CHAPTER - III

REVIEW OF RELATED LITERATURE
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Relevant literature on the problem on the role of the counselling centres in solving the family problems in Manipur and its impact on teenagers had been reviewed. It continued through the various stages of the research proposed and ended with the report writing as per norms of review. The purpose of the review was being (a) to gain a background knowledge of the research problem; (b) to identify the concepts relating to it, potential relations between them and to formulate researchable hypotheses; (c) to identify appropriate methodology, research design, methods of measuring concepts and methods of analysis; (d) to identify with the sources used by other researchers, and to learn how others structured the report.¹³⁴

Family was considered as the first agent which provided not only emotional and material support to its members but also served as a basic source of personal satisfaction, socialisation and social control. It worked as a link between continuity and change and as an important source of stability and support. Human development could only be enhanced by enriching family life.

On the other side, in actual practice due to patriarchy in our family system, the family did not give equal importance to all members in its role, power and status. It was strictly determined by age and gender. Moreover, family being considered a private domain, even abuse, exploitation injustice, discrimination and violence were allowed in our patriarchal structure.¹³⁵

As such the problem of violence against human in the family was not new. They had been the victims of humiliation, torture and exploitation. The nature of torture, victimisation or exploitation might be varied either psychological or

emotional or physical. It might reach out to the extent of affecting the whole family and their relatives. When the family system had been affected it became a social problem. At this juncture the role of counsellors and their counselling services would be very important.

The counselling service was the most distinctive of all the guidance services. The programme of family counselling centre of the Central Social Welfare Board was started in the 80s when it was felt that atrocities upon women and dowry related murders had reached epidemic proportions. Counselling service had become a very broad one which incorporated the gestalt growth and development of the scarce resource at various stages of human and social development mostly the teenagers. The programme of family counselling centre sought to provide counselling services to women and family who were victims of discord. In case of violence the centres provided crisis intervention and in those case where reconciliation was not possible the centre gave legal referral or rehabilitative services.  

In Manipur like other sister states a number of problems occurred which needed family counselling. The problem required close study as it was resulted from father’s drunkenness, alcoholism, quarrel etcetera which resulted from the drunkard husband, gambling addiction and subsequently resulted to the abnormal situation affecting the children in the family. It affected particularly the teenagers. The teenagers being an adolescent period which had usually been regarded as the period of storm and stress, daydreaming, etcetera needed special care from the parents and also from the teachers. Any careless handling might mar the grown up youths. It might result to delinquency and form other undesired habits. This might be because of the uncontrolled behaviours of the alcoholic addiction of the father.

Since there was no normalcy in the family, the teenaged adolescent boy might be influenced in taking up wrong path or might be misguided. The influence of misleading became so strong that some of them became drug addicts and also sometimes might be involved in the unlawful activity in the society. Sometimes the
behaviour of the alcoholic father or brother became so serious that the Nisha Bandis or Meira Paibis who were the group of women folks tried to solve the tranquilities in the family which had been affected from frequent quarrelling of the families, controlling alcoholic persons and social issues relating to crimes with a torch in their hands. These groups of women torch bearers who took part in controlling social issues had never been found in any country of the world.

In every Leikai or lane of the state where Meiteis in majority Meira Paibis were formed. It did not exist in the hill areas. It was compulsory for each family that one woman either the mother-in-law or daughter-in-law was to join the Meira Paibi otherwise the family would be fined. It included even rape cases, burn cases and any cases related to unusual death, atrocities, torture, harassment, etcetera.

At such situation the role of the family counsellor became important. It also became important with the rape victims, burnt injuries, burnt death and other such similar cases. Although the state was small in size and population was not large most of the problems occurred as it had been occurred in other sister states of the country also happened. The role of the family counselling centres and also the role of the counsellors became very important in solving these problems.

The counsellors and counselling centres could also play a very important role considering the specific stage of human growth and developments particularly the emotional and psychological aspects. In this regard counselling had proved to be very useful wherever the development of an individual student was cared for. It helped an individual to know himself better, gave him confidence, encouraged his self-directiveness and provided him with new vision to grow.

For counselling was a generic service of student personnel work having a wide range of activities and included faculty advising, counselling in psychological clinics, mental hygiene and other specialised types of counselling. It was a body of techniques which helped young individuals to grow up normally through guided learning.137

The present study would make an attempt to find out how many teenagers who were school goers or students attending colleges had been affected and its extent by the problems occurred in the families in their academic career. Aware of fully well of the role and the contributions of the counsellors in the family counselling centres in solving various problems of the families a number of studies had been made in the field by different researchers.

In order to facilitate in reviewing the related literature on the role of the counselling centres in solving the family problems and its impact on teenagers, definitions of ‘role’, ‘family’, ‘counselling’, ‘counsellor’, ‘centre’, ‘client’ and ‘teenage’. It would enable to understand the real concept of these terms and also would enhance in making a thorough, comprehensive and analytical study.

DEFINITIONS

A) Role

According to Webster’s Third New International Dictionary “role” meant (a) a character assigned to or assumed by someone, (b) a socially prescribed pattern of behaviour corresponding to an individual’s status in a particular society.\(^{138}\)

According to International Dictionary of Education "role' meant pattern of motives and goals, beliefs' values, attitudes and behaviour which means members of group expect to be seen in the typical occupant of a position. A role prescribed the behaviour expected of a person in situation.\(^{139}\)

The present study would mean “role” as the role played by the counsellors of the Family counselling centres in solving the family problems.

B) Family

According to Webster’s International Dictionary of Seven Languages the word “Family” meant a “Household including not only the servant but also the head of the household and all persons in it related to him by blood or marriage; the
retinue or staff of a noble man or high officials; a group of people found together by philosophical, religions or other conviction; a body of employees or volunteer workers united on a common enterprise; a group of person of common ancestry; a group of person of distinguish lineage; a people or group of people regarded as deriving for a common stock; a group of individuals living under one roof household; the body of people who live in one house and under one head including parents, children, servants and lodgers or boarders; a group of person sharing a common dwelling and tabled considered for census purposes to includes at one extreme; a single person living along and at the other residents of a hotel or the inmates of a prison; a group of things livings common features or properties; the basic biological unit in society having as its nucleus two or more adults living together and cooperating in the care and rearing of their own or adopted children; a male or female animal with their young.

The term “Family”, from a sociological point of view, included two concepts. First it embraced all within the geneological chain and especially all living relatives. This usage was comparable to “clan” and still persists primarily among distinguished families and relatively isolated and stable communities. However, with the increasing nobility of the population, the term was used almost entirely in its functional and institutional sense as “an enduring association of parent (or parents) and offspring whose primary functions were the socialisation of the child and the satisfaction of the members desires for recognition and responses.”

The modern family was more than a member of persons living in one household. It was a group of interacting personalities in which each member had a definite, although varying, role. The respective roles were never static, changing both with different situations and with the passing of time. In one situation, such as matters of dress, the mother was usually in the dominate role while in matters dealing with expenditures or the use of the family car, the father’s decision was frequently final. The child’s role shifted from more or less passively accepting the authority of others, to sharing in decision or, perhaps, being the dominant member of the family group.

Groves, the sociologist pointed out, "the family provides, through the intimacies as personal experience and the interaction as of one member with another, something unique which made it unlike any other familial cluster". Children were told, "we group" with definite standards of behaviour that were, in varying degree, binding upon each members. Family genealogy need not be and traced to the "Pilgrim Father" nor need the family be "old and established" what was important was that common folkways and mores be held in such regard as to make the family different from the families around it.

(C) Counselling

Among other definitions on counselling Carl Rogers remarked, "Counselling is a series of direct contact with the individual which aim to offer him assistance in changing his attitudes and behaviours". Gilbert C. Wren stated that "Counselling is a personal and dynamic relationship between two individuals - an older, more experienced and wiser (counsellor) and a younger, less experienced and less wise (counseel). The latter has a problem for which he seeks the help of the former. The two work together so that the problem may be clearly defined and the counsellor may be helped to a self determined solution".

Hann and Maclean were of the opinion that "clinical counselling is a process which takes place in a one-to-one relationship between an individual troubled by personal problems with which he has been unable to cope alone and a professional worker whose training and experience have qualified him to aid others to reach solutions to various types of personal difficulties."

Harriman stated that "counselling is the psychotherapeutic relationship in which an individual (client) receives direct help from an adviser (directive counselling) or finds an opportunity to release negative feelings and thus clear the

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142 J.C. Aggarwal, Educational Vocational Guidance and Counselling, Doaba House, Delhi 1688, p.105.
143 Ditto.
144 Ditto.
way for positive growth in personality (non directive counselling). Humphy and Traxler remarked, “counselling is the application of the personal resources of the school or other institutions to the solution of the problems of the individuals.” James Michael and N.J. Pattan stated “Counselling is the relationship between two persons in which one of them attempts to assist the other in so organising himself as attain a particular form of happiness adjustment to a life situation or in short, self actualisation. Counselling always involves a one-to-one relationship, that is client and one guidance worker in a formal or an informal interview situation.”

According to Indu Dave counselling is a scientific process of assistance extended by expert in an individual situation to needy person. Counselling process occupies a central position amongst all the accepted personnel services in an organised programme of guidance.

Kelly, J.A remarked, “counselling is vitally related to learning. As in learning we are concerned with the modification of behaviour, so in counselling. The role of the counsellor is to discover the dissatisfactions (may be called problems) of the counsellee and help him to set up some goals and guide him th rough difficulties and problems.”

Robinson remarked, “The term counselling cover all types of two personal situations in which one person, the client, is helped to adjust more effectively to himself and his environment”. Williamson remarked “counselling is a personalised and individualised process designed to aid the individual to learn school subject matter, citizenship tacts and other habits, skills, attitudes and beliefs which go to make up a normally adjusted human being counselling aids individual to eliminate or to modify those disabilities which act as obstacles to learning through the building up of basic skills, including reading and social adjustment.

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145 Ditto.
146 Ibid., p.106.
147 Ditto.
149 J.C. Agarwal, Educational Vocational Guidance and Counselling, Doaba House, Delhi 1688, p.105.
150 Ditto.
151 Ditto.
In other words, counselling was as old as society itself. In everyday-life, counselling counts at many levels in a family set-up, parents counsel their children, in society doctors counsel patients, lawyers clients, and teachers students. There was no limit to the problems on which counselling could be offered nor to the persons who could render the help. Counselling was the core of the guidance programme and was considered to be its most intimate and vital part.

According to Webster's International Dictionary of Seven Language, Counselling is "a practice or professional service designed to guide an individual to a better understanding of his problems and potentialities by utilizing modern psychological principles and methods especially in collecting case history data, using various techniques of the personal interview and testing interests and aptitudes." On the other hand, counselling could be studied in establishing a relationship between guidance workers and student in which the workers attempted to assist the student in achieving optional educational, vocational, personal, social and religious development so as to ensure self-actualisation. The service might be performed by counsellor himself, by the teacher, by the guidance master or by any other members of the school staff who had adequate guidance training. This service was typically performed in a one-to-one relationship. It unvalued helping the individual to: (a) Understand what he can do and he should do; (b) Strengthen his best qualities; (c) understand the choice he face the opportunities open to him and the qualifications he possesses for the goal he had closed; (d) Handled his difficulties in a rational way; (e) Make his own decisions and plans on the basis of self-understanding, accept responsibility for his decision and take action on the plans developed.

This service involved knowledge on the part of the counsellor both of individual's assets and liabilities and of possible courses of action open to him. It consisted of an interview or series of interview between the counsellor and the counsellee. During the interview, counsellor assumed different important role like engaging in friendly discussion, gathering information, diagnosing, listening,
supporting, asking for elaboration, reflecting posing the focusing comment, offering a brief interpretative comment, or making the integrative remarks, giving pertinent information, participating, advising, rejecting, torturing, structuring and focusing the topic. Thus, interview comprised more than counselling.

However, the present study would mean "counselling" as counselling given by the family counsellors of the Family Counselling Centres for solving the different type of family related cases caused by the drunkard father, brother, ill-treatment torture, dowry deaths, burn deaths, maladjustments, divorce, delinquent child, harassment, rape, unusual death etcetera.

(D) Counsellor

According to Webster’s Dictionary “a counsellor is one that counsels”, “one that gives advice in law and management cases for clients in court”\textsuperscript{153} In the present study the word “counsellor” meant the one who could advice and bring solution to the family related problems. It also meant the one who could reconcile the problems amongst the husband and wife, parents, sons, in-laws and other family members and relatives which might result to social problems.

(E) Centre

According to Webster’s International Dictionary of Seven Languages - the word “centre” meant “a place, area, person, group or concentration mark significantly or dominatigly by an indicated activity, pursued interest or appeal”.\textsuperscript{154}

In the present study the word “centre” would mean the family counselling centre where the counsellor and the client and sometimes with the client’s relatives and also the respondents discussed, dialogued and ventilate the problems in order to bring an amicable solution of the problem or problems.

(F) Client

According to Webster’s Dictionary a client is “one who has someone to lean on; a person under the protection of another”, “a person who engages the

\textsuperscript{153} Ditto.
\textsuperscript{154} Ibid., p.362.
professional advices or services of another", a person who consults or engages the services of a legal advisor", "a person served by or utilising the services of a social agency or a public institution".\textsuperscript{155}

(G) \textbf{Teenage}

"Teenage" according to the International Dictionary of Seven Languages of Webster it meant "a person in his teens including the members from 13 to 19 in the life time in which the one fun and glamour were maximum".\textsuperscript{156}

The word "adolescence is derived from the Latin verb adolescere, meaning 'to grow' to grow maturity. It is a period during which an individual approached the culmination of his physical and mental growth. It symbolised the transition from childhood to maturity, the transition from dependence upon adult direction and protection to self-dependence and self determination. In the words of Landis, 'Chronologically, the adolescent youth group is made up of person 12 to 24 years of age, psychologically, of those terminating a prolonged period of infancy; sociologically, of those who are trying to bridge the gap between dependent childhood and self-sufficient adulthood".\textsuperscript{157} It was obvious that adolescence marked a peak in human growth and change; it did not complete growth nor preclude further change.

With the definitions and meanings given above on different terms of the present study the investigator made an attempt to review the related literature including books, journals, etcetera on the present problem. By reviewing the investigator could interlink what had been studied and what could be brought out relating to the area of study.

In this frame work, Arbuckle, D.S. Allyn and Bacon's book "Counselling Philosophy Theory and practice published in 1965 contained 411 pages and consisted of 12 chapters. The book was a revision of Counselling: An Introduction\textsuperscript{155} Ibd., p.422.  
\textsuperscript{156} Webster's Third New International Dictionary of the English language, Encyclopaedia Britannica Inclusive vol. III, Chicago, 1768, p.2349.  
in many ways. The book also reflected the tremendous changes and upheavals that had taken place in the field of Counselling in the past few years. The increasing involvement of the federal government, the growth and the impact of the various professional organisations the results of current research, environmental stresses and strains and ample "growing up of the profession of Counselling.

Although the book was aimed at all of those individuals who might be considered to be students of Counselling therapist, teachers, clergy, personal directors, psychologist, Psychologist - the major stress was on the one known as the counsellor, especially the school counsellor and the environmental milieu in which he worked. This book would be useful for future researchers.

Asha Bhatnagar, Nirmala Gupta's book "Guidance and Counselling, Vol-II: A Practical Approach" published in 1999 contained 285 pages and had three sections. The first section was Guidance in practice which consisted of organisation and administration of Guidance Services, Evaluation of guidance programme. The second section was guidance and school curriculum which consisted about guidance for fostering self discipline, facilitating learning through guidance. The third section consisted guidance of special groups, emerging concerns in guidance, Research in guidance.

Carl Weinberg's book "Social Foundations of Education Guidance" published in 1969 contained 382 pages and consisted of ninth chapters including guidance and social change, social explanation of student problems, application of sociological analysis to educational guidance, social research in educational guidance, educational counselling situation as a social system, role of social typing in counselling interaction, towards research on guidance, a study of elements of social interaction by William Lewis, social context of academic failure. The book would be useful for the future researchers.

D. Paul Chowdhry's Child Welfare/Development published in 1985 contained 488 pages. It consisted ten chapters. The ninth chapter consisted of the problems and services for the adolescents, needs of adolescents, integration of personality outgrowing protection like youth counselling, problems, stages in counselling,
principles of counselling, pre-requisites for counselling, qualities of a competent counsellor, experience of the counsellor, vocational guidance. The book would be useful not only for the students but also to the social workers, and future researchers.

David G. Zimpfer's book "Paraprofessionals in Counselling, Guidance and Personal Services" published in 1970 contained 279 pages and consisted of four chapters. The book had defined counselling and institutionalising support personals, paraprofessionals in human services programmes, paraprofessional staff development and surveys and studies on the use of paraprofessionals. The book would provide information to the future students and researchers.

Don Dinkmeyer and Edson Coldwell's book "Developmental Counselling and Guidance: A Comprehensive school Approach" published in 1970 contained 492 pages and consisted five sections. This book presented a comprehensive and functional approach to developmental counselling, offering both the rationale for the basic processes and relationships and their practical implemental in the daily activities of the class room. Section-I to VI of this book dealt with theoretical basis for conceptualising an understanding of human behaviour and a developmental programme, integrative role of the counsellor who served as an agent of change, attention to the counselling function with individuals and with groups, unique in its treatment of the consultation role in teachers and parents and delineated the teacher counsellor classroom guidance procedure in a number of varying contexts. The book would be very useful for future students, educators and researchers.

Ernest Harms and Paul Schriber's book "Handbook of Counselling Technique"'s published in 1963 contained 495 pages and consisted 36 chapters including historical highlights, principles of counselling, counselling techniques in child guidance, counselling in child welfare, counselling in schools, the faculty advisor, child protection, the counselling of delinquents, marriage counselling, the prenatal pediatric interview, counselling methods of the family service agency, group counselling methods, in public assistance, counselling adults in leisure and recreational activities, the counselling process in community planning, vocational
counselling, counselling in an employment agency, business and industry, the medication of labour disputes, rehabilitation, in the United States army, techniques from the Catholic point of view, Protestant point of view in counselling techniques, the Rabbi as counsellor, Quaker counselling, counselling with older adults, hospital counselling in nursing practice, counselling techniques in psychiatric social work, counselling handicapped children and their parents, counselling in alcoholism legal counselling, counselling in correctional work and probation and parole counselling. The book would be a source of information and useful for future students, counsellors and researchers.

Fay Fransella and Peggy Dalton’s book “Personal Construct Counselling in action” published in 1990 contained 150 pages and consisted seven chapters including the idea behind the Action, Setting the Scene, the Framework for understanding problems and possibilities, Exploring the clients' world Counselling as a process of reconstruction, The process of change for Lisa, Ending the process of personal construct counselling and beyond. The book would provide source of information for future students and researchers.

Hahn and Maclean’s book “Counselling Psychology” published in 1955 contained 301 pages and consisted 13 chapters including counselling, philosophy and ethics of counselling psychology, nature of educational, vocational personal problems and the tools and techniques of counselling aptitudes, abilities, skills and achievements, aptitudes and abilities, educational - vocational interests. Collection of data for a systematic case study, counselling interview including some implications, learning, anxiety reduction, and counselling, related disciplines. The book would be useful for future researchers and educators.

Indu Dave in her "Basic Essentials of Counselling" had reflected a clear cut and comprehensive study on the concept of counselling, guidance and counselling, advice and counselling, direction and counselling, instruction and counselling, education and counselling. Further she also studied on some specific features on counselling including the nature of scientific process of counselling. In the second part of the book she also mentioned on the importance of counselling psychology. In the third part she also explained the reasons why counselling should be done with an emphasis on the age on phenomenon of life with its philosophical, psychological and educational bases along with social foundation. In the last part of the book she discussed on techniques and tools to be employed and counselling including the basic attitude, fundamental principles, a fundamental operations. The book containing 197 pages and published by the sterling publishers in 1993 would be useful in every researchers.

Indira Madhukar's 'Guidance and Counselling' was extremely comprehensive. It reflected that as the life gets complex everyday, the problem for which the necessity of expert help were increasing proportionately. The scope of guidance was extending horizontally to much of the social contact, to matters of prestige in occupations, to the broad field of social trends and economic development. It also reflected that guidance and counselling had an orientational function. They oriented the students in problems of career planning, educational programming and direction towards long terms personal aims and values. Awareness of the need to plan in the context of the complexity of the world of work was an essential prerequisite going through education and preparation for after-education careers. Guidance and counselling programmes were needed to help students deal effectively with the normal developmental tasks of adolescence and face life situations boldly.

The book would be useful to the counsellors and students as well as to women, children and aged groups. The book was published in 2000 containing 302 pages would be useful for the future researchers.

K.S. Laksmi's Encyclopaedia of Guidance and Counselling Vol. I containing 283 pages was published in 2000. This book covered the important area such a
strategies for guidance and counselling. The book provided guidance and counselling programme was needed to help students to deal effectively with the normal developmental tasks of adolescence and face situations boldly.

This book consisted of ten chapters like guidance and counselling, building of counselling relationship, counselling profession, professional issues in group counselling, therapeutic elements in group counselling, effective group leaders, trends and issues in counselling, termination of counselling relationships, and future of guidance and counselling. This book would be useful for students and future researchers.

K.S. Lakshmi's Encyclopaedia of guidance and counselling vol - 2 containing 283 pages was published in 2000. This book contained ten chapters like educational guidance, the effective counsellor, career counselling, techniques, theoretical approaches, the effective counsellor impact of behaviourism, academic context, educational psychology and intentional interviewing.

This book reflected that guidance and counselling were adjustmental in the sense that they help the student in making the best possible adjustment to the current situations in the Educational Institution and occupational world, in the home and community, professional and individualised aid was given in making immediate and suitable adjustment at problem points. This book would be very useful for teachers, students and future researchers also.

K.S. Lakshmi's Encyclopaedia of guidance and counselling vol - 3 containing 283 pages was published in 2000. This book provided an important area about personal and vocational counselling and it contained seven chapters like-vocational guidance, personal guidance intellectual audacity, mental development, physical development, attitudes and behaviour, deviance and social control. This book would be very useful for the students and researchers.

K.S. Laksmi's Encyclopaedia of Guidance and Counselling vol - 4 containing 283 pages was published in the year 2000. This book contained important areas about social guidance and counselling. It contained 14 chapters and studied about multicultural society, family counselling, health counselling, behavioural therapy,
counselling the learning disabled, client observation skills, counselling for physically
disabled, integrating positive skills, identity formation, counselling for emotionally
handicraft, client assessment, interpersonal behaviour, talk and cordial system,
theories and methods. This book would be helpful for students and researchers.

M. ASCH in his book "Principle of Guidance and Counselling" dealt with
guidance and counselling in today's perspective, approaches and type of
Counselling, Counselling in school became a need of the day. The development
and evaluation systems of guidance services, teaching and counselling motivating
methods in guidance and counselling were all important.

It recorded that "with the progressive democratisation of education,
phenomenal scientific and technological advancement of ever expanding world of
work, increased communication, economy independence and growing search for a
meaning in life and changing social and ethical values, it has became imperative
that the children, adolescents, youths and even adults had to be given broad based
guidance and counselling at various cross roads in their chronological growth and
development".

The book had reflected human psychology as a complex
phenomenon and human mind as unfathomable. Most of human actions were at
time beyond the touchstone of logic and reasons. The youth and adults on the
threshold of the career or crossroad of life had to rationalise their ambitions in order
to think and act straight in life. Guidance and counselling services were imperative
that the children, adolescents, youth's and even adults had to be given at various
crossroads of their growth and development.

The book was written in simple manner to clear the cobwebs of uncertainty in
minds of students in this field. Each chapter was self-sufficient and well explained
with a number of case studies. A serious effort had been made to describe each
chapter in the light of newer development which made the book useful even to the
serving counsellors and teachers. The book would be useful not only for the
students but also future researchers.
Peppy Dalton’s book “Counselling People with Communication Problems” published in 1994 consisted of 11 chapters and contained 157 pages. These 11 chapters included crucial issues in counselling people with communication problems, beginning of counselling, the counselling process over time, ending counselling, towards continuing change, working with people who stutter, counselling and vocal rehabilitation, counselling people with neurogenic communication problems, working with children and their parent, and communication problems. The book would be useful for students and future researchers.

Rajesh J.K. Siddharth’s book “Counselling Services under Population and Development Education” published in 2003 contained 177 pages and consisted the historical background, clinical aspects of HIV/AIDS, drug abuse – basic fact for students, adolescent reproductive health, knowledge and awareness of HIV/AIDS and sexuality, study of vulnerable group, Delhi University helpline counselling services, setting up a hotline along with some practical and ethical considerations, network for holistic counselling and stress management, community participation in career counselling, screening and counselling of woman who were abused. The widening spectrum of counselling, counselling - some field based experiences, role of media in strengthening counselling services, information and misinformation on sexuality and aids. The relevance of counselling services, counselling - perception of youth, study of knowledge and awareness of educated urban youth towards marriage and sexuality, knowledge and awareness of Delhi University teacher on HIV/AIDS and sexuality, STD. Areas of concern for the youth and community, Viagera Institutions undertaking counselling, NGO’s and HIV/AIDS programmes in Delhi.

This book would be highly useful to the students, teachers, planners and administrators interested in utilising counselling services for universities, colleges and the specialised institutions. The book provided details of the various experiences gained in the process of providing counselling services counsellors, peer-educators and the managers of the services who their views pertaining to the
issues and concerns of information for educators, students and researchers in future.

Robert L. Gibson and Marianne H. Mitchell's "Introduction to Guidance" published in 1981, contained 457 pages and 13 chapters. This book was primarily designed for use in introductory guidance course and in related fields for those who sought a comprehensive over view of guidance and counselling. The objectives of this book were to provide the reader an overview and general understanding of (i) historical perspectives and current activities of counsellors, (ii) the role and function of the counsellors in variety of setting, (iii) techniques utilised by counsellors and organisation of the programmes of counselling and guidance.

The initial chapters led the reader from historical background of guidance movement through traditional and current activities. These activities were then translated into the counsellor's role and function in both school and non-school setting. It also discussed the basic activities in which counsellors were engaged, and exercises which allow students to explore themselves and their values through group discussion and games. It further discussed on the development and management of counselling and guidance programmes and their improvement through accountability evaluation, and research. This book would be useful not only for the students but also for the researchers.

Ram Nath Sharma's "Guidance and Counselling" contained 443 Pages and published in 2001. It consisted chapters like Guidance and importance of guidance, bases objectives and principles and needs guidance, area of guidance and counselling, the guidance and counselling services, the guidance and counselling personnel, guidance services in India, group guidance, psycho-dynamics of adjustment, vocational guidance, educational guidance, new pattern of education and guidance services, guidance and counselling in colleges and universities, personal guidance, individual testing and non-testing devices in guidance, techniques of counselling, guidance adolescence, career education and guidance, identification and guidance of problem children, identification and guidance of backward children, identification and guidance of gifted children, guidance view of examinations evaluation, achievement etcetera were dealt.
Ram Nath Sharma’s Guidance and Counselling reflected that right from the childhood, through adolescence to old age every human being needed all kinds of guidance and counselling for successful utilisation of his capacities and abilities. This book was simple in language, lucid in style, narrated with central, side and running headings, analytic approach in description and synthetic view in discussion. This book would solve students’ problems and would be useful for the future researchers.

S.K. Kakkar’s Educational psychology containing 193 pages and reprinted in 1995 January consisted ten chapters wherein three chapters were confined to guidance, organisational guidance services, and counselling of exceptional children. What was concerned with the present study was on counselling, directive and non-directive counselling, eclectic counselling. Under the chapter on organisation of guidance services the book would be useful for the future researchers.

Shirin Kudchedkar Sabiha Al-Issa’s “Violence Against Women: Women Against Violence” contained 265 Pages. Published in 1998 the book consisted of ten chapters wherein one chapter was confined to counselling and support structure. The essays in this volume examined the horrendous and shocking nature of violence against women, manifested especially of rape, prostitution, domestic violence, child abuse foecticide, femicide and violence against enter castes and communities. In equal measure this book discussed and evaluated the approaches and strategies of women organisations adopt to resist, contained and hopefully exterminate the highly reprehensible species of violence.

“Violence Against Women : Woman Against Violence” was written by women activists, feminists researchers and other dedicated functionaries from the disciplines of social sciences, humanities, and the law, the easy discern and violence as systemic, the inevitable, product of the system of patriarchy. Support structures of the state machinery, especially the police and the judiciary were perceptively critiqued; fast hand experiences of a good number of contributors were authentically registered and no attempt was made to gloss over the disappointments and set back. The book held out the belief that enormous
concerted and persistent efforts intelligently and experientially made, would stamp out this stigma and would be useful for further researchers.

S.K. Kochhar “Educational and Vocational Guidance in Secondary School” containing 479 pages was reprinted in 2000. It consisted twenty five chapters wherein twelve chapters were confined to Guidance-nature, Need and Scope, Areas of Guidance, Educational Guidance-purpose, Functions and Programme, Vocational Guidance purpose, functions and programme, Vocational-choice, Development, Adjustment and Maturity, the Guidance services, the Guidance Personal, Organisation of a Guidance, Programme at different levels, Counselling, Group guidance techniques, psychodynamics of Adjustment. What concerned with the present study was on Counselling. What counselling is, what counselling is not, counselling and psychotherapy, purpose of student counselling, Scope of Counselling, level of Counselling, classification of Counselling, When is counselling required, Who should be counselled, counselling techniques, type of Counselling, interpretation, resume evaluation etcetera were all discussed. The book would be useful for the future researchers.

S.K. Kochhar’s “Guidance and Counselling in College and Universities” attempted to suggest a workable programme for college and universities at different levels of development. The different facets of the guidance and counselling programmes had been discussed in part-I of the book.

Psychological tests form an important part of the guidance and counselling programme. The principal characteristics of psychological tests and their use had been discussed in part II. The different types of psychological tests useful for guidance and counselling had been discussed in part-III. Latest information regarding the psychological tests which could be profitably used with college and university student had been incorporated in the book so that the counselling officers in colleges and universities had a broad choice. What shape the guidance and counselling programme should take in our country and the role to be played by the University Grants Commission and the Ministry of Education were also focused.
The book was the result of a pretty long period of thinking and working in the field of guidance and counselling. The book reflected that quite a large number of students on our colleges and university campuses find themselves in the grip of personal adjustment problems. Loneliness and feeling of insecurity; conflict with peers and teachers; low academic achievement; bad company; sexual problems, etcetera, created emotional tensions and anxieties in the students. There was also a large percentage of first generation students as also students migrating from rural to urban society who had no proper guidance and training at the hands of their parents and relations as to how to conduct themselves in colleges and universities. This book would be helpful for students and researchers. It contained 462 pages.

Shelley C. Stone Bruce Shertzer's book "Careers in Counselling and Guidance" published in 1972, contained 153 pages. The major purpose of this book was to present the career opportunities which were available in the fields of counselling guidance. The book was designed for student use in counsellor education programmes and as a supplementary source for persons seeking information about careers in this field. This book contained six chapters including career choice, helping profession, career counselling opportunities in educational settings, in Federal, State and local Governmental setting, in other settings, Counselling : Status and prospect. The book would be useful for students and future researchers also.

Sarla Gupta's "Career and Counselling Education" containing 323 pages was published in 2001. The book provided an authoritative account of basic doctrines and theoretical principle of career counselling and education. It provided inside and understanding for effective functioning in the field.

The book consisted chapters on educational guidance and counselling, group counselling, profession, teaching psychology, vocational and personal guidance, counselling techniques, and future trends along with introductory notes on career and counselling education. Sarla conducted a wide variety of individuals in diverse setting relating to career counselling and education.
This book provided an expensive exploration of various guidance services, their appropriate methodologies and techniques to render them effectively. Important trust had been given on guidance and counselling, counselling professional and counselling techniques. The book would provide a source of materials to the future researchers.

As reported by Anon on “Violence against Women in South Africa: state response to domestic violence and rape” published on Human watch publication, New York, 1996 that the nature and extent of violence against women in South Africa, the response of government to that and goes on to list 28 recommendations comprehensively covering necessary legal reform, police services, the medico legal system and inter departmental co-ordination. Extreme levels of violent crime, inequality and poverty were among the legacies of apartheid which the government was pledged to eradicate. The report showed how women, and particularly black Africa women, often economically dependent on men, suffer a disproportionate amount of that. Domestic violence and sexual assault were pervasive and sometimes organised, and some statistics suggested that as many as one in three women will be raped. A culture of acceptance of this as the norm coupled with judicial ignorance and obstruction, caused enormous difficulties for women seeking redressal from the police and the courts which regularly treated them with indifference or hostility. Although the law was changing gradually, appropriate training was more available and pioneering support agencies had been established, progress was still slow and initiatives were the exception rather than the rule.

A. Heckert, D. Ficco and E. Gondole’s research study on Women’s accounts of domestic violence on suggested that women’s accounts of violence contained information and a more complex structure than was captured by checklist measured that focus on types of abuse. The authors conducted a quantitative thematic analysis of 162 women’s accounts of domestic violence to assess structure and content. More women presented domestic violence as a ‘story’ with an introduction, body and a conclusion: 59 per cent presented a ‘complete story’ and 33 per cent a mere story.
A.S. Daya, Shireen S. Jejeebhoy and Mr. Shantha Rajgopal did a good deal of work upon the problem on "Domestic violence Against women: An Investigation of Hospital casualty records, Mumbai" published in Journal of Family Welfare April 1999. This study based on domestic violence against women was increasingly recognised as a major health and social problem in India.

Data collected in Emergency Police Record Registers argued strongly for greater sensitivity in recording information on domestic violence against women, and in recognising and providing sensitive counselling and referral to potential victims of domestic violence.

In this study as many as 23 per cent or almost one in four women could be classified as definite cases of domestic violence. They had either suffered an assault by a family member or "known person", or in a minority of cases, attributed the burns they suffered to their husband or other family member. Another 44 percent of all women appeared to be possible victims of violence. They had either refused to name the perpetrator of the assault (19 percent), or attributed the burns they suffered to accidental stove burst etcetera (9 percent), or were clear cases of attempted suicide, a measure to which women who had suffered violence and harassment were likely to resort (16 percent). Hence certainly one quarter, and upto two thirds of all women reporting to the Casualty Department might had suffered domestic violence.

Baskshi and Sriram in a case study carried out in India on "When will Violence against Women end published in Social Welfare 1999 brought forth the disturbing dimension of gender violence. In a case study of more than 600 physically and psychological battered women found that dowry, extramarital affairs, bigamy, alcohol and gambling were the major causes of gender violence. Their analysis also showed that for over 50 per cent of the cases were regular beating. A study conducted by them of the cases of crime against women in India between 1990 and 1996 pointed out that the states of Maharashtra, Utter Pradesh and Madhya Pradesh had the highest incidence of crime and violence against the weaker sex.
Darshan Singh "Mitigating Violence Against Women" in social welfare published in 2002 was an analysis made about the women victims of violence who visited a family counselling centre at Karnal for the redressal of their conflicts. The study was conducted with the intention to examine socio-economic characteristics, educational and occupational status. It was found out from the data on family income that majority of the women victims of domestic violence had suffered from economic crisis in their families, it was observed by the author that majority of the women victims of violence and their marriage partners were illiterate or had formal education of very low level.

They were reported engaged in occupations with very low income which ultimately affect the family life. The author observed the study that their husbands returned late in the night in a drunkenness and what to say about familial life, they did not ever care about providing two meals for their children. The husband also cast doubts about the moral character to their wives.

I Satya Sundaram presented a study Report of the National Crime Records Bureau on "Violence Against Women Where is the End?" in Social Welfare July 2002 there were three specific situations where women are distinctly vulnerable: within the home, while in transit and the work place. However, "it is the crime perpetrated within the four walls of the home that is extremely difficult to address. This is one area where reporting is minimal and where the women is often most exposed to peril." The same bureau recorded that almost every six hours, a young married women was being burnt alive or beaten to death or pushed to commit suicide.

The number of rape incidents was 15031 in 1998 of these 56 percent of cases involved women in the age group of 16-30 years, 22.8 percent were in the age group of 10 to 16 years. Children below 10 accounted for 4.2 percent.

Sexual harassment in 1998 rose markedly, registered about 40 percent increase over the previous year. More than half of these cases were reported from the states of Andra Pradesh, Utter Pradesh and Tamil Nadu.
I. Satya Sundaram's study report suggested that stringent punishment and a people's movement were necessary to curb the menace of family violence and wife battering in India. Wife beating should be recognised as a violation of human rights.


This paper brought out a few important observations on gender based violence in Bangladesh. It revealed a high prevalence of violence against women by their husbands. Five important factors which contributed significantly in triggering violence included: not meeting the husband’s expectations in managing household work, sexual relationship, dowry demand, poverty and economic dependency of women.

K. Kurri and J. Wahlstrom conducted a study about Dialogical management of morality in domestic violence counselling published in the journal on Feminism and psychology, 2001 found that moral issues had rarely been an explicit topic when family violence had been discussed in psychological literature. This article contributed to this topic through a detailed analysis of the transcripts of a counselling session on domestic violence, with special emphasis placed on how complex issues of morality were dialogically managed by the participants. It was shown that the morality of counselling was not explicit, but was constructed by various cautious and indirect conversational devices.

In the analysed conversation it was possible for the counsellor to 'prescribe' a normative morality only if this was done indirectly and discreetly. The function of these various delicate discursive techniques was to avoid attributing to the client the motion of 'weak agency' which was regarded as morally undesirable.

The authors argued that on a global level the discursive techniques in use functioned to reinstate the institution of counselling as a liberal practice that respects the client's autonomy. It was argued that the morality of counselling was constructed so as to preserve the moral agency of a client, while at the same time 'prescribing' the ideal of a 'good life'. 
The analysis was drawn attention to how the counsellor managed the tension between the motions of a good life, as constructed by normative and public ethics, and on the other hand, the consideration of the client’s right to make her own decisions in her personal life, as advocated in the field of counselling on domestic violence. The implications for good practice were discussed.

L.A. Harrison and C. Wills Esqueda found out a study on “Effects of race and victim drinking on domestic violence attributions” published on Sex Roles, 2000. This research examined the mutual influence of race and victim drinking on college student’s domestic violence attributions. Participants were 200, predominately white, middle class college students. They read a vignette depicting a domestic violence incident. Manipulated within the vignette were batterer race, victim race, and victim drinking, after reading the vignette, participants completed a questionnaire concerning their perceptions of the domestic assault. Results indicated batterers in inter racial relationships were attributed more guilt than batterers in some race relationships.

In addition, when domestic violence victims drunk alcoholic beverages before a domestic assault; more responsibility for the assault was attributed to black victims than to their white counterparts. Further more, domestic violence victims who drunk alcohol were ascribed more blame and derogation in comparison to abstinent domestic violence victims. The authors examined these findings in relation to stereotypes and gender role violations. Implication for actors involved in domestic violence were also discussed.

P. Bezinovic and S. Smojver-Azic’s in a study on “Adverse Parental Relationships and Adolescent Aggressiveness : the importance of the parent’s gender and the child’s gender” examined the relationship between the perceived level of adverse conduct of mothers and fathers towards their children, and the aggressive behaviour of their daughters and sons from age 15 to 19.

P. Willson, J Mcfarlane, A. Malecha, K. Watson, D. Lemmy, P. Schultz, J. Gist and N. Fredland made a study on “Severity of violence against women by intimate partners and associated use of alcohol under/or illicit drugs by the
perpetrator on "Journal of Interpersonal Violence 2000" that one hundred and eighty abused women presenting for protective orders or to file assault charges were interviewed. The Severity of Violence Against Women scale measured threats of abuse and actual physical violence.

Radhakrishna Rao presented a study entitled "when will violence against women end" in the Social Welfare published in 1999 conducted by Naripokho, a women's group in Bangladesh had documented 80 women victims of acid attack between 1983 and 1995. However in 1996 there were 56 cases and the number seemed to be rising like an epidemic. Those women who were not killed in the acid attack were usually badly disfigured or blinded. Bangladeshi officials speculated that male frustration caused by increase in female employment and the success of the micro credit movement that favours female borrowers along with increasing poverty and unemployment might be encouraging in this disturbing trend in domestic violence against women.

In cultures where there was a strong preference for sons, some women might be beaten when only daughters were born even though sex was determined by male sperm. A rural women from Vera Cruz, Mexico told investigators, "My husband was angry with me because I had only given birth to three girls. Five months after the last birth he had beaten me violently and told me that he was going to kill me. He threw me on the ground and kicked me for having had another girl and said he was going to give her away."

Suicide as a result of severe psychological bruises suffered by women victims of violence was not uncommon. For instance, research studies in Nicaragua had found that many people believed the psychological effects of domestic violence to be more severe than the physical ones.

Radhakrishna Rao presented the studies in united states that serious episodes of depression affected about one third of battered women in the United States. The study found that 25 per cent of suicide attempted by women were preceded by violence and abuse. Data suggested that women in the USA who had
been sexually abused as children tend to be end up in abusive relationships and had a higher than normal risk of getting involved in prostitution and drugs.

Shireen Jejeebhoy conducted a survey in Uttar Pradesh and Tamil Nadu on “Wife-Beating in Rural India: A Husband’s Right” published on “Economic & political weekly April 11, 1998”. The study was made from the data collected in the course of a study on women’s autonomy in two culturally distinct sites, Uttar Pradesh and Tamil Nadu. This paper highlighted on the prevalence and patterns of a specified aspect of domestic violence, wife-beating and intimidation, and the ways in which women interpret this violence. It attempted to provide a backdrop against which the government could be held accountable for failure in respect of its obligation to take appropriate steps to prevent such abuse of women.