

Certified School Counsellor Training

A Counselor undergoes multiple phases during its journey from students to growth as professional Counselor. This workshop for Counselor or person working in the same areas like Teachers, NGO Worker and school Managers highlights various aspects of the preparatory and development phases of the Counselor journey. Rather than being a theoretical Counselor, this workshop intends to be a hands-on guide for current and future Counselling areas. Certain aspects of Counselling like Personal Social Counselling, career Counselling and Life skill development guidance measuring impact that necessitates a deeper research-oriented discussion have intentionally been toned down. Instead, a practical framework that might help counselor to plan their annual curriculum actions has been put forward. By combining high level strategy and on-ground implementation psychological tools, this Workshop hopes to encourage counselor to think actively about various topics and develop stronger Counselling models. While the Workshops has been chronologically arranged, day to day decision-making seldom follows this path. It is, therefore, important to get familiarized with all aspects of Counselling sessions presented here and utilize the strategies and tools as required. This workshop also encourages new and existing counselors to share their experience, suggest newer approaches and ultimately build upon this Workshop.

Why we need School Counselling in India

The big question in the minds of educators, policy makers and parents is whether there is a real need for counseling in Indian schools. Are we just trying to ape the American mores and norms? Given the vast differences in the cultural and family structures of the Indian society we need to assess whether there really is room for a professional school counselor. Also, it is important to assess whether the Indian society is ready to accept the services of a counselor or is burdened with stigma towards this service.

1. The first finding of the various studies is that there is definitely a need for counseling in schools in India.
2. This is evident with the increasing number of suicide cases in the school students.
3. Changing family trends such as working mothers, divorces, single parent families have reduced the emotional cushioning provided so far by most of the Indian families.
4. Also, the immense technological advances, the increased social life and issues such as drug abuse have contributed to stress and strain.

It is evident that the need for guidance and counselling services has been well articulated in the policy documents for a long time .Even though these services have been introduced in the school system and have also advanced to some extent, they are far from being adequate to meet the growing needs of students across the states. Keeping in view of that now funds are made available by the central government under Rashtriya Madhyamik Shiksha Abhiyan (RMSA) for strengthening guidance and counselling services, attempts need to be made by the state bodies and concerned state level educational administrators to strengthen the existing or establish new state level guidance and counselling set ups.

Objective of School Counselling Services

One of the aims of guidance and counselling is to facilitate development of an integrated and well-adjusted individual. As children grow and develop physically, they also develop emotions, cognition, language, morals and values.

The Main Objective of School Counselling Services is: -

- School counselling services provide supports and resources to students, to their families and to educators.
- The primary goal of school counselling services is to enhance and promote student learning.
- The core functions of the school counsellor consist of counselling; consultation, planning and coordination; prevention and education.
- To provide assistance, guidance and counselling to every child in need.
- Special attention to slow learners and under performers with learning and behaviour problems.
- Awareness & Capacity Building program for adolescents, parents and Teachers.

On the basis of Objectives the services for school counselling can be divided in two parts namely Direct Services and Indirect Services. The Details of services are:-

Direct Services

- Individual and Group Counseling: Promote students personal and social growth and enhance their career and educational development
- Classroom Guidance/ Psychological Education: A structured unit related to prevention or developmental needs for their personality development.

Indirect Services

- Consultation: Working with teachers, staff and parents to help student interaction. This may be done through seminars, workshops, and conferences or one-on-one
- Coordination: When the counselor takes a leadership role in coordinating IEC and other co-curricular services within the school or district.

The framework suggests the objectives at respective school stage; inputs and few strategies (given in order of academic, career and personal – social) to facilitate state level personnel to plan and develop school/context/need specific guidance and counselling programme in schools.

LEVEL – ONE

Age Group 3-8 Years:

Age groups 3-8 years include Classes from Nursery to 5th.

The objective for this age group is given below: -

- Smooth transition from home to school
- Helping potential dropouts to stay in school
- Identifying and assisting children with special needs
- Identifying Deficits in basic learning skills
- Developing a positive self-concept and healthy peer relationships
- Improving teacher learner relationship
- Developing healthy attitude towards all kinds of socially useful work
- Learning and developing good work habits

LEVEL – TWO

Age Group 9-11 Years:

Age groups 9-11 years include Classes from 5th to 7th.

The attention for this group is on Developing a Responsible citizen at very early stage of life the objective for this age group is given below:-

- Helping potential dropouts to stay in school
- Identifying and assisting children with special needs
- Identifying Deficits in basic learning skills
- Developing a positive self-concept and healthy civic citizenship
- Improving social relationship by celebrating the diversities
- Developing healthy attitude towards all kinds of socially useful work
- Learning the Citizenship, their constitutional Right and duties.
- Learning Communication and some other code of conducts

LEVEL – THREE

Age Group 12-15 Years:

Age groups 12-15 years include Classes from 8th to 10th.

The attention for this group is on Developing the Peer education and Life skills. The social responsibility will also overlap the major part of this transition age. The objective for this age group is given below:-

- Helping potential dropouts to stay in school
- Improving academic performance
- Developing critical thinking / problem solving skills
- Accepting increasing physical changes/ normal growth among children of their age
- Understanding the dynamics of developmental age and peer support requirements
- Developing healthy attitude towards civil societies and social norms

LEVEL – FOUR

Age Group 16-18 Years:

Age groups 16-18 years include Classes from 11th & 12th.

The attention for this group is developing education growth and career development. The adjustment and coping with peer pressure will also overlap the major part of this transition age. The objective for this age group is given below:-

- Helping potential dropouts to stay in school
- Facilitating adjustment at home and outside
- Planning for a career, seeking detailed information on courses
- Resolving academic , personal social and career related matters
- Making realistic career related decisions
- Enhancing self-understanding & Conflict resolution
- Coping up with peer pressure and coping up with academic and social pressure
- Learning appropriate sex-role and responsibility
- Prevention and remediation of bullying, violent behaviour, substance abuse etc.
- Understand the other option for career development like Entrepreneurship etc.
- Facilitating through Overseas education and career development information

Workshop Session Plan

Month	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Age Group	3-8 Years (Nursery -4 th)	9-11 Years (5 th – 8 th)	12-15 Years (9 th – 10 th)	16-18 Years (11& 12 th)
Focus on	Focus on LSRW Activities and Self Development	Focus on Civic Citizenship & Civil Responsibility	Focus on Peer Education and Life Skills development including Civil Responsibility	Focus on Personal & Educational Growth and Career Development
April	Good Touch/ Bad Touch	Team Building	Understanding Life Skill / Exam	Understanding Life Skill/ Exam
May	Summer Camp	Summer Camp	Summer Camp	Summer Camp
June	Writing Skill	Understanding Self	Different Life Skills	Different Life Skills Self-Awareness, Empathy , IPR
July	Speech and Pronunciation	Concept of citizenship and Need of Citizenship education	Peer Education	Different Life Skills Critical & Creative thinking,
August	Communication	Dimensions in citizenship	My Health	Effective Communication
September	Reading Habits	Active and responsible citizenship	Developing Self Esteem	Decision Making and Problem Solving
October	Leadership Skill	Global Citizenship	How to Say NO	Planning for a Career & GDPI
November	Self-Awareness	Understanding various cultures	Skill In Public Speaking	Career after 12 th
December	Creative Thinking	Celebrating diversity	Understanding of Gender Vs Sex	Overseas Studies and Job
January	Decision Making	Constitutional rights of citizen	Reproductive Health : Myth & Facts	Entrepreneurship
February	Building Child Confidence	Constitutional duties of citizen	Who is at Risk ?	Coping with Emotion and Stress
March	Exam	Exam	Understanding Life Skill / Exam	Understanding Life Skill/ Exam