

Transforming Career Guidance Through Educator Capacity Building and Policy Momentum in India

The work of the IC3 Institute with school systems and education stakeholders in India reflects a strong systems-change approach to advancing career and college counseling across the education ecosystem. Over the past decade, the Central Board of Secondary Education has periodically issued official circulars and notifications encouraging schools, educators, and counselors across its network of more than 30,000 schools to participate in IC3 Institute-led training programs, workshops, and counseling initiatives. These endorsements reflect a growing institutional recognition within the education ecosystem that career guidance must move beyond isolated interventions and become an integrated and essential component of school education, embedded within leadership, pedagogy, student development, and school culture.

Through these initiatives, the IC3 Institute has focused on building structural capacity within schools by training educators, strengthening counseling systems, and enabling institutions to establish long-term guidance frameworks. CBSE circulars issued over the years encouraged schools to nominate teachers and counselors for the IC3 Institute's flagship professional development programs aimed at creating sustainable career and college counseling ecosystems within schools. The approach emphasized institutional ownership and long-term sustainability, with schools encouraged to develop dedicated counseling structures and empower trained educators to lead career guidance efforts within their communities. This reflects the IC3 Institute's broader philosophy of enabling educators and school leaders to become catalysts for systemic transformation within their institutions and regional education ecosystems.

In July 2024, the IC3 Institute successfully concluded a five-week virtual workshop series for principals, teachers, counselors, parents, and students across the CBSE school network. The workshops focused on enhancing career and college counseling practices for key stakeholders, recognizing that meaningful transformation requires engagement across the entire education ecosystem. Each session provided practical and actionable strategies tailored to the unique role of each stakeholder group, reinforcing the idea that career guidance is a collective institutional responsibility rather than the sole function of counselors. The initiative recorded a collective YouTube viewership of more than 215,000 participants across multiple countries, with up to 6,000+ co-branded certificates issued to principals, counselors, and educators who completed assessments and feedback requirements.

Importantly, CBSE Circular No. 02/2026 dated 19 January 2026, which amended the CBSE Affiliation Bye-laws regarding the mandatory appointment of counselors and wellness teachers in CBSE schools, marks a significant milestone for the broader career and college counseling ecosystem in India. The circular formally reinforced the requirement for secondary and senior secondary schools to institutionalize counseling support structures, signaling an important policy-level shift toward embedding student counseling and well-being into mainstream

education systems. While this development is part of CBSE's larger educational vision, it strongly advances and validates the IC3 Institute's decade-long mission to position career and college counseling as essential educational infrastructure rather than an optional service. The policy direction provides meaningful momentum to ongoing efforts across the sector to strengthen counseling systems, build trained educator capacity, and institutionalize future-readiness frameworks within schools at scale.

Together, these ongoing efforts illustrate how the IC3 Institute is advancing systemic transformation by engaging with education boards, school leaders, educators, and policymakers to strengthen institutional capacity, influence educational practice, and mainstream career and college counseling across school systems. Rather than focusing solely on individual student interventions, the approach seeks to transform how schools function as ecosystems that support informed decision-making, student agency, emotional well-being, and holistic future readiness at scale.

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