### III. Practicum Handbook (2009)- Diploma Course in Guidance and Counselling

### IV. Reports of guidance activities-Portfolio, counselling and assessment files, internship projects, assignments etc.)

### Career Resource Material

- Career posters, Charts, Video Films, etc.

- Career and guidance Monographs (separate list attached)

### **Tools for Assessment**

- Student Information Blank
- Family Information Blank
- Problem Checklist
- Cumulative Record Card
- Test of Mental Ability like Raven's Progressive Matrices (RPM)
- Interest Inventories:
  - Occupational Aptitude- Survey and Interest Schedule (OASIS)
  - Career Interest Schedule (CIS)
  - Career Interest Inventory (CII)
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- Aptitude Tests
- Differential Aptitude Test (DAT)
- David's Battery of Differential Ability (DBDA)
- Occupational Aptitude Survey (OAS)
- Personality Tests
- Personal Style Inventory (PSA)
- High School Personality Questionnaire (HSPQ)
- Myer- Briggs Type Indicator (MBTI)
- Eysenck's Personality Questionnaire (EPQ)

### **Other Related Tests**

- Self Directed Search (Holland)
- Self- Concept –rating scale
- Learning Style- rating scale
- Decision Making Style – Checklist
- Motivation - rating scale
- Adaptation Questionnaire and coping skill checklist



**Guidance Resource Centre-DEPFE**

**Guidance Resource Materials – Monographs**

1. Ethical and Legal Considerations in Guidance (1968)
2. Guidance Personnel and Other Professionals (1968)
3. Career Education and Physical Sciences (1975)
4. The Child with Learning Disabilities and Guidance (1970)
5. Test on Trial (1968 )
6. Types of Test Scores (1968)
7. Students' Vocational Choices: A Review and Critique (1970)
8. Career Education and English Patricia McGeehan Rutan (1975)
9. Interest and Personality Inventories (1968)
10. Career Education and Mathematics (1975)
11. Career Education and Social Studies (1975)
12. Career Education and Home Economics (1975)
13. Family Consultation(1968)
14. The Function of Theory in Guidance Programs (1968)
15. Urban Poor Students and Guidance (1971)
16. Establishing Guidance Programs in Secondary Schools (1968)
17. Expanding and Modifying Guidance Programs (1968)
18. Basic Concepts in Testing (1968)
19. Students with Reading Disabilities and Guidance (1970)
20. The Counselor and Military Service Opportunities (1973)
21. The Mentally Retarded Student and Guidance (1970)
22. Controversial Issues in Testing (1968)
23. Gestalt Approaches to Counseling (1975)
24. The Theory/Practice of Communicating Educational and Vocational Information (1971)
25. College Information and Guidance (1970)
26. Ego Psychology in Counseling (1968)

27. The Counselor and Youth Employment (1973)
28. The Counselor and Religious Questioning and Conflicts (1973)
29. Career Education and Industrial Education (1975)
30. The Counselor and Drug Abuse Programs (1973)
31. The Function of Counseling Theory (1968)
32. Staffing Guidance Programs (1968)
33. Prevention and Control of Delinquency: The School Counselor's Role (1971)
34. Culture, Society and Guidance (1971)
35. Rural Poor Students and Guidance (1971)
36. Rehabilitation Counseling: Scope and Services (1970)
37. Speech and Hearing Disorders in Children (1970)
38. Adlerian Counseling (1975)
39. Social Change Counseling: A Radical Approach (1975)
40. Choice Awareness: An Innovative Guidance Process (1975)
41. Counseling and Philosophy: A Theoretical Exposition (1968)
42. Interpreting Guidance Programs to the Public (1968)
43. Interpreting Guidance Programs to School Personnel (1968)
44. Career Education and Biological Sciences (1975)
45. Testing and Assessment in Elementary School Guidance Programs (1975)
46. Occupational Information and Guidance (1970)
47. The Culturally Disadvantaged Student and Guidance (1971)
48. Theories of Occupational Choice and Vocational Development (1970)
49. The Emotionally Disturbed Student and Guidance (1970)
50. The Pupil Personnel Team in the Elementary School 1975)
51. Managing Elementary School Guidance Programs (1975)
52. The Initial Counseling Contact (1968)
53. The Counselor and Sexuality (1973)
54. Decision-Making and Vocational Development (1970)
55. Psychological Education in the Elementary School (1975)
56. Transactional Analysis Approach to Counseling (1975)
57. Counseling Approaches with Elementary School Children (1975)
58. Psychological Influences on Vocational Development (1970)
59. Rational-Emotive Therapy (1975)
60. School Testing Programs (1968)

61. Intelligence, Aptitude, and Achievement Testing (1968)
62. The Counselor and Students' Legal Rights (1973)
63. Elementary School Career Education and System-Wide Programs (1975)
64. Guidance and the Migrant Child (1971)
65. Fundamental Group Procedures for School Counselors (1968)
66. Career Education and Business Education (1975)
67. Uses of Test Data in Counseling (1968)
68. Career Education and Foreign Languages (1975)
69. Integrative Counseling and Psychotherapy (1975)
70. Career Counseling for Teachers and Counselors (1975)
71. Existential Theory for Counselors (1975)
72. Establishing Guidance Programs in Elementary Schools (1968)
73. Modern Mental Measurement: A Historical Perspective (1968)
74. Behavioral Counseling: Strategies, and Recent Innovations (1975)
75. Interpreting Guidance Programs to Pupils (1968)
76. Guidance and the Needs of the Special Child (1975)
77. Consulting with Elementary School Teachers (1975)
78. Automated Data Processing in Testing (1968)

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