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**Language:** English  
**Type of Presentation:** Scientific Paper

**About the Presenter:**

Dr. (Mrs.) Kiran Mathur, Reader is M.A. & Ph. D. (Psychology); PG Diploma in Guidance & Counselling and PG Diploma in Distance Education. She joined PSS Central Institute of Vocational Education (PSSCIVE), NCERT, Bhopal in November, 1995 as Lecturer, Vocational Guidance and Counselling.

Dr. Mathur has more than 55 publications to her credit which include Books/Guidelines/Bulletin, Research Papers/Review/Popular Articles (in magazines, bulletin and newspapers); coordinated and participated in more than 100 Extension and 30 Teacher Training Programmes on Vocational Guidance & Counselling, Vocational Education, Value Education, Elementary Education, Distance Education; participated in more than 25 Seminars/Workshops/Meetings etc.; compared 14 career talks from Bhopal radio station for school students.

Her main publications/contributions include "A Framework on "Vocational Guidance Services in Vocational Schools up to +2 Level"; a Training Package for Vocational Teachers (theoretical modules, practical manual and information booklet) on vocational guidance; Self learning units on Elementary Education; M.A. (Education); D. VET and B.VET programmes of IGNOU, New Delhi; M.A. (Education) of Vardhman Mahaveer Open University, Kota; International Diploma course in Guidance & Counselling through Distance Mode offered by NCERT, New Delhi.

**Title of Paper:** **Vocational Guidance in Vocational Education Programme: Challenges and Strategies**

**Abstract:**

Vocational guidance has been defined by ILO as "the assistance given to an individual in solving problems related to occupational choices and progress with characteristics and their relation to occupational opportunities".

Vocational guidance plays an important role in vocational education programme (VEP) offered at senior secondary level. In spite of the demand of human resources at middle level in the world of work VEP could not achieve the desired success due to many reasons. The major reason is lack of vocational guidance and counselling services.

### **Vocational Guidance in VEP: Policies and Provisions**

In the National Policy on Education (1986, POA 1992) and the revised scheme of vocationalisation of secondary education (1993), the centrally sponsored scheme envisaged need of making available vocational guidance services in schools running vocational courses to provide necessary guidance to students and parents. According to this scheme one vocational teacher (designated as Vocational Guidance Teacher, VGT) in each vocational school will be trained in vocational guidance and one trained counsellor to be appointed at district level to run the career guidance centre and assist the VGT.

### **Challenges:**

- i) Lack of awareness among key functionaries of vocational education about the need and role of vocational guidance services in the success of vocational education.
- ii) Lack of School Guidance Cell in each vocational school.
- iii) Lack of funds and other infrastructure for organising guidance activities in schools.

### **Strategies**

- i) Establishment of School Guidance Cell in each vocational school.
- ii) Training of at least one teacher in vocational guidance and counselling in each secondary and higher secondary school.
- iii) Provide guidance services right from the lower levels of education to help students in their planning career.
- iv) Creating awareness about vocational education among students, parents, teachers, employers using print and electronic media.
- v) Providing funds and other infrastructure for organising guidance activities in vocational schools by the state Directorate of Vocational Education.
- vi) Strengthening of State Guidance Bureau/Cell in each state to facilitate district and school level functionaries in organising guidance activities.

PSS Central Institute of Vocational Education (NCERT), Bhopal has initiated efforts in this direction, however, these efforts need joint support of the state functionaries and State Guidance Bureau/Cell.