

Anand Prakash Sharma / Lovish Raheja

Essential Aspects of Counselling Programs and Their Need in Educational Institutions with Special Reference to India

A Qualitative Study

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Bibliographic information published by the German National Library:

The German National Library lists this publication in the National Bibliography; detailed bibliographic data are available on the Internet at <http://dnb.dnb.de> .

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Imprint:

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ISBN: 9783346714275

This book at GRIN:

<https://www.grin.com/document/1263309>

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Essential Aspects of Counselling Programs and Their Need in Educational Institutions with Special Reference to India: A Qualitative Study

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Abstract

*This research paper is aimed at studying the essential aspects of counselling programs and analyze their needs in Indian perspective specifically. The paper uses secondary data wherever required to accomplish the objectives. Counselling can basically be defined as an individualized process for helping the person in future adjustments, taking care of mental health, better planning, self-clarification and self-determination etc. The procedure of counselling has been described as per its implications in the various field such as medical, educational, vocational etc. Our key focus has been on educational counselling. From educational perspective the procedure of counselling involves the stages of **Readiness, Counter Will, Case History, Rapport, Transference and Resistance**. In India, educational counselling programs are very much needed in order to resolve the conflicts of the students related to examination, career, mental health issues, proper advisory in growth age especially adolescent age because the level of awareness is low in India. Further counselling also helps in better decision making, developing life skills, better time management, finding out his/her inner potentials. But while analyzing the state of counselling programs, we found that there is a huge lack of number of counsellors in India. In the draft of NPE 2019, there is a mention about at least one counsellor per school-complex. There is a lack of national-level and licensing bodies of counsellors. Further the training programs do not serve their practical purposes. Thus, the training remains insufficient. Private and public higher educational institutions need to restructure the curriculum of their respective diploma courses and postgraduate programs related to educational guidance and counselling. The positive attitude towards this profession is also much needed. If these and some other intensive issues are well addressed, only then counselling programs will be able to serve their complete purpose.*

Keywords: *Counselling, Educational Institutions, Need of Counselling, Drawbacks*

1. INTRODUCTION

The changing educational and social patterns demands better adjustment capabilities from a person which many times may not be fulfilled by the person itself. He/she requires the supportive structures to tackle with his/her personal, professional or academic problems. Counselling programs are aimed at the same. This study analyzes the different aspects of counselling programs with reference to educational/academic programs in particular. Though, counselling is needed everywhere beyond the boundaries of education. But educational counselling covers the methodologies of the other fields to very much extent. In this study, we have first introduced the concept of counselling, then procedure and need of counselling. Our main goal has been to find the drawbacks of current counselling system in India and give relevant recommendations for the same described in the final stages of the paper.

2. OBJECTIVE:

To study the essential aspects of counselling programs and analyze their need in Indian perspective.

3. RESEARCH QUESTIONS:

- a) What is the concept of Counselling?
- b) What is the procedure of counselling?
- c) Why are counselling programs needed?
- d) What are the drawbacks in the formulation and execution of counselling programs in educational institutions of India?
- e) What recommendations may be given in order to achieve better and efficient formulation and execution of counselling programs?

4. RESEARCH METHODOLOGY:

The required information was collected from secondary sources-

4.1. Secondary Sources:

The major secondary sources are listed below:

- Indira Gandhi National Open University Books
- Guidance and Counselling by Dr Shipra Gupta (Book)
- IOSR Journal of Humanities and Social Science
- Guidance and Counselling published by NCERT (Book)
- International Journal of Advanced Educational Research
- The International Journal of Indian Psychology
- JSTOR (Journal)

These resources were used due to their comprehensive approach, good standard and easy availability. These resources gave a required approach to the idea about the concept of counselling, its need in India and problems in implementation of the counselling programs, on the basis of which necessary recommendations could be given.

5. LITERATURE REVIEW

There are many studies already done aiming at the similar objective which are reviewed below:

Ramakrishnan and Jalajakumari (2013) in their study titled “**Significance of Imparting Guidance and Counselling Programmes for Adolescent Students**” [11] discussed the importance and rationale for guidance and counselling programs for adolescent students with prime focus. Different perspectives of counselling programs around the world and in India are discussed in their study and finally propose recommendations for better implementation of counselling programs. The research is a comprehensive study but having key focus on adolescent may be a gap which will be dealt in our study as adults specially teachers themselves require counselling and related awareness programs.

Baugh (2018) in his study titled “**The importance of guidance and counseling in present education system: Role of the teacher**” [8] identifies the role of teacher in modern education system. The study particularly seems to be focusing on teacher as a guide and counsellor. The study first highlights the importance of guidance and counselling and then identifies then seeks for the role of the teacher and his/her relevant duties such as data collection, discussion with guardians and selection of curriculum from guidance and

counselling perspectives. This study does not talk about the role of professional counsellor, it looks towards the teacher for counselling purposes.

Kapur (2018) in her study titled “**Significance of Guidance and Counseling in Education**” [10] aims at finding the need and problems of Guidance and Counselling program. She finds various areas of needs of the same such as learning problems, career decision, stress, trauma or depression. Further, the study suggests the broadening of the knowledge criteria of counsellor for better approach to the counselee’s mind and problems. This study seems lacking the historical data and present status of counselling system which could be useful in understanding and directing the future scenarios.

6. CONCEPT OF COUNSELLING

Counselling, in its broadest form, has existed in some form in every culture. In every culture, some criteria were set by its elderly people and along with them, they gave counselling to the youth for their adherence. Counselling is an important educational tool that shapes orientation in the child from negative thoughts that are instilled in the child by his / her peers. Therefore, the counsellor is needed to assist the child in molding his / her future through counsellor therapy. The institution counsellor is seen as a role model and is highly respected by the students. Counsellors are expected by their training to befriend the child, listen to the child's complaints, motivate the child to seek to properly mold the child to lead them in their lives. According to some definitions, counselling is an art and science that is a short term, interpersonal, theory-based, process and a helping profession. Counselling helps to bring change in life: Change in thought; Change in emotions, and Change in behavior. Counselling is a developmental process in which one person (mentor) provides guidance and encouragement, creatively challenging and inspiring, to another person or group (client) to manage and resolve practical, personal and relationship issues in achieving goals, and self-assessment.

In the ancient GURUKUL system of education, there were harmonious relations between the teacher (GURU) and the student (shishya). But it was possible due to the low number of students, simple courses of study, limited job opportunities and the world of work which was almost constant. But now with the tremendous increase in the number of students, the huge variety of courses of study and rivalry in job opportunities, the students face more problems. Thus, there is a great need for help in the form of counselling.

The basic meaning of counselling is “The provision of professional assistance and guidance in resolving personal or psychological problems.” [1]

6.1. Definition of Counselling [2], [3]

According to Perez (1965): - “Counselling is defined as an interactive process conjoining the counselee who needs assistance and the counsellor who is trained and educated to give this assistance”

According to Good (1945):- “...individualised and personalised assistance with personal, educational, vocational problems, in which all pertinent facts are studied and analysed, and a solution is sought, often with the assistance of Specialists, school and community resources, and personal interviews in which the counselee is taught to make his own decisions”.

According to Pepinsky and Pepinsky (1954): - “Counselling is a process involving an interaction between a counsellor and a client in a private setting, worth the purpose of helping the client change his/her behaviour so that a satisfactory resolution of needs may be obtained”.

According to Wrenn (1951): - “Counselling is a dynamic and purposeful relationship between two people in which procedures vary with the nature of students’ needs, but in which there is always mutual participation by the counsellor and the student with the focus upon self-clarification and self-determination by the student”

According to Smith (1995): - “Counselling is a process in which the counsellor assists the counselee to make interpretations of facts relating to a choice, plan, or adjustments which he needs to make.”

Thus, counselling can be defined as a personalised process for the counselee by a trained person aimed at helping the counselee for the future adjustments, better planning, self-clarification and self-determination in order to assure his/her success in professional and personal life.

6.2. Evolution of Counselling Movement in India

Counselling was first used in institutions in India at Patna University in 1945, After which, there was rapid progress in counselling in India.

The following table shows the gradual progress of consultation in India [1], [3]:

SR.NO.	YEAR	NAME OF INSTITUTION	WORK DESCRIPTION
1	1945	Patna University	First institution which paid attention to the problems of college students and counselling service was provided by the Department of Psychological Research in 1945.
2	1955	St. Xavier College, Bombay	Provided religious counselling and in 1960, the emphasis was given to the personal and social problems.
3	1958	M.S. University, Baroda	Established the first full time counselling for college students and at the invitation of the UGC and with the approval of the UGC, the student counselling centre was setup in 1959.
4	1961	Allahabad University	Organised a counselling centre for its students with the assistance of the United States Educational Foundation in India
5	1963	Wilson College, Bombay	Setup a counselling centre for its students.
6	1965	Annamalai University, Chidambaram (Tamil Nadu)	Started a counselling centre for its students with the help of a full-bright professor.

Table-1: History of Counselling Programs in India

But thereafter, in 1979, the draft National Policy on Education of the Ministry of Education, Government of India, did not include anything on counselling service in schools or colleges. In recent years, some private agencies and individuals have provided counselling for people with disabilities. The position of counselling service was strengthened following the recommendation of Mudaliar Secondary Education Commission and the Kothari

Education Commission, after which they were implemented under a centrally sponsored scheme in the states.

7. PROCEDURE OF COUNSELLING:

The process of counselling can be broadly be classified into the stages mentioned in the figure below. Now, there is some specific classification consisting of the 8 stages which may be referred to as the detailed or extended form of the classification made earlier mentioned below [4]:

7.1. Stages of Counselling:

1. Awareness of Need for Counselling and Appointment with the Counsellor
2. Pre-counselling Interview
3. Development of Counselling Relationship
4. Identifying Specific Goals of Counselling
5. Development and Implementation of Program for Goal-Realization
6. Evaluation of Counselling
7. Termination of Counselling Relationship
8. Follow-up

The above-mentioned stages are the general stages of counselling. There have been also found some other contexts with special reference to education which are described below [5]:

- **Readiness:** The first step of counselling is to make the counselee ready for assistance. There are major two types of counselees, one who is referred and other who chooses to meet counsellors by themselves. Those who choose to get counselled are naturally ready but it is complicated with those who are referred. So, the first step is to make him/her ready for the counselling process.
- **Counter Will:** Those who are rigid with respect to change, it is required that their negative will is well countered, this is referred to as Counter Will.
- **Case History:** Now the counsellors collect the past and present details of the counselee systematically in order to identify the problems and related root causes.
- **Rapport:** It is the time for the counsellor to establish warm, friendly, and understanding which helps in making an effective counselling relationship.
- **Transference:** This means the transfer of emotions by the counsellor in order to make the counselee express him/herself freely.
- **Resistance:** It is basically the counselee's move to oppose the counsellors to work towards set goals which influence the counselling outcomes positively.

8. NEED OF COUNSELLING PROGRAMS:

Before going further, it is important to understand the relation between guidance and counselling as they serve interchangeable purposes. Aubrey in his article [6] referred Guidance in educational perspective to as the “sum of those planned experiences for students designed to achieve optimum personal development and psychological competencies whereas counselling was referred to as the “method or techniques applied to individual or groups to enhance their personal development and psychological competencies and it is an incorporated process under the administrative rubric of guidance.” Therefore, guidance is broader in sense. But the aims and objectives are nearly the same.

According to the draft of NCERT on Guidance and Counselling (January, 2015) [7], “The purpose of any education system is not only to foster academic learning but also all-

round development of children. Besides cognitive development, schooling also involves appropriate socio-affective development.”

“The need for guidance and counselling for students emerges from the changes taking place in every sphere of life. Academic stress, poor academic performance, cut-throat competition, vast and varied educational and career opportunities and resulting confusion in making career choice, ever growing, changing and complex world of work, drop-out, suicide, anger, violence, drug abuse, child abuse, sex abuse, HIV/AIDS, crime, changes in lifestyle, divorced / single parents etc. are some of the concerns which require support of guidance and counselling services to school students.”

Therefore, in relation to the needs of counselling, we can conclude that every student and person has a great need for counselling programs in the field of his personal, Vocation, Avocation, social, moral, health, educational and marital life.

Anup Baugh [8] while discussing the importance of guidance and counselling makes a comprehensive list which indicates the needs of guidance and counselling in modern perspective. Guidance and counselling processes are needed for the development of the personality, adjustment with the academic environment, in the maintenance of mental health, better time management, decision making, achieving the goals, taking care of individual differences, development of life skills, development of inner potential and career selection etc.

Shipra Gupta [4] also cites the needs of counselling for comparatively slow-learners and for those who are not able to set up the pace with the ongoing curriculum, who feel disability in the adjustment in academic environment, who want to develop some extra-curricular skills such as sporting, dancing, singing etc., who are undisciplined, for those who run away from their responsibilities, who fear from examination, who are in a bad company, who seek for a good profession and who are afflicted with personal, family-related or social issues.

9. DRAWBACKS IN FORMULATION AND EXECUTION OF COUNSELLING PROGRAMS IN INDIA

In the draft of National Policy on Education 2019 (NPE 2019), there is a mention in P2.16 that “*Social Workers and Counsellors will be hired to school complexes to work with students - and their parents, teachers, tutors, IAs, and community members - to help ensure the retention in school and the mental health of all children.*” Further in P3.8 their roles have been more specified such as communicating with the parents or guardians of the students who are absent more than a few days.

In P7.2.4 of the draft the need of counsellors has been more specified, for stream choice, for growth related issues especially in adolescent age, and for taking care of mental health and mood disorders of the students.

It is also mentioned in P8.6.7 that counsellors will be trained to confidentially advise the parents and teachers about the problems faced by the adolescent boys and girls related to growth. Further, there are more such provisions.

Thus, taking the most modern context of counselling related policies, we have identified the following problems:

- There is lack of trained and certified counsellors in India, this issue was also cited by Goswami [1], so we cannot directly come to the hiring of counsellors. There is

high number of government and private schools in India, if we consider allotting only one counsellor to them there would be a huge number of vacancies.

- Further the draft policy mentions one or more counsellors as per the need in school-complexes may be hired but it is needed to be ensured that one male and one female counsellor would be there so that girls may not hesitate to express their personal health issues.
- The roles of the counsellors are needed to be understood in a broader perspective in order to use the full potential of counselling.
- There is another problem of awareness between the teachers itself, the incoming of counselling would face the issues of adjustments and proper co-ordination.

Pereira and Rekha [9] also identified some issues in the implementation of counselling programs which are:

- Lack of practicality in the curriculum of post-graduate training.
- Lack of awareness among people.
- Identity crisis of Counsellors.
- Overload of work where they are.
- Absence of licensing and national-level bodies of counsellors.
- Lack of network or directory of counsellors causing low awareness as well as proper supervision and consultation lack, etc.

10. RECOMMENDATIONS

- Awareness programs for the need and opportunities of employment in counselling sector must be run by the government and non-government organizations.
- Quality and quantity of counselling training programs must be monitored and improved simultaneously and regularly as per the modern needs.
- This profession must be given the respect that this profession deserves. We should not let any professional counsellor feel stigma or inferiority complexes.
- There should be a fixed number of students associated to a single counsellor to not make the counselling tasks as burden.
- There should be a network building among educational counsellors for proper coordination and consultation and drawing out the best out of a student. Structuring of a national-level counselling body may be a good idea.
- The attitudes and willingness of students also should be taken care of. Students should be encouraged by the society and the teachers to seek counselling to achieve the best level of their development.
- Industries and local communities should be invited to guide and counsel the students time to time and making them realize the needs of modern society.
- There should be the involvement of ethics on the first basis in counselling, so that the students who are counselled, may learn to live a life of values.

11. CONCLUSION

This study aims at the qualitative discussion of the essential aspects of counselling in Indian perspective. The study emphasizes mainly on needs and then drawbacks of counselling program systems at the stage of initiation as well as at the implementation stage. It is a clear finding that there is a lack of counselling systems for students and wherever the counsellors are, they are facing serious issues of identity crisis. Also, the students are not aware of the

need of counselling as well as the counselling programs being operated near them. The courses and trainings of counsellors also face practicality related issues. At last the study tries to solve the problems to some extent by giving some recommendations after the analysis of drawbacks came to consideration. Awareness programs for every society member and especially students and teachers must be operated. Further, quantity as well as quality must be taken care of from the perspective of counselling training programs.

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