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Need of Guidance and Counselling for Indian Youth

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VISTAS OF EDUCATION



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VISTAS OF EDUCATION

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NEED OF GUIDANCE AND COUNSELLING FOR INDIAN YOUTH

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Abstract:

The present day Indian college students are faced with varied problems, which can be associated with their personal, socioeconomic and educational life. They face the problem of drug abuse and addiction, which have become endemic in the college and University life. The adolescence is the age of transition period. It is a period of ups & down and stress & strain. Adolescence and young adulthood are considered extremely important stages in the developmental span of human life. This is the time when the individual can be shaped and molded into a great asset and future leaders of a country or at the other extreme can be rendered totally useless redundant, deviant and a liability to the country. They face various problems in this stage and for which they need guidance.

1.1 Introduction:

The present day Indian college students are faced with varied problems, which can be associated with their personal, socioeconomic and educational life. They face the problem of drug abuse and addiction, which have become endemic in the college and University life. They also face problems related to academic and career choice. The college students are in late adolescent period, which is between late teenage and early adulthood period.

1.2 Adolescence:

The stage of adolescence can be roughly defined as the period from the onset of puberty to adulthood. Puberty is the shorter period of adolescence during which an individual reaches sexual maturity. The adolescence is the stage between the end of childhood and the rapid physical and psychological growth and development. It is also a period of transition from childhood to adulthood and biologically marked by the onset of puberty and socially marked by an increasing emancipation from parental control as well as preparing oneself to leave home either for completing one's education or taking up a vocation / employment. Adolescence is a stage of rapid growth and development characterize universally by certain degree of increased turmoil, anxiety and stress because of the rapid changes that take place within individual and depends for its satisfactory growth, on the previous stage of development.

The adolescence is the age of transition period. It is a period of ups & down and stress & strain. Adolescence and young adulthood are considered extremely important stages in the developmental span of human life. This is the time

when the individual can be shaped and moulded into a great asset and future leaders of a country or at the other extreme can be rendered totally useless redundant, deviant and a liability to the country. The young are extremely idealistic sincere and are impelled by a strong desire and sincerity to do well in whatever they undertake. At this time lack of direction, lack of proper and appropriate guidance and a sense of meaninglessness in one are various activities may lead to a great deal of frustration and confusion.

In absence of any meaningful or constructive involvement in any programmes and activities, the young may show some deviant/perverved problems like refrain from classes, disturb the classroom activities/environment by undesirable behaviour, spend long hours in the canteen or coffee house, cinema, theatre or wondering aimlessly or take various anti-social activities like drug abuse and crime and also disruption of the college and university life by organising strikes, dharnas and gheraos and also damaging the college and university property. Purposelessness and frustration lead college going youth to drug abuse as well.

In any age, the youth are necessarily one of the most vigorous elements of society. Young people are full of assertive action, have physical strength and vigour at its zenith (peak). Youth also indulge in non-purposive activities and are subjected to many pressures in the modern society. The student undergoes stress and strain in their academic career in addition to the psychological strain that accompany physical growth and development. At this stage of growth and development, they face various problems related to different areas such as education, home life, social life, future prospect, financial problems, religion and health.

The college entrants are those students who have just passed class X examination or 12th class under the 10 + 2 + 3 system. They are adolescent. They have many problems

associated with adolescence stage. During adolescence, the individuals have an ambiguous status. They at this time are neither children nor adults. They try to become independent by trying to solve their problems themselves, but fail, due to lack of experience. At one time, they act like adults and at other times they act like children. Identity crisis is one of the major problems of the adolescence and also new entrants have to face the problems of transition from school life to college system.

Therefore, adolescence is a stage of rapid growth and development, characterized universally by certain degree of increased turmoil, anxiety and stress because of the rapid changes that takes place within the individual and depends for its satisfactory growth, on the previous stage of development. During this period, the adolescent's status is vague and there prevails confusion in him/ her about the roles he / she is expected to play. The individual at this time is not considered a child nor is he/she regarded as a full-fledged adult. It is around adolescence that the individuals complete their school education (either 10th or 12th examination) and leave it to join the college. They face the problems accompanied with the university system. Thus, one of the important needs of adolescence is to be allowed childish behaviour in times of stress.

2.1 Vocational Guidance:

The technique of helping a person selects the right lifetime occupation, after thorough lists of aptitudes and interest. Vocational guidance or career education is essential in the school and colleges which links the school / college to the society and community. It is essential for choosing right employment / job. At right time, Vocational guidance aims to solve the problems of occupational choice and youth unemployment.

Guidance comprise of giving information. In fact every person needs information at different time for different purposes. Guidance in its simplest sense is to render help to those who seek it by providing reliable and in dependable information at the right time. In guidance whatever assistance is given the effort is to help an individual choose or decide for himself / herself. Since guidance is not an advice giving activity, it is necessarily a process, because advice giving instantaneously which may not last for long duration.

2.2 Definition of Guidance:

Crow and Crow defined Guidance, as “It is not direction it is not imposition of one’s point of view on upon another. It is not making decisions for an individual, which he should make for himself. It is not carrying the burden of another’s life. Rather, guidance is an assistance made available by competent counselors to an individual of any age to help him to direct his own life, develop his own point of view, make his own decisions, carry his own burdens.”

Hamrin and Eriktion define guidance as “ that aspect of educational programme which is concerned especially with helping the pupil to become adjusted to his present situation and to plan his future in the line with his interests, abilities and social needs.”

Mathewson believes that “ Guidance is the systematic professional process of helping the individual through education and interpretative procedures to gain a better understanding of his own characteristics and potentialities and to relate himself more satisfactorily to social requirements and opportunities in accord with social and moral values”.

Traxler considers guidance as a help which enables “ each individuals to understand his abilities and interests, to develop them as well as possible and to relate them to life- goals, and finally to reach a state of complete and mature self guidance as a desirable member of the social order.”

According to Jones, “Guidance involves personal help given by some one, it is designed to assist a person to decide where he wants to do or how he can best accomplish his purpose; it assists him to solve problems that arise in life.”

2.3 Characteristics of Guidance:

1) It is a continuous process; 2) It aims at helping an individual to help himself / herself; 3) Choice and problem points are distinctive concerns of a guidance programme; 4) It is both generalized as well as specialized service depending on the context; 5) It is assistance rather than direction, advice prescription or proposition; 6) It is meant for meeting the needs of every individual who seeks it; 7) The nature of work involved in guidance makes it essential that the guidance worker is a specially trained and qualified person.

Following are the main characteristics of Guidance:

- ◆ It is a process;
- ◆ It is a continuous process;
- ◆ Choice and problem points are the distinctive concerns of guidance;
- ◆ It is assistance to the individual in the process of development rather than a direction of that development;
- ◆ Guidance is a service meant for all; and
- ◆ It is both generalized and specialized service.

2.4 Function of Guidance and Counseling:

Guidance and counseling has three fold functions: Adjustmental, Orientational and Developmental.

a) Adjustmental Function:

Guidance and counseling are adjustmental in the sense that they help the student in making the best possible adjustment to the current situation in the educational institution and occupational world, in the home and the community. Professional and individualized aid is given in making immediate and suitable adjustment at problem points.

b) Orientational Function:

Guidance and Counseling have orientational functions. They orient the students in problems of career planning, educational programming and direction towards long-term personal aims and values. Awareness of the need to plan in the context of complexity of the world of work is an essential pre-requisite of going through education and preparation of after education career.

c) Developmental Function:

Guidance and counseling have another important function – Developmental function. They should try not only to cure when the problem occurred and done their damage, rather they should begin before the problems arise and maladjustment occurs. If unsolved problems are allowed to accumulate, their total effect may lead the student to the point where his capacity for growth is blocked. In such cases, guidance and counseling have a very important developmental function for helping the students achieve self-development and self – realization. Guidance and counseling also have to discharge the important function of furthering the welfare of the society and be important instruments of national development.

3.1 Counseling:

Counseling is a scientific process of assistance extended by

an expert in an individual situation to a needy person. The Counselling is considered as the heart of guidance services. The main objective of counselling is to help individual become self sufficient, self-dependent, self directed and to adjust themselves efficient to the demands of a better and meaningful life. Counselling services are preventive, developmental and therapeutic in nature. Since assistance in counselling is given to enhance the personal, social, emotional and intellectual development.

“In education our goal is guidance; our technique among others is counseling” has been aptly said by David V. Tiedeman. Counseling is said to be the core of the entire guidance program. It is considered to be the most intimate and vital part of the guidance program.

Professional counseling, in its present form, is a recent development. Colleges and universities industries and business establishments are becoming increasingly interested in counseling and its potential for improving interpersonal relationships. It is believed, where no counsel is, the people fall but in the multitude of counselors, there safety. No wonder, counseling is being recognized as an important technique of guidance here, there are everywhere!

Counseling has been understood and defined in a number of ways:

1. Webster’s Dictionary defines counselling as “Consultation, mutual interchange of opinion, deliberating together.”
2. Wren says, “Counseling is a dynamic and purposeful relationship between two people who approach to mutually defined problems with mutual consideration of each other to the end that the younger or less mature, or more troubled of the two is aide to a self-determined resolution of his problem.”

3. According to James Michael Lee and Nathaniel J. Pattan, "Counseling is the relationship between two persons in which one of them attempts to assist the other in so organizing himself as to attain a particular form of happiness, adjustment to a life-situation, or in short, self-actualization. Counseling always involves a one-to-one relationship, that is one client and one guidance worker in a formal or an informal interview situation."
4. Merle M. Ohlsen writes, "Counseling is an accepting, trusting an safe relationship in which clients learn to discuss openly what worries and upsets them, to define precise behavior goals, to acquire the essential social skills, and to develop the courage and self-confidence to implement desired new behaviors."
5. According to Arbuckle, "Counseling is helping a person to come to see who he really is, what he has and does not have; what he can do easily, what he can do with difficulty and what he probably cannot do at all. (It) is a close sharing of a human relationship with one who has form him a high regard; one who can offer him unconditional acceptance, but own who has no guarantees, no answers."
6. Pepinsky and Pepinsky feel, "Counseling relationship refers to the interaction which (I) occurs between who individual called "counselor" and "client" (ii) takes place within a professional setting and (iii) is initiated and maintained as a means of facilitating changes in the behavior of the client. The Counseling relationship develops from the interaction between two individuals, one a professionally trained worker and the other a person who seeks his services."
7. Hahn and Maclean define "Counseling as a process which takes place in a one-to-one relationship between an individual beset b y problems with which he cannot

cope alone and a professional worker whose training and experience have qualified him to help others reach solutions to various types of personal difficulties.”

8. Blocker explains it as “helping an individual became aware of himself and the ways in which he is reacting to the behavioral influences of his environment. It further helps him to establish some personal meaning for this behavior and to develop and clarify a set of goals and values for future behavior.”

3.2 Characteristics of Counseling:

An analysis of the above viewpoints will reveal the major elements of counseling.

1. Counseling involves two individuals—one seeking help and the other, a professionally trained person who can help the first.
2. There should be a relationship of mutual respect between the two individuals. The counselor should be friendly and co-operative and the counseled should have trust and confidence in the counselor.
3. The aim of counseling is to help a student to form a decision, make a choice or find a direction at some important fork in the road such as that of planning a life career, a program in college or university, or a comparing to obtain employment.
4. It helps the counseled acquire independence and develop a sense of responsibility. It helps him explore and fully utilize his potentialities and actualize himself.
5. It is more than advice giving. Progress comes through the thinking that a person does for himself rather than through solutions suggested by the counselors.
6. It involves something more than the solution to an immediate problem. Its function is to produce changes

in the individual that will enable him to extricate himself from his immediate difficulties.

7. It concerns itself with attitudes as well as action.
8. Emotional rather than purely intellectual attitudes are the raw material of the counseling process. Information and intellectual understanding have their place in the counseling process. But it is the emotionalized feelings, which are most important.

Counseling is a generic service of student personnel work having a wide range of activities and includes faculty advising, counseling in psychological clinics, mental hygiene and other specialized types of counseling. It is a body of techniques, which helps young individuals to grow up normally through guided learning. Counseling has proved to be very useful wherever the development of an individual student is cared for. It helps an individual to know himself better, gives him confidence, encourages his self-directives and provides him with new vision to grow.

3.3 Following is not regarded as Counselling:

1. Counseling is not giving information though information may be given.
2. Counseling is not giving advice, making suggestions and recommendations.
3. Counselling is not influencing the client's values, attitudes, beliefs, interests, decisions, etc. with or without any threat or admonition.

The main objective of counselling is to bring about a voluntary change in the client, for this purpose, the counsellors provide facilities to help achieve the desired change or make the suitable choice. The client alone is responsible for decisions or the choices he makes, though those counsellors may assist in this process by his warmth and understanding relationship.

3.4 Purposes of Student Counseling:

Dunsmoor and Miller are of the view that the core of student counselling is to help the student to help him. From this point of view they describe the following purposes of student counselling:

- ◆ To give the student information on matters important to success.
- ◆ To get information about student which will be of help in solving his problems.
- ◆ To establish a feeling of mutual understanding between student and teacher.
- ◆ To help the student work out a plan for solving his difficulties.
- ◆ To help the student know himself better his interests, abilities, aptitudes and opportunities.
- ◆ To encourage and develop special abilities and right attitudes.
- ◆ To inspire successful endeavor toward attainment.
- ◆ To assist the student in planning for educational and vocational choices.

3.5 Scope of Counseling:

Counseling has a vast scope. According to Williamson, “The techniques of counselling individual students may be observed in greatly modified form, in the individualized service, granting loans and scholarships, handling discipline cases; assignment of rooms and selection of room-mates in dormitories; advising on student activities and programmes; helping students choose vocational objectives; selecting optional courses of study; learning to read at college rate and comprehension.”

Concerns about educational progress, course programme planning financial and health matters, and problems of family, social and emotional adjustment are commonly expressed

in the context of counselling. Very often, many of these are closely intertwined in experience of the same student. In such instances, terms such as ‘ vocational problem’ and emotional problem are nothing more than convenient labels, which serve as tentative and approximate methods of classifying counselling cases. It often happens that a problem which is initially expressed by the student as simply one of learning how to study better or of making a suitable vocational choice turns out to be much more complex than that.....

3.6 Levels of Counselling:

Counseling is a term that is used quite loosely for face to face interviews in which the counsellors attempts no coercively to help the counsellee or client, or a group of clients, to make personal decisions. It may be helpful to differentiate three levels of activity related to training:

1. **Informal Counselling:** It is any helping relationship by responsible person who may have little or no training for the work. For instance, ladies helping patients in hospitals through friendly conversation with them.
2. **Non-Specialist counselling** by professionals: It is the help provided by physicians, lawyers, teachers, ministers, and others who do a great deal of face-to-face word with psychological problems in the course of their other work. Sometimes, special titles are used like “religious counselling” “or financial counselling”.
3. **Professional Counselling:** It is helping another person with decision and life-plans, whether personal or educational vocational, by a person specially trained for this work. Professional counsellors are usually psychologists, or educational psychologists. ‘Professional’ means among other things the possession

for master or doctor's degree with at least a year of supervision by a trained professional and the acceptance of professional code of ethics. Training for psychologists, among other things, emphasises test interpretation, research, and the psychology of personality, occupational information and experience with a variety of clients.

3.7 Situations When Counselling is required?

The following are some of the situations in which counselling is needed:

1. When the student needs not only reliable information but an interested interpretation of such information as meets his own personal difficulties,
2. When the students needs a wide, sympathetic listener with border experience than his own, to whom he can recount his difficulties and from whom he may gain suggestions regarding his own proposed plan of action.
3. When the counsellor has access to facilities for helping in he solution of a students' problem to which the student dose not have easy access.
4. When the student is unaware that he has a certain problem but of his best development, must be around to a consciousness of that problem.
5. When the student is aware of problem and of strain and difficulty it is causing, but is unable to define and understand it, and is unable to cope with it independently.

3.8 Who Need Counselling?

The following types of students are in urgent need of counselling. Students who are having a

- ◆ Consistent record of underachievement.

- ◆ Scholastic achievement drops suddenly.
- ◆ Need financial aid in order to continue their studies.
- ◆ Find it difficult to participate in class and extra-class activities.
- ◆ Use exhibitionism for gaining recognition or attention in class.
- ◆ Find it difficult to adjust to the college/University
- ◆ Suddenly decide to drop out of college/University.
- ◆ Display unusual ability in any direction intellectual, artistic, musical, etc.
- ◆ Behaviour problems such as drug addiction, aggressiveness, bullying, stealing, shyness, timidity, etc

4.0 Career Counselling:

In the present age, career counselling is recognized as being important for all persons. The basic principle of career counselling and guidance is that a person is better equipped to make, Occupational plans after determining his or her own characteristics, examining the requirements of various occupations, and matching the two sets of facts with the aid of skilled counsellors. A major aspect of career counselling and guidance is knowledge of the work of work of job opportunity.

4.1 Different Counseling Techniques:

There techniques are used for counselling. These are divided on the basis of the nature of the counseling process a part of the counsellor.

1. Directive or Prescriptive or Counsellor-centered counselling.
2. Non-directive or Permissive or Client-centered counselling.
3. Eclectic counselling.

a) Directive or Prescriptive or Counsellor-Centered Counselling:

E.G. Williamson is the chief exponent of this viewpoint. Such type of counselling involves six essential steps:

1. Analysis-Collection forms a variety of sources the data needed for an adequate understanding of the student.
2. Synthesis Summarising and organising the data so that they reveal the students' assets, liabilities, adjustments and maladjustments.
3. Diagnosis-formulating conclusions regarding the nature and the cause of the problems, exhibited by the student.
4. Prognosis-Predicting the future development of the student's problems.
5. Counselling-the counsellor's taking steps with the student to bring about adjustment and readjustment for the student.
6. Follow-up- helping the student with new problems or with recurrence of the original problem and determining the effectiveness of the counselling provided to him.

Here the counsellor plays the major role, he does all that he can to get the counsellee to make a decision in keeping with his diagnosis. He tried to direct the thinking of the consellee by informing, explaining interpreting and advising. A considerably use of interpretations and direction by the counsellor has led to this type of counselling being described as directive or counsellor-centered or active approach technique.

b) Non-Directive or Permissive or Client-Centered Counseling:

Carr Rogers is the chief exponent of this viewpoint in this type of counselling, it is the client-the counsellee-who is the pivot; He takes an active part in the process of therapy. He gains insight into his problem with the help of the counsellor.

It is he who takes decisions as to the action to be taken. The counselor's role is passive. The type of counselling is a growth experience. The goal is the independence and integration of the client rather than the solution of particular problem. The principal function of the counsellor is not to cultivate self-understanding in the client but instead, to create an atmosphere in which the client can work out his own understanding. The emotional elements or the feeling aspects are stressed rather than the voluntary choice of action. In this type of counselling, we make use of few or no diagnostic instruments, except in typical situations when the individual is handicapped due to certain limitations.

d) Eclectic Counselling:

Some psychologists like Bordin believe that Rogers and Williamson are towards opposite ends of the pole and the counselling methods may be evaluated along a continuum from non-directive. When a counsellor deliberately tries to incorporate in his practice both directive and non-directive techniques, the result is eclecticism. F.C. Thorne, who is the exponent of this view, finds that it is possible for a counsellor to alternate between directive and non-directive methods even in the same interview without disrupting the non-directive permissive relationship with the client.

Here, the counsellor first studies the personality and needs of the individual. He then selects the technique that would be most helpful for the individual. He can start with the directive one but when the situation demands, the counsellor may switch over to the non-directive and vice-versa. The attempt is made to adjust the techniques to the requirements of the situation and the individual. Even techniques like reassurance, merely giving information, case history, testing, etc. can be used to achieve the purpose. The counsellor must be competent and proficient in the use of all available

methods. The validity of the results is determined by the skill with which any method is used with reference to etiologic diagnosis and the indications of each individual case. The critical factor is not what method is used but rather the skill with which it is used.

The process of eclectic counselling precedes somewhat along the following lines:

- ◆ Counselling may be preceded by an intake interview.
- ◆ During the opening phase of counselling, the counsellor tries to establish rapport and may have to do structuring so that their client understands what to expect of counselling.
- ◆ Often a tentative diagnosis is made which may include the collection of a case history and a plan for counselling is formulated.
- ◆ To enhance the client's self-understanding, information, about him and his background may be gathered from various sources. The client needs to be helped to assimilate this information.
- ◆ Educational, occupational and social information, if needed by the client, may be supplied to him.
- ◆ The client achieves emotional release and insights, alters his perception and attitudes about himself and his situations.
- ◆ During the closing phase, the client makes decisions and plans, modifies behaviour, solves his problems.

There may be follow-up contact, if needed.

It is obvious that counselling process is viewed differently in approaches to counselling; there are common factors, which are:

1. All counsellors accept the importance of ideal counselling relationship.
2. Interview is the basic tool of counselling.

3. The counselling relationship is built during interviews.
4. All counsellors realise the importance of acceptance of and respect for the counsellee.
5. “Honesty ‘sincerity, or Openness of the counsellor is another common element with all counselling approaches. How the counsellee perceives the counsellor is more important than the skills and the knowledge of the counsellor.

5.1 Need of Guidance Counseling for Youth:

Guidance and counseling program needs to be introduced in our colleges and universities to meet the varied needs of the educational system, administration and students;

- ◆ To help in the total development of the student;
- ◆ To help in the proper choice of courses;
- ◆ To help in the proper choice of careers;
- ◆ To help the students in vocational development;
- ◆ To develop readiness for choices and changes to face new challenges;
- ◆ To motive the youth for self-employment;
- ◆ To help fretters establish proper identity;
- ◆ To identify and motivate the students from weaker sections of society;
- ◆ To help the students in their period of turmoil and confusion;
- ◆ To help in checking wastage and stagnation;
- ◆ To identify and help students in need of special help
- ◆ To ensure the proper utilization of time spent outside the classrooms;
- ◆ To help in tackling problems arising out of student explosion;
- ◆ To check migration;
- ◆ To make up for the deficiencies of home;
- ◆ To minimize the incidence of indiscipline;

6.1 Areas of Guidance and Counseling:

The student life is getting complex day by day. It is well known that students have to face many types of difficult situations make a wise curricular and co-curricular choice, acquire basic skills for optimum achievement, live with and share facilities with students from varied social and economic backgrounds, adjust to the peers and parents, teachers and administrators; secure adequate financial aid to carry on the studies. Spend leisure properly; adjust to heterosexual relations satisfactory etc.

7.1 Major Guidance and Counseling Areas:

Guidance is needed in these following areas -

1. Education:

The list of educational problems is maximum. Therefore education is an important guidance area. The load of curriculum offered by the colleges and universities have increased manifold. Competitive. Examinations for entrance into the institutions and Govt./ Public – private jobs have become normal phenomena, which requires expert help from the guidance and counsellor personnel to have better in these areas. Expert assistance is also required for enabling the students in making proper adjustment in relation to general academic life at college or university to effect maximum intellectual, emotional and physical development.

2. Pre- Admission Guidance:

It needs to be imparted to help the student make educational plans considered with their abilities, interests and goals and to select appropriate courses and co-curricular activities which will enable them to join career to their choice.

3. Post – Admission Guidance:

It needs to be imparted to enable the students to get

success in their educational plans. They need to be guided for developing good study habits, prepare for examination properly and examination with confidence. The students also need to be helped for higher education, various fellowship, scholarships competitive examination etc. The students from backward classes need more attention for their overall educational development. They may have many special academic problems because of their family background and their parents inability to provide much information regarding college / or university life.

4. **Vocation:**

This is another important guidance area. There are so many persons and so many vocation and all persons are not suitable for all vocations. Each vocation needs certain educational and professional background for getting jobs. Therefore for occupational choice they need guidance.

8.1 Aims of Vocational Guidance:

The primary aim of vocational guidance is the promotion of personal satisfaction with life as a whole. The process of vocational guidance comprises of following factors:

1. Enabling the students to discover information about themselves- their ability, interests, needs, ambitions, limitations and their causes;
2. Providing them information about their environment, pros & cons of different occupations and educational courses, the qualification necessary for entry and range of opportunities available to them;
3. Providing them yardstick to judge themselves for any occupation in relation to their qualification and ability;
4. Disabusing the minds of students of any romantic or vague notions about certain jobs.

5. Providing counselling in order to promote. Self-understanding and to develop educational and occupational plans.
6. Providing placement service to help them to implement their plans.
7. Providing a follow-up service to help them, if a necessary when faced with future decision-making situations.
8. Avocation generally student spends 5 or 6 hours of a 24-hour day in classes other than class hour they also need student services like the intellectual efforts outside the class, Physical activities, social interaction, emotional experiences, cultural programs etc. we should ensure the active perception of all students in different extra-co-curricular activities for their better physical/mental/emotional development. By these activities they may be divined for good social work.
9. Social Problems: Social relationship constitutes a problem area for most of the student's. For example they come from, a school, which served a particular linguistic or socio-economic group. Friendship may be established casually and spontaneously. In a city college/University. Student body is heterogeneous and drawn from many linguistic and socio-economic groups. It consists of adolescent who are self-conscious and lend to for males their relationships, they seem to need a structured. Situation within which to socialise, be it the classroom or the college gymkhana, an extra curricular interest or a class picnic some shy students find themselves friendless even offer an entire term at college or University some people do not know what to seek in a friend or try to develop a relationship with persons who have nothing in common. There one other who want to be effective an individuals in their groups. Very

often, they have to work with people they dislike. All such situations necessitate that students one guided to live as socially well-adjusted individuals.

They need to be helped in making friends, improving their style of conversation and to know how to become leaders in their own groups. They can be guided in developing constructive expression of their emotions, on objective interpretation of situations. They can be assisted in demising their excitability to emotional stimulation's and facing conflicts. It is of almost importance that the students one helped ion acquiring the feeling of security and being accepted by the group; in developing a social poise: in becoming tolerant towards the behaviour of others in achieving individuality and freedom from the slavish imitation of the duets a heroes.

Health society has a special stake in the health and physical well being of the college and University students who are the future leaders of our country upon which the advancement of national interest lies. Total healths of the student should be our goal; both preventive and restorative measures are needed to ensure the achievement of the objective.

The basis responsibility for the health program must rest in the health officer in charge of student health centre. The physician should look after the various medical problems of student, it mite be desirable to have a medical cheek-up of all the students in the beginning of the academic session and report may be sent to the parents or guardians and a written report of the action taken may be initiated.

For promoting preventive and environmental health, these measures may be adopted as suggested by Kochhar (1984).

1. Supervision of college/University facilities such as hostels and canteens to monitor those healthful conditions is. being maintained.

2. Specific protection through immunisation against diseases such as small pox, typhoid, cholera etc may be enforced and
3. Health education through formal classes and informal propaganda may be started.

For early diagnosis and treatment of illness, these measures may be taken

1. An adequate physical examination of every student up on entrance to the college or University.
2. Follow up treatment of detected disorders.
3. Reference of students to other medical resources when necessary and
4. Maintenance of confidential files and health records to keep track of mind and body's harmonious functioning.

There are some disabled students offers home to be made for their rehabilitation in collaboration with psychologist's educators and social workers. Remedial measures home to be taken with students suffering from speech and hearing defects.

Moral

Students face so many awkward situations at difficult to get out of them. They tell lies, try to dodge and indulge in so many undesirable practices. Some guidance needs to be provided to such students to keep them on the track and lead noble lives.

Personal

There is another very important area where guidance is very much needed. Students face many personal problems related to them. Their parents and family friends and teachers, their educational achievement and social adjustment.

Students often have memories elated to home or family, which create feeling of disappointment in them. Their parents may be expecting too much of them which leaves them with affecting of incompetence and insecurity when they fail to live up to their expectations. Many parents may (constantly scold) their children, thus creating on unfavorable atmosphere at home for studies. At times, due to strained and unhappy home relationships progress in study is hampered. There may be jealousy among siblings, domination of elders, maltreatment's of children, lack of a sense of being wanted, lack of a sense of belongingness-all these disturb the mental equilibrium of the young students resulting in low achievement. Expert guidance has to be provided to these students to face the situations boldly and with confidence.

Students sometimes find difficulty in understanding the contents of the lecture, which are delivered in the classroom. They may find the lecture lousy and the educational institution a dump, they may not like the teaching and his/her method of teaching, thus leading to poor achievement. Guidance needs to be provided to such students to enable them to adjust to the situation, which they cannot change.

Some students are obsessed with problems such as lack of friends, loneliness feeling of inadequacy, inferiority and the like. They feel a sense of choice and despair around. They need counsel to overcome their difficulties.

Students also at times see a danger to their self-concept. Help needs to be given to such students to emerge successfully out of this crisis of identity, by perceiving more accurately their self with all its assets and liabilities and identification of this self with the more achievable. Students at times find difficulty in concentration, learning and recall. They feel tense, anxious and depressed. They need to be guided to get relief from all these.

Some students also find adjustment to heterosexual

relations difficult. They are not well equipped with the knowledge of sex. It is considered as a taboo in our society. So parents generally do not discuss about sex with their sons / daughter freely. The lack of proper sex knowledge creates social and emotional conflicts. This is particularly so in co-education colleges and Universities. Most of the students come from unisex schools and colleges. They feel utterly confused in mixing with the members of the opposite sex. Much effort is needed in making interaction with the opposite sex and casual acceptance of the sexual growth this information needs to be given to the students in a scientific manner, rather than treat it as a taboo and secretly learnt from undesirable places.

Generally the students enter colleges and Universities at an age when biological sex impulses are new and strong but the consummation of sex has to be delayed till one is able to earn and marry. Sex guidance has to be given to the students they have to be educated regarding masturbation nocturnal emissions etc. and the educational programme has to be so planned that sex urge of the students find healthy outlets.

The youth need to be helped in clearing away some of the psychological underbrush which litters their pathways into the world.

Some students on in financial trouble they need to be guided regarding the free ships, free concessions, and scholarships. Stipends etc. available in the institution an offered by other welfare agencies and how and when to apply. The provision of financial assistance has to be ensured so that no meritorious students are denied education for lack of financial assistance.

Students are also hurried with the problem of accommodation, particularly in big Universities and almost all professional institutions. In most education institutions

.The resident students form only 30 percent or less of the students body. That means 70 percent of the students are faced with problems of both boarding and lodging, thus off-campus dwellers need to be assisted in obtaining proper accommodation and food services so that the search for these necessities does not interfere with the learning process. This is particularly necessary in the case of foreign students.

The Dean of student's welfare (DSW) with his panel of adviser can study the possibilities of securing healthy accommodation with landlords of standing and good reputation in the location around the college or University. The landlord may be requested to keep a protective eye on the students staying in the house and to contact the authorities if they need help thus. The students can be helped in avoiding the spending of disproportionate amount of time seeking adequate cheap accommodation.

Mental

Students might need guidance for the right choice of a life partner or he/she might be married but his/her married life might be unhappy. Mental guidance needs to be provided in institutions of higher learning. This programme can be organised in the form of a constellation of services comprising of following specific services.

- ◆ The pre-admission service.
- ◆ The admission service
- ◆ The orientation service
- ◆ The student information service
- ◆ The information services
- ◆ Counselling services
- ◆ Placement service
- ◆ Remedial service
- ◆ Follow up service
- ◆ Research service
- ◆ Evaluation service

Guidance and Counselling Personnel:

Guidance is an all-inclusive programme intended to help the students achieve their optimum potential. The whole of the programme has to be a joint venture involving professionally and technically qualified counselling officers and deans and also administrator of University/colleges, teachers, tutors, advisors, the warden, the physical education instructor, the doctors, the librarians and parents.

Emphasis should be given on effective teamwork and the realisation that college/University time is a valuable commodity, which is to be used most profitably in the interest of the student population.

Vocational and occupational choice vocation has a very important place in the life of an individual. The choice of vocation is one of the important decisions a person has to make. The process of decision-making can be divided into three distinct periods fantasy choice, tentative choice and realistic choice, vocational choice takes place as a result of a developmental process. Vocational development follows the general patterns of development the vocational life style may be classified as growth, exploratory establishment, and maintenance decline. A number of factors affect vocational choice and vocational development the family ability personality economic factors industrialization public policy etc.

Vocational adjustment is the almost of all vocational guidance programmes and activities. It depends upon the satisfaction of a number of needs as adequate expression of personality satisfaction and facility in work, social status, economic gain implementation of a part of the individual's self concept in the world of work, fulfillment of emotional needs creativity etc Vocational maturity denotes the level of vocational development of an individual.

Socio-Psychological problems psychodynamics of

adjustment college or university life is not growth with all students some of the students made of response to the college or university life is detrimental to themselves to society a to both students in college and university face a variety of problems as adjustment, skill, maturity, educational, sexual, physical, psychiatric problems.

A number of courses are responsible for adjustment problems, students find adjustment difficult as they are passing through a period of growth; they experience emotional strain due to the process of higher education, some students feel an aimless the community also contributes to the behaviors problems defective home discipline is also a contributed factors some mental courses and also responsible for maladjustment leave of adequate and positive outlet and facility of guidance and effective communication between the faculty and the students creates problem adjustment. Student is a prey to so many problems of adjustment typical of these one aggression playing proxy, low achievement drug addiction and unrest.

9.1 Conclusions:

Guidance and Counseling is necessary for our Indian youth who are nation builders. They have to shoulder the responsibility of our country. They are future leaders. The future of a country depends on its young generation. Therefore, we have to give proper guidance and counselling to our youth for choosing right career opportunity and do better in their life. Therefore it is necessary that every college, institution and university must have guidance and counselling cell for extending proper help and showing right path to the students for choosing their courses and jobs. The NSS Volunteers need to learn all these aspects of guidance and counselling so that they may utilise the knowledge acquired here for the betterment of future generations.

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VISTAS OF EDUCATION