CHAPTER 4

METHOD AND PROCEDURE
METHOD AND PROCEDURE

DESIGN OF THE STUDY

The present study involves summative evaluation. It is purported to evaluate the effectiveness of guidance services as provided in high/higher secondary schools of the Punjab and Chandigarh in the light of criteria formulated to evaluate the study and the objectives of organising guidance services in the Punjab and Chandigarh. The purpose is to find out the nature of services provided and their strengths and weaknesses with a view to improve upon the present situation. Evaluation of ‘Guidance Programme in general’ and the evaluation of ‘Specific Guidance Services’ i.e., Appraisal, Information, Counselling, Placement, Follow-up and, Research and Evaluation Services have been taken up separately.

Descriptive survey method was followed to conduct the study which involved collection of data through administering various tools and techniques such as (i) questionnaires (ii) conducting interviews (iii) checklist and, (iv) observations made by the investigator.

The study was designed to collect data from the policy makers, implementers and beneficiaries (Details in FIG. 4.1). Criteria for the selection of different evaluators have been explained under ‘Sample for the Study’ at p.75. Data was to be collected from both government and aided schools from urban and rural areas of the Punjab and Chandigarh.

The statistical design involved adding up the frequencies to positive responses, calculating percentages and finding out the significance of difference between percentages.

HYPOTHESES

The hypotheses for the present study were formulated on the basis of general observations of the investigator and the guidance personnel as well as a similar pilot study conducted by the present investigator (1981).

To achieve the objectives set forth for the study and to evaluate the programme in the light of criteria formulated for the study as well as the objectives of organising guidance programme in the Punjab and Chandigarh following hypotheses were formulated :-

(I) ‘Guidance Programme in general’ is not being carried out effectively in the Punjab and Chandigarh.

(II) Even the ‘Specific Guidance Services’ such as appraisal, information, counselling, placement, follow-up and, research and evaluation services are not being carried out effectively in the Punjab and Chandigarh.
In order to find out differentials at various levels/in groups, about the evaluation of guidance programmes and practices following null hypotheses were formulated:

(III) No 'state level' differentials would be there in the evaluation of 'guidance programme in general' in the Punjab and Chandigarh as done by different evaluators i.e., (i) students (ii) guidance workers (iii) administrators (iv) teachers (v) District Assistant Guidance Counsellors/Guidance Officer (vi) Assistant Employment Officers (V.G.) and, (vi) parents of the pupils.

(IV) No 'urban and rural' differentials would be there in the evaluation of 'Guidance Programme in general' as evaluated by different evaluators such as (i) students (ii) guidance workers (iii) administrators (iv) teachers and, (v) parents of the pupils.

(V) No differentials would be there in the 'Guidance Programme in general' as evaluated by different evaluators such as (i) students (ii) guidance workers (iii) administrators (iv) teachers and, (v) parents of the pupils from 'government and non-government aided schools'.

(VI) No 'state level' differentials would be there in the evaluation of 'specific guidance services' such as appraisal, information, counselling, placement, follow-up etc. as done by different evaluators such as (i) students (ii) guidance workers (iii) administrators (iv) teachers (v) District Assistant Guidance Counsellors/Guidance Officer and (vi) Assistant Employment officers (V.G.) for each of the services separately.

(VII) No 'urban and rural' differentials would be there in the evaluation of 'specific guidance services' such as appraisal, information, counselling, placement, follow-up etc. as done by different evaluators such as (i) students (ii) guidance workers (iii) administrators and (iv) teachers for each of the services separately.

(VIII) No differential would be there in the 'specific guidance services' such as appraisal, information, counselling, placement, follow-up etc. as evaluated by different evaluators such as (i) students (ii) guidance workers (iii) administrators (iv) teachers and, (v) parents of the pupils from 'government and non-government aided' schools for each of the services separately.
**FIG. 4.1 DESIGN OF THE PRESENT STUDY**

**DESIGN**

<table>
<thead>
<tr>
<th>Policy makers/Administrators</th>
<th>Implementers</th>
<th>Beneficiaries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director/Officer-in-charge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State Bureau of Educational and Vocational Guidance</td>
<td>Distt. Level</td>
<td>School Level</td>
</tr>
<tr>
<td>SCERT, Punjab and SIE, Chandigarh</td>
<td>Guidance Workers</td>
<td>Teachers</td>
</tr>
<tr>
<td>Chandigarh</td>
<td>Assistant (one each from each school)</td>
<td>from each</td>
</tr>
<tr>
<td></td>
<td>Guidance (one each from each school)</td>
<td>from each</td>
</tr>
<tr>
<td></td>
<td>District Assistant (one each from each school)</td>
<td>(Parents of two</td>
</tr>
<tr>
<td></td>
<td>Officer-in-charge of district (one each from each school)</td>
<td>students from</td>
</tr>
<tr>
<td></td>
<td>Officer-in-charge of Dept. of Educational and Vocational Guidance SIE, Chandigarh</td>
<td>Assistant Employment officers (V.G.)</td>
</tr>
<tr>
<td></td>
<td>(one each from each Distt./U.T. employment exchange)</td>
<td></td>
</tr>
</tbody>
</table>

*Officer-in-charge of Dept. of Educational and Vocational Guidance SIE, Chandigarh is both the policy maker/administrator as well as the implementer.*

(Details in Sample on p. 80)
Criteria for the selection of the sample

Multi-staged random sampling technique was followed for the selection of the sample from the Punjab and Chandigarh. First of all out of twelve districts of the Punjab eight were randomly selected. Then for each of the districts, lists of government urban, government rural and aided urban high/higher secondary schools having guidance programme (with counsellors/career masters) were obtained. Out of those, two government urban and rural schools each and one aided urban school were selected randomly. None of the aided schools from the rural areas were having guidance programme (See Table 4.1 for district wise number of schools covered under guidance programme).

Similarly in Chandigarh, lists of government urban and rural high/higher secondary schools having guidance programme (with counsellors/career masters) were obtained. Out of those 15 government urban and 4 government rural schools were selected randomly. As most of the government schools in rural areas did not have any counsellor/career masters, so schools not having any career master had to be included. (Only one out of four schools selected was having a counsellor). No aided school either from rural or urban areas was included as none was having guidance programme. The percentage of schools covered under guidance programme in the Punjab and Chandigarh have been presented in pictorial form in FIG. 4.2.

Further in each school one of the groups of students consisting to 20-25 students was randomly selected except in schools where there was only one group available. Out of each group only two students with either of the parents educated (at least matriculate) were randomly selected for conducting interviews with them. One of the parents of only those students who were interviewed were also involved in the study.

Guidance workers and administrators of all those schools covered under the study were associated. In case of teachers, only one of the teachers preferably a senior one or the teacher who had been working in that school for at least 5 years was selected from each school.

The Director of the State Bureau of Educational and Vocational Guidance S.C.E.R.T, Punjab and the officer-in-charge of Department of Educational and Vocational Guidance SIE, Chandigarh were also associated. The District Assistant Guidance Counsellor of each of the districts of the Punjab included in the study as well as the Assistant Employment officer (V.G) from each of the District/U.T. Employment exchange were also involved in the study.

* The term 'aided schools' implies non-government (recognised) aided schools.
<table>
<thead>
<tr>
<th>District</th>
<th>Total</th>
<th>No. of Govt.</th>
<th>Non-Govt.</th>
<th>Total</th>
<th>Schools Covered Under Guidance Programme</th>
<th>Schools with Guidance Programme Conducted by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amritsar</td>
<td>296</td>
<td>45</td>
<td>246</td>
<td>96</td>
<td>66</td>
<td>46</td>
</tr>
<tr>
<td>Faridkot</td>
<td>208</td>
<td>17</td>
<td>191</td>
<td>74</td>
<td>60</td>
<td>46</td>
</tr>
<tr>
<td>Hoshiarpur</td>
<td>164</td>
<td>45</td>
<td>119</td>
<td>55</td>
<td>97</td>
<td>46</td>
</tr>
<tr>
<td>Jullunder</td>
<td>201</td>
<td>63</td>
<td>138</td>
<td>52</td>
<td>150</td>
<td>46</td>
</tr>
<tr>
<td>Ludhiana</td>
<td>213</td>
<td>48</td>
<td>165</td>
<td>60</td>
<td>150</td>
<td>46</td>
</tr>
<tr>
<td>Patiala</td>
<td>119</td>
<td>29</td>
<td>90</td>
<td>40</td>
<td>72</td>
<td>46</td>
</tr>
<tr>
<td>Mohali</td>
<td>97</td>
<td>25</td>
<td>72</td>
<td>30</td>
<td>50</td>
<td>46</td>
</tr>
<tr>
<td>Sangrur</td>
<td>170</td>
<td>38</td>
<td>132</td>
<td>54</td>
<td>150</td>
<td>46</td>
</tr>
<tr>
<td>Total</td>
<td>208</td>
<td>96</td>
<td>112</td>
<td>44</td>
<td>150</td>
<td>46</td>
</tr>
<tr>
<td>Chandigarh</td>
<td>33</td>
<td>11</td>
<td>22</td>
<td>8</td>
<td>28</td>
<td>46</td>
</tr>
</tbody>
</table>

Note: For Punjab the data pertain only to 8 districts which were covered by the study.

Source: Information was obtained from District Assistant, Guidance Counsellors of the respective districts of Punjab as well as the Guidance Officer from Chandigarh.

* Does not include N.Govt. (Recognised) Un-aided Schools.
FIG. 4.2 PERCENTAGE OF SCHOOLS COVERED UNDER GUIDANCE PROGRAMME IN PUNJAB AND CHANDIGARH

ASR := AMRITSAR
FDK := FARIDKOT
H8R := HOSHIARPUR
JLD := JULLUNDER
LDH := LUDHIANA
PTA := PATIALA
RPR := ROPAR
8GR := SANGRUR
FIG. 4.3 SAMPLE (Schools)

TOTAL SAMPLE
(N = 59)

<table>
<thead>
<tr>
<th>Punjab (N = 40)</th>
<th>Chandigarh (N = 19)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban Govt. (N = 16) Non-Govt. (Aided) (N = 8)</td>
<td>Urban Govt. (N = 15) Non-Govt. (Aided) (N = 4)</td>
</tr>
<tr>
<td>Rural Govt. (N = 16) Non-Govt. (Aided)</td>
<td>Rural</td>
</tr>
</tbody>
</table>
TABLE 4.2 SAMPLE FOR THE STUDY

<table>
<thead>
<tr>
<th></th>
<th>PUNJAB</th>
<th>CHANDIGARH</th>
<th>TOTAL SAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>GOVERNMENT SCHOOLS</td>
<td>NON-GOVERNMENT SCHOOLS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>URBAN</td>
<td>RURAL</td>
<td>URBAN</td>
</tr>
<tr>
<td>1. Students</td>
<td>385</td>
<td>344</td>
<td>180</td>
</tr>
<tr>
<td>2. Guidance workers</td>
<td>16</td>
<td>16</td>
<td>8</td>
</tr>
<tr>
<td>3. Administrators</td>
<td>16</td>
<td>16</td>
<td>8</td>
</tr>
<tr>
<td>4. Teachers</td>
<td>16</td>
<td>16</td>
<td>8</td>
</tr>
<tr>
<td>5. Parents</td>
<td>32</td>
<td>32</td>
<td>16</td>
</tr>
<tr>
<td>6. District/U.T. level</td>
<td>8</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>7. Assistant Employment</td>
<td>8</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>guidance officers (V.G.)</td>
<td>guidance programme</td>
<td></td>
</tr>
</tbody>
</table>
The sample taken for the study is presented in FIG. 4.3 and Table 4.2. The sample for study included - (i) 1334 students belonging to 59 schools of the Punjab and Chandigarh (Appendix-D) i.e., 20-25 students from each of the schools were taken; (ii) 56 guidance workers working in the schools covered by the study were taken. Three rural high schools included in the study did not have any formal guidance worker; (iii) 59 administrators from the schools covered by the study were included; (iv) 59 teachers i.e., one teacher from each school were included; (v) 118 parents of the pupils included in the study were involved; (vi) Eight District Assistant Guidance Counsellors from the Punjab and the officer-in-charge of Department of Educational and Vocational Guidance, State Institute of Education, Chandigarh were associated; (vii) Nine Assistant Employment officers (V.G.) from District/U.T. Employment Exchanges were involved. The Director of State Bureau of Educational and Vocational Guidance, Punjab was also associated.

TOOLS AND TECHNIQUES USED

The present study was conducted with the help of 5 questionnaires, 7 interview schedules and one checklist as well as observations made by the investigator.

1) QUESTIONNAIRES

Questionnaire is the most commonly used technique for data collection in survey type studies. The present study included 5 questionnaires i.e., for (i) students (ii) guidance workers, administrators and teachers (iii) District Assistant Guidance Counsellors/Guidance Officer*** (iv) Assistant Employment officers (V.G.) and, (v) parents of the pupils (Appendix A1 to A7). Separate questionnaires were constructed for each of the above mentioned groups of the sample because of their different roles in the functioning of guidance programme. The students are the beneficiaries; guidance workers, administrators and teachers are the organisers and operators of the school guidance programme; the District Assistant Guidance Counsellors/Guidance Officer and Assistant Employment officers (V.G) are to guide supervise and supplement the school guidance programmes and, the parents are also to be associated to make the programme more effective.

Construction of the Questionnaires

In order to construct a valid tool for analysing the problem in hand the investigator studied the relevant literature which gave her insight into the problem. To formulate items for the questionnaires the literature on related studies regarding

* The term 'guidance worker' as used in the present study means the career masters/mistress/counsellors in the schools.
** The term 'administrators' implies the head masters/principals of High/Higher Secondary Schools.
*** The term 'Guidance Officer' is used in the present study for the Officer-in-charge of Department of Educational and Vocational Guidance, SIE, Chandigarh.
organisation of guidance services and, literature on construction of research tools was consulted. The experts in the field were also consulted with regard to the suitability of questions framed. The questionnaires were tried on a few representatives of the population to be studied.

Besides, the first three of the above mentioned questionnaires were used in an earlier study (1981) conducted by the investigator. The items were improved in the light of the experiences gained in that study.

Most of the questions in the questionnaires were closed questions i.e., of the three category responses i.e., ‘Yes’ or ‘No’ or ‘Not sure’ (?) type. Some were multiple choice items and a few open ended questions. Some control questions were also included which indicate the reliability of the respondent. Such questions introduce a cross check to see whether the information collected is correct or not.

(I) Questionnaire for Students

The questionnaire for students was originally framed in English. Since the students were not able to understand it in English, it was translated into Hindi and Punjabi and was got printed.

The questionnaire for students consisted of the following two parts :-

Part A - consisted of 20 items. The items included in it were meant to evaluate the ‘guidance programme in general’.

Part B - consisted of 22 items related to various guidance services i.e., appraisal, information, counselling and placement services.

Out of the total 42 items 39 were closed questions, one multiple choice and two open ended including the last item where by the students were required to give suggestions for further improvement of the guidance programmes. Five control questions were also included to provide a cross check to see whether the information collected was correct or not.

(II) Questionnaire for Administrators, Guidance Workers and Teachers

A questionnaire for collecting data from administrators, guidance workers and teachers was constructed in English. It consisted of the following three parts :-

Part A - contained 13 items. These were related to the functioning of the ‘guidance programme in general’.

Part B - consisted of 31 items related to various guidance services i.e., appraisal, information, counselling, placement and follow-up services.
Part C - comprised of 8 items related to research and evaluation service. The last two questions were related to various difficulties faced by administrators, guidance workers and teachers in the implementation of the guidance programmes and their suggestions for further improvement. Of all the items in the questionnaire 41 items were in the form of closed questions with three category responses of 'Yes' 'No' or 'Not sure'. Four questions focused on supplying information; six multiple choice items were included where by they were to check one correct answer out of four or five options and one open category question for giving suggestions was included at the end.

(III) Questionnaire for District/U.T. level Incharge of guidance Programme

The questionnaire was constructed in English. It consisted of three parts:-

Part A - consisted of 10 items with regard to the functioning of 'guidance programme in general'.

Part B - included 20 items related to appraisal, information, counselling and placement services.

Part C - consisted of 8 items regarding research and evaluation service. The questionnaire included 32 'closed' and three multiple choice items and, two items were required to give specific information. The last question was of 'open category' requiring the respondents to give their suggestions for further improvement of the programme.

(IV) Questionnaire for Assistant Employment officers (V.G.)

The questionnaire was constructed in English. It consisted of three parts:-

Part A - consisted of 7 items with regard to the functioning of 'guidance programme in general'.

Part B - included 19 items related to various 'specific guidance services'.

Part C - consisted of 5 items regarding research and evaluation in vocational guidance undertaken at the employment exchanges, the difficulties faced by Assistant Employment officers (V.G.) and their suggestions for further improvement in the effective functioning of the guidance programme.

The number of 'closed' and 'multiple choice items' was 26 and 3 respectively. For the two questions the respondents were required to give information. The last question was of 'open category' question requiring them to give their suggestions for improving the existing programmes.
(V) Questionnaire for Parents

To make the study more comprehensive questionnaire meant for parents of the pupils was also prepared in English.

The questionnaire for parents consisted of 26 items to evaluate the guidance programme of schools in general. The last item related to providing suggestions for improvement in the guidance programmes.

2) INTERVIEW SCHEDULES

Interview schedules were also prepared separately for students, administrators, guidance workers, teachers, District/U.T. level Incharge of guidance programmes, Assistant Employment officers (V.G.) and parents of the pupils (Appendix B1 to B7).

Interview schedules were constructed firstly, to fill in the gaps left by questionnaires. Secondly, some items for which the administrators, guidance workers, teachers, District Assistant Guidance Counsellors/Guidance officer, Assistant Employment officers (V.G.) and parents might feel hesitant to answer in written form as in questionnaires, were also included. And lastly, to have a deeper insight into the actual functioning of guidance programmes and to know the practical difficulties being faced by guidance personnel, the interview schedules were supplemented along with the questionnaires.

The interview schedules for students, administrators, guidance workers, teachers, District Assistant Guidance Counsellors/Guidance officer Assistant Employment officers (V.G) and parents of pupils had 22, 18, 23, 23, 12, 16 and 21 items respectively.

3) CHECKLIST

To facilitate and systematize the recording of observations by the investigator a checklist was constructed (Appendix-C). It was constructed to fill up the gaps left by the questionnaires and the interview schedules, so that no important aspect is left out. It was constructed mainly to record the presence or absence of certain essential observable external elements of guidance programmes in the schools. Some of the items were included just to provide a check to the answers given to those items in the questionnaires by students, administrators, guidance workers and teachers. It was constructed in English and consisted of 33 items. Out of these, 6 were multiple choice items and the rest were closed ones.
4) OBSERVATION TECHNIQUE

Observation technique was also followed by the investigator to find out the actual working of the guidance programme.

PROCEDURE OF DATA COLLECTION

ADMINISTRATION OF QUESTIONNAIRES AND INTERVIEW SCHEDULES

The administration of questionnaires and interview schedules was conducted as follows :-

Administration of Questionnaire and Interview schedule to District/U.T. level Incharge of Guidance Programme

In each of the eight districts of Punjab, District Assistant Guidance counsellor was contacted at district headquarters. Data regarding the number of high/higher secondary schools covered under the guidance programme were obtained. An interview was conducted, with a focus on the items included in the schedule meant for that purpose. The responses were recorded in the space meant for the same in the proforma. Interview helped in obtaining information regarding actual functioning of the guidance programmes, the difficulties faced by him in putting up the programmes and, the attitude of counsellor towards his work. After that he was given the questionnaire to fill.

For Chandigarh, Officer-Incharge of Educational and Vocational Guidance Department of State Institute of Education was contacted and same procedure was followed to obtain information as in the case of District Assistance Guidance Counsellors.

An unstructured interview was conducted with the Director, Educational and Vocational Guidance Bureau, S.C.E.R.T, Punjab.

Almost all of those personnel with a few exceptions readily co-operated with the investigator and provided all the required information.

Administration of Questionnaire and Interview Schedule to Administrators, Guidance Workers and Teachers

For the collection of the data, the investigator personally visited all the schools covered by the study. Interviews were conducted with administrator, guidance worker and one of the teachers separately in each of the schools on the basis of the interview schedules meant for that purpose. They were given questionnaires to fill. Some of them expressed their inability to fill the questionnaire there and then. They were requested to send those by post. Inspite of the repeated reminders some of the questionnaires were not returned by
them. Questionnaires could be obtained from 46 out of 59 administrators, 49 out of 59 teachers and 52 out of 56 guidance workers.

Administration of Questionnaire and Interview Schedule to Students

With the permission of the heads of the institutions a group of 20-25 X or XI class students was contacted. First of all in order to establish rapport with them the general purposes of the guidance programme and the purpose of investigator to conduct the study were explained to them. Then the questionnaires were distributed. The students were first asked to fill in the columns giving their particulars like name, class, age, sex, etc. The instructions given at the top of questionnaire were read out by the investigator and students were also asked to read them carefully. Then the investigator read out the first question and explained it and they were asked to give answer in the appropriate column. Thus, each question was explained so that they give accurate information. The students were assured that their answers would be kept confidential and would not be exposed to anyone.

Out of the group of students which was administered questionnaire, two students were taken for conducting the interview. However, it was ensured that those students must have either of parents educated. The minimum level of education for either of the parents was to be at least matriculate, so that they could fill the questionnaire in English and record the information carefully and correctly in the questionnaire.

Then, those two students were taken to a separate place and interviewed individually on the basis of the items included in the interview schedule meant for students. In this way, two students from each of the schools were interviewed.

Use of Check list by the Investigator

The investigator recorded her observations of the actual conditions with regard to the functioning of the guidance programmes on the basis of items included in the checklist. The additional information required for filling up the checklist was obtained from the concerned personnel. Besides, with regard to certain items like maintenance of cumulative records, the nature of records, availability of suitable place for guidance, the type of information material, availability of up-to-date and extensive material, sources of obtaining information material, use of material etc. were personally checked by the investigator and the observations were recorded.

Administration of Questionnaire and Interview Schedule to Assistant Employment officers (V.G.)

In each of the eight districts of the Punjab, Assistant Employment officer (V.G.) was contacted at District Employment Exchange. An interview was conducted with him
according to the items included in the schedule and the replies were recorded. After that he was given the questionnaire to fill.

Similar procedure was followed with regard to obtaining data from Assistant Employment officer (V.G.) at U.T. Employment Exchange.

Administration of Questionnaire and Interview Schedule to Parents

The two students who were interviewed in each of the schools were given one parent questionnaire each. They were asked to get them filled by either of parents who were educated and send them by post. In case of students whose parents were interviewed the questionnaires were collected from their residence. In all 94 out of 118 questionnaires were returned.

Some of the parents were also interviewed on the basis of the items included in the interview schedule meant for the parents. It could not be possible to contact personally all the parents who were given questionnaire to fill. Only 38 parents were interviewed.

STATISTICAL ANALYSIS

For the scoring purposes frequencies with respect to each item of the questionnaires in three category responses of 'yes', 'no' and 'not sure' were counted.

Similarly the scoring of the interview schedules was done by adding up the frequencies of positive and negative responses.

In order to arrive at meaningful conclusions the frequencies with regard to each item were added up separately for the sample drawn from the Punjab and Chandigarh, urban and rural sample, which were further divided into government and aided schools. The frequencies were converted into percentages. Then the significance of difference between percentages was calculated with the help of the following formula :-

\[
P = \frac{N_1P_1 + N_2P_2}{N_1 + N_2}
\]

\[
Q = 1 - P
\]

\[
\sigma D\% = \sigma P_1 - \sigma P_2 = \sqrt{PQ (1/N_1 + 1/N_2)}
\]

\[
CR = \frac{(P_1 - P_2) - O}{\sigma P_1 - \sigma P_2}
\]
ANALYSIS AND INTERPRETATION OF DATA

The data have been analysed and interpreted in the light of objectives of organising guidance services in the Punjab and Chandigarh and the criteria formulated by the present investigator for evaluation purposes.

OBJECTIVES OF ORGANISING GUIDANCE PROGRAMME

The programme of guidance services in the Punjab has been organised to achieve the following major objectives:

(i) To acquaint students and their parents with the objectives and various activities of the guidance programme.
(ii) To help students in solving their personal and educational problems.
(iii) To help the pupils of delta class in the choice of subjects.
(iv) To help the school leavers in making educational/vocational plans.
(v) To help the pupils to make a self-assessment of their assets and weaknesses, abilities, interests, academic achievement etc.

Broad objectives of organising guidance programme in Chandigarh as stated by U.T. level Incharge of guidance programme include:

(i) To help the pupils to make choices of subjects/courses on the basis of self-understanding and knowledge.
(ii) To help pupils to solve their personal and educational problems.
(iii) Streamlining the students at plus two stage (10 + 2 pattern) into vocational courses.
(iv) To help pupils in their educational and career planning leading to life planning.

CRITERIA FOR EVALUATION FOR THE PRESENT STUDY

The basis on which the success or failure of a programme or activity is finally determined, is known as criteria. Since the present work involves a survey type status study, criteria have been formulated for evaluation purposes. These have been formulated keeping in view the essential characteristics of a good guidance programme and the objectives and requirements of organising a minimum guidance programme as stated by Educational and Vocational Guidance Bureau, S.C.E.R.T, Punjab and, Department of Educational and vocational Guidance S.I.E. Chandigarh.
GUIDANCE PROGRAMME IN GENERAL

1. Is guidance and counselling a regular feature of the school programme?

2. Are the guidance services available to lower secondary as well as high/higher secondary school students?
   (However, in ideal situation all school students must be covered).

3. Do the schools provide for various guidance services?

4. Is sufficient financial support provided to the programme?

5. Is there a provision for at least one counsellor/career master/mistress in every school? (However, in ideal situation the counsellor-pupil ratio should be 1:250 there by requiring more than one counsellor in schools).

6. Does the guidance programme enjoy full administrative support and co-operation on the part of teachers in organising it?

7. Are the students fully aware of the utility of the guidance programme?

8. To what extent have the students actually been benefitted by the guidance programme?

9. Are the guidance personnel professionally well qualified?

10. Are adequate facilities provided to counsellor/career master for carrying out guidance duties like relaxation in teaching work load, provision of periods for guidance purposes, extra remunerations etc.?

11. Have adequate arrangements been made for in-service training/orientation of various school/guidance personnel?

12. To what extent are the parents of the pupils aware of and associated with the school guidance programme?

13. Are adequate facilities provided to District level Incharge of guidance programme and the Assistant Employment officers (V.G.) for discharging their guidance duties?

14. How far are the employment exchanges contributing in making the programme of school guidance services more effective?

15. How effectively are the State/U.T. and District level guidance agencies functioning?
SPECIFIC GUIDANCE SERVICES

Appraisal Service
1. Do the schools follow systematic procedure for obtaining appraisal data about each pupil?
2. Is there a practice of maintaining Cumulative Record Cards for each pupil?
3. Are the Cumulative Records comprehensive?
4. Are the record cards easily accessible to teachers and properly utilized by them?
5. Are the psychological tests made available and administered by the guidance workers and the results interpreted to students?
6. Do the school authorities maintain adequate contacts with parents of pupils especially through forming Parent-teacher Associations?

Information Service
1. Do the schools provide for sufficient and current information material for students?
2. Are there provisions made for proper filing system and display of material on bulletin boards etc.?
3. Are there provisions made for suitable place and time provided for dissemination of information?
4. Are the students informed about schools’ offerings and post-high school educational and vocational opportunities?
5. Are there provisions made for career talks and conferences, field trips, screening of films and filmstrips, career clubs etc. for informing and stimulating students towards wise vocational choices?
6. To what extent do the guidance workers and pupils utilize the information effectively?

Counselling Service
1. Are adequate facilities and conditions provided for counselling including separate place, privacy, accessibility of guidance worker to students, availability of time etc.?
2. Are the guidance personnel professionally well equipped?
3. What is the nature of counselling service provided?
4. How effectively are the appraisal data used for counselling purposes?

5. Are referral agencies available?

Placement Service

1. What is the nature of placement service provided?

2. Are the students helped to choose courses of studies according to their mental abilities, interests, aptitudes as well as their future vocational plans?

3. Are the students helped to make realistic educational and vocational choices and plans?

4. Are the students helped in any way to get part-time jobs?

Follow-up Service

1. Do the school authorities maintain contact with ex-students through forming Alumni Associations?

2. Are there provisions made for undertaking follow-up of school leavers and those who had been given intensive remedial help?

3. To what extent does the school authorities make use of information obtained through follow-up studies to improve upon the guidance programme?

Research and Evaluation Service

1. Do the guidance personnel undertake any research project in educational, vocational or personal guidance fields?

2. Have the guidance personnel ever attempted to evaluate the functioning of guidance services?

3. Have the findings of research and evaluation ever been utilized for improving the programme?

The data regarding the evaluation of Guidance Services in the high/higher secondary schools of Punjab and Chandigarh are analysed in four different chapters. While Chapter-5 deals with the interpretation of data regarding the evaluation of 'Guidance programme in general', Chapter-6 contains the analysis and interpretation of data regarding evaluation of specific guidance services i.e., Appraisal, Information, Counselling, Placement, Follow-up and, Research and Evaluation Services. Chapter-7 enumerates the difficulties faced by different evaluators in the implementation of the programme and the suggestions for improvement given by them. Chapter-8 contains the investigator's observations and suggestions for the effective functioning of the guidance services.
DELIMITATIONS OF THE PRESENT STUDY

The present study was delimited as follows:-

1. The study concentrated on guidance services as provided in High/Higher Secondary schools of the Punjab and the Union territory of Chandigarh.

2. Eight out of twelve districts of the Punjab were undertaken for the study.

3. Only five schools in each of the district of Punjab were included, out of which two were government urban, two government rural and one non-government aided school.

4. For Chandigarh about 40% of schools both from urban and rural areas were included. None of the non-government aided schools was having guidance programme.

5. Only state government schools and non-government aided schools were involved in the study.

6. For the purpose of collection of the data from the teachers, only one teacher preferably a senior one or one who had been working for more than five years in the school was taken from each of the schools included in the study.

7. Interviews were conducted with only two students from each of the schools included in the study.

8. Questionnaires for parents were got filled by only two parents of the pupils who were interviewed, from each school. Only educated parents having matriculation as the minimum academic qualification were involved in the study. Interviews were conducted only with a limited number of parents.
## TABLE OF CODES

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