Chapter-V

SUMMARY, FINDINGS AND CONCLUSION

5.1 INTRODUCTION

This study has made an attempt to gain insight into the existing school counselling services as it is being carried out in public schools of Haryana. The feedback of counsellors, principals, teachers and students about counselling services were taken and formed an important aspect of this study. On the basis of the findings of this study, suggestions have been given for counselling services that the researcher felt would be suitable for the schools and policy makers.

5.2 THE STUDY

The objective of this study was to examine the process of school counselling in public schools of Haryana. This process included three phases: input, throughout and output of the counselling functionaries. The input phase involved a study to see what goes into the training of the functionaries. The throughout phase consisted of how these services are carried out in schools and finally the output phase of these services was examined to find out how the students and staff of the school perceived these services for student support.

5.2.1 Statement of the Problem

A Study of Counselling Programmes in CBSE Affiliated Schools and their Success for Student Support

5.2.2 Objectives

- To study the counselling needs of the students.
- To study the counselling facilities available in CBSE affiliated schools of Haryana.
- To study the problems of students related to their personal, social and educational aspect.
- To study the profile of the counsellors, their training and nature of work undertaken by them in a school set up.
- To examine the roles of counsellors as perceived by themselves, the principals, teachers, and the students.
• To explore the nature of problems dealt by the counsellors.
• To study the counselling procedures and other related activities undertaken by the counsellors for students and teachers.

5.2.3 Research Design

Descriptive Research Design (Survey Study Method) was adopted.

5.2.4 Population

All the public schools affiliated to CBSE, employing counsellors in twenty two districts of Haryana constituted the population for this study.

5.2.5 Sampling Method

Random and Purposive sampling was used to collect the data.

5.2.6 Sample

The final sample consisted of 28 Counsellors, 28 Principals, 112 Teachers and 280 students from the selected schools, thus making a total of 448 respondents.

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<tr>
<th>S. No.</th>
<th>Respondents</th>
<th>No. Selected as Sample</th>
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<tbody>
<tr>
<td>1</td>
<td>Counsellors</td>
<td>28</td>
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<tr>
<td>2</td>
<td>Principals</td>
<td>28</td>
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<tr>
<td>3</td>
<td>Teachers</td>
<td>112</td>
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<tr>
<td>4</td>
<td>Students</td>
<td>280</td>
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<td></td>
<td>Total</td>
<td>448</td>
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5.2.7 Tools

• Two interview schedules were prepared for counsellors and principals to know the various aspects of counselling programmes.
• Investigator developed two questionnaires for the teachers and students to identify the counselling programmes as carried out in their schools.

5.2.8 Data Collection

Data collection has been done from the four stakeholders (Counsellors, Principals, Teachers and Students) with the help of interview schedules and questionnaires.
5.3 FINDINGS: THE INPUTS

There has been a trend among schools in the last decade or so to employ counsellors. Guidance counselling seems to have become a trend now and more and more schools are employing these service providers to be among the trend. The growth has been particularly rapid in the public affluent schools.

Before seeking employment in the schools, the counsellors are required to receive training in their respective fields to acquire special expertise in dealing with the problems of the students. In most schools the functionaries have received training to take up counselling work. For guidance counsellors, the most common qualification is a Master’s degree in Psychology followed by a course in educational and vocational guidance being conducted by the NCERT and its state branches.

Till the year 1999, guidance counselling course was being offered by the NCERT and its state branches. Subsequently, NCERT has withdrawn the course and is offering it only to the international students. The decision was made keeping in view the mandate of NCERT which was set up primarily for curriculum development and policy making in the area of school education. Therefore it was decided to transfer the training to the state branches. According to the syllabus followed at NCERT, the trainees received guidance in administering and testing I.Q., personality, aptitude, attitude etc. They were being given exposure in group guidance, imparting information on careers, case study preparation, organizing individual counselling. In individual counselling, each trainee was required to counsel nine cases without necessarily meeting the parents and the teachers. Practice in conducting individual counselling sessions was done through simulated situations, role plays, observations etc. The trainees are required to work in schools and are assessed on their performance. The counsellors had theoretical knowledge of Psychology; having acquired bachelors and masters degrees in Psychology. Eligibility for admission to the EVGC course is a master’s degree in Psychology or bachelor’s degree in Education. So the students are likely to be more familiar with the counselling skills. However, a majority of the counsellors found the training inadequate. They found their training to be more academic based and wanting in practical skills. This finding is in contrast to the one made by Mumm, A.M. and Bye, L. (2011). They are of the opinion that certification in the States cater to both the theoretical as well as the practical component and the personnel are fully trained on all the fronts before they venture into actual school counselling.
Training of the counsellors does not end with university training. This is a dynamic field wherein skills need to be constantly updated keeping in mind the ever changing social environment. This could be done through in-service training or being part of some study group. In-service training was highlighted as an area of intervention in the Secondary Commission report and it is undertaken by organizations like SCERT (State Council for Educational Research and Training), DIET (District Institute for Educational Training) and even EVGB. These organizations carry out in-service training programmes for the counsellors occasionally. However, almost 50 percent functionaries found the training inadequate and not entirely useful to them. They mentioned that usually topics related to career guidance are taken up in these training programmes. It was also observed that only half the counselling functionaries were part of any professional/ study group.

A few organizations which are engaged in counselling of students like Samvad, Sanjeevani, Sandarshan, NIPCCD, Educare have taken the initiative to add to the professional expertise of the school counselling functionaries in public schools. This has helped them gain more knowledge in the areas of counselling skills, transactional analysis, special education, parenting skills and family life education.

Thus, a look at the inputs given to the counselling functionaries both as part of university training and also in-service training are far from satisfactory. The course in counselling provides adequate knowledge about counselling but acquisition of skills is a neglected area. The CGCs and faculty members which had played an important role in the initiation of these services are no longer doing so. These are important gaps which need to be filled to make the school counselling services more effective.

This is the input given to the counsellors as part of their education. What happens when they start working in schools?

5.4 FINDINGS: THE THROUGHPUTS

There are a variety of activities in which the counsellors are engaged in. The tasks and duties to be performed by the counselling functionaries have been mentioned earlier in chapter one. There are no definite tasks specified for the counsellors in public schools. It is the principals who play an important role in defining their roles. Hence there is more flexibility in organizing activities whereas on the flip side they have to prioritize their work in accordance with that of the school where they work.
The counselling functionaries perform activities in their respective schools which can be broadly categorized into three parts – counselling functions, preventive work and non-counselling functions. Among the three functions, it was seen that preventive work is being done to a much lesser extent by nearly all the counsellors. A number of non-counselling functions were also being performed by the functionaries. These include substitution, invigilation, extension services and teaching. Some functionaries perform these activities reluctantly while some others were more forthcoming. Differences were observed in the nature of activities taken up by the functionaries. A few schools have initiated special programmes for the disadvantaged students like slow learners and economically disadvantaged students. Home-school liaison, which is supposed to be one of their expertise, is not being taken up by them sufficiently and actively.

Counsellors engage themselves with problems related to academics and choice of subjects and vocation/career. Career counselling forms an important part of their work. They also take up aptitude testing for students to help them make a choice of careers. Counsellors are providing developmental guidance to students on a regular basis. They visit all classes and hold class talks for them on topics relevant for each age group. Very limited work is being undertaken by the counsellors for staff development and home-school liaison, which is a cause of concern.

It was also found that there is no sufficient interaction among the functionaries on a professional level. They work almost in isolation, with no opportunities to interact with each other. Sharing of ideas on platform meant for fruitful purpose can bring out a remarkable change in the perspectives of the practicing counsellors. However, in reality, it was found that sufficient opportunities were not being provided to the counsellors and whatever little was done, was being done in an un-coordinated and unstructured manner.

There is no specific time allocated for counselling in schools. The students meet the counselling functionaries at whatever time that is convenient or available to them – in their free periods, break time, before and after school hours and even during the teaching hours. Time spent on counselling work varied from school to school although most of the functionaries said that they were devoting very little time for counselling. The average working hours in schools per week are 35-38 hours. Just a little more than half of the counsellors reported to be spending insignificant or less than half of their time counselling the students. At the time of data collection, majority of the
functionaries were spending less than 10 hours per week on activities, which are not related to counselling work. However, when the school staff was asked about it, most of them, especially the principals felt that the counselling functionaries get sufficient time. More teachers, who see the work of the counsellors more closely, agreed with the counsellors although many of them still feel that allocation of more time to the functionaries was not necessary for counselling the students. If the staff feels that the counsellors are spending adequate time in counselling the students, then either they are not aware of all the other job responsibilities given to the functionaries, or they do not give sufficient importance to the counselling services. If the counselling functionaries want more time to be allocated for counselling students, then they will have to make their work more visible so that others are convinced.

Within the time available for counselling work, the number of referrals varied vastly. Whereas in one school the counselling functionary had counseled only six students in a year, in others as many as 200 students had been counseled. The average number of cases handled by the counsellors each year is 80. The referrals are mostly made by the teachers followed by self-referrals by the students themselves. The mode of referrals was, by and large, uniform in all schools. It was mostly decentralized. Anyone in school can approach the counsellor and make referrals. Some schools had organized the system in a better way by printing referral performas and circulating among teachers. If teachers find some student in their class or otherwise, who needs counselling, they refer the case to the counsellor. Sometimes they even ask the parents to go and meet the counselling functionary. The counsellors themselves can also identify students in need of counselling, but it was observed that very few of them are able to do so.

The most common type of problems handled by the counselling functionaries is related to academics and behavior of the students. There is a tendency among parents also to over simplify the issue and think that their wards may feel the need to see the counsellors mainly for academic problems. On the other hand, according to the perception of principals, most problem stem from home. Lack of time on part of the parents and family members lead to problems which are a major stresses for students. Most referrals are made for ‘tangible’ problems and severe ones like emotional problems tend to get sidelined. This was contrary to what the students feel. The students felt that they required more assistance for handling their personal problems than anything else. In reality, the parents tend to generalize their wards problems in the area
of academic whereas schools have a tendency to think that most problems emerge from home. Among the behavioural problems, the most infrequently handled cases by the counsellors are related to sexual problems and health of the students. Although studies have shown that sexual problems are on the rise but schools are not prepared to handle these. A few counsellors had mentioned that they had made genuine attempt of organize camp in their school for screening students with ENT and speech problems, but this was not a regular practice in most schools unless the problem emerged by itself.

If a counselling functionary has to handle so many cases along with the regular work, there is limited possibility that any effective counselling will be done. The thrust of counselling services need to shift from the therapeutic to preventive one. Work should be done at three levels as suggested by Mears et al (1996).

1) Primary Prevention: empower the students to take decisions which will help them in their life.
2) Transition: programmes to prepare the children emotionally to tide over the stress produced by transitions in individual and family life.
3) Crises Intervention: this demands immediate short-term help.

The counselling functionaries today are engaged more in crisis intervention and short term counselling (dealing with problems like failures in school, family problem etc.) than the other two levels mentioned above. Although the counsellors in the public schools visit classes and have group talks with the students, it is related more to academics and career rather than preparing them to handle the problems which all children face as a part of growing up. This finding is exactly what Lucy (2010) reported in her work ‘Guidance in Kenya’. She had also mentioned that counsellors are mostly engaged in crisis management than preventing the problems from occurring in the first place itself. These could be communication with parents, interpersonal relations, dealing with feelings of anger and anxiety. In other words, the intervention of the counselling functionaries gets limited to problems which give a negative connotation to counselling services. Here it must be mentioned that guidance services are designed to make an individual self-directing capable of taking his/her own decisions, and enabling him/her to understand problems and deal with them effectively (Mehdi B.,1999). Besides other things, it involves maintaining pupil inventory, giving occupational information, follow up, research and evaluation. However, in actual practice, school counselling services have got limited to dealing with problems of career.
guidance and not personality development. Some teachers feel that if they had the time, they would do counselling work just as well. This is possible if teachers take care of the day to day problems and counsellor steps in for more specialized work.

Talking specifically about the counselling interventions provided by the counsellor, assistance is given to students in different ways:

1) Individual counselling to students to sort out their problems related to self or others. A majority of them use directive counselling method. Most of the counselling functionaries stated that they spend less than ten hours on counselling students. Although there is no benchmark available to determine whether this was adequate or not, when compared to the duration of counselling sessions in other agencies, this was found to be highly insufficient. In CGC, the average time spent on a case is about three hours. Similarly in an NGO (Samvad) time spent in counselling a case varies from 3-15 hours depending on the seriousness of the case. As compared to these, the time spent by counsellors on individual counselling is very less. Most of the students who require meeting the counsellor are unable to meet them more than just once or twice. It is difficult to imagine that any serious problems can be dealt with in such a short time. This is probably why the functionaries provide interventions in a fleeting manner and do not go into great depths in counselling process.

2) Career guidance is given to the students both individually and in groups. Talks and seminars by experts are organized to enable the students get the required information. Of late, attempt has been made to invite parents also in such career guidance seminars and talks. This aspect of counselling has become very popular in the last few years as a result of the growing concern among children and the parents. Being a tangible activity, schools encourage the counsellors to take up career guidance and related activities. It was also found that some NGOs engaged in counselling find it easier to convince the schools to organize activities related to this area rather than on personal problems. It was also found that some counsellors, although not trained in psychometry have learnt to conduct aptitude tests since the demand to do so came from the principals and even the parents.

3) Use of tests is being made by about 70% counselling functionaries. It was found that although psychometry is not an essential part of the curriculum; about half of the respondents included in the study were making use of tests. The most common tests
used by the functionaries are the Aptitude, I.Q., and Personality. Other tests that are being used are Raven’s progressive matrices test and interest inventories. This helps them in career guidance and gives more credibility to them. Other tests are not being used very frequently. This is in keeping with the general trend of non-reliance on psychometric tests. They are used only when found necessary.

4) Organizing interventions at the preventive level are not possible without the active involvement of teachers and parents in the existing and emerging profession of school counselling services. Workshops for the staff are organized to sensitize the staff members towards the problem of the students and how to deal with these. However this is being done only by one third of the counsellors. Others have never organized staff training programmes. Worse still, only 8% functionaries had organized special workshops for the parents on special education, extension activities and parenting skills.

Quite clearly, the counsellors working in public schools are given a lot of support by the school authorities. The reason for this is that in public schools the employment of counsellor is need driven. Since it is not mandatory for the public schools to employ the counsellor (in spite of repeated warning by the CBSE), it is obvious that the schools will employ them only if they believe in the usefulness of these services. Most principals mentioned that they find the services useful, but they were not very clear about the exact role of the functionaries and gave theoretical replies. Quite a lot of them were more indifferent than appreciative. It becomes very difficult for the counsellors to work in such an environment.

Another very important area where the counselling functionaries are expected to play an important role is strengthening home-school liaison. Because parents are primary teachers of young children, it is imperative that parents and teachers form a partnership to maximize the academic experiences of the young child. Many problems concerning children arise due to lack of communication between parents and between the parents and their children. Unable to share their concerns with someone at home, the children look for alternatives outside. When there is a communication gap, children are reluctant to share things with the parents or seek help from them. This was reflected in the apprehension shown by children, especially grown up boys, in involving their parents in the counselling process. It was also seen that the middle school level students were more forthcoming in involving their parents in problems related to academics followed by students of secondary school level. Students were more willing to discuss and
 disclose school related problems with the counsellors employed in the school. These are certain areas, which the parents and even teachers find uncomfortable to discuss with the children, e.g., discussion about sexual matters. If these matters are not discussed and dealt within a suitable time, it leads to larger individual and social problems requiring more efforts and expertise to sort them out.

The parents need to be involved in the school more intensely so they can find solutions together. In reality it does not seem to be happening. The involvement of parents in school is minimal. They are also not very well aware as well as excited of the activities of the counsellors. The parent-teacher-associations either do not exist or are ineffective. Most schools do not encourage parents to participate in these because of their belief that it will prevent them from taking decisions. The parents are involved only when there is a problem. Therefore when the parents are called to school, it is usually to discuss the academic or behavioural problem of the child. It is not uncommon to find that parents of the children, who do not perform well in the school academically, do not come to school or even if they come, they hardly show interest in school activities. This finding is in contrast to what McManama O’ Brein et al (2011) report in their study ‘Multilingualism and Counselling in Education’. They are of the view that parental involvement is mandatory in counselling programmes across the globe and it is found to be satisfactory as far as England is concerned.

Home visits would help parents play a more active role, but are not taken up by the counsellors as frequently as they should have been. Only about one fifth of the counsellors go for home visit that too very infrequently. The counsellors in public schools do not find time to make these visits. The counsellors have not been able to do much to improve the situation and have accepted the status quo. Hardly any efforts are being made to organize workshops or special sessions to develop parenting skills. Thus the counsellors, on the whole, have not made sufficient efforts to strengthen the important aspect of home school liaison.

Any service about which there is sufficient information and is perceived to meet its objectives, can be considered useful. For others in school to know what the services offer, the work of the counsellors has to be visible. This can be done by bringing in more transparency in their work – the number of students needing intervention, how many cases they are able to handle, the time spent, etc. One way of doing it is by maintaining suitable records and sharing information with others without
compromising on the confidentiality clause. This aspect has been found to be neglected by the counsellors. Unlike other school teachers, all counsellors do not maintain school diaries and other records. Only half of the functionaries are doing some sort of record keeping. Others just rely on memory or the jottings they make in their diaries. Record keeping needs improvement, and more importantly, the information about their work requires to be shared with others in school. The lack of these will dilute the impact of these services. Counsellors who keep an updated record are seldom given any feedback by the authorities. This has been reduced to a mere exercise, diluting their work.

Thus, the study showed that the throughputs by the counsellors are being undertaken more towards therapeutic counselling than preventive work. Within the available time, the counsellors are taking up several activities that are not necessarily related to counselling work. Two areas which are not being given sufficient attention are home-school liaison and record keeping. The big question is whether all these factors have any impact on the perception of these services.

5.5 FINDINGS: THE OUTPUTS

The efficacy of any kind of services is determined by examining how the stake holders view the impact of these services. Before discussing the impact of counselling services, it is desirable to understand the differences and the similarities in the problems faced by students belonging to different strata. A look at related literature indicates that there are many commonalities as well as differences in the nature of problems faced by the children. Academic problems are the main concern of children going to schools. However, while in government schools the basic concern of students is quality of education, in public schools it is increased expectations, almost a pressure on them to perform well in academics. Many other problems stem out of these major concerns. If students are unhappy with the quality of education, it has certain consequences, which are identified as dropouts, truancy and disinterest in studies. On the other hand expecting the child to perform beyond his/her capacity and making it a prestige issue leads to several problems among children both emotional and behavioural. Other common problems faced by children in schools are those related to interpersonal interactions, sex related matters and making a career choice. Parents from public schools are forthcoming in interacting with school staff but leave a question mark as to the level of their interest in their wards mental health.
The counsellors are trying to meet the needs of the students in their own and different ways. To what extent it is helping the students and being appreciated by other school staff was of importance. In other words the impact of these services was examined. The output of these services was drawn through the perception of the stakeholders. Some of the indicators used to study the impact were – to see how people react to them, what they think of the role of the counsellors, did they find counselling helpful and what they thought of the quality of counselling services. It was seen that there is a definite impact of the counselling services on all the stakeholders, although it is not always positive.

A significant finding was that despite the difference in their trainings, all counsellors are well accepted in their schools especially by the students. It appears that it is the communication between the counsellors and the students that creates an impact on them. Majority of the students in the schools mentioned that they found the counselling sessions useful for them. This finding is in contrast to what Rao, S.N. (2010) reported in his book ‘Counselling and Guidance’. He states that in spite of their best efforts, the counsellors are not at all accepted by the students in their schools.

Being part of the school system, the school counsellors are required to function within the boundaries of the sub system, permeating ideas and expertise to others in the overall system, yet maintaining their own individuality. Broadly speaking, the guidance counsellors are taught to assist the child in different stages of development in school life and equip them to take up subjects/careers suitable to their interests and aptitude. A distinct image is created of the counsellors. This is the image in the minds of the principals and the teachers. The counsellor is considered to be skilled in counselling. This is in conformity with the purpose for which they are trained. The students judge the work of the counsellor according to the service received. Due to lack of sufficient time and the work-load, most of the counsellors are unable to do intensive counselling.

Both counsellors and teachers work with students but have a different orientation by virtue of their training. While teachers are more concerned about the academic pursuits of students, counsellors look at them more holistically, irrespective of their academic achievements. The principals, as executive heads of schools, have to keep a balance between the two. Whatever differences exist, he/she tries to sort it out amicably. However, there are indications that some subtle differences do exist between the counsellor and the teachers. Strangely, this is not admitted by either of the functionaries. The differences come alive to the forefront when students are asked to meet the
counsellors in their study periods. Less than half of the students were of the opinion that teachers value the work of the counsellors. Students mentioned that teachers often pass sarcastic remarks that reflect their disapproval or lack of confidence in the counselling services. Perhaps there is a need to involve the staff members more actively on part of the counsellors.

Despite having been introduced in the schools in the late 50s, counselling services still have a stigma attached to them. Both students as well as parents would rather not go to the counsellor. This is so because usually those students who are not performing well academically or show behavioural problems are referred to the counselling functionary. Therefore counselling begins on a negative note. If these services are extended to all the students in school and not only to those who have a problem, it will help in changing this negative image of the counselling exercise.

Every professional does have (and should have) an idea as to how much the users value their work. There are several tangible and intangible indicators, which help him/her determine the worth. But this is possible only if he/she is an acute observant. These indicators may range from body language, initiative taken to interact with the functionaries and feedback given to them by other stakeholders. An effort was made to ascertain how realistic the perception of the counsellors was. The functionaries had been asked as to what extent, according to their perception, other stakeholders value their work. Later, the stakeholders were also asked as to how much they valued the work of the counsellors. The two responses were compared. It was seen that most counsellors thought that their work was more valued by others, than it actually was. This was especially true for the students. Therefore, it is time the counsellors did some introspection about their services, especially for students, who are the main users of these services.

There are different needs of the students, which the schools try to address. Among them, one is to enable the students to gain from the education imparted in school to overcome their personal problems and receive guidance for a future career. The counsellors are considered to be personnel with skills to deal with the emotional and educational problems of students. The students today are smart and want more from the school system. Neither of their needs can be compromised. The counsellors project themselves as experts in various areas but due to time constraints are unable to do justice to many. They need to be aware of this trend and modify their roles according to the needs of the
schools – for their own survival and growth. Either their training should prepare them to cater to this changing need of the schools or the schools should be sensitized to look beyond its own boundaries and reach out to the community of which the students are a part.

5.6 INFERENCE DRAWN FROM THE STUDY

Mental health of individuals the world over is becoming a matter of concern. India and the state of Haryana is no exception. Being a developing state, with limited resources, a better option to cope with this problem would be to develop preventive strategies. Experts also recommend that preventive work should start as early as possible. Schools seem to be a good starting point for promoting positive mental health. In the context of Haryana, there are reasons to believe that the society is changing very fast. Families alone are finding it difficult to cope with these changes and schools are increasingly being expected to play a parenting role in addition to imparting education. School counselling services were introduced to play this role. The objective of these services was to reduce the impediments to learning that came in the way of the students. USA took the lead in the development of these services, which started developing in the beginning of the 20th century. By the end of the millennium, counselling services were well established in the schools of Haryana. Despite occasional threats to their survival, these services, have lasted. The main reason for this is that they have kept pace with the changing needs of the society and have addressed the problems of the students adequately, thus proving their utility and usefulness.

School counselling services in the West and subsequently in India had a profound effect on the development of these services in the state of Haryana also. Although well designed, these services have not been able to have a desired impact in the state. The study highlights some strengths and weaknesses of the school counselling services as observed in the course of interactions with the respondents. Although conducted in the schools of Haryana, the learning would be useful for other parts of the country also.

Counselling programmes are an ancillary to the main service provided by the schools, which is imparting education. Therefore, examining these services outside the context of the education system would be incomplete. The education system can be divided into three eras, each with unique features. The ancient education system of India had much strength that gave importance to the teacher-student relationship and added dignity to
labour. These strengths got diluted during the British Raj. The dichotomy between different sections of society increased and more importance was given to white collared jobs, which led to the decline of our traditional skills. The post-independence era has made an effort to step up efforts to improve the quality of education services. It was this era that was examined in this study.

It is seen that in the initial years of post-independence, more emphasis was given to industrial development than social development. The education system was largely supported by the state, for which there were insufficient funds. The shortcomings of the British education system could not be reversed sufficiently, despite well-meaning efforts. The result is that today, the inequality of the society is reflected in our education system also. The quality of education provided has also come under much criticism, which is the primary reason for the blossoming of the so called public school system.

The increase in population has added to the problem which is why the large sized classrooms. High pupil-teacher ratios have increased the distance between the teachers and the students. The meager resources available are used to meet the administrative costs and provide basic facilities. The special needs of students with disabilities and social disadvantages are not addressed. Therefore, one may question that in a state with limited resources, should the education system not cater to the basic requirements of students instead of thinking about counselling services, which should come next in the list of priority.

The benefits of counselling services are not very tangible. However, various perceived problems may be used as indicators to demonstrate the usefulness of these services. If the counselling services can make a difference in some areas, it would be a profitable proposition to employ them.

One very big problem facing our society is that the human resources are not trained according to the economic needs of the country. It is true that the employment scenario in our country today does not appear to be very bright. Yet, there are a number of sectors, which can generate employment but do not attract students because the students compete in a few saturated fields of education. The need is to channelize the students into fields of higher education or vocational education according to their aptitude i.e. provide them good career counselling. If one looks at the history of development of counselling services in the West, it was this need that prompted the schools to employ an expert who could guide the students appropriately.
The second indicator is the increase in mental health problems. It is recognized by health experts the world over that addressing mental health problem at an early stage helps in the prevention of mental disorders later on. WHO gives a clear guideline for the developing countries to consider schools as an important stage where positive mental health can be promoted. School counselling services can provide useful intervention in this area also.

In India, meager percent of the GDP is spent on the provision of health services. Within the gamut of health services, mental health services remain further marginalized as far as allocation of funds is concerned. Priority is given to more pressing physical health requirements, which is quite understandable, given our state of affairs. While developmental mental disabilities have received a fair amount of attention, very little has been done to develop services for other mental health problems. The mental hospital beds ratio is in a very poor shape. The Child Guidance Clinics (CGCs) had been set up to cater to the mental health requirements of children. A survey done by CGC at the Department of Social Work, University of Delhi indicates that there are only 169 CGCs in India, mostly in the big cities (Bhardwaj & Dhawan, 1999). There is a distinct mismatch between the demand and availability of mental care facilities which makes intervention at an early stage more important.

Therefore, the study began on the premise that counselling services per se are useful for students. A look at the available information showed that although there are different personnel employed in schools, they are all working independently with very few meeting points. Although they are all expected to work towards the main goal of addressing the mental health of students and developing wholesome personalities, their roles and impacts have never been examined together. This study made an attempt to examine the thought processes of the various stakeholders. School counsellors undergo different types of training and are employed according to the schools’ understanding of the kind of services they can offer. The study does not examine the efficacy of counselling sessions and other interventions provided by the functionaries. Yet, it has tried to encapsulate all these dimensions to give an overview of the school counselling services in Haryana and the perception of important stakeholders.

An important finding of the study was that the perception of the role of the counsellors themselves is different from what the principals think their role is. This gains significance because principals are the chief functionaries in the schools and much
depends on their understanding of the roles of the counsellors. This difference in perception has somewhat diluted their work. The principals are the executive heads in schools and the counsellors must comply with the arrangements made by them. In certain cases, despite clear directives given to the principals by the management, the counsellors can do little if the principals ask them to do administrative work or even convert their room into a staff room. On the contrary, the principal can do a lot of damage if the counsellor decides not to follow the school rules. Therefore, an effort is needed to bridge this gap between the perception of counsellors and the principals. This finding is similar to the one reported by Seth, N. (2001) for her doctoral work ‘Counsellors operating in the national capital’.

It is very clear from this study that the training of the counsellor does not contribute much in their preparation to take up counselling work. Their training and subsequent in-service training (which is equally important if not more important) does not provide the necessary skills required by the counsellors. The theoretical concepts and skills imparted at the pre-service and in-service stages need to be linked with the role the practitioners have to play. A three-way communication among the teachers, researchers and practitioners is required to make the training more relevant and suited to the needs of schools and the society.

It was also found that counsellors get very little time for effective individual counselling work because of their involvement in so many activities and the high pupil-functionary ratio. A problem takes much less time to sort out if intervention takes place at an early stage. All students do face problems of varying intensities, all of which may not be serious enough to warrant individual intervention. If all the students are counseled about these, it would be taken in the normal course and the stigma, which is still attached to these services, would be minimized. At present, the counsellors are engaged more in individual counselling than preventive mental health interventions. This result is somewhat similar to the one mentioned by Dev, K. (2006) in his book ‘Educational Counselling’. He opines that in spite of the time and other constraints, preventive work by the counsellors seems to be a good option.

The present state of documentation of the work of counsellors leaves much scope for improvement. For want of suitable record of their work, they are unable to let others in school see the efficacy of what they are doing. Most counsellors feel that they do not get sufficient time for counselling work whereas the principals and even teachers do
not think so. This clearly shows that the counsellors have not been able to project their work so as to make the school staff realizes the need to spare them from taking up other miscellaneous work and give more time to counselling. Besides, a large amount of useful information is lost if there is a change of functionary in the school. The new person has to start from scratch, which can be very frustrating for the new counsellor. Most of the counsellors simply make jottings in diaries and the rest is all in their minds, which is a very bad practice. This affects continuity of their work. Therefore documentation of the work taken up by the counsellors ought to be spot on and with more vigour if these services are to make an impact.

Whereas the CGCs played a crucial role in introducing counsellors in schools, they have subsequently distanced themselves from the schools, especially in Haryana. Apart from a few programmes in schools, they have done only limited work to enhance the skills of the counsellors and provide professional expertise to them. Most of their work is limited to dealing with referrals and not building the capacities of the available workforce. The skills of the counsellors need to be updated. New expectations from schools are emerging. As seen in the study, each counsellor is providing services to about 2000-2500 children. It is not possible to do intensive work with these students along with the other responsibilities they are required to undertake. Therefore networking with other organizations becomes very important so that the counsellors can focus on the preventive aspect and seek the assistance of other experts to handle the cases requiring intensive work.

A review of literature portrayed a dismal picture of the research undertaken in the area of counselling services in India particularly in the state of Haryana. There are very few articles which could contribute to the professional growth of the counsellors. There are American journals like the ‘School Counselor’ which cover a wide range of issues concerning school counselling services. In contrast, the Indian journals, by and large, are still writing about the importance of counselling services in schools. In addition to documenting their work within the school set-up, the counsellors need to conduct and document school based research. Most articles appearing in the journals are not based on actual field-work. The practitioners also need to share their work with their peer group for two reasons. Firstly, it will prevent their professional isolation and secondly it will enrich the theoretical concepts by adding inputs from the field. This is
not happening sufficiently at present though it will hardly take much effort to start a forum in this age of communication and information.

No services can remain static. They have to evolve constantly and bring about changes to suit the needs of the clients. Counselling services are no exception. At the time of inception, the design of these services was based on the perception of needs at that time. There are several concerns of the students today, which must be addressed. These have been briefly discussed in the study. The counselling services need to be modified to enable the counsellors address these challenges faced by students.

The existing counsellors in schools have certain strengths and weaknesses. There is a possibility and also a need to gain from the strengths of each of these so that the weaknesses can be minimized. The learning of the study also suggests that the basic strategy of school counselling services should be to develop need based programmes involving all the children rather than focus on a few after their specific problems have been identified. Preventive work in schools should take priority instead of crises intervention.

What is the general opinion about the capacity of schools to assist students in times of stress? In a survey done by the Times Opinion poll way back in 1998 in eight metropolitan cities of India (and the percentage should only increase in these twenty years), 75 percent youngsters claimed that teenage years were a time of stress and anxiety for them. Most of them felt comfortable talking to their friends (36%) and parents (30%). Only 4% turned to their teachers when a personal problem worried them. Of course one cannot say as to how many of these children had counsellors in their schools but what emerges is that the role of schools in alleviating the anxieties of students is not very pronounced. It requires professionals' intervention. But sometimes the expertise of counsellors is also questioned. To cite one example, a student had been going to a school counsellor for five years and he was dismissed simply as a rowdy, destructive child. When the 17 year old student came to the psychiatrist, he was diagnosed as having an obsessive compulsive disorder which had started at the age of seven’ (The Sunday Times, 2008). In another case which the researcher had come across a few years back, a child had been going to the counsellor in his school for behaviour problems. He was asked to leave the school when his behaviour did not improve. Later on the child was identified as a child prodigy.
This is not to prove that the counsellors are ineffective. There could be several contributing factors for the decisions taken by the counsellors - which in the two cases cited above are not known. These could be a lack of support by the principal, inability of the counsellor to convince the staff, lack of knowledge about the problem, lack of sufficient time available to the counsellor to do effective work with the student, etc. However, it does go to prove that the counselling services are not being able to have the desired impact in the schools. The most common impediments are either prejudices against the need to visit the counsellor or the inability of the counsellors to project the positive side of their work. People quickly notice cases like those cited above but the good work of the counsellors, providing quality services, go unnoticed. As was seen in the schools of Haryana, they are also working in isolation. Unless they prove that they have an expertise, it is unlikely that they will be regarded as specialists. They need to advocate for the expansion of counselling services. But a lot of hard work and enthusiasm is required for this.

5.7 SUGGESTIONS

1. Services to suit the demand: The first step in market research usually involves conducting a comprehensive assessment of the client’s needs and demands for the product or service (Lovelock & Weinberg, 1984). If school counselling services are to consolidate their position, they must be receptive to the needs of the youth. They should find out from the students as well as the parents the perceived problems and nature of services required instead of designing the counselling services from what they have learnt as part of their training. There would be differences from school to school. Therefore it would be irrelevant to tailor-make school counselling services, although broad guidelines should be provided. The counsellors should have the required skills to identify the counselling needs for that school. Therefore training at the university level and subsequent in-service training programmes should be designed to inculcate these skills in the functionaries.

2. Help the students face the challenges: The students today face several challenges due to the fast paced society. Some of these are the increasing inequality, rise in consumerism, changes in family structures with no suitable systems to support them, rise in urbanization leading to problems for the migrants, increased violence. Counselling services should be sensitive to these larger social issues and recognize that they have an important role to play in enabling the children adapt appropriately.
3. **Common specialized training for the counsellors:** This would be useful. The components of this course should incorporate the strengths of each of the disciplines from which the graduates come and make it open for students from different educational backgrounds. This course should have more practical training and hands-on experience rather than theoretical inputs. Although the present courses have provision for practical training, it needs to be done in a more focused and comprehensive manner by conducting sessions under supervision, trying out different counselling skills and learning to deal with specific problems of students e.g. low self-esteem, stammering, sexual problems, learning disabilities etc.

4. **Exchange of information:** In order to maintain the quality and enable a growth of these services, it is important that ideas are exchanged and skills are regularly updated. Study groups can help in updating the skills of the school counsellors. At present, specific study groups for school counsellors do not exist in public schools. For this, support is required from the teaching faculties of the universities and other professionals working in the area of mental health.

5. **Create a positive image:** The counsellors are associated with failing students academically or socially. This creates their negative image. It is quite obvious from this study that there is a stigma attached to counselling services in schools. Only children with problems are expected to meet the counsellors. The counsellors need to give a positive image to counselling services. The normal developmental needs of all children and not only their problems should be focused upon. They can do so by organizing workshops/lectures for the school staff and the parents so that counselling goes beyond the closed doors and is discussed more openly.

6. **Increase visibility of work:** Much of what the counsellors do is confidential. Others do not get to know about their results. They need to develop a system of reporting their work by way of documenting their work and bringing out reports of how many students were counseled, how many hours spent on counselling work and other activities, and what have been the results. These findings may then be shared with the staff without actually discussing details of the counselling sessions, which obviously needs to be kept confidential. Unless there is accountability of their work, these services will be viewed with suspicion and their efficacy questioned by the other staff members. Report writing, which is not being done systematically and effectively by most counsellors, is very important. Documentation of work leads to growth of a profession. This should be taken
up by both the practitioners and the academicians. At present there is insufficient contribution from both, specially the former.

7. Involvement of staff members: The school counsellors try to work directly with all concerned, often spreading themselves too thin to be effective. Within the constraints of working in a school, they ought to involve others in school more actively to be able to reach out to all students. The staff members can be of immense help if suitable training is given to sensitize them towards problems of the students. With proper perspective, the staff members can play a vital role in dealing with the normal growth related problems of children. Those requiring more intensive work can be taken up by the counsellors. If a specific population of students is targeted with special services, then these services are likely to be more effective. This can happen only when the counsellors have done thorough needs assessment, set priorities and then designed the counselling programme where staff and parents are suitably involved.

8. Networking: It is a very weak aspect of school counselling services. The work is usually done in isolation from each other in the public schools. It is also seen that the training institutes are working almost in isolation with each other. Making use of the available community resources will help in the growth of counselling services. At times, there has been criticism of the counsellors by other professionals in print and electronic media. This can be very counterproductive. Instead of criticizing them, if the counselling functionaries could be helped to strengthen their skills, the results would be far reaching. It has become quite common to have help lines coming up, especially at the starting of board exams and the declaration of results. Instead of developing a few help lines, if the already trained functionaries are also included in the programme, it can provide a much more effective and sustainable intervention for the students. The CGCs, which had worked closely with the school counsellors in the past, need to network with the schools to strengthen the services. This is happening only to a limited extent and can be further improved.

9. Professional association for growth: Counselling services in schools are gaining importance all over the world. Even in the Asian region, countries like Japan, Singapore, Hong Kong are introducing counselling services in their schools. India, where these services were introduced almost half a century ago, has not made significant progress. Lack of associations, linkages with the universities and other agencies which can provide expertise and lack of stocktaking and assessments by the
functionaries have been responsible for the limited growth. In Haryana, a few associations were formed, e.g., Haryana Schools Educational and Vocational Guidance Counsellors Association and the Association of School Counsellors (ASC), but they have not been able to do anything substantial to network even among the district schools. The ASC is a defunct body now. The counsellors should play a proactive role in forming associations not only for their professional growth but also to have a collective voice and a platform to share their common efforts and concerns.

10. Home school liaison: There are several fronts on which the home and school can work together. Besides working as a team to help the child with problems, group work can also be undertaken. Forming support groups from among the parents who have the willingness and the time to devote to the problems of students is one way of strengthening the liaison. The support groups can address problems like special education, academic problems, and caring for the disadvantaged. There could also be workshops on parenting skills for the parents. With the fast pace of modern society, parenting itself is becoming a challenge. Workshops that strengthen the parenting skills and thereby help the child by teaching how to deal with examination related anxiety, inculcating healthy study habits, imparting family life education, etc., would be useful.

As a result of increasing awareness about the needs of students, some areas where the counsellors will have to give more attention in future are:

(a) Working towards integration of the disabled in normal school systems: This is an important area of intervention. With the passage of the Disability act, it is likely that in the coming years there will be many disabled children seeking admission in regular schools. The counsellors need to equip themselves to handle the special problems of the disabled and also to orient the other staff members and students to accept them in a normal way.

(b) Related to this is the problem of working with children with learning problems: Very few schools in Haryana are providing assistance to such students. Among the schools included in the study, only one school had employed a functionary to look into the specific needs of students with learning difficulties, although integrated education for slow learners was being offered by three schools. Although awareness in this area has just begun in our country in contrast to the USA and UK, yet in the coming years this is likely to grow due to increased exposure. The training institutions should keep
this in mind and include this component in the syllabus. It was observed by the researcher that many learning centers have been set up by professionals after they have received training abroad. They are charging exorbitant amounts from the parents who have no choice but to send their wards there since the children are unable to cope with the studies in school. This is an important area of intervention for the counsellors for which they are not equipped.

(c) Other areas where active involvement of the counsellors would be required are sex education, more popularly defined as family life education. Exposure to the western culture arouses curiosity about sex. In the west there is more openness about sex and discussion about it is not a taboo. In India, and particularly in the state of Haryana, the situation is different. Therefore, in the absence of a source to impart correct information to the children, the counsellors must take up this important role. Not only that, they should involve the teachers of the school also. It is already happening in schools, but mostly when the children come and want to know about it. Many children may not be bold enough to come and ask, yet are very curious to get the information. Related areas like HIV AIDS infection should also be explained to the children. For this the functionaries should first be informed themselves before passing on the information to their clients.

(d) Information technology has made inroads into our lives. The schools cannot remain isolated. Already websites like the gurucool.com, pathshala.com and classteacher.com have been developed. There will be much more to come. The counsellors will have to be computer savvy and also bring about change in their functioning so that they do not continue to give that information which is already available on the net. This is especially pertinent to career related information. Several software programmes have been developed in the USA in this area which is widely used. Similar ventures can be taken up in our country too, for which the functionaries have to be prepared.

5.8 SUGGESTIONS FOR STRUCTURE OF SCHOOL COUNSELLING SERVICES

The present structure of school counselling services is very complex. Counselling units in public schools are independent of each other and functioning as "self-sufficient” units. Four existing lacunae in the design of counselling services are proposed to be filled up in the suggestions given by the researcher. The lacunae are:
• The existing training programmes for the counsellors are not found to be very useful by them. These should be made more specialized.
• The training institutes do not maintain any links with the practitioners after the initial university level training.
• There are very limited opportunities for interaction with each other at a professional level.
• There is no networking among the counselling units, the community resource agencies and individuals.

Before giving suggestions it has to be recognized that the nature of interventions planned for the students is not an easy task. Coming from marginally different socio-economic backgrounds, the students studying in public schools would have different concerns. Some problems faced by students in the schools have already been outlined by the researcher in chapter one. Despite these difficulties, it is still possible to have a concrete design for school counselling services. The skills and capacities of the counsellors should be recognized for optimal usage.

The first step that needs to be undertaken is to restructure the training programme. It should be recognized that guidance counselling has something unique to offer. A training programme should be designed after the master’s level of university training and made open to students of Psychology and allied sciences. Only those students who have undergone this training should be employed by schools. A change in the course content should be undertaken to make it more practical and need based. Here it would be prudent to mention that the faculty engaged in teaching the students must undertake research in the field and do some active counselling work so that they are in touch with the latest developments in this field. Unless this is done, the concepts taught to the students will be too difficult to relate them to actual practice.

After the counsellors are employed by the schools, they should plan their own counselling programmes according to the needs of the school. Only the broad guidelines can be provided to them. Planning of counselling programmes need to be decentralized and regularly updated according to the changing needs of the students. At the same time, it is very important to sensitize the school principals about the role of the counsellors, so that there is proper utilization of their services. If there is a gap between the perception of roles by the functionaries and the principals, it can affect the efficiency of these services. The CBSE has announced its decision to include counselling services
in all its affiliated schools, so explaining the roles of counsellors to principals, at this stage would be useful and also possible.

It is very important to have a monitoring agency for the counselling services. Few loose associations are defunct bodies now, but they can be strengthened and given more autonomy to promote counselling services. The suggestive functions they require to perform at present are a meaningless exercise because no feedback is given to the counsellors. Public schools should make a contribution to provide some resource base to the monitoring body if it can be formed at the state level. The role of this monitoring body should be to provide a link between the counsellors and other community resources including the teaching faculty to make the association more useful. It can also promote research in the field to make it more dynamic and suited to the changing needs of the students. Such research can provide feedback to the training institutes to make changes in their curriculum from time to time. The researcher envisages a very important role for the monitoring body if it can come up in due course of time.

Lastly, schools should also benefit from the available community resources. The study has clearly shown that counsellors do not have the time to take up individual counselling sessions. They should take up more preventive work that includes group sessions with students, training of staff and sessions with the parents to strengthen home-school liaison. This is not to say that individual problems should be ignored. A possibility is working together with the child guidance centers and other resource agencies. Their involvement in promoting the counselling services would help. It is necessary to make use of the existing resources and make them more effective. These can also play a substantial role in the training of the schools counsellors, both at the university and in-service level.

Thus it is recommended that constitution of the monitoring body should be done to make it autonomous and guidance given from here. It can even be registered as a society with rules and regulations to guide its functioning. This will equip the body for mobilizing its own resources also. The office bearers may be elected from time to time and there should be representatives on its board from CBSE and faculty members from the training institutes. They can plan programmes for all the counsellors, may be somewhat differently for counsellors of different districts. The suggestions given for the school counselling services have been summarized in Figure 2:
Task of School Counsellor

- Preventive Counselling
- Individual Counselling
- Group Counselling
- Career Guidance
- Home School Liaison
- Networking with other Resource Agencies
- Staff Training
- Workshops for Parents
- Research and Documentation

Monitoring Body

- In-Service Training
- Monitoring
- Research

Figure 2: Suggestions for School Counselling Services
5.9 SPECIFIC RECOMMENDATIONS

On the basis of this study, the researcher recommends the following measures:

- There should be a common course for imparting more specialized training for counsellors. University Grants Commission may select an institute for conducting the course. It may be offered by the Department of Applied Psychology or Departments of Psychology of different universities of India.

- The course offered should be open to post graduates in psychology, social work and child development so that professionals with a broader knowledge base can be developed.

- The training of professionals and guidance counsellors needs to be restructured to enable them to impart effective counselling skills to the students. The teaching faculty should play a more active role in building partnerships between the university training and the practitioners so that training can be made more meaningful.

- There should be networking among different mental health professionals so that more effective utilization of community resources can be made. These may be child guidance centers and NGOs providing counselling services to students.

- It is especially important for the counsellors working in different schools to meet at some forum and discuss matters of common concern. At present, this is not happening and there is no opportunity for professional growth. Setting up of a monitoring body is strongly recommended. It will help in promoting the counselling services in schools of different districts.

- The counsellors should take a more pro-active role in highlighting their work and should contribute more in the academic journals.

- At the school level, the counsellors must also play an active role in making the home-school liaison more effective, involve themselves more in preventive counselling, reach out to all students and make their work more tangible. This will help in building a more positive image of these services to the various stakeholders.
5.10 SUGGESTED AREAS OF RESEARCH

- Use of counselling techniques by the practitioners working in schools needs to be examined in detail. Insufficient literature is available on the specific techniques used by the functionaries. A study of these would help in modifying the course content, making it more practical and suited to the needs of the counsellors.

- Special Education and role of counsellors is also a new area of interest. Research has been undertaken in this area in the West in comparison to our country. Relevant research will help to build up suitable study material which can be used with the children. At present there is a lot of reliance on the material developed in the USA - e.g. Read, Write and Spell programme, Alpha to Omega, etc. Comprehensive work needs to be undertaken in our country to develop indigenous material.

- The impact of interventions by counsellors in solving specific problems which are common, like truancy, non-attendance, violence, sexual problems, etc., should be studied to demonstrate the usefulness of counselling services.

- Role of counsellors in building school-family partnerships also require more research. This is a very important area, which needs to be explored. Action research in this area can help in gaining knowledge to strengthen the partnership.

- States which are lacking in the area of school counselling can be studied so that a comprehensive plan of action could be developed for them as well.

- Comparative study of different states in the field of guidance and counselling can be undertaken to understand this field at the national level.

- Comparative study of government and private schools in the field of guidance and counselling can also be undertaken to understand this field in a different perspective.
5.11 CONCLUSION

In conclusion, it may be said that the efforts to study counselling services in the state of Haryana have been worth an exercise. The study provided a wider perspective for understanding the existing counselling services in the state. It gave greater clarity about the role and activities of the counsellors and how these roles are perceived in modern times by students, principals and teachers who are important team members in the counselling process. There are possibilities for these services to progress and address the hardships faced by contemporary education. The whole process of counselling was examined without looking into specific techniques followed by the counsellors that may be taken up by fellow researchers. But as a result of this exercise, sufficient insights were gained to be able to suggest a model for counselling services.

It was found that the schools in Haryana were employing the counsellors because they are expected to help the students cope with the increasing stresses in life and help in the right choice of subjects and career. The focus of their work is on problems rather than on personality development and capacity building to deal with the increasing social problems. It is true that schools gear their activities towards recognizing the individual talents and helping the students realize these talents. This enables personality development. However, there is another aspect to personality development and that would entail dealing with feelings of anger, sexuality, recognizing their strengths and weaknesses, handling relationships and so on. While schools are increasingly playing their role of organizing school activities, the other perspective is not being taken care of either by the school or the counsellors, as reflected in the findings. Moreover, the schools do not even consider this to be a role of the counsellor. If counselling functionaries are to make their role relevant for the changing tunes, they will need to make the schools see the importance of developing this aspect of developing positive mental health.

An important learning from the study was that the role of counsellors is not adequately understood for which the functionaries are to be blamed themselves to some extent. The practitioners must increase the visibility level of their work for others to appreciate their contributions. In the absence of a proper understanding of their roles, they are engaged in a variety of activities in schools leaving them little time for counselling. It would also be worthwhile to do benchmarking of the school counselling services against which assessments can be done in future and improvements made. Most of the
counsellors are engaged in dealing with immediate problems. A vision for expanding these services and making them more relevant to the changing times needs to be developed. Preventive work in the schools must take priority, taking into account the problems students are facing otherwise the whole exercise will be a futile one, consuming a lot of precious time of the counsellors. It is also apparent that schools and parents are not working as effective partners in ensuring wholesome development of students. They need to do so and counsellors can have a major role to play in this.

As mentioned earlier, unlike the western countries, the schools in our country cannot afford the luxury of having more than one counsellor in the school. Therefore this functionary will be required to adopt a cost effective way of functioning by networking with other community resources instead of making super human efforts to do a bit of everything and in turn diluting their impact.

Individual intervention varies from case to case. At the preventive level a lot of work can be undertaken with parents in developing parenting skills and with teachers by sensitizing them towards problems related to students. If more work is done at the preventive level, there is likelihood of fewer referrals. For more severe cases liaison can be maintained with other professionals like psychiatrists, psychologists and speech therapists etc. Other professionals working in CGCs, NGOs and other agencies can deal with the more serious problems which require intensive work.

The training institutions also have to make the course content suitable to the present day requirements so that effective manpower can be developed. Research and actual work in school counselling services must go hand in hand. Perhaps this is the strength of the counselling services in the West which has led to the expansion and qualitative improvement of these services there. While school counselling services is developing as an international profession, there is a need to put the counselling services in Haryana, and the nation as a whole on the world map. It is hoped that this study will add to the existing knowledge in the field and help policy makers to frame strategies for the development of real citizens.