



Department of Distance Education

Punjabi University, Patiala

Class : B.Ed.-II

Semester : 4

Paper : XXV & XXVI (Guidance and Counselling)

Medium : English

Unit : I

Lesson No.

- 1.1 : Guidance : Meaning and Need
- 1.2 : Types of Guidance: Educational, Vocational and Personal. Their Meaning and Objectives
- 1.3 : Testing Techniques: Testing of Mental Abilities, Aptitudes and Interests
- 1.4 : Non-Testing Techniques: Interview, Rating Scales, Cumulative Record Card

Department website : www.pbidde.org

Lesson No. : 1.1

STRUCTURE

- 1.1 Objectives**
- 1.2 Introduction**
- 1.3 Meaning of Guidance**
 - 1.3.1 Definitions of Guidance
- 1.4 Aims and Objectives of Guidance**
- 1.5 Need of Guidance**
- 1.6 Summary**
- 1.7 Questions for Self-Evaluation**
- 1.8 Suggested Questions**
- 1.9 Suggested Books and Web Sources**

1.1 OBJECTIVES :

After going through this lesson, students will be able to :

- understand the meaning and objectives of guidance
- understand the need of guidance
- define the meaning and objectives of guidance
- define the need of guidance
- explain the need of guidance at different stages of development.

1.2 INTRODUCTION:

In the present era the significance of guidance has increased in the light of new pattern of education i.e. 10+2+3 and also the importance of vocationalisation of education. It thus become of fundamental importance to make the prospective teachers clear about meaning, objectives and need of guidance. Because the apathy of teachers, administrators and heads of the institutions towards the guidance programme, it has not been possible to organise it on firm-footings. Even when S.Lynd has remarked, "One's job is a watershed down which the rest of life tends to flow". It is essential that we should not confuse guidance with the vocational guidance only as it contains the so many others types of guidance.

1.3 MEANING OF GUIDANCE:

In order to clarify the concept of guidance it is worthwhile to understand the meaning of guidance. To guide means to indicate, direct, manage or steer. Thus, the guidance worker or counsellor is viewed as one who directs or steers children into or away from certain occupational or educational pursuits. This viewpoint, however, does not convey the exact meaning of guidance. In general guidance implies help of a personal nature to an individual rather than merely steering or directing him. Guidance is the assistance given to an individual in making intelligent choice and adjustments.

1.3.1 DEFINITIONS OF GUIDANCE

The term "guidance" has been defined by experts in different ways. Some of the important views are given below: -

1. **According to Brewer**, "Guidance is a process through which an individual is able to solve his problems and pursue a path suited to his abilities and aspirations."
2. **Jones is of the view**, "Guidance involves personal help given by someone; it is desired to assist a person in deciding where he wants to go, what he wants to do or how he can best accomplish his purposes; it assists him in solving problem that arise in- his life. It does not solve problems for the individual, not the problems; its purpose is to promote the growth of the individual in self direction
3. **According to Crow and Crow**, "Guidance is assistance made available by competent counsellors to an individual of any age to help him, direct his, own life, develop his own point of view, mark his own decision and carry out his own burdens." This means that guidance is a help provided to any individual so that he understand himself better and is well adjusted. It is a help given to an individual with the aim that eventually he can help himself.
4. **Hill** states guidance may be defined as "That aspect of educational service which seeks to help the individual child to understand himself, his environments and its-demands and to bring reasonable harmony between the two."
5. **Ruth Strang** analyses it as helping individual though one's own effort. "Guidance is a process of helping every individual, through his own efforts, to discover and develop his potentialities for his personal happiness and social usefulness."
6. **Wood Worth** defined it as the help to develop personality "Guidance helps an individual to develop his personality fully and enables him to serve the society to the best of his capabilities and talents."
7. **Hamrin and Erickson**, says "As the aspect of educational programme which is concerned especially with helping the pupil to become adjusted to his personal situation and to plan his future in line with his interests, abilities

and social needs."

8. **Lefever opined**, "Guidance is that systematic organized phase of the educational process which helps youth in his power to give point and direction to his own life, to the end that he may gain richer personal experience while making his own unique contribution to our democratic society".
9. **According to Traxler**, "At any level, guidance implies that the individual attains self direction just as fast and as far as his mental, social and emotional ability permit. Guidance of the younger or less mature individuals, of course, calls for closer direction than does guidance of the older or more mature individuals. The term guidance, moreover, aptly applies to work with an individual all along the lines from early childhood into adulthood."
10. **Carter V. Good** terms it as interpersonal relationship. "Guidance is a process of dynamic interpersonal relationship designed to influence the attitudes and subsequent behaviour of a person."
11. **Shetzar and Peters** present a more comprehensive definition, representing a modern viewpoint of guidance. They emphasize that "Guidance places emphasis upon realistic self-appraisal, rational planning, preparation for alternatives, individual problem solving and the analysis of one's social interactive processes."
12. **Knapp** hold the opinion that it is the process of helping out in changing the individual, "Learning about the individual student, helping him to understand him, effecting changes in him and in his environment which will help him to grow and develop as much as possible-these are the elements of guidance."
13. **Dr. K. G. Rama Rao** held the view that it was educational and mental preparedness, "Guidance is essentially an educative process, the outcomes of which are mental and educational preparedness for some of action centered round the basic functions of men, especially those pertaining to vocational, recreational and community service fields."
14. **Lefever and Tunnel** think it as an educational service, "Guidance is an educational service designed to help students make more effective use of the school's training programme."
15. **Crawford** is of the opinion that it is to establish effective relationship. According to him, Guidance is a means of establishing relationship between a person's total educational experiences and his personal needs and potentialities, in an effective manner.
16. **Hympherys and Traxler** term it as self-direction. ".....The individual attains self-direction just as far as his mental, social and emotional abilities permit."

17. **The US office of Education** defines guidance as, "The process of acquainting the individual with the various ways including special training in which he may discover his natural endowments so that he makes a living to his own best advantages and that to society."
18. **Secondary Education Commission (1952-53)** defined it "Guidance involves the difficult art of helping boys and girls to plan their own future wisely in the full light of the factors that can be mastered about themselves and about the world in which they are to live and work."
19. **The Education Commission (1964-66)** terms it as an aid in identification and development, "One of the main functions of guidance at secondary level is to aid the identification and the development of abilities and interest of adolescents."

Conclusively, we may say that guidance is an assistance of a personal nature given to an individual so that he can help himself. It is a life long process and leads to self-discovery and self-direction. It is fundamentally a preventive function. Its focus is on helping the student realise and actualise his best self rather than on solving the problems. It is a professional function involving scientific techniques and produces or analysing the problems and helping the individual to solve the problem.

1.4 AIMS AND OBJECTIVES OF GUIDANCE:

The purpose or main objective of guidance is to make an individual wiser to take his own decisions, to be able to judge his capacities, capabilities and potentialities and to be able to develop them further so that he can improve upon his personality in a dignified way. He is to be able to study the situation, may be personal, educational or vocational systematically in the depth. In the light of his being in the situation, he should be able to make his own independent decisions throughout the life.

In the field of education, the secondary schools of today 'are called upon to discharge greater responsibilities than in the past. This is so because life has become complex and its demands have increased. Education has become largely diversified to meet varied needs of students, especially the adolescents, who form the major school population at the secondary and senior secondary stage. It is why that 10+2+3 system of education has been adopted by our country. It remains a fact that the individual student at secondary stage is to made wiser enough to make his own decisions.

The Indian Education Commission (1964-66) has given the following aims of guidance at the secondary school stages.

- (i) **To help the adolescent pupils to know and develop their abilities and interests** : Adolescence is that period of time, in which the child experiences a number of changes. The period roughly runs below 12 to early 20's. He moves from childhood to adulthood, mentally, emotionally, socially and physically. In this age, an individual is capable of begetting offspring. At this stage he is in dire need of guidance.

- (ii) **To help pupils to understand their strengths and limitations to do scholastic work at the level of their abilities :** Generally, the adolescents either over estimate or under estimate their abilities. Guidance is to clarify their concepts and to bring them to the level of their actual position so that they become aware of the real situation of his personality and other allied areas such as interest, aptitudes, attitudes etc.
- (iii) **To help pupils to make realistic educational and vocational choices :** The pupils should be guided to select the subjects and activities according to their abilities, interests, achievements etc. In India generally the students do not think in terms of their abilities, capacities and capabilities, but are guided to select the subject of studies either by the peer group or by their parents. The parents, so often, project their own frustrations upon their children and guide them to go in for a profession what they themselves had liked, but could not enter in that. This leads to the failure, frustration, dropout or stagnation. If proper guidance facilities are made available this type of wastage can be considerably avoided.
- (iv) **To provide information of educational opportunities:** The pupils should be informed about the desirability and possibility of further schooling. They should be informed about the schools or colleges, training, vocational and professional courses so that they can, with the help of guidance workers, be able to go in for the courses of study, which are most' appropriate for them.
- (v) **To help the pupils in personal and social adjustment:** Guidance is not to make some decisions for some body, it is to enable him to make appropriate decisions for his adjustment in school, college, home, vocation and personal atmosphere. He is equipped with this type of adjustment mechanism with the help of guidance.
- (vi) **To help the school to understand their students:** For organising suitable educational programmes in the school, the headmasters and the teachers must understand their pupils individually. The teachers can understand it in a perfect way if they are involved in the process of guidance activity. In that case they can find out ways and means to study their students in a more appropriate way. This improves upon the classroom teaching, school discipline, school environments and school atmosphere.

Jones has also enlisted his objectives and laid down that the aims and objectives of guidance is the optimal development in the right direction and abilities so as to make effective, adjustment in life. His other aims are almost the same which have been listed above.

1.5 NEED OF GUIDANCE

The need of guidance is increasing day by day in the light of multiplication of

occupations and expanding world of work. It is being felt so in the light of the technological changes which are making the occupations more technological and deep rooted. One will have to start right at the school level in order to make the selection of the world of work in accordance with one's needs, personality characteristics, interests and aptitudes their absence makes a wrong selection of profession, he is simply wasting his energy. If a student, having attitude for Arts subjects, takes up Science subjects, he is also wasting his time, money and energy. If all these persons make use of guidance services, they will make the proper use of human energy. It reveals that every individual or student stands in great need of guidance services. It may not be possible for us to highlight the need for guidance without limiting it to certain reasons. For the purpose of guidance in general, the reasons are of two types :

- (1) Psychological Factors
- (2) Sociological Factors

(1) Psychological Factors : Human beings are distinguished on account of three kinds of differences :

- (a) Different stages of Development
- (b) Differences amongst Persons
- (c) Differences in Opportunities made available to various persons.

(a) Different Stages of Development: The bringing up of the human beings can be divided into the stages of infant, childhood, pre-adolescent, adolescence and adult. One needs different types of help to adjust with every stage. The maximum problems are faced at the time of adolescence, when there are problems due to physical development, mental development, emotional development, and social development. One needs guidance to adjust with all these problems for which he is in dire need of enlightenment, which is to be provided to him by the school; It is true of the pre-adolescence period also, when need for guidance is felt even more.

(b) Differences amongst Persons: Psychology reveals that no two human beings are alike and no two persons get similar opportunities in life. 'It shows that all persons cannot be fit for the same profession. Hence, every individual needs the help of guidance service. In order to know the particular kind of profession for which he is most suited. All individuals cannot be connected with the same profession. Guidance comes to the help of various individuals in this regard.

(c) Differences in Opportunities made available to Various Persons: It has now been estimated that more than forty thousand occupations exist in this world. The individual is to select only one of them which is most suitable to him. In case he gets knowledge of the 'World of Work' in an effective way which may include its being entry in a job or job to be got after

training information, training facilities, its costs, sources of loans etc. to go in for that training, duration of the training etc. it becomes easy for him to decide for it. All this information is to be made available to him by the guidance services. It can even include the availability of jobs, avenues of promotion and allied benefits too, which again fall within the preview of guidance.

- (2) **Sociological Factors :** Sociological factors are those which arise from society or environment. They are of the following kinds:
- (i) **Changing Conditions of Work:** Those days are gone when the son of a carpenter used to be carpenter and when the industrial training of the child was carried out at home. For this, it is obvious; the parents played an important role. Those conditions have changed. Joint family system no longer exists and hence the parents influence has been considerably reduced. We are living in an age of specialization. Life is complex. It is mechanical and fast. Both the parents are working. Not much guidance is available to the child at home. Also, because of specialization and lack of education on the part of parents, the need of guidance, has become intense. The responsibility of the school, therefore, has greatly increased.
- (ii) **Conservation of Energy :** Most of the people, if not guided or it left themselves, will become misfits in their life and in society as such lot of human energy will go waste. This energy is to be saved and used for the betterment of society. Guidance is founded upon this principle of conservation of energy. Lives to be spent purposefully and this can be done with the help of guidance.
- (iii) **Changed Philosophy of Education:** A new philosophy of education has emerged which emphasises the person rather than the subject matter as the centre of the learning process. Human needs, interests and problems, have become more important to teachers. It implies that the child should be given freedom to choose his own ways of life and his own activities. It requires an organized programme of guidance so as the child is helped to make proper choices.
- (iv) **Lot of Leisure Time :** The technological innovations are creating a situation in which hundreds of persons is done by a machine. This is bound to increase the need of guidance in two ways. Firstly, for handling such machines. Sophisticated training and education will be needed for which right persons will have to be trained. This will be possible with the help of guidance only. The second need will be to help the human beings to make the proper use of the leisure time, which will be created by technological changes, Leisure can either be wasted or invested.
- (v) **Extension of Democracy:** The leading objective of government is to

clear the path of laudable pursuit to all, to afford an unfettered start and a fair chance of rise in life. The democratic government given equal chance to all the citizens to progress. All are to be treated as equals. Democracy requires that each individual be respected. To ensure equality of opportunity, the schools have now to take the responsibility for helping student plan and progress towards their educational and vocational plans, keeping in view individual differences among themselves.

(vi) Changing Moral and Religious Conditions : Moral and religious conditions have changed. We no longer go to the temple priest to confess and seek solace. The hold of priest over people is no longer there. Again, science too has reduced people's faith in religion. We no longer take troubles as the acts of God. As a result of fast life, tensions have increased, problems have increased. How to remain adjusted? The answer is provided by guidance. Hence its need.

(vii) Expansion of Educational Programme : The new system of education has considerably broadened our educational programme. Students have to make a choice between academic and vocational streams at +2 and +3 stages. A vast variety of courses and work oriented programmes are available to them. An adequate provision of guidance can help them in making wise planning and sound decision.

(viii) Rush of Students in Schools : In India, the population is increasing significantly which is leading to the rush in school enhancing the need for the guidance services.

(ix) Changing Conditions of Labour and Industry : With the process of modernisation, industrialisation and technological changes the condition of work, the laws of labour, the pay structure and many other changes are fast coming up leading to the enhancement of need for guidance services.

Thus we find that there is need for guidance from the point of view of the society as well as of the individual. Society can only make progress if its individuals find places in the occupational, civic and social order where they can contribute their best for the welfare of others.

1.6 SUMMARY

Different meanings have been attributed to 'Guidance' by different scholars. It is in fact to made one wiser enough to do so for making his own wiser decisions.

The objective of guidance is to make one wiser so as to develop insight about himself and the world of work in different type of educational choices, of his own, in accordance with his own abilities and also the choices available to him.

It is to make them an individual alive to him about his capabilities, capacities and potentialities along with his limitations and to help him to clarify his concepts.

1.7 QUESTIONS FOR SELF EVALUATION

1. All types of Guidance is ultimately Vocational Guidance. Yes/No
2. Guidance is to decide the right path for the student. Yes/No
3. No definition of guidance embraces all aspects of guidance. Yes/No
4. Guidance is to clarify the concepts of the individual about himself. Yes/No
5. All students need guidance. Yes/No
6. Guidance is to make one wiser enough to make his own decisions about his problems. Yes/No
7. Guidance is needed because neither two individuals are identical nor there is only one choice available to him. Yes/No
8. In a democratic country guidance is fundamental for preserving democratic values. Yes/No
9. In the new pattern of education 10+2+3 guidance is a must. Yes/No
10. In the modern world wherein lots of new occupations are coming up, education will become incomplete without guidance. Yes/No

Answer Key: (1) No (2) No (3) Yes (4) Yes (5) Yes

(6) Yes (7) Yes (8) Yes (9) Yes (10) Yes

1.8 SUGGESTED QUESTIONS:

1. What do you mean by Guidance? Discuss its need in detail.
2. What are the aims and objectives of Guidance in India?

1.9 SUGGESTED BOOKS AND WEB SOURCES :

1. Bengalee, M.D. : Guidance and Counselling
2. Jones, A.T. : Principles of Guidance
3. Gupta, S. K. : Guidance of Counselling in Indian Education.
4. Suri, S.P. and T.S. Sodhi : Guidance and Counselling

Web Sources :

1. en.wikipedia.org
2. booksgoogle.co.in

**TYPES OF GUIDANCE: EDUCATIONAL, VOCATIONAL AND PERSONAL :
THEIR MEANING, OBJECTIVES AND NEED**

- 2.0 Types of Guidance
- 2.1 Educational Guidance
- 2.2 Vocational Guidance
- 2.3 Personal Guidance
- 2.4 Summary
- 2.5 Suggested Questions
- 2.6 Books Recommended

Guidance is of various types. At different stages of the development different thinkers have given their different views on it. Some authorities are of the view that Guidance is of 56 types. Others say that it is of 17 types. Still other limit the types of five, namely, Educational, Vocational, Personal, Civil and Moral and Leisure types. Mainly, however, there are three important types of guidance; Educational, Vocational and Personal.

2.0 Types of Guidance:

Jones, Brewer and Patterson have given different types of guidance. According to Jones, types of guidance are as under

(i) Vocational guidance (ii) Courses, curriculum and school guidance (iii) Civil and moral guidance (iv) Leisure time and cultural guidance (v) Guidance for citizenship. (vi) Guidance for personal well being (vii) Guidance for right doing (viii) Guidance in thoughtfulness and co-operation (ix) Guidance in wholesome cultural action.

According to Patterson, five types of guidance are :

(i) Educational (ii) Vocational (iii) Personal (iv) Health guidance (v) Economic guidance. In the ultimate analysis guidance may be grouped into the three major categories as:

1. Educational Guidance
2. Vocational Guidance
3. Personal Guidance

Now we will discuss these three types of guidance.

2.1. Educational Guidance

Educational guidance is aimed to aid students to their problems related to different levels of education. From primary to university level, Students differ as regards the intellectual abilities and interests. They are guided to select courses in accordance with their intellectual abilities and interests. So that after completing formal education they may effectively adjust in their environment.

(A) Meaning

In the words of Brewer, "Educational guidance may be defined as a conscious effort to assist in the intellectual growth of the individual. Anything that has to do with

instruction or with learning may come under the term educational guidance."

According to Myers, "Educational Guidance is a process concerned with bringing about between an individual pupil with his distinctive characteristics on the one hand, and differing groups of opportunities and requirements on the other, a favourable setting for individual's development or education.

According to Jones, "Educational guidance is the assistance given to the pupil in their choices and adjustment with the relation to schools, curriculum, courses and school life."

According to this definition, educational guidance may include guidance in the following matters.

How to study, using common tools of learning , adjusting school life to other activities , learning to speak, interview, taking examinations, using libraries, and making important decisions at each of the cross roads in life.

Educational guidance does not merely end with telling a child which course to take. It is to see him through that course.

Ruthstrang observes that Educational Guidance is a programme concerned with such questions as :

- (a) What is this boy or girl for?
- (b) What kind of education will reveal his capacities and help him to develop himself?

In fact, as Traxler has pointed out, educational guidance is vitally related to every aspect of the school. The curriculum, the methods of instruction, disciplinary procedures, attendance, the extra curricular activities, the health and physical fitness programmes and community relations.

(B) Objectives of Educational Guidance:

In Educational guidance there is emphasis on the educational and social development of the student so that he is able to achieve healthy adjustment, social relationships and economic prosperity as well becomes a good citizen. Crow and Crow have given the following aims of educational guidance at high school level:-

1. Select the curriculum that best fits abilities, interests and future needs of the student.
2. Develop work and study habits that enable him to achieve satisfactory success in his studies.
3. Gain some experience in learning areas outside the particular field of his special interests and talents.
4. Understand the purpose and the function of the school in relation to his needs.
5. Discover all that his school has to offer and plan a programme of studies accordingly.
6. Learn about the purpose and function of college or school he may wish to attend later.
7. Elect, try out courses or expletory courses in order to gain insight into learning areas that still lie ahead.

8. Participate in out of class activities in which he can develop potential leadership qualities.
9. Appraise his fitness for continued study in a college or other school or in a particular vocation.
10. Develop an attitude which will stimulate him to continue his education in a school selected for its worth to him in relation to his talents and training.
11. Adjust to the curriculum and the life of the school.

(C) Need of Educational Guidance:

The following are some of the reasons due to which educational guidance is essential or is needed by pupils.

1. Choice of Courses: Educational guidance is not needed if only one type of course is taught in the school. But when a number of courses are taught, pupils have the opportunity to choose one or other courses. For making an audacious higher secondary education or to go in the some vocational course, educational guidance is a must. We proudly boast of the new system (10+2+3) of education which offers a variety of courses. To help the child choose the right course, the course for which he is fit in the light of his aptitude, interest, and intelligence, educational guidance is a must. The success of the new system of education hinges on the care and freedom with which students are, guided in the choice of curricular offering.

2. To Check Wastage and Stagnation: As a result of the wrong choice of course many students leave the course mid way or fail or attain low marks. This leads to wastage and stagnation. It also results in frustration. This is to be avoided and this is possible through proper educational guidance.

3. Decisions about Future: When the students have to plan for their future following completion of their course in the school, they need educational guidance which alone will help pupils decide whether to go in for higher education or for training for some job.

4. For Exceptional Children: There is no denying the fact that in our schools, the teacher proceeds with the average student in mind. Exceptional children, especially the gifted and backward, remain un-attended or are not benefited by the class room teaching. If we are really interested in the welfare of each child, educational guidance is most essential. Exceptional children have to be attended to their potentialities recognised or their limitations taken care or Plans of their education are to be made and implemented. Similarly, the other types of special children i.e. handicapped, mentally deficient, students with special types of disabilities need guidance the utmost.

5. Need of Making Adjustment in School or College : Adjustment to the educational environment is essential for the proper educational growth and well being of children. The child enters the school directly from his home environment. Here he finds a very formal setting as compared to informal setting of home. He gets novel experiences which are sometimes strange to him. He needs to read, write, speak, obey,

discipline, and participate in teaching-learning process. He has to appear in examinations. He has to participate in curricular and co-curricular activities. Hence he is in need of educational guidance.

6. To Realise Aims and Objectives of Education : Education aims at harmonious development of individual. If this aim is to be realised guidance in the field of education is essential. Abilities of children can be developed and utilised through educational guidance.

The need of educational guidance can be summed up in one sentence: "Different educational roads lead to different educational and vocational goals. We are to ensure through educational guidance that the child is on the right educational road."

2.2. Vocational Guidance: Vocational guidance has been defined in several ways. Frank person wrote nearly eighty years ago on Vocational guidance. "The Vocational Bureau is intended to aid young people in choosing an occupation themselves for it, finding an opening in it find building up a career or efficiency and success."

National Vocational Guidance Association of America, 1937 defined Vocational Guidances as the process of assisting the individual to choose an occupation, prepare for it, enter upon the progress in it." Their General conference of International Labour Organisation in 1949 described Vocational Guidance" as assistance given to an individual in solving problems related to occupational choice and progress with due regard for the individual characteristics and their relation to occupational opportunity."

Vocational guidance is developmental process which begins in school and continues throughout the working life of the individual. It aims at fitting round peg in round holes. Vocational guidance is related to increase maturity by to giving detailed and essential career information concerning different vocational avenues, understanding the requirements, demands, limitations of vocational development choosing a particular vocation in the light of one own needs, abilities and aptitudes.

At the same time vocational guidance is not to be confused with vocational education. Both terms are distinct. Vocational education may begin where vocational guidance ends.

Some authors have attempted to analyse the various definitions of vocational guidance. They describe the following features of vocational guidance.

- (i) To give adequate information regarding the world of work.
- (ii) Help to make proper choice for the future vocation, and sharpen decision making skills.
- (iii) Get adequate training or preparation.
- (iv) Guides to achieve maximum success and satisfaction in the chosen vocation.

(A) Objectives of Vocational Guidance: Vocational guidance basically emphasises "choosing preparing for, entering upon, and making progress in an occupation." Hence the main aim of vocational guidance is to collect all information in regard to an individual. Discussing the aims of vocational guidance, Crow and Crow have stated the following specific aims of guidance.

1. Assisting a pupil to acquire knowledge of the functions, duties,

- responsibilities and rewards of occupations that lie within the range of his choice.
2. Assisting a pupil to discover his own abilities and skills and to fit them into the general requirements of the occupation under consideration.
 3. Assisting the pupil to evaluate his own capabilities and interests with regard to their greatest worth to him and to society.
 4. Helping the individual to develop an attitude towards work that will dignify whatever type occupation he may wish to enter. The important bases for choice should be personally achieves satisfactions and that will enable the learner to get the feel of several types of activities.
 5. Assisting the individual to think critically about various types of occupations and to tell technique for analyzing information about vocations.
 6. Assisting the mentally handicapped, the physically handicapped, or the economically handicapped to make that adjustments the will be best for them in their struggle for a fuller life for personal and social welfare.
 7. Instilling in the pupil a confidence in the teachers and other guidance personnel that encourage him when he confers with them on personal and vocational problems.
 8. Assisting the pupil to secure the necessary information about the facilities offered at various education institutions engaging in vocational training.
 9. Providing information for the learner about the admission requirement, the length of training, and the cost of attend any institution of higher learning to which he may wish to graduation from high school in order to continue his vocational preparation.
 10. Giving assistance during school years so that the individual will be able to adjust with the job to work conditions and to other workers.
 11. Assisting each pupil to appreciate his right full place in a group of workers and to become a functional member of the team.
 12. Altering the pupil to the long range training needed to become proficient in most lines of endeavour.
 13. Cautioning each learner concerning fads short cuts to vocational competency.
 14. Helping the learner realize that success is purchased at the price of effort, and that satisfaction on the job derives from doing his work conscientiously and competently.

(B) Need of Vocational Guidance:

1. **Changed Scenario of Vocations:** Vocations have changed during the last few decades. The times are gone when son used to acquire the profession of father. The technical and scientific advancement have given rise to a complex world of work. Hence there is a necessity of guidance services for these varied jobs. In the process of modernisation, Liberalisation,

industrialisation. Guidance is also to prepare the students, to gain access to these occupations, which are yet to come up in the world of work.

2. **Problems of Unemployment:** Unemployment is the major problem of this country. So many graduates and post graduates are unemployed. One of the reasons is that they are not guided properly.
3. **Vocational Maladjustment:** The people who are not interested in teaching profession are working as teachers, who are not interested in medicine are working as doctors and so on. This vocational maladjustment is increasing frustrations and stress in society. Hence the need of vocational guidance.

Vocational guidance is also needed to place the handicapped persons on the right job so that they are not lost to the society.

The movement of guidance was started in the second decade of the previous century in the year 1915. Dr. G.S. Bose of Calcutta University, for the first time, opened the applied psychological laboratory and worked by using mental testing tools in India. In the year 1941, Mr. S. R. Batliboi in Bombay opened a vocational guidance bureau. In 1947, vocational guidance bureaus were opened in Bombay, Maharashtra and Gujarat. All India Educational and Vocational Association was formed in 1956.

2.3. Personal Guidance

The third kind of guidance is the personal guidance. It is concerned with the problems of health, emotional adjustment, social adjustment including recreation and leisure time activities.

(A) Definition of Personal Guidance:

Personal guidance may be defined as the assistance offered to the individual to solve his emotional, social, ethical and moral as well as health problems. Thus personal guidance deals with all those problems of an individual's life which are not covered under educational and vocational guidance.

According to Crow and Crow :

"Personal guidance refers to help given to an individual for better adjustment, the development of attitudes and behaviour in all areas of life."

(B) Objectives of Personal Guidance:

The objectives of personal guidance can be better understood if we keep in mind that personal guidance does not exclude social life of the individual. In personal guidance, the individual and social aspects of life and problems are taken into account. In this matter, personal guidance is concerned with social and civic activities, health and physical activities, worthy use of leisure time and character building activities.

The purpose of personal guidance is to help the individual in his physical, emotional, moral, social and spiritual development and adjustment. As regards physical development, play activities of children have to be properly organised. Emotional development of children has to be provided with opportunities for self-expression.

Our purpose of personal guidance is to help young boys and girls to solve their problems. Some problems are so highly personal in nature that the individual is out of

fear, shame or guilt is not willing to discuss these problems. In such a situation, he needs an individual in whom he can confide and seek clarifications of his problems. Some of the problems may pertain to health and emotions and others may be related to social and moral issues.

(C) Need of Personal Guidance:

Some of the needs as given by Crow and Crow are as follows:

- (i) To give the individual the assistance that will enable him to overcome the awkward years in physical development.
- (ii) To assist the pupil to become a good school citizen in his civic and social relations.
- (iii) To assist the pupil to move gradually from dependence on others to independence of judgement and action.
- (iv) To encourage the pupil to work to the limit of his capacity with full knowledge that he may not be as capable as other pupils.
- (v) To help the pupil to participate in social life through joining clubs and taking part in other school activities.

(D) Imparting Personal Guidance

Following steps are involved in imparting personal guidance:

1. Collection of Information:

Information data is collected from all aspects of the individual. His intellectual, social, emotional, physical, academic personality traits, interest and aptitudes are the various aspects from where data is collected.

2. Diagnosis of the Problem :

The analysis of the data is done. Ways and means of solving the problems are worked out. This is basically diagnosis.

3. Prognosis of the Problem :

Prognosis consists of visualising extent to which the guidance personnel will succeed in solving person's problem. Guidance personnel visualises the result of the guidance which he proposes to the individual in order to solve his problems.

4. Therapy:

Here the guidance personnel comes forward with a satisfactory solution of problem. He tries to make the individual gain an insight into his problem. Different techniques which are used in therapy are suggestion, sublimation, rational persuasion, re-education, play therapy, change in environment, psycho-analysis and non-directive therapy.

5. Follow up Action:

After giving guidance it is essential to know that upto what extent the problems had been solved. Hence follow up is necessary, personal guidance is more or less incomplete without follow up study. Method of follow up studies is given below:

1. Card file method
2. Questionnaire method
3. Contact through letters.

2.4 Summary :

Educational guidance, in the words of Brewer, may be defined "as to conscious effort to assist in the intellectual growth of the individual. Any thing that has to do with instruction with learning may come under the term Educational Guidance."

Its need is felt because of such things as choice of courses out of a large number of courses made available in the school, of checks wastage and stagnation, enables to make decisions about future, and helps children in making adjustment.

Vocational guidance is defined as, "the process of assisting the individual to choose an occupation, prepare for it, enter upon it and progress in it."

Vocational guidance is a long, continuous process which begins in the school and is needed throughout the working life of the individual.

Personal guidance is needed because of such reasons as individual difference availability of large number of occupation, for personal and social problems, and the like.

2.5 SUGGESTED QUESTIONS

1. Discuss various types of Guidance ? Explain their importance.
2. What is the meaning .of Educational Guidance ? Discuss its need in detail.
3. What do you mean by Vocational Guidance? Discuss its need in detail.
4. What do you mean by term "Personal Guidance ?" Discuss the steps in imparting personal guidance.

2.6 BOOKS RECOMMENDED

S. K. Kochhar	:	Educational and Vocational Guidance in Secondary School
S. B. Kakkar	:	Educational Psychology and Guidance
J. S. Walia	:	Foundations of Educational Psychology
Sitaram Jayaswal	:	Guidance and Counselling
Kanwarjeet Singh	:	An Introduction of Educational Psychology and Guidance
S. S. Chauhan	:	Principles and Techniques of Guidance
Shertzer and Stone	:	Fundamentals of Guidance
S. K. Kochhar	:	Guidance in Evaluation (Punjabi)
T. S. Sodhi and S.P. Suri	:	Educational and Vocational Guidance (Punjabi)
Meenakshi Sharma	:	Educational and Vocational Guidance (Punjabi)

Structure**3 Introduction****3.1 Testing Technique****3.2 Need of Psychological tests in Different Areas of Guidance****3.3 Altitude Test****3.4 Interest Test****3.5 Mental Ability****3.6 Suggested Readings**

The individual's life is getting complex day by day. The individuals have to face many types of problems, and difficult situations. Understanding an individual is dependent upon knowledge of how he acts in different situations. This understanding may come from observations by those who know him in school, at home or in the community . So there is a need of guidance. For providing guidance there is a need for the understanding of the individuals. There are major areas of guidance like educational institutions, vocational institutions, home environment, religious situations and Health status etc. To give a programmed guidance to any individual there is need to understanding the individual. Major areas of individual's life which require guidance are :

1. Educational Institutions
2. Vocational Places
3. Home Environment
4. Religious Situation
5. Health Status
6. Sexual Guidance

3.1. Testing Techniques:

Without rich knowledge good psychological tests, the guidance services will remain incomplete. Some tests are related with some of the cultures such tests are to be made to suit to our culture.

Psychological tests are also used to understand the individual. The world is moving at a very fast pace and we don't have both experts and time to cater to needs of each and every individual. Hence it is a very difficult task to understand each and individual .

A psychological test has been defined in different ways. According to Anastasi. "It is essentially an objective and standardised measure of a sample of behaviour." Freeman says, "A psychological test is a standardised instrument designed to measure

objectively one or more aspect of a total personality by means of samples of verbal or non-verbal response, or by means of other behaviours." The psychologists have an opinion that the psychological test is a pattern of selected and organised responses which will reveal certain psychological characteristic of the person.

3.2 Need of Psychological Tests in Different Areas of Guidance:

Man being a complex individual has different traits such as intelligence, interests and aptitudes. With the background of all these differences, the individuals has to make various choices. To help him there is a need for some objective measurement in the form of psychological tests of different types. The psychological tests in different areas are supposed to meet the following needs:

1. To help students at critical points when they have to make a decision. For example, the single factor that Tinku's parents want him go in for architecture. Tinku's choice is in favour of architecture. But if the quantitative data is also available signifying the capacity of Tinku to go in for architecture, the situation becomes more clear and satisfactory decisions can be arrived at. Psychological test can help a pupil to decide whether he should continue his studies or start the business.
2. The test enables the counsellor to uncover as many promising opportunities as possible for the counsellor. It is not enough in a guidance setting to know that Kuldeep has aptitude for medical studies if he has also the potential of an electronics engineer. Kuldeep and counsellor need to know that too. It is important that a number of psychological tests be used to uncover as many promising opportunities as possible to enable the counsellor make a choice based on knowledge.
3. The test help teachers to adapt teaching to the needs of students. If the teacher objectively assesses the interests and capacities of the students with the help of psychological tests, he can adapt his teaching methods of their needs. He can also differentiate between the slow learners and under achievers and can help them accordingly.
4. Students in the universities, colleges and schools have to decide about courses, co-curricular and curricular activities. Many decisions in fact, may be made on the basis of chance, situational factors. Psychological tests can be used to provide some additional basis for a decision.
5. The tests help in the selection of students for special schools, for the award of scholarships for residential schools like Navodaya school to which children from the weaker sections of society can be admitted. This can be found with the help of psychological and standardized achievement tests.
6. Some colleges provide individual counselling for pupil with respect to their educational and vocational plans. Many colleges also provide some

sort of clinical service for maladjusted students. Counsellor uses the meaningful and relevant data obtained from the tests as a partial basis for the client centered interviewing and clinical judgements.

7. The tests help in the selection of students for admission to special institution like the National Defence Academy, Indian Military Academy, Naval Academy, Air Force Academy, Armed forces etc. There is also a number of professional colleges and institutions where psychological standardized achievement tests are used for admission to these institutions.
8. The tests can be used to help establish homogeneous groups within elementary and secondary school system and college set ups. The placement in class appropriate to the student's potential can accelerate development and improve self concept.
9. The tests help in the distribution of guidance personnel in various branches of services.
10. The tests help in the psychological diagnosis of students. In any school or college there are numbers of students who have emotional problems, which affect their learning ability.
11. The tests help the teachers in dealing with educational and behavioural problems.
12. The tests help in the treatment of psychiatric problem. When a patient comes to a mental hospital clinic, it is essential to find out the type of person he is and the way he responds to the treatment. Psychological tests can be helpful in taking this crucial decision.

According to Kochhar, carefully constructed and wisely administered psychological tests can provide good measures of the liabilities, interests, attitudes, aptitudes and personal traits. They can help in diagnosis and prediction, selection and classification and can be of immense use in many situations and jobs.

3.3 Altitude Test:

MEANING AND DEFINITION OF APTITUDE

Next to intelligence, aptitude is considered to be another important characteristic of an individual which can predict the future success or failure of an individual in one occupation or area or occupations. It is asserted that aptitudes are related to vocational success as intelligence is related to success in general. Further, aptitudes play a very important role in the development of an individual.

An aptitude is a special ability in an area or field of performance. There is, however, disagreement among authorities on the precise definition of aptitude. According to some persons aptitude indicates inherited capacity i.e., it is inborn. Others believe that it is the present ability or case of acquisition. Is aptitude a unitary trait or a

combination of traits? Let us refer to a few definitions of aptitude to make the position clear.

In the Dictionary of Education, aptitude defined as a "pronounced innate capacity for or ability in a given line of endeavour such as a particular art, school subject or vocation."

Warren defines aptitude as, "a condition or set of characteristics regarded as symptomatic of an individual's ability to acquire with training some knowledge, skill or set of responses such as ability to speak a language or to produce music."

According to **Traxler**, " Aptitude is a present condition which is indicative, of an individual's potentialities for the future."

Freeman has defined an aptitude as, "a combination of characteristics indicative of an individual's capacity to acquire (with training) some specific knowledge, skill or set of organised responses, such as the ability to speak a language, to become a musician, to do mechanical work."

A) Some Characteristics of Aptitude: On the basis of different view points and definitions of aptitude, we can refer to the following characteristics of aptitudes:

1. Aptitude is an Abstract Noun: It is not a quality possessed by the individual, but an integrative part of his personality.
2. Aptitude is a present condition with future references. It is, symptomatic or indicative of potentialities.

Aptitude has predictive value. When we say that Radha has an aptitude for music we mean that her present condition or ability reveals that if she is to learn music, she will succeed in this line. Understanding of an individual's aptitudes helps us to know what he or she will do in future.

3. Aptitude implies more than potential ability in performance. It involves three things:
 - (i) Readiness to acquire proficiency in some skill, knowledge etc.
 - (ii) Ability to acquire proficiency in some skill, knowledge etc.
 - (iii) Satisfaction. from those activities after acquiring them.
4. Aptitude is a product of heredity and environment. In the words Traxler, "It should be clearly understood that aptitude tests measure a complex of innate tendencies and influence of training, and that there is no way of separating the influence of heredity and environment in the test results."
5. Aptitudes are fairly, constant or stable. But in the absence of favourable conditions and lack of practice, even the recognised aptitudes disappear. Thus variation occurs within the framework of environment factors.
6. An aptitude is not a unitary trait of human personality but a combination of various traits. In other words, aptitudes are pluralistic and not unitary. An individual has a number of mental characteristics and they can be identified through the application of factor analysis. Thus, it is accepted

that an individual may have more than one aptitude.

B) Measurement of Aptitudes:

Like intelligence test, various aptitude tests have been devised to measure aptitude of the individuals in various specific fields or activities. Tests for the purpose of discovering specific aptitudes have been constructed in large numbers and in various areas. The results of these tests have yields some degree of reliable prediction, especially in the areas of some manual or mechanical activities.

For many vocations, aptitude represents a complex ability so that it is very difficult to reduce it to objective measurement. Jones rightly observes. "An adequate aptitude would be one that would measure all the factors necessary for success, this is practically impossible. The determination of aptitude for any job would require test of specific abilities, personality, general mental ability, observations by skilled observes, and mental and physical records. "

A number of tests for measuring aptitude have been constructed by different authorities and psychologists which can be put into two groups:

1. Differential Aptitude Tests and
2. Specific Aptitude Tests

1. Differential Aptitude Tests (DAT) :

These are batteries of test (consisting of more than one set) standardized on the same population so that several tests are comparable.

The Differential Aptitude Test Battery, constructed by George K. Benett Harold G. Seashore and Alexander G. Wesman, is designed to assess the fundamental intellectual ability namely (i) Verbal reasoning (ii) Numerical ability (iii) Abstract reasoning (iv) Space relations (v) Mechanical reasoning (vi) Clerical speed and Accuracy (vii) Language usage and (viii) Spelling and Sentences.

It was developed primarily for use in educational and vocational counselling of high school students. It specially helps the counsellor to give help in career possibilities.

2. General Aptitude Test:

The General Aptitude Test Battery (GATB) was developed by the United States Employment Service in 1962. The Aptitude Battery consists of 12 tests. namely, (i) Name Comparison, (ii) Computation (iii) Three Dimensional Space (iv) Vocabulary (v) Tool Matching (vi) Arithmetic Reasoning (vii) Form Matching (viii) Mark Matching (ix) Place (x) Turn (xi) Assemble and (xii) Dissemble. Eight of these are paper and pencil tests and are issued in three booklets. The other four are apparatus tests.

The battery is designed to measure nine aptitude such as, (i) Intelligence. (ii) Verbal Aptitude, (iii) Numerical Aptitude, (iv) Spatial Aptitude, (v) Form Perception (vi) Clerical Perception, (vii) Motor Coordination (viii) Finger Dexterity and (ix) Manual Dexterity.

3. Thurstron Tests of Primary Mental Abilities (PMA)
4. California Test of Mental Maturity (CTMM)
5. Air men Classification Test Battery.

6. Guilford Zimmerman Aptitude Survey.
7. Flanagan Aptitude Classification Test (FACT)

3. Special Aptitude

There are many kinds of specific attitude tests including Motor Dexterity Tests, Mechanical Aptitude Tests, Clerical Aptitude Tests, Musical Aptitude Tests, Professional and Scholastic Aptitude Tests.

It is not possible to discuss all the aptitude and the methods of measuring them. We shall, however, discuss those that are helpful in the guidance programme in our school.

a) Mechanical Aptitude Tests :

Many test have been devised to measure manual dexterity and Mechanical aptitude. Mechanical ability, like most other abilities, is composed of more than one factor and so mechanical aptitude is not a unitary trait, but a combination of many traits. Freeman observes, "The capacity designed by the term mechanical aptitudes is not a single, unitary functions. It is a combination of sensory and motor capacities plus perception of spatial relation. the capacity of acquire information about mechanical matters and the capacity to comprehensive relationship."

Mechanical occupations require all these components but not in equal amounts. In the words of Dr. Taneja, " The guidance worker has to estimate how much of each component does an individual possess. Then by comparing his traits present in the individual with the possible occupations that need these traits, he can help the individual to select occupation that suit him most according to his mechanical skills."

Some of the well known mechanical aptitude tests are :

1. Minnesota Mechanical Assembly Test. (1923)
2. Minnesota Spatial Relations Tests. (1930)
3. The Revised Minnesota Paper From Board. (1948)
4. Stenquist Mechanical Aptitude Tests (Part 1&11).
5. L.J.O. Rourke's Mechanical Aptitude Tests (Part 1&11).
6. Bannet Tests of Mechanical Comprehension,
7. S.R.A. Mechanical Aptitude Test,
8. A Battery of Mechanical Aptitude Test (Hindi) prepared by Manovigyan Shala, Allahabad.

The effectiveness of the mechanical aptitude tests has been studied from different angles by different research workers. The inference drawn in these studies point to one thing-that results of mechanical aptitude test should never be taken alone. the guidance worker should consider grades in school work, number and kind of course taken in school particularly those involving mechanical skills, hobbies, interests and scores on mechanical aptitude tests before helping an individual to decide his future plans and actions.

b) Clerical Aptitude Test:

Like mechanical aptitude, clerical aptitude is a combination of many traits. According to Super, it is the ability of routine clerical work. Clerical aptitude is not continued to office clerks only, it is also involved in other allied works.

According to Bingham, the following primary mental abilities have been found to operate in clerical jobs."

(a) Perceptual Ability - ability to observe words and numbers with speed and accuracy.

(b) Intellectual Ability - to grasp the meaning of words and symbols.

(c) Motor Ability- ability to use various types of tools such as type, write duplicator, punching machine etc.

Crow and Crow observed, "Since a large number of specific occupation are included in the clerical field, test of aptitude must be specific to the type of activity for which each test is intended."

The factors involved in clerical aptitude found by factor analysis in the existing clerical test are:

- (i) Speed and accuracy in simple clerical tests.
- (ii) Speed in simple discrimination.
- (iii) Spatial ability.
- (iv) Speed in motor ability.
- (v) Ability to observe and compare.

Apart from aptitude test, clerical aptitude can be measured with the help of the following factors:

- (i) Grades in academic subjects.
- (ii) Social ability.
- (iii) Hobbies and vocational interest.

Tests of Clerical Aptitude

Clerical aptitude consists of several kinds of items, some of which correlate quite highly with scores on tests of general intelligence but differ from later in that contains selected materials that are significant in clerical occupations. In the six tests of clerical aptitude there are sub-tests:

Test	Sub-Tests
1. Detroit Clerical Test .	<ul style="list-style-type: none"> • Hand writing-rate and quality checking, rate and accuracy. • Simple arithmetic • Motor speed and accuracy • Knowledge of simple commercial terms. • Disarranged pictures • Classifications: rate and accuracy • alphabetical filing
2. General Clerical Test	<ul style="list-style-type: none"> • Matching -Detecting errors in names

- and numbers.
- Alphatezing and filing.
- Arithmetic: Locating errors in addition.
- Arithmetical problems
- Spellings
- Reading Comprehension, Word meaning
- Language usage: Grammer
- 3. Minnesota • Number Comparison
- Name Comparison.
- 4. Purdue • Spelling.
- Computation.
- Checking-speed
- Word meaning
- Copying-accuracy
- Reasoning
- 5. Short Employment Numerical operations
- Word meaning
- Classification and filing
- 6. Turse • Verbal
- Number skills
- Written directions
- Checking-speed
- Classification and sorting
- Alphabetizing.

c) Musical Aptitude Tests :

"Special measures of Aptitude tests are needed more in the field of music and art than in any other field. Musical ability has three aspects :

- (i) Motor Aspect- It requires the mastery of pattern of action needed while playing on an instrument.
- (ii) Prescriptive Aspect- It includes various types of sensory discriminations and complex musical relationships such as the composition of a chord, pattern of a melody etc.
- (iii) Interpretative Aspect- It involves aesthetic judgement about a melody or harmony. Some important Musical Aptitude Tests are given below.

1. Seashore Measure of Musical Ability :

The primary purpose of this test was to measure simple sensory discrimination. It gives consideration to the following musical components:

- (i) Discrimination of pitch; (ii) Discrimination of intensity of loudness; (iii) Discrimination of time interval; (iv) Discrimination of timber ; (v) Judgemen of rhythm; and (vi) Tonal memory.

Dr. Taneja remarks that critics have objected to this sort of analysis of the

musical abilities as these do not really constitute musical ability.

2. The Wing Standardized Test of Musical Intelligence:

It was developed in England for preceiving musical relationships and aesthetic choices. It has the following seven subjects:

Chord analysis, Pitch change, Memory, Harmony, Intensity, Rhythmic accent and Phrasing.

These tests, however, pertain to western music and may not apply to Indian music.

d) Aptitude of Graphic Art :

Art ability cannot be predicated from the general intelligence tests. It is, therefore, essential to have some tests to identify talents in art. Some of the art aptitude tests are given below:

1. The Meier Art Judgement Test : It is an important test and is used in our country also. It is meant to measure aesthetic judgement in a global manner. This is a revision of Meier SeaShore Art Judgement Test. There are 100 pair of pictures in black and white. Each pair of pictures consists of a picture created by a great artist and the same picture is altered to reduce its artistic merit. The score is based on the number of unaltered masterpieces chosen by the subjects as the better. There is no limit.

2. Graves Design Judgement Tests :

It is meant to measure appreciation or readiness to learn.

3. Kauver ArtAbilityTest:

This is useful in evaluating student's progress in art, quality observation, etc.

4. Horn Art Aptitude Inventory :

It was devised for use with applicants for admission to Schools of Art.

5. McAdory Art Test:

It include 72 plates with 2 different versions of the same picture in each plate. The subject has to distinguish between 4 different versions.

e) Tests of Scholastic and Professional Aptitude:

These test have been developed to hold in the proper selection of students for the study of specific courses of professions like Engineering, Medicine, Law, Business Management, Teaching etc. Some of these tests are :

1. Aptitude Test in Medical and Related Fields

- (i) Medical School, Scholastic Test by Moss
- (ii) Iowa Dental Qualifying Examination.
- (iii) George Washington University Series of Nursing Test.
- (iv) Psychiatric Screening of Medical Students by Ortons Martin.

2. Aptitude Test in Law, Engineering and Scientific Research

- (i) Ferson-Stoddard Law Aptitude Examination
- (ii) Law School Admission Test (LSAT)
- (iii) Bannet Mechanical and Completion Test.

(iv) Pre-Engineering and Psychical Science Aptitude Test.

(v) Stanford Aptitude Test.

f) Teaching Aptitude Test:

Teaching aptitude includes traits like interest in people and events, love for reading, patience, originality and creative power, sympathetic imagination, good health, interest in co-curricular activities, etc.

Test for Teaching Aptitude:

1. Aptitude Test for Secondary School Teachers: This test is made by M. M. Shafi faculty of education and psychology, M. S. University, Baroda. This is a group verbal test for secondary school teachers. There are five sub tests in it. The time limit for this test is about 100 minutes for the whole test. This test is used to estimate prospective teacher's aptitude for teaching.

2. Teaching for Aptitude Test: This test is constructed by Jai Parkash and R. P. Srivastav in Hindi. This test is meant for measuring the aptitude towards teaching profession. The scale has 10 sub-tests and a total of 150 items. There is not time limit for the test.

3. Teaching Aptitude Test Battery: This test is made by R. P. Singh and S. N. Sharma. This battery has been designed for use among teachers and prospective teachers for elementary schools. It is intended to serve as a tool for selecting students for admission in teachers training institutions and also for teachers in elementary schools. The item cover the areas (1) Mental Ability (2) Attitude towards children (3) Adaptability (4) Professional information (5) Interest in Profession.

g) Miscellaneous:

(i) Scholastic Aptitude Tests of CEE Board.

(ii) George Washington University Social Intelligence Test.

(iii) Graduate Record Examination (GRE)

A number of aptitude tests have been developed in India and been successfully used. A few adapted versions of foreign aptitude tests are also available.

h) Uses of Aptitude Tests:

Aptitude tests have a wide area of application and utility. These tests have their instructional and guidance uses and serve administrative and research purpose.

The level of aptitude test scores of students in particular class should enable a teacher to evaluate the appropriateness of his class materials. Knowledge of general aptitude test scores enables a teacher to make better decisions about the kind of class material presented to each student. Scores on aptitude tests should become even more helpful in designing instructional strategies.

i) Use of Aptitude Tests for Guidance Purposes:

Aptitude tests are the back bone of guidance service. These tests can be useful in educational, vocational and personal guidance and counselling. The results of these enable us to locate, with a reasonable degree of certainty, the fields of activity in which an individual is most likely or least to be successful. It is due to this that some tests are

found to be very useful in helping the youngsters as well as youth in the selection of special course of instruction, field of activities and vocations.

The correlations between general aptitude scores and success in training programmes tend to run between 40 and 50 (Ghiselli, 1966). These correlations would be even higher if selection into the training programmes were based on aptitude scores.

j) Aptitude Tests Play a Special Role in Vocational Guidance:

In the words of N.L. Munn , "The chief value of aptitude testing is, in fact, that it enables us to pick out from those who do not yet have the ability to perform certain skill those who with reasonable amount of training, will be most likely to acquire the skills into question and acquire them to a desirable level of proficiency."

In vocational guidance, a person is advised about the suitability of a particular job for him. The counsellor takes his aptitude test. In this test, efforts are made to examine the abilities related to his interest. The counsellor may never clearly tell a person to enter a particular job or reject it. He only hints at the possibilities. It may be emphasised here that a person may not achieve success in a vocation only on the basis of results of an aptitude test. After knowing his aptitude, it is necessary for him to get proper training.

Thus, an aptitude test plays a significant role in vocational guidance and selection. It must be kept in mind that aptitude testing when combined with other information received through interest inventory, personality tests, intelligence test, etc. can help to a greater extent in avoiding the huge wastage as well as material resources.

3.4 Interest Test

Meaning and Definition of Interest

It is a well known fact that the intelligence and aptitude do not adequately predict educational and vocational success. Several non-intellectual factors play significant part in scholastic and occupational achievement. Among these, interest is perhaps the most important one identification and measurement of interest, therefore , has become very essential for educational and vocational guidance.

Many psychologists and thinkers have tried to explain the meaning of the term "Interest". Let us have to look at a few of these explanations:

1. According to Bingham, "An interest is a tendency to become absorbed in an experience and to continue it."
2. In the words of Mc Dougall, "Interest is a stable quality of an individual".
3. Super also defines interest as, Stable quality of any individual.
4. According to K. Lovell, "In essence, interest consists of a set of objective feelings about some rather concrete matter such as cricket, stamp collecting or needle work and tendency to behave towards the matter in certain ways."
5. Russel describes interest as, "organismic conditions" which lead to continuing simulation of concern about particular objects, persons and

- activities.
6. Crow and Crow say that interest may refer to the motivating force that impels us to attend a person, a thing, or an activity, or it may be the effective experience that has been stimulated by the activity itself. In other words, interest can be cause of activity and the result of participation in the activity.
 7. According to Strong, "Interest is an interminate indicator of success."
 8. Jones defines interest, "as a feeling of linking associated with a reaction, either actual or imagined, to a specific thing or situation."
 9. According to Douglas Fryer, "Interests are objects and activities. that stimulate pleasant feeling in the individual."
 10. Guilford has given a good definition of interest. According to him, "When an organism discovers that certain objects and responses lead to the satisfaction of motives, it show, interest in those objects or responses interests are inclinations to attend or to seek certain stimuli or to indulge in certain activities."

The above description of interests show that interests are not necessarily related to ability or aptitude and that they can be hereditary as well as acquired, though mainly acquired. They are somewhat constant and become stable with age.

A) Characteristics of Interest:

On the basis of the above said definitions and the studies as well as experiments carried out by various psychologists, we can mention the following characteristics of interests:

1. Interests are linked with our wants, motives, drives and basic needs.
2. Interests are innate as well as acquired dispositions.
3. Interest is great motivating force that persuades an individual to engage in a cognitive and effective behaviour.
4. There is some relationship between interest and ability, between vocation and vocational interests.
5. Interest and attention are closely related to each other-McDougall says, "Interest is latent attention and attention is interest in action."
6. In the words of Dreyer, "Interest is a disposition in its dynamic aspect." Interest is the personal meaning that a thing has for us.
7. Interest and attitudes are closely related to each other. Interest are nothing else but attitudes which cause an individual to seek various activities in a given area.
8. Interest is closely related to learning.
9. Interests are not permanent and flxed. They get changed as a result of maturation. Certain super-ficial interests disappear very soon.
10. Interests are not purely in born or inherited characteristics. They are

actually acquired dispositions or characteristics and are the result of constant interaction between the instinctive behaviour of the organism and the peculiar environmental forces.

B) Factors Affecting Interests :

Various factors influencing interests are :

1. Age and Sex:

Certain tendencies hold true for a typical group. Young children between 5 and 7 are interested to play with blocks, sand-piles etc., and indulge in make believe activities. But then interests of children markedly change and sex differences are more apparent. Boys prefer more adventurous and science stories, whereas girls continue to show interest in animal stories, fairy tales and become interested in domestic affairs. By twenty, vocational interest become fairly apparent and stable.

2. Physical Development and Strength :

Physical strength also affects interests. A strong boy will like to play games, while a physically weak child get enjoyment in tasks that are less physically demanding in nature.

3. Intelligence:

Bright children participate in activities involving thinking and in intellectual activity more than the dull children. Vocational interests individuals of higher intelligence differ from those of lower intelligence.

A few more factors are :

4. Wishes and ideals
5. Economic status .
6. Culture and social set up
7. Instincts, habits, sentiments, education, learning, experiences, situations etc.

C) Kinds of Interests :

Interests are of two types:

- (i) Extrinsic and (ii) Intrinsic

In the words of Dr. Taneja, "Interests provide emotional pleasure. If emotional pleasure is extended to the goal, it is intrinsic interest. If emotional pleasure is attached to the object or activity it is extrinsic interest." Extrinsic interest is outward, somewhat artificial and temporary. Intrinsic interest is more or less permanent. The first task of a guidance worker is to find out whether the interest of his client are intrinsic or extrinsic.

Super classified interests as :

- (i) Expressed (ii) Manifest and (iii) Measured.

Hahn and Maclan classify interest as :

- (i) Expressed (ii) Observed, and (iii) Measured.

Individuals usually express their likes and dislikes in certain words such as, "I like teaching or I dislike medicine." These are expressed interests. A manifest or observed

interest is judged from a participation in an activity or occupation. These interests are judged through direct observation measured interests are those that are tests by objective tests.

D) Measurement of Interest :

An interest is a complex thing and cannot be understood without taking into account various factors that go into its making. In this context Greene has rightly remarked that "there is no measurement thing called an interest." A number of other psychologists are also of the opinion that measurement of interests is extremely difficult.

Never the less, efforts have been made to measure interests. For this purpose a number of interest inventories and tests have been prepared. There are various methods of measuring interests such as interview, check lists, direct observation, questionnaires and inventories. Questionnaires and inventories are the most important techniques measuring interests.

Some Valuable Interest Inventories:

As far as measurement of vocational interest is concerned, the following two are the most valuable and well known interest inventories.

1. Strong Vocation Interest Blank.
2. Kuder Preference Record.

Strong Vocational Interest Blank:

The Strong Vocational Interest blank prepared by E. K. Strong was first published in 1927. It was revised in 1966. It is one of the most widely used interest inventories. The Blank is based on the assumption that successful individuals in different occupations can be distinguished on the basis of their likes and dislikes of occupations, school subjects, amusements, activities, kinds of people, order of preference for activities, comparison between two items and rating of present abilities and characteristics.

It is available in separate forms for men and women, from the age seventeen onward and contains 400 items. The purpose of this inventory is to find to what extent an individual's interests and preferences agree with those of successful persons in specified occupations (forty one men and twenty five for women).

Besides the occupational scores, the test also measures three other things: (i) interest maturity, (ii) masculinity-femininity and (iii) occupational level.

Kuder Preference Record :

Another popular interest inventory is the Kuder Preference Record. It was developed for the high school and college students and was first published in 1939. It underwent revision and at present there are two inventories, one vocational and other personal. G. Frederic Kuder constructed his records keeping in view the limiting factors of Strong Vocational Blank such as its tough scoring process and so on.

The Kuder Preference Record is composed of 108 items, each of which offers triple alternatives from which the individual taking the test is required to choose the one he likes best and one he likes the least.

By tabulating items liked and disliked in these sets off alternatives, tendencies

in the following ten areas are measured: (i) Our door, (ii) Mechanical, (iii) Computational, (iv) Scientific, (v) Persuasive, (vi) Artistic, (vii) Literary, (viii) Musical, (ix) Social and (x) Clerical.

The total number of responses are scored to determine the strength of a given interest. In making up his lists, Kuder seems to have been guided by his own judgement of consistency between activities included in the inventory and those involved in occupations. The Kuder Preference Records are among the most carefully constructed instruments meant for the appraisal of interests.

It is the most widely used for all the interest measure. A few other interest inventories are:

1. Lee Thorpe Occupational Interest Inventories.
2. Cleeton's Vocational Interest Inventory.
3. Stewart and Brainard's specific Interest Inventories.
4. Glaser Muller Interest Values Inventories.
5. Dunlop Academic Preference Bank.
6. Oberline Vocational Interest Inquiry.

An Interest Inventory was Also prepared by Principle V.G. Jhingran of Aligarh.

E) Uses of Interest Inventories for Guidance Purposes:

The interest inventories are valuable in helping an individual to review and analyses his interests. They greatly help him in understanding himself. These inventories are being increasingly used in counselling both academic as well as vocational.

These tests and inventories can help in developing an understanding of different types of occupational life. Several studies have proved that interest measures are useful in educational and vocational guidance.

According to Berdie (R.P. Berdie) , evidence suggests that abilities cannot be disregarded. Rather it emphatically delineates the need for interest measurement in counselling.

In a study conducted by Barnette, 1890, varnette who took Kuder Preference Record while being counselled, were followed up. It was found that successful engineers, salesmen, clerical workers and accountants made high scores in the field of interest appropriate to their occupation, while those who failed made low scores in the same fields.

James Warter writes, "Interests Inventories are useful for helping a student to make systematic approach to his problem of choice (choice of curricula, courses, vocations, recreational activities and the like), for providing teachers and counsellors with information regarding the student's preferences and aversions and for helping to acquire a better understanding of the student's problems of choice and his need for further information and exploratory experiences.

It is, however, pointed out that the interest test scores alone are good predictors of success either in school or in occupations. Even when an individual has high interest in a particular course of study or certain occupation, if he does not have ability to

succeed in it, he will not be able to achieve. That is educational and vocational achievement depend a more on abilities.

F) Limitations:

1. The instability of pupils interests during elementary and high school year suggests that we should use interest inventories with extreme cautions at these levels especially for guidance purposes.
2. We should not confuse interest scores with measures of ability. For example a strong interest in science may or may not be accompanied by the verbal and numerical aptitudes needed to pursue successfully a course of study or career in science.

3.5 Mental Ability: Intelligence was defined an innate ability to learn and retain information to deal with problems or situations. Measuring it can be difficult, but Thurstone was able to tease out primary mental abilities, which are latent core constructs that can explain nearly all cognitive differences. Intelligence test, as they exist usually, test the general mental ability of an individual. Therefore, where with the knowledge of intelligence of an individual we can predict his success in a number of situations, involving mental functions or activity.

3.5.1 Intelligence Testing

Test construction began with Alfred Binet's attempt to device an instrument of measurement that could be used for identification of feeble minded children in French schools in collaboration with Simon. Binet devised a scale in 1905, "Binet Simon Scale." It was revised in 1908, 1911 and in 1916. This is an individual test of performance, and its scores were interpreted in terms of mental age.

In 1937, we had Merrill Terman revision of the test. It was last revised in the year 1961 when the concept of deviant IQ was introduced. The final revision has 129 questions and is suitable for age group 2-14 besides having four adult levels.

The construction of the Binet's Scale brought a revolution in psychological testing. His scale opened new extensive views of educational, vocational and social nature.

The Wechsler Scales (1939)

With the increasing use of intelligence tests with adults there was, a great need for individual tests, standardized and constructed for adults. The Wechsler Believe Scale was published in 1939 for this purpose. The scale was revised in 1955. Wechsler constructed two tests each of which comprised of 10 or inter related sub tests classified into verbal and performance tests. The Wechsler Intelligence Scale for Children (WISC) in intended for ages five to fifteen. The Wechsler Intelligence Scale (WAIS) measures intelligence of adolescents and adults.

Intelligence testing in India is of recent origin. The first mental test standardized in India was an adaptation of the Binet Scale 1992. A large number of tests have appeared since then. Some of the notable ones include Group test of General Mental Ability by Jalota, Group Test of negligence by Paryag Mehta, Group Test of General Mental Ability by Hundal and Verbal Test of Mental Ability by Philip. Several individual and performance tests are also available.

A) Use of Intelligence Tests in Studying the Individual for Guidance Purpose :

There is basic data about students that are needed if we are to understand and be able to assist them. Undoubtedly, the most important data are about the abilities of aptitudes of these students. Without knowing something about their potential, we cannot determine what to expect from them.

The original purpose for which intelligence tests were devised was to discover and identify the lower grades of intelligence, to separate retarded and backward children, so that the children could be given suitable educational guidance.

In the words of Taneja, "Measures of intelligence tell us differences among individuals and those differences have practical importance of life, as predictors of success in school and college and occupation."

Predictive or Prognostic Value of Intelligence Tests :

The predictive or prognostic value of intelligence tests is now widely accepted. Many progressive schools now use them to discover if the new pupils seeking admission are sufficiently equipped intellectually to profit from the school course.

Diagnostic Value of Intelligence Tests: -

Intelligence tests have a diagnostic value. They not only guide educational authorities but also help in guidance programme by finding out the causes of children's difficulties and maladjustments. Delinquents, children with temper tantrums or negativism, children who have difficulties with arithmetic or reading and the like have been helped on the basis of the data obtained from intelligence testing.

Intelligence and School Success :

A number of studies have been conducted in the United States to see the relationship between intelligence and success in school and colleges. In all these studies, coefficients of correlation have been computed between intelligence tests scores and school marks. All these coefficients in correlation have been found to range between 50 or 60. It was concluded that students with superior intelligences have greater chances of success in academic subjects than those with average or inferior intelligence.

Intelligence Score and Occupational Level:

On the basis of the results of Army Alpha and Army Beta tests given to thousands of soldiers during World War I in the U. S. A. it was found that the medium scores of people in different occupations were different. Arranged in the ascending order in intellectual ability, labourers came at the bottom, and engineers at the top with people in other occupations in between. Professional group score high, unskilled traders and labourers score low and skilled traders score in between intelligence tests.

Similarly, it was found that the correlations of intelligence test scores and measures of job success are positive, though quite low.

Educational Guidance and Intelligence Tests :

Intelligence tests are very useful in Educational Guidance. The child can select the subject, in the light of his I.Q. Intelligence tests results provide useful information

to the person responsible counselling and for helping children with adjustment problems.

The essence of educational guidance is in providing for the children material for instrumentation which is suitable in content and to their level intellectual development. "Information about scholastic aptitude of pupils helps a great deal in deciding what courses of studies to take like wise, how courses can be better adapted to their intellectually level. Viewed in terms of intelligence, some pupils may be better qualified for certain than for others.

" The intelligence tests are of great use in the schools. They help to discover whether a child is backward or dull or intelligent. It is to judge the intelligence of children without the use of mental tests. In the sphere of educational guidance, Intelligence tests can be employed or the purpose of : -

- (a) Selection of pupils for admission to various courses of study.
- (b) Prediction of scholastic success.
- (c) Detection of superior and inferior intelligence among pupils.

In the words of Dr. Taneja, intelligence test results can help the guidance worker in making the individual see the appropriate educational objective for himself. It can be decided whether he would plan for college and if so, what kind of college and courses to take.

B)

Individual v / s Group Tests

Individual Tests	Group Tests
1. Only one individual can be tested.	1. More than one individual can be tested.
2. Costly in terms of time, labour and money.	2. Economical in terms of time, labour and money.
3. Can be used for children as well as adults.	3. Cannot be used for children below the age of 9 or 10 years.
4. All personal and emotional factors can be taken into consideration because one individual is involved.	4. Examiner cannot take into consideration the personal and emotional factors because of bigger group.
5. Not objective and standardized as group tests.	5. These are more objective and standardized.
e.g. Koh's Block design test, Pass along test, Tracing a Mace, Picture completion test, Bhatia's Battery.	e.g. Group test of General Mental Ability by Jalota.

C) **Role of Intelligence Tests in Vocational Guidance :**

Intelligence tests can be used to provide vocational guidance at different age levels in various vocations.

In fact, educational guidance prepares the way for vocational guidance. Dr. Taneja rightly observes, "In vocational counselling, specialized ability measures play a greater

role than intelligence tests. However, the information that intelligence tests furnish about the general intellectual ability of students is also of great value in counselling".

There was a time when vocational guidance was considered as primarily concerned with the choice of a vocation and the interest of guidance personnel was confined to understanding the use of intelligence in making appropriate choices and adjustments. But when guidance became a development process, educational guidance became equally important. Since job abilities parallel closely to educational abilities, it is only natural that a general intelligence measure holds valid for determining occupational level.

3.6 SUGGESTED READINGS

1. Aggarwal, J. C., 1982, Educational and Vocational Guidance, Doaba House, New Delhi.
2. Bhatia, H. R. 1977, A Test Book of Education Psychology, The Macmillan Company of India, Chapter 17-24.
3. Cronback, L. J., Essentials of Psychological Testing, Harper New York.
4. Chauhan, S. S., 1983, Advanced Educational Psychology, Vikas Publishing House, New Delhi, Chapter 15-16, pp. 255-287.
5. Crow & Crow, 1962, An introduction to Guidance, Euresia Publishing House, New Delhi.
6. Jayaswal, S. R. 1974, Foundations of Educational Psychology, Arnold Henemann Publishers (Indian), New Delhi, Chapters 23-24, pp.304-322.
7. Mangal, S. K. 1997, Advanced Educational Psychology Prentice-Hall of India Pvt. Ltd. New Delhi.
8. Miller Carrol H., 1971, Foundations of Guidance, Harper & Row Publisher, U.S.A.
9. Nair, Vellayudban, K. J. 1972, Psychological Bases of Vocational Guidance Meenakshi Prakashan, Meerut.
10. Stoops Emery & Wahlquist Gunner, L. 1958, Principles and Practices in Guidance, Mc Graw Hill Book Company.
11. Taneja, V. B., First Course in Guidance and Counselling, Mohindra Capital Publishers, Chandigarh.
12. Traxler; Arthur, E., 19,57, Techniques of Guidance, Harper & Brothers Publishers, New York.
13. Suri, S.P. and T.S. Sodhi, 2014 Guidance and Counselling ,Bawa Publications, Patiala.

Lesson No. 1.4

- 4. Introduction
- 4.1 Rating Scales
- 4.2 Interview
- 4.3 Commulative Record Form or CRF
- 4.4 Suggested Questions
- 4.5 Suggested Books

4. Introduction:-

For the purpose of providing guidance, two techniques of data collecting about the individual that is testing and non-testing techniques. There are number of draw backs in the data thrown by the psychologists test first of all teachers are not trained in the administration and interpretation of these tests. Secondly some of the psychological tests constructed in advance countries are not cultural free and as such are not to be used in their original form in other cultures. Some of the tests are not fully standard and their norms for different areas, are not worked out.

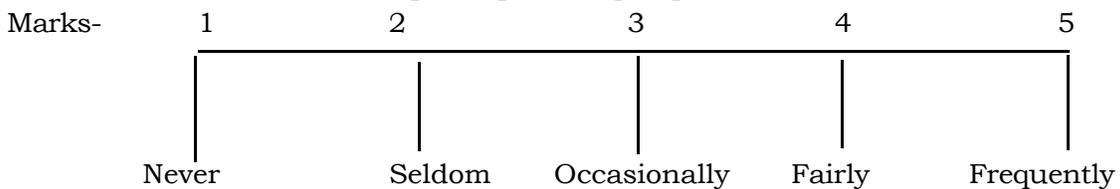
There are many areas where testing is not possible. For example Singing, Dancing, Speaking cannot be tested through psychological tests. It requires observation. To evaluate their social adjustment it is necessary to observe the pupils in formal and informal situations in order to evaluate their tendencies towards aggression, affection etc.

4.1 Rating Scales :

Rating scales are also helpful in these situation. These scales have those dimensions which are the specific learning outcomes: i.e. Specific leaning outcome and Participates in group discussions.

Item of Rating Scale:

How often the' student participates in group discussions?



Types of Rating Scale:

- i) Descriptive Rate
- ii) Numerical Scale
- iii) The Graphic Scale
- iv) Percentage Group Scale
- v) Standard Scale

Principles Governing Rating Scale

- a) Clarificance

- b) Relevance
- c) Precision
- d) Variety
- e) Objectivity
- f) Uniqueness

• **Limitations of Rating Scale**

- 1) Some characteristics are difficult to be rated.
- 2) Don't use the rating scales for traits on which reliable or more objective data is available

4.2 Interview:

Indroduction: In an interview one person collects information from another person. One may have more than one function at a time, interviewer is a persn whose problem is complicated.

• **Purposes of Interview:**

- a) Interview for Evaluation or employment.
- b) Introductory Interview
- c) Information Interview
- d) diagnostic Interview
- e) Disciplinary Interview
- f) Research Interview
- g) Simple Interview
- h) Counselling Interview

• **Types of Interview:**

- a) Structured and non Structured Interview: Structured interview is counsellor centred interview, non structured interview is counselee centred.
- b) Voluntary and Involunting Interview: In voluntary counsellor goes to the counsellor for his own. The voluntary interview is genearily counsellor or centred .
- c) Scheduled and Unscheduled interview: In the scheduled interview the interview is preplanned. It can be structured as well as, unstructured. In the unscheduled interview, the interview is not preplanned.

• **Functions of Interview:**

- i) To get information and ideas of the counslee.
- ii) To give information and ideas to the counslee
- iii) To motivate the counslee to take interest in himself and own problem

- iv) To help the counslee to solve his problems.

. **General Principles of Interview:** Blum and Balinsky have framed the following simple principles of interveiw

- a) Create rapport and continue with it
- b) Let the counslee talk freely.
- c) Do not criticise with him.
- d) Do not argue with him
- e) Be a wiser listener and do not pass orderes
- f) Try to understand the problem
- g) Try to understand the deep routed problem of the cunslee.
- h) Keep a word on the different aspects of the prblem
- i) Keep a watch on the situation that whatever the counslee wants to say is on the position to do so or not.
- j) To ask appropriate question at the appropriate time.

4.3 Cumulative Record Form or CRF

Cumulative record card is one document which contains the history of the child from the day he enters the school i.e. may be pre-primary or primary class, till he leaves the school finally, normally after passing the high or higher secondary examination. It is generally known as Cumulative Record Form (CRF). If, any student, changes the school, the CRF is transferred along with him. For one student there is to be only one CRF. But CRF continues to travel with the child till his education is completed. CRF is that card which contains the results of different assessments and judgments held from time during the course of study of a student. It contains information regarding all aspects of the life of the child i.e. academic, physical, mental, social, moral and psychological. It seems to give as comprehensive picture as possible of the personality of the child. John Walter is of the view, "Periodically the significant information gathered on student through the use of various techniques, tests, inventories, observation, interview, case study, carrer conferences and like should be assembled in summary form on a cumulative record".

A CRF is a document in which useful and reliable information is recorded cumulatively about a particular pupil, at one place. It presents a complete and growing picture of the individual concerned for the purpose of helping him, during his long stay at school. At the time of leaving the school, after completing the school education, it is helpful for the solution of his

manifold problems i.e. educational, vocational and personal and social. In this way it proves to be a significantly useful record for his best development.

. **Advantages of the Cumulative Record**

(1) A CRF contributes to guidance work by providing a sound basis for understanding the individual, indicating his readiness for new experiences, pointing out the routes to new goals, his strengths and weaknesses.

(2) It contains information about the home environment of the child, the standard of living of his parents and the society in which he lives. If there is some problem with him at home i.e. step-parents, less caring parents, addict parents, the behaviour problem of the child, to a considerable extent, can be treated and remedial steps taken to solve it.

(3) It contains the information for his activities and the hobbies in which he is interested - all these factors have a great bearing on the development of his personality and help in organizing the future of the child.

(4) It helps in the improvement of the methods of teaching for the child who can be provided additional remedial education.

(5) It provides a useful basis for educational and vocational placement of the individual after his schooling.

(6) It can be used in the search for talent i.e. gifted children. In the same way it can be helpful in teaching the mild handicapped children such as the slow learners.

(7) It contains data, which may be useful in conferring with certain pupils about behaviour problems such as quarrelsome, truant, misbehaving etc.

(8) The school is rich for some aspects of the life of the students. The parents have more complete and comprehensive information about other aspects of the personality. When CRF is filled in, their information becomes complete in many more respects and thus can be used comprehensively.

(9) The school authorities can make suitable recommendations to the prospective employers and college admission officers. In advanced countries such reports are very carefully prepared and valued by the employers.

(10) The CRF help in furnishing sufficient data for reports to the various authorities engaged in the student welfare services.

(11) At the time of the transfer of a student from one school to another, it helps the new school authorities to facilitate the adjustment of the child to the new environment.

(12) It furnishes assistance to counsellors in aiding pupils to plan

their higher studies and vocations.

(13) It provides valuable assistance to the class teacher or the counsellor in understanding the child who presents disciplinary problems in the class.

(14) Now the trend in the field of guidance is to go in for non-testing techniques. CRF is now one of the most useful document for the counsellor to prepare the ground for the counselling interviews.

• **Maintenance of the Cumulative Record**

The Maintenance of the cumulative record card should begin when the student enters school and should follow the student from class to class, within a school and from school to school as he continues his progress in the same school or different school.

The class teacher who is in close touch with the students will maintain the CRF. He will maintain a diary or note-book in which he will note down from time to time his observations about his students. At the end of the year he will make the necessary entries in the cumulative record card. However, the record of the achievements in different subjects and examinations be entered after the examination is over. These entries should be made after careful consideration. The other colleagues should also be consulted while completing it.

• **Problems of Maintenance of CRF**

(1) As the things stand in Indian schools, where guidance services are in infancy, the only alternative is that it should be maintained by the class teacher, who should be provided some periods in the time table about it.

(2) A normal sized C.R.F will cover 8 to 10 printed pages. It is thus evident that their proper maintenance will be an expensive affair. It will have to be maintained in a systematic way for which proper furniture, racks etc. will have to be provided.

(3) The space for placing the record will have to be made by the side room of the counsellors. Till such arrangement is made, the career master, who is given at least half the day to attend to it, be given a room in which it should be kept.

(4) The format i.e. file or card or card with endowment forms will have to be finalized before going in for it.

(5) It is always better to record the event as early as possible when it takes place. It will have its own difficulties of time, consultation etc.

(6) The content of the CRF yet remains a problem to decide as it will have to be modified in accordance with the local needs.

(7) A system will have to be evolved to keep a track as to where the student goes i.e. some other school or job, so that the record is confidentially transferred to that place.

(8) Maintenance of CRF is not everybody's cup of tea. All the teachers will have to be properly trained for it and regular guidelines should also be available to them in the school. It will be better if it is included in the teacher training program in the form of a practical work.

. Basic Principles Governing the Maintenance of Cumulative Record

Data contained in the card should be precise, properly worded, accurate, complete, comprehensive, objective, usable, valid and reliable. It should have no codification. It should contain no repetition.

- (i) Maintenance record is a continuous process. It should cover the whole history from the kindergarten to the college and this should follow the furnish valuable information about the growth of a child and the new school, if any too, can place him and deal with him in a better way.
- (ii) The record should be so arranged and placed that it should be understandable to all teachers and be within their reach. At the same time, it should be safe and protected. The students should not be allowed to consult each other's record.
- (iii) The scheme of filling in the CRF should be discussed with the staff in detail, after preparing a manual for it. It will be better if the teachers are encouraged to give information on separate forms and the counsellor should fill that in the CRF.
- (iv) The record should be kept in some serial order so that there is no problem in locating a student at any time.

. Format of CRF

(1) Identification Data : Name of the pupil, sex, father's name, admission no, date of birth, class, section etc.

(2) Environmental and Background Data : Home-neighbourhood influences, socio-economic status of the family, cultural status of the family, political status of the family, number of brothers and sisters, their educational background, occupations of the members of the family.

(3) Physical Data : Weight, height, illness, physical disabilities, if any, etc.

(4) Psychological Data : Intelligence, aptitudes, interests, personality qualities, emotional and social adjustment and attitudes, collected both by testing and non-testing techniques.

(5) Educational Data : Previous school record, educational attainments, school marks, school attendance. In case the student is consistently good in some subject, a special mention be made of it.

(6) Co-curricular Data : Notable experiences and accomplishments in various fields-intellectual, artistic, social, recreational etc.

(7) Vocational Information : Vocational ambitions of the students and its sources, if any.

(8) Principal's Overall Remarks :

Specimen of the Cumulative Record Card :

Name of the school _____

(A) School Cumulative Record Card

Name of the Student _____	Date of Birth _____
Sex _____	Father's Name _____
Occupation _____	Address _____
Guardian's Name _____	Occupation _____
Relationship with the child _____	Address _____
Telephone No. _____	

(B) Previous Education Record

School	From	To	with marks	for Leaving
--------	------	----	------------	-------------

(C) Family History

1. Type of the family
2. Economic status of the family
3. Social or political status of the family

Give brief of all the members of the family in senioritum.

Sr. No.	Name	Relationship	Age	Status	Income	Remarks
1.						
2.						
3.						
4.						
5.						

(D) Physical Data

Give year wise details

Year	Height	Weight	Chest measurement	Remarks
	Normal		Exp.	Contrd.

(E) Medical Report (Year Wise)

(Give details in seniortum)

Any serious illness, with dates.

2001 _____

2002 _____

2003 _____

2004 _____

(F) Attendance (Year Wise)

Year	Possible	Actual	Nature of long absence With reasons	Remarks
------	----------	--------	--	---------

2001 _____

2002 _____

2003 _____

2004 _____

2005 _____

(G) Evaluation of Psychological Report

Year with Date of Admission	Personality Test Used	Aptitude Test Used	Interest Test Used	Attitude Test Used	General Test
-----------------------------------	-----------------------------	--------------------------	--------------------------	--------------------------	-----------------

2001 _____

2002 _____

2003 _____

2004 _____

2005 _____

(H) Scholaristic

Subject	Class_____	Class_____	Class_____	Class_____
	Year	Year	Year	Year
	_____.	_____.	_____.	_____.
	Half Yearly	Half Yearly	Half Yearly	Half Yearly

- Language
- Mathematics/
- Arithmetic and
- Domestic Science
- General Science
- Social Studies
- Drawing/Art/Craft
- Physical Education
- Any other
- Total
- Position in the Class
- No. of Students in the class

(I) Co-curricular Activities

Activities Average achievement of the child for each performance throughout a year

2001_____. 2002_____, 2003_____

- Sports and Games
- Personal Hygiene
- Literary Activities
- Cultural Activities
- Social Service

(J) Position of Responsibility Held

Activities Year_____ Year_____ Year_____ Year_____

- Studies
- Games
- Bal Sabha
- Scouting
- National Social Service Scheme (N.S.S.)
- Any Other

(K) Vocational Information

Year Vocational Ambitions/Counsellor's Reports.

2001_____

2002_____

2003_____

2004_____

2005_____

(L) Personality Traits

Traits 2001_____ 2002_____ 2003_____2004_____ 2005_____

Truthfulness

Honesty

Courtesy

Co-operativeness

Hardworking

Self-Confidence

Emotional Stability

Initiative

Sociability

Citizenship

Decency

(M) Record of Counselling

Date of interview Nature of problem Counsellor'sRemarks

1

2

(N) Remarks of the Class Teacher :

Date

(O) Remarks of Headmaster :

Date

4.4 Suggested Questions

1. "Cumulative Record is very difficult to be kept up to date", Discuss.
2. What do you understand by Cumulative Record? Describe its advantages.
3. What do you mean by Interview? Discuss its purpose in detail?

4.5 Suggested Books

1. Traxler, A.E. : Techniques of Guidance, New York : Harpar & Brothers, 1957.

2. Jones, Arthur J. : Principles of Guidance : Mc Graw Hill Company Inc. New York, 1963.
3. Myers, George E. : Principles and Techniques of Vocational Guidance ; Mc Graw Hill Book Company Inc. New York, 1941.
4. Sodhi, T.S. & Suri, S.P. : Guidance and Counselling. Bawa Publications, Patiala, 2005.
5. Taneja, V.B. : First Course in Guidance and Counselling, Mahindra Capital Publishers, Chandigarh.