

School Guidance and Counseling in India : Historical Development, Current Status and Future Aspects

*Kanchan Godara

PhD Research scholar, MGS University, Bikaner, Rajasthan (India)

ARTICLE DETAILS

Article History

Published Online: 05 July 2018

Keywords

School guidance, counseling, historical development, current status, future aspects

*Corresponding Author

Email: kanchangodara999[at]gmail.com

ABSTRACT

School guidance is developing very rapidly in many countries of the world. The school guidance assures a lot of importance for secondary schools as the Indian society is undergoing rapid changes, socially as well as economically coupled with the changes in the values and life style of people. At secondary level, there is though competition among the students to secure good marks and to select a bright future option and this leads to frustration among students.

School guidance and counseling is very much important to help the students in over to know their abilities to come out of stress and problem and to lead them smoothly to pass the journey of education. Present paper studies the historical development, current status and future of school guidance and counseling in India.

1. Introduction

School guidance is based upon the fact that every student needs assistance at some time in school life; some need it constantly and throughout their schooling while others need it only at rare intervals at times of great crises. If some problems occur during childhood and are not resolved then they continue into adolescence it create hurdles in schooling as well as the smooth transition to adolescence and later adulthood.

Effective guidance and counseling provides necessary direction and in order to help in the process of growth, it also helps to unfold what is within to discipline the mind and to recognize and reconstruct experiences and to prepare an individual for responsibilities of adult life (Bhatnagar and Gupta, 1999).

School guidance is applicable to the student's educational, social, moral, emotional health, vocational and other sure needs. It implies help to personal nature which is planned to help the individual to solve the problems that emerge in daily life.

Kothari Education Commission (1968) has emphasised minimum programme of guidance service and activities in secondary schools which include information, career maintenance of cumulative records, career talks, career conferences and services for exceptional children. Guidance can be defined as a process, development in nature, by which an individual is assisted to understand, accentual use his/her abilities, aptitudes and interests and attitudinal patterns in relation to his/her self and live effectively in society. This is in additional to the learners experiences in the world of work and the people found there.

2. History of Guidance and Counseling in India

In modern scenario the privilege of introducing the guidance movement in India goes to Calcutta University, which gave first

set up of psychological laboratory in India in the year 1915. In the year 1915 Baltiboi, a retired accountant working in Calcutta, realized the implications of guidance with the efforts of a psychologist Mr. Mukerjee from Calcutta and Baltiboi set up the 'Baltiboi Vocational Guidance Bureau' in Bombay with the sole purpose of providing guidance services to the community.

In 1945 a department of psychological services and research was established in Patna University. Guidance movement received another push forward when trustees of the parsi panchayat funds and properties established the parsi panchyat vocational guidance bureau for the parsi community in Bombay. Another step forward was taken by the government of Uttar Pradesh, when it gave official recognition to the movement by setting up a bureau of psychology at Allahabad in 1947. In 1950 the Bombay Government established the vocational guidance bureau in Bombay renamed as 'Institute of vocational guidance bureau' in Bombay in 1957. In 1953, Dr. W.L. Barnett an American professor held a workshop for guidance workers in the country. The central institute of education at Delhi this institute is now working as the Central Bureau institute of education at Delhi, this institute is now working as the Central Bureau of Educational and Vocational Guidance (CBEVG).

3. Current Status of School Guidance and Counseling

At present the bureau of educational and vocational guidance (CBEVG) is set up at the CIE, Delhi under the centrally sponsored scheme of government. This department continuously updates the status of guidance services in the country. The information is taken by sending a questionnaire. NCERT has been collecting information about the guidance bureaus/cells from time to time by conducting status surveys. At the state level the cells of guidance and counseling is established under regional SIERTs. Rashtriya Madhyamik Shiksha Abhiyan (RMSA 2012) a initiative of Government of India committed to universalize secondary education at secondary and higher secondary stage lays emphasise on guidance and counseling as one of the important areas to

achieve the goals of universalise secondary education, quality concerns and improvement in education at secondary stage. In an attempt to make available guidance and counseling services to school students, RMSA has laid stress on strengthening of state level guidance agencies and appointment/utilization of trained guidance personnel and in service training/orientation programmes.

In India guidance services in schools have for a very long time, been left in the hands of school teachers who are already over loaded and without training in the area of guidance and counseling. Recent developments in Indian education especially the opportunity for free and universal education, have resulted in a new scale of problems in schools and the nations at large. Many children go to school without knowing what they are supposed to do, and leave school without any idea of what type of jobs or careers they should follow. In addition, they have little understanding of themselves and their socio-economic and political environment.

A concise report : 8th AISES conducted by NCERT shows the current status of education and vocational guidance and counseling (EVGC) in country. Out of 1,17,257 secondary schools and 62,663 higher secondary schools in the country 39,799 (33.94%) secondary schools and 29,604 (47.24%) higher secondary schools are providing educational and vocational guidance and counseling (EVGC) services to students.

But infact these figure are just a numbers in reality the provided facility of guidance and counseling in schools is conducted by regular school teachers, there are not professional guidance counselor at all. Only few schools are provide the professional counselors.

4. Objective of providing guidance at secondary school level

Guidance has a wider scope and function then merely that of assisting students in making educational and vocational choices. It provides through developmental stage and it is adjustive. Following are the objectives of guidance at secondary stage, Dash (2003) –

- To understand the individual and help him/her to assess his ability, interest and needs.
- To help them become acquainted with resources and facilities in schools and community, which are available for his information and experiences.
- To help them make the possible use of his opportunities and assist him in channelizing his energy wisely.
- To help them evaluate them experience, clarify their objectives and make plans for their future.
- It can help to measure their vocational assets and abilities, prepare themselves for entry into the career of their choice and to get suitable job.
- To help principle and teachers to understand their students as individuals and for create situation in which the students can learn more effectively.

- To find solutions of students' problems of personal social adjustment in school and at home.
- To collect all relevant information about students.
- To solve students problems through collective and entire community.
- To win the co-operation of students, parents and entire community.
- To provide opportunities for participation in all intellectual, social and cultural programmes.

According to Kochhar (2004) there is an urgent case for introducing and strengthening the guidance service in the secondary schools of our country to meet the varied needs of the students, administration and the educational system for the following reasons –

Guidance programme helps the students in their total development, making proper choice at various stage of their educational career, vocational development, to make the best possible adjustment to the situation in school as well as home etc. Thus, it assists the students in making intelligent choices and adjustment in life. The ability to make such choices is not innate but like other abilities, must be develop. It is one of the functions of secondary school to provide such opportunities for the development of such abilities.

5. Approaches to Guidance and Counseling Personnel in India

In the view of service offered, these approaches may be grouped as –

1. Special Approach
2. Career Teacher Approach
3. Teacher counselor Approach

5.1. Special Approach

The counselor is a full time appointed person responsible for guidance and counseling in school and plans and organizes guidance and counseling activities keeping in view the needs and specific concerns of students.

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

5.2. Career Teacher Approach

The career teacher are trained in short-term training of 3-4 weeks, emphasizing collection of information from various sources, organization of group activities and display for dissemination of career information. They perform limited functions only related to career information and guidance.

This career teacher model has been widely accepted in our country. Association of career teachers with guidance has its genesis in the introduction of guidance services in the schools. The need of the present times is on building the capacities of every teacher as guidance minded teacher since career, academic and personal social concerns of students are important and need to be appropriately addressed training of

every teacher addressing all these concerns is envisaged under RMSA.

5.3. Teacher Counselor Approach

This approach views every teacher as having the potential to be a counselor this view has great acceptance all over the world, especially in developing countries, because of limited trained human resource and finances in schools guidance and counseling services are provided through teacher counselor and can reach students in large numbers. To be teacher counselors teachers, undergo professional counselor training programme to develop/enhance the desired knowledge and skills. A post graduate diploma course in guidance and counseling is being offered by NCERT to train teacher educators, education and guidance personnel to work as professional teacher counselors.

6. Future Aspects

Guidance and counseling is an integral part of education. However, in India, it has been placed at a low priority by the school sector. Though everyone is aware of the need and importance of guidance and counseling at the school stage one hardly finds trained counselors working on a regular basis in government schools of all states. Since there is a growing demand in the schools of India for guidance and counseling services. The globalization and rapid pace at which new knowledge is being created and utilized are among the recent developments which face challenges to school education. The introduction of guidance in our educational system is very important, this is so because of the changes taking place in the educational system as well as our society today. If students are not properly adjusted, this may affect their education and expose them to environment. If this happens, it will affect the nation since the youth are the nation's hope for the future. In 7th survey (7th AISES) by NCERT shows that 22.80% secondary schools and 34.29% higher secondary schools were providing guidance and counseling services. The 8th AISES survey is showing a positive growth towards these services. 33.94% secondary schools and 47.24% higher secondary schools are providing educational and vocational guidance and counseling (EVGC) services to students. It shows that the proportion of secondary and higher secondary schools providing the services of education and counseling to students is increasing.

7. Recommendations and Suggestions for the future

- There is a need to strengthen the state educational and vocational guidance bureau (SEVGBs) existing in the State Council of Educational Research and Training (SCERTs) of the states with pursues training in the field.
- There is a need to integrate the RMSA initiatives with the existing SEVGBs/cells. Appointments under RMSA should be made strictly according to

the norms laid down for the appointment of counselors.

- The teacher counselor made advocated by NCERT is a good initiative. However, the country needs full-fledged counselors appointed on a regular basis.
- There is a need to set-up agency like National Council of school counselors and develop appropriate mechanism to accept and accredit institutions and course/degree offered by them by a professional agency to ensure the quality of services rendered to the students.
- Professional development programmes such as refresher course seminars etc. may be organized on a regular basis for the practicing counselors.
- There is a need for developing sufficient career literature and making it available to school students.
- Career education as a school subject (which exists in developed countries) should be made a subject of study in school curricula of secondary and higher education.
- Most recently the ministry of education has responding to student's needs by introducing a new subject, called 'social skills' into the curriculum. This subject is supposed to be taught once a week in every class. The aim of this subject is to equip students with skills for daily living with the hope that students will learn to self-regulate their emotions and behaviour and eventually reduce the rate of indiscipline cases.

8. Conclusion

School guidance is developing very rapidly in many countries around the world. At secondary level there is though competition among the students to secure good marks in the exam and to select a bright future vocational option and thus leads to frustration among students. In such circumstances the role of school guidance programme is very much important to help the students. Therefore, it is recommended that every school should have proper guidance unit and its proper functioning should be there to help the students for their varied problems, which will help in enhances the overall quality of education. Career guidance and counseling needs to be introduced as an integrated component of the curriculum at all stages of school curriculum with diverse objects depending upon the needs of the students in each stage of education. This would ensure a strong foundation to make school students a responsible and dedicated citizen of India.

References

1. Adams, James F (1965) : Counseling and guidance, The Macmillan Company, New York.
2. Baqer Mehdi (1966) : Guidance in School, NCERT
3. Baqer Mahdi (1999) : Guidance and counseling, Vikas Publishing Pvt. Ltd.
4. Dash, B.N. (2003) : Guidance services in Schools, Dominant Publishers and Distributors, New Delhi

5. Kochhar, S.K. (2004) : Educational and Vocational Guidance in Secondary School Levels, Sterling Publishers, New Delhi
6. Kothari Commission – Wikipedia
<https://en.m.wikipedia.org>
7. 8th All India School Education Survey (NCERT)
<https://data.gov.in>