



RGNIYD

Training Manual for Teachers and Volunteers in Career Guidance



Adolescent Health and Development Project

Rajiv Gandhi National Institute of Youth Development
Sriperumbudur

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Volunteers in Career Guidance**

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I am very much thankful to all the experts who attended the workshop for manual development and especially the editorial team, who has taken care in bringing out the manual magnificently.

RGNIYD is obliged to Mr. Venkatesh Srinivasan and Ms. Geeta Narayan of UNPFA for their expert suggestions and advice for bringing out the manual.

Without the untiring efforts of my team in Adolescent Health & Development Project especially Dr. A. Radhakrishnan Nair and Ms. Divya Santhanam, the manual could not have taken this shape, for which I would like to place on record my appreciation.

I hope that the manual will be of much use in training the teachers who are interested to do Career Guidance.

Shri G. Rajasekaran IAS

Director

Rajiv Gandhi National Institute of Youth Development

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Introduction

Certain questions we face from students and youngsters in everyday life remain unanswered.

“Why did you choose MBBS? My parents are doctors.”

“Endocrinologist? Who is that?”

“I don’t want to study, what else can I do?”

“I don’t know what to do with my career.”

“What is the scope of employment if I study commerce?”

The parents, teachers and the friends are not in a position to guide the youngsters properly in the area of career counselling. The reasons why individuals enter into particular occupations vary according to the importance placed on personal preferences, external influences, peer pressures or parental expectation. This could be mainly because of lack of proper guidance rendered to them. The youngsters today are reeling under pressure for want of proper guidance.

Adolescents have a yearning to learn some thing new and find a job for their living. It is necessary that they have some orientation to work besides having the usual knowledge-based education. Such an effort prepares them well for taking up suitable vocations at an appropriate age.

Though the stage of adolescence should be ideally a period of schooling and early college education, for many adolescents in India, it is often, by force of circumstances, a period of disruption and dislocation in education. Almost 50 percent of adolescents, especially those who drop out from the school system before completing elementary education (VII/VIII grade) and due to failure in the class X are emerging as semi literates and ‘unemployables’. These youngsters are untrained for any productive/ specific work.

Gone are the days where one could only want to become a Doctor, Engineer or a Chartered Accountant. Thanks to the rapid development that has thrown open plethora of opportunities that were unimaginable till the recent past.

Many youngsters express their desire for certain courses of study without fully realizing what is ahead if they proceed with their preferences. Their choice may be based on advice from their friends who may not be informed better than them. Such instances of negative peer pressure may land them in unsuitable positions later in life.

Young adults today are to misunderstand the term 'AIM IN LIFE'. Becoming a doctor or engineer may be a milestone in the long journey of life but it cannot be one's sole aim. Thus at every stage of life it is very important to have an **AIM- focusing one's attention and endeavour in a particular direction.**

Thus the young adults must be told before deciding on a career. Man is full of energy, vitality, talent and potential. Such attributes, if discovered early can be used profitably for planning a future and building a career.

Selection of a suitable career needs meticulous attention, thought and proper planning, keeping in mind one's goals, and a clear idea of the expectations from that career. Before deciding on the choice of a career, one should have a clear notion of one's interest, aptitude, ambition, ability, scope and qualifications.

Career decision is a process that involves self awareness, investigation, decision making and implementation. Self awareness begins with developing an awareness of who you are. This helps in setting priorities that enable you to make informed decisions. Investigation involves acquiring information about the world of work i.e. the career opportunities, qualifications, salary and work trend etc. Then comes decision making, which is a synthesis and integration of the information that you gain by self- awareness and investigation.

The concerned adults around the teenagers play a very important role in encouraging them to choose a career. These enthusiasts include teachers, parents, elders, peers etc. Teachers can play a leadership role in offering career guidance to students, so that they reach the heights they truly deserve.

Unfortunately, most of the parents also do not take an active interest in effectively identifying the best for their children. One basic reason for the parental lapse is lack of specific information.

Thus career information for in-school and out of school adolescents is to be provided to help them find work and become economically productive and socially responsible citizens; this would be an effort to diversify sizable segments of the students at the senior secondary stage towards vocational education or the world of work,

including self-employment, and thus, providing an alternative to many who would otherwise be forced to pursue a line of higher education in which they have no interest or purpose.

Taking into account the prevailing situation in the country, especially for the adolescents belonging to the rural area, RGNIYD has proposed to take up a career guidance programme under its Adolescent Health & Development Project supported by UNFPA. The major activities proposed for Career Guidance are:

- National Career Guidance cell at RGNIYD
- In –School and Out of School Programmes
- Block Level ‘Career Melas’
- District Level ‘Career Melas’
- IEC Material Development for Campaigns

Career Guidance is one of the important aspects of the project. Stakeholders like teachers and volunteers need to be empowered in Career Guidance. Hence a Training Manual has been developed.

This manual gives an overview to the teachers and volunteers about career, importance of career, steps in career planning, the various career options available for in- school and out of school students, parental concerns and career, skills that they require for guidance, skills the children should use for career planning and concluding it with preparation of an activity plan.

Flow of the Module

Module I - Icebreaking & Introduction

Content

- Getting to know each other and the facilitator
- Introducing RGNIYD and Adolescent Health and Development Project.
- Objectives and schedule of the training

Techniques

Worksheets, Power point Presentation and Lecture

Outcome

- Familiar with each other and the facilitator.
- Understand the objectives and activities of RGNIYD and the Adolescent Health and Development Project.

Module II - Insight on Adolescent issues

Content

- The meaning and concept of adolescence
- The health, development and related needs & concerns of adolescents

Techniques

Brainstorming, Group Discussion

Outcome

- Gain basic knowledge about adolescents
- Their needs, concerns and developmental patterns related to career.

Module III - What is Career

Content

- Definition of works/job/career
- Role of career in life
- Need of Career Guidance.

Techniques

Group Discussion & Presentation

Outcome

- Differentiate among work/job and career
- Understand the role of career in life.

Module IV - Need importance of Career Planning

Content

- Need for career planning
- How career choices are made
- Factors important for career planning.

Techniques

Brainstorming, Group Discussion, Sharing, Case study presentations and Power point presentation.

Outcome

- Understand the importance and need of planning a career
- Know how career choices are made
- Learn about Career planning.

Module V - Steps in Career Planning

Content

- Understanding one self
- Other information required to plan a career
- Aligning personal strengths with the right job
- Setting goals
- Make action plan.

Techniques

Group Discussion, Activity sheet, Sharing, Power point presentation, Group work and individual work.

Outcome

- Understand oneself
- Other information required to plan a career
- Set Goals
- Make an action plan.

Module VI - Career Options available

Content

- Options available after X
- Options available after XII
- Options for Vocational Skill training.

Techniques

Brainstorming, Discussion, Power point presentation, Question & Answer session

Outcome

- The options available after X to choose a career
- The options after class XII
- Vocational courses available.

Module VII - Career Choices of Adolescents Parental concerns

Content

- Difference between parents' and adolescents' career choices
- Communicating with adolescents

Techniques

Presenting a case study and brain storming, Role Plays, Discussion.

Outcome

- That there is a difference between parents' and adolescents' career choices
- Parents how to communicate effectively with adolescents

Module VIII - Skills required for career guidance

Content

- Identifying skills required for providing career guidance
- Teachers as effective career counsellors
- Skills required for effective career guidance.

Techniques

Brainstorming, Discussion

Outcome

- List the skills required for the Career Guidance
- Assess their own skills and qualities and how to enhance them.

Module IX - Action Plan & Evaluation

Content

- Action Plan
- Reporting
- Evaluation

Techniques

Group activity and brainstorming, Lecture, Presentation

Outcome

- Chalk out action plans for further work in their areas
- Provide the participants a structured method for reporting on a monthly basis to RGNIYD
- Obtain a feedback and evaluation of the training programme from all the participants on the usefulness of the training.

Note for the Facilitator

Dear facilitator

Ideally a facilitator is someone who:

- Ensures the success of group work
- Provides accurate information
- Clarifies comments and responds to criticism positively
- Maintains confidentiality and respect for each group member
- Allows participants to set their own pace, encouraging them to share
- Provides support and feedback
- Recalls the group's suggestions, feelings and questions
- Overall, the role of a facilitator is a challenger, role model, mentor, coach, demonstrator, content resource person and learning guide.

Co-facilitators: In many instances, a co-facilitator (second facilitator) can be extremely helpful during a session. The task of a co-facilitator varies and includes being supportive, observant and conducting sessions in tandem or alternatively with the primary facilitator.

The modules have incorporated a variety of techniques in order to make the exercises and activities interactive, challenging and fun. Descriptions of some techniques that have been applied in the modules have been provided, and facilitators are encouraged to refer to this while implementing.

Techniques

Technique	What it is	Notes
Verbal and non verbal communication	<ul style="list-style-type: none"> • Effective verbal communication – use of language that is simple, comprehensive, articulate and clear • Validating responses, reflecting emotions, clarifying queries and listening actively. • Non verbal communication – maintaining eye contact, body contact when appropriate, scanning and facing the entire group, being relaxed, smiling, nodding and being aware of negative facial expressions like staring or frowning. 	<ul style="list-style-type: none"> • Talk to the entire group, even if the issue being addressed has been raised by one person • Be ready to explain to the group as many times as required.
Visualisation in Participatory Programmes (VIPP)	<ul style="list-style-type: none"> • Requires cards of different sizes, colours and shapes, glue and wall space • Shows linkages between ideas and areas of consensus and disagreement through which they express themselves • Most effective when initiating discussions. 	<ul style="list-style-type: none"> • Write only one idea per card • Write a maximum of three lines on each card • Use key words • Write large letters in both upper and lower case legibly • Follow a colour code established for different categories of ideas
Brainstorming	<ul style="list-style-type: none"> • Generates ideas and is often used at the beginning of a session • Involves asking a question and encouraging participants to share any idea that comes to their mind. 	<ul style="list-style-type: none"> • Extremely useful as it brings up many different issues • Refrain from commenting on ideas raised • Do not exceed 10 to 15 minutes as boredom might set in.

Technique	What it is	Notes
Case Studies	<ul style="list-style-type: none"> Requires pre-prepared scenarios or situations on paper Illustrate types of situations and facilitate critical analysis and discussion. 	<ul style="list-style-type: none"> Encourages participants to apply their knowledge and skills to problems similar to those they actually face Makes participants feel protected Allows participants sufficient time for reading Includes cases studies that are relevant to group concerns and feelings.
Discussions	<ul style="list-style-type: none"> Involves talking about issues and exchanging ideas Binds the group together Participants can share their work as well as challenge, alter or affirm the ideas of others Conducted after individual or group activities. 	<ul style="list-style-type: none"> Strike a careful balance between intervening and 'taking a backseat' Encourage participants to participate Ensure that the discussions stay on track by drafting a set of relevant check questions interjected at appropriate moments Maintain strict time limits Remember that a productive discussion can be a short discussion.
Visual aids	<ul style="list-style-type: none"> Requires two dimensional visual aids to communicate ideas and facts vividly Very successful media of communication as vision is the most sensitive and helpful of all the five human senses. 	<ul style="list-style-type: none"> Holds participant attention and creates interest in the subject Visually depicts ideas that are abstract or difficult to understand Gives clear explanations and information in a sequential and systematic manner.
Role plays	<ul style="list-style-type: none"> Involves re-enacting of situations without a script Maybe spontaneous or more structured with descriptions of the character's goals given to participants. 	<ul style="list-style-type: none"> Effective in understanding dynamics in communication skills and trying out new behaviours Feedback should focus on which behaviours worked, which did not and why.

Technique	What it is	Notes
Experiential learning	<ul style="list-style-type: none"> • Involves participants' analysis of their own and other's experiences at any point. • Focuses on key issues and real concerns of participants. 	<ul style="list-style-type: none"> • Often told from the first person perspective, this allows for sharing feelings and experiences, making connections that are critical to the growth process.
Questionnaires and worksheets	<ul style="list-style-type: none"> • Requires individual sets of pre prepared relevant questions for all participants and pens • Follows any format – objective, subjective, open ended, close ended - depending on purpose. 	<ul style="list-style-type: none"> • Effective when dealing with sensitive and personal issues • Include questions that are relevant to the issue being discussed • Bring closure to the exercise by discussion.

Please check before the programme

Place

- Large, ventilated and illuminated
- Noise free
- Not open fields or lawns.

Advance preparation prior to the session

- Read the module and the facilitators guide thoroughly prior to the session
- Keep the necessary materials required for the activity, such as charts, markers, LCD, computer, adhesive, tapes, hand outs etc
- Ensure participants are at the venue before session time
- Create ambience for each session to evoke curiosity amongst participants.

Implementation of the Manual

Follow the sequence below during the session

- A mood check
- A short recap of the previous session
- A comprehensive introduction to the current session, aims and purpose
- A warm up exercise
- A mid course review.

Post implementation

On completion of all the modules

- Explore ways in which participants can take their learning to the community to become the ambassadors of change

- Explore ways in which programme can be more effective
- Provide all kind of assistance for further intervention if required.

Group oriented problems a facilitator might face

Sometimes, regardless of skill and experience, facilitators might come across groups that are problematic. Examples of some group problems are provided below along with possible solutions that can be implemented. However, please note that solutions provided are not absolute and do not guarantee resolution of a problem. A facilitator should remain alert to various problematic situations and use a solution that is best suited to a particular situation.

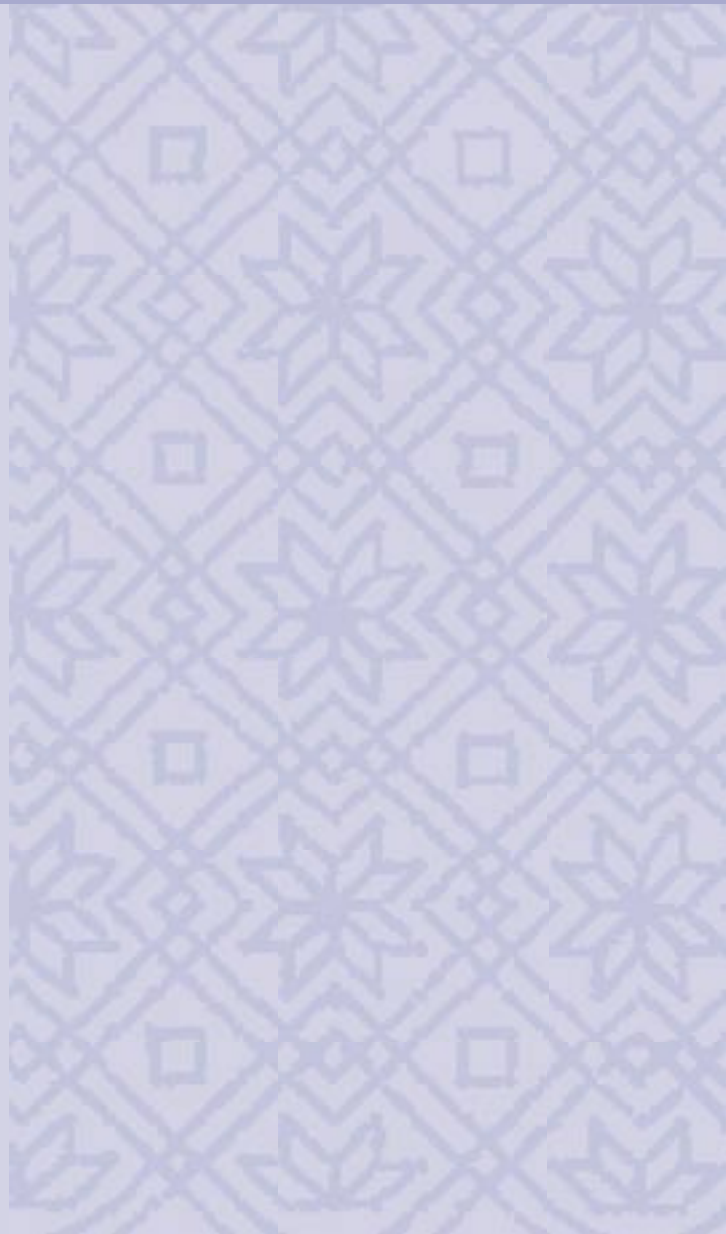
Group problems	Possible solutions
Numbers are above 40 persons	<ul style="list-style-type: none"> • Divide the group to create sub groups that are more manageable • Include a co-facilitator during sessions
Participants have sensorial and /or attention difficulties	<ul style="list-style-type: none"> • Modify exercises to suit the sensorial and attention level of participants
Participants are uninterested or tired	<ul style="list-style-type: none"> • Probe into what aspects they do not find interesting • Introduce an energiser that requires active participation • Identify an issue that is relevant to the group and begin discussion • Speak to the concerned participants after the session is over
Participants are preoccupied with other unrelated concerns	<ul style="list-style-type: none"> • Request the group to share their concerns and assist them in finding a solution
There is aggressive behaviour, threats to physical safety	<ul style="list-style-type: none"> • Identify the aggressive participants and give them gentle warnings • Ask the remaining participants to decide a course of action applicable to all participants who disrupt the session • Seek intervention from school authorities if aggressive behaviour is a threat to the facilitator and other participants

Group problems	Possible solutions
There is lack of focus (teasing or unruly behaviour)	<ul style="list-style-type: none"> • Introduce an issue that is relevant and captivating • Encourage the participants to introspect into the cause of their behaviour • Reprimand participants and hold them accountable • Assign a responsibility to participants who are unruly and distracted in order to encourage their participation
There are power struggles within the group	<ul style="list-style-type: none"> • Reiterate that all participants are equal and include this in the ground rules • Speak to the concerned participants after the session
Participants decide to not change their attitudes or behaviour	<ul style="list-style-type: none"> • Encourage participants to introspect into the attitude • Highlight the advantages of behaviour and attitude change through discussions and games like role plays and case studies • Personalise issues to make them more relevant to participants and encourage deeper analysis
People do not attend regularly	<ul style="list-style-type: none"> • Identify participants who are irregular and speak to them personally • Encourage attending participants to share their learning with absent peers to create interest and curiosity
Participants have different interests and reasons for attending	<ul style="list-style-type: none"> • Ask participants to state their expectations at the beginning of the session • Link their expectations with the objectives of the session as often as possible
The groups are mixed and heterogeneous	<ul style="list-style-type: none"> • Ask the school authorities to divide the groups according to gender and conduct sessions separately • Ensure that both male and female facilitators are available for the session

Group problems	Possible solutions
There are external pressures affecting the group's behaviour	<ul style="list-style-type: none"> • Identify external pressures with the help of the group • Encourage participants to find ways to deal with the pressure as effectively as possible • Speak to school authorities to assist with possible solutions
One or two members dominate the discussions	<ul style="list-style-type: none"> • Reiterate the need to respect and listen to each other • Actively include the quieter members into the discussion • Allot time limits to all speakers • Devise a system that ensure every participants' contribution, like the use of VIPP cards are sequential response taking

The response to these problems should be the result of consensual decisions of the group, and the facilitator should be tolerant but firm in order to stimulate creative responses that will lead to greater involvement and cohesion. Moreover, developing certain interpersonal, communication and counselling skills can also help the facilitator overcome group problems.

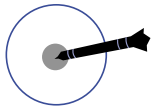
MODULES



Ice-breaking and Introduction

Session One – Getting to know each other

110 min



Objectives

On the completion of the session, participants will be:

- Familiar with each other and the facilitator
- Understand the objectives and activities of RGNIYD and the Adolescent Health and Development Project
- Know the objectives and schedule of the training.



Materials

Flipcharts, marker pens, work sheets.

Activity No.	Topic	Methodology	Duration
Activity 1	Getting to know each other and the facilitator.	Worksheet	45 mins
Activity 2	RGNIYD- Adolescent Health and Development Project.	PowerPoint Presentation and Lecture	45 mins
Activity 3	Objectives and schedule of the training.	Presentation and lecture.	20 mins



Activity 1 – Getting to know each other and the facilitator

Step 1

Give a copy of the worksheet – 1 to each participant and read out the instructions to them. (refer to facilitators Guide No. 1)

Step 2

Let the participants interact with each other for 20 minutes. Ensure that they don't keep going to the same person.



Step 3

Once the 20 minutes are over, ask the participants how they feel and discuss the worksheet.

Step 4

Once all the sheets are back, ask the following questions encouraging different participants to respond and express themselves.

- How did you feel while interacting with so many people?
- Was it easy or difficult to find the right person?
- Which was the most easy / difficult category to find a person in?

Step 5

Tell the participants that this activity was to make the participants know each other well and also to make them feel comfortable. We hope that by the end of the session we will know much more about each other so that we can share knowledge and experiences to make this programme more fruitful, lively and interactive.

Facilitator Guide No. 1

Facilitator Guide No. 1

Worksheet – 1

You have to mingle in the group and identify the people who rightly fall in each of the categories, you have to know their name, what subject they teach, which school they belong to, and get their signature. You cannot get the same person's signature for more than one category. You have 20 minutes to complete the task.

1. Who plays a musical instrument?
2. Who teaches biology?
3. Who is a fan of Sachin Tendulkar?
4. Who loves to eat mangoes?
5. Who is a Bharatnatyam dancer?
6. Who is a part of any political party?
7. Who has been teaching for more than 10 years?
8. Who loves to teach maths?
9. Who is a vegetarian?
10. Who goes for morning walk?
11. Who has a pet?



Activity 2 – RGNIYD- Adolescent Health and Development Project

Step 1

Make a PowerPoint Presentation briefly explaining the genesis and the objectives of RGNIYD and the Adolescent Health and Development Project (Refer to Facilitator’s Guides 1 & 2)

Facilitator’s Guide No. 1



Rajiv Gandhi National Institute of Youth Development

Genesis

The youth constitute nearly 40 percent of India’s population. Being the most vibrant and dynamic segment of our country, the youth is our most valuable human resource. To optimally tap their constructive and creative energies, it is essential to develop their personality and involve them in nation building activities.

An array of institutes were already engaged in training the youth functionaries of National Service Scheme (1969), Nehru Yuva Kendra Sangathan (1972) and other organisations involved in youth development. The need to establish a national level Training Institute was considered imperative to bring under one umbrella all Youth Development activities viz. training, action research, extension, documentation and dissemination.

An apex organisation was indeed crucial to sensitise and empower our youth to embrace the challenges of the 21st century. Thus, germinated the premier national level apex Institute – Rajiv Gandhi National Institute of Youth Development (RGNIYD), set up in 1993 in Tamil Nadu.

RGNIYD is an autonomous organisation of the Ministry of Youth Affairs & Sports, registered as a Society under the Societies

Registration Act, 1860, fully funded by the Government of India.

The Institute is located at Sriperumbudur, 40 kilometres away from Chennai, the commercial and cultural capital and a buoyant metropolis of the third most industrialised State in India.

RGNIYD endeavours to facilitate our nation’s youth with a conducive environment and tools that will enable them to make the most of their natural potential to realise their aspirations.

RGNIYD functions as a vital resource centre coordinating Training, Orientation, Research, Extension and Outreach initiatives for State, Central Governments and national level youth organisations.

The Institute:

- Undertakes indepth research with a holistic approach to identify youth issues.
- Sensitises youth functionaries including SHGs and CBOs to youth issues and trains the trainers.
- Formulates specific training capsules for capacity building and empowerment of the youth.

- Acts as a catalyst to marshal youth participation in rural resurgence, community development and nation building.

The Mandate of RGNIYD is:

- To function as a Resource Agency and Think –Tank for youth programmes, policies and implementation strategies.
- To develop multi-faceted programmes for youth keeping in view of the social harmony and national unity as the ultimate objective.
- To grow and develop as a facilitator and nodal agency for youth training, youth work, and youth development in the country for rural as well as urban youth.
- To function as an Institute of advanced study in the field of youth and to develop such professional excellence as may be required for the purpose.
- To develop its programmes aimed at inculcating a sense of national pride, awareness of national goals and internalisation of national values among the youth workers.
- To develop new ideas and innovative programmes for motivating and creating a committed cadre of youth workers and functionaries.
- To promote and conduct action and user based applied research and evaluation studies in youth development and through this provide necessary thrust to youth programmes on systematic and scientific lines.
- To function as Centre for Information

Publication and Documentation pertaining to youth development.

- To provide Institutional training for the personnel working in the field of youth.
- To provide appropriate youth extension projects and services which can function as laboratory on youth work.
- To link its programmes and functions to the promotion of National Youth Policy.

Organisation/Divisions

The RGNIYD policy and management is determined by a 15-member Executive Council. The Union Minister of Youth Affairs and Sports, Government of India is the Chairperson of the Council. There are two Vice-Presidents, The Secretary to the Minister of Youth Affairs and Sports and a Non -Official Expert in the Youth Development.

The Director is the Chief Executive, responsible for the day-to-day administration of the Institute. The Programme Advisory Committee under the chairmanship of the Director, guides the planning of its multi-faceted activities under the following divisions.

- Training Orientation and Extension (TOE)
- Research, Evaluation and Documentation/Dissemination (READ)
- Panchayati Raj Institutions and Youth Affairs (PRIYA)
- Social Harmony and National Unity (SHANU)
- International Centre for Excellence in Youth Development (ICEYD)

Facilitator's Guide No. 2

The adolescence in the country has been recognised as a distinct subgroup by the Government of India and Planning Commission with the adoption of the National Youth Policy and Ministry of Youth Affairs & Sports has been recognised as Nodal Ministry for Adolescent development programmes. Adolescence, a vital stage of growth and development, marks the period of transition from childhood to adulthood. It is characterised by rapid physical and physiological changes resulting in sexual, psychosocial and behavioural maturation. Adolescence is also the stage when young people extend their relationships beyond parents and family and are intensely influenced by their peers and the outside world in general. As adolescents mature cognitively, their mental process becomes more analytical. They are now capable of abstract thinking, better articulation and of developing an independent ideology. These are truly the years of creativity, idealism, buoyancy and a spirit of adventure. But these are also the years of experimentation and risk-taking, of giving in to negative peer pressure, of taking uninformed decisions on crucial issues, especially relating to their bodies and their sexuality. How adolescents cope with these challenges is determined largely by their environment. Adolescence is thus a turning point in one's life, a period of increased potential but also one of greater vulnerability.

Adolescents (10-19 years), in India comprise nearly 22 percent of the total population of the country (225 million) and their numbers are steadily rising. Adolescents have often been viewed as a group of people with problems, disturbances and rebellion. However, the reality is somewhat different. Adolescents have high aspirations and

are bundles of energy. Wherever positive stimulation and a congenial environment have been provided, adolescents have risen to the occasion and done us proud. They yearn 'to right all wrongs', 'fight for justice', and 'do the right thing'. They are keen to be recognised as useful, productive and participating citizens of society. They have tremendous potential and now is the time to provide them with the opportunities.

Planning Commission's Working Group on the Development of Adolescents for the 10th Plan in 2001 had emphasized the need to view adolescents as a valuable human resource for nation building and as a representative of the nation's unique economic opportunity for the future. There is a need for offering a second chance to all those who have lost the first chance and not been able to seize the opportunities for their development (World Bank, 2006). By constructively harnessing their creative energies the country can mobilise their potential to launch a socio-economic transformation.

The needs and concerns of adolescents can be addressed only through a set of well designed programmes and activities. In order to develop programmes and activities in a sustained manner and to provide



resource support to the agencies involved in adolescent development activities across the country, RGNIYD proposes to establish a National Adolescent Resource Centre (NARC) at its Campus. Institutional strengthening and capacity building of the activities of RGNIYD is proposed to be taken up under UNFPA aided activities of Ministry of Youth Affairs & Sports. With the help of Adolescent Division under the

Ministry of Youth Affairs & Sports and UNFPA, RGNIYD proposes to take up the following activities:

- I. National Adolescent Resource Centre
- II. Career Guidance
- III. Community Radio Station
- IV. Community Intervention Programmes
- V. Core Life Skill Training
- VI. Capacity Building Programmes
- VII. Networking of Resource Institutions.



Activity 3 – Objectives and schedule of the training

Step 1

Explain to the participants the objectives of the training (refer to facilitators Guide No. 3)

Step 2

Give each participant a copy of the training schedule. Let them read it on their own. Then the facilitator also reads it aloud clarifying if any doubts about the sessions

Facilitator's Guide No. 3

Facilitator Guide No. 3

Objectives of the Training of Teachers and Volunteers in Career Guidance

- To give the teachers and volunteers a brief insight on Adolescent issues
- To make them understand the role of career in life
- To know the needs of career planning
- To equip them with knowledge on career options after X, XII and vocational skill training
- To make them understand the parental concerns regarding the adolescent's career
- To give them skills in guidance.

Training of Teachers and Volunteers in Career Guidance

Schedule of the Training Programme

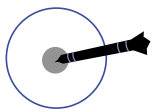
Sessions		Duration
Day I		
Module 1	Registration	30 mins
	Inaugural Session	30 mins
	Icebreaking & Introduction <ul style="list-style-type: none"> • Getting to know each other and the facilitator • Introducing RGNIYD and Adolescent Health and Development Project • Objectives and schedule of the training 	110 mins
Module II	Insight on Adolescent issues <ul style="list-style-type: none"> • The meaning and concept of adolescence • The health, development and related needs & concerns of adolescents 	60 mins
Module III	What is Career <ul style="list-style-type: none"> • Definition of works/job/career • Role of career in life • Need of Career Guidance 	90 mins
Day II		
Module IV	Need importance of career planning <ul style="list-style-type: none"> • Need for career planning • How career choices are made • Factors important for career planning 	170 mins
Module V	Steps in Career Planning <ul style="list-style-type: none"> • Understanding one self. • Other information required to plan a career • Aligning personal strengths with the right job. • Setting goals • Make Action plan 	165 mins
Module VI	Career Options available <ul style="list-style-type: none"> • Options available after X • Options available after XII • Options for Vocational Skill training. 	180 mins

Sessions		Duration
Day III		
Module VII	Career Choices of Adolescents and Parental concerns <ul style="list-style-type: none"> • Difference between parents' and adolescents' career choices • Communicating with adolescents 	90 mins
Module VIII	Skills required for career guidance <ul style="list-style-type: none"> • Identifying skills required for providing career guidance • Teachers as effective career counsellors • Skills required for effective career guidance. 	105 mins
Module IX	Action Plan & Evaluation <ul style="list-style-type: none"> • Action Plan • Reporting • Evaluation 	90 mins

Insight on Adolescent Issues

Session One – Creating awareness on issues relating to adolescents.

60 min



Objectives

On the completion of the session, participants will be able to explain:

- The meaning and concept of adolescence
- The health, development and career related needs and concerns of adolescents
- The importance of addressing these concerns.



Materials

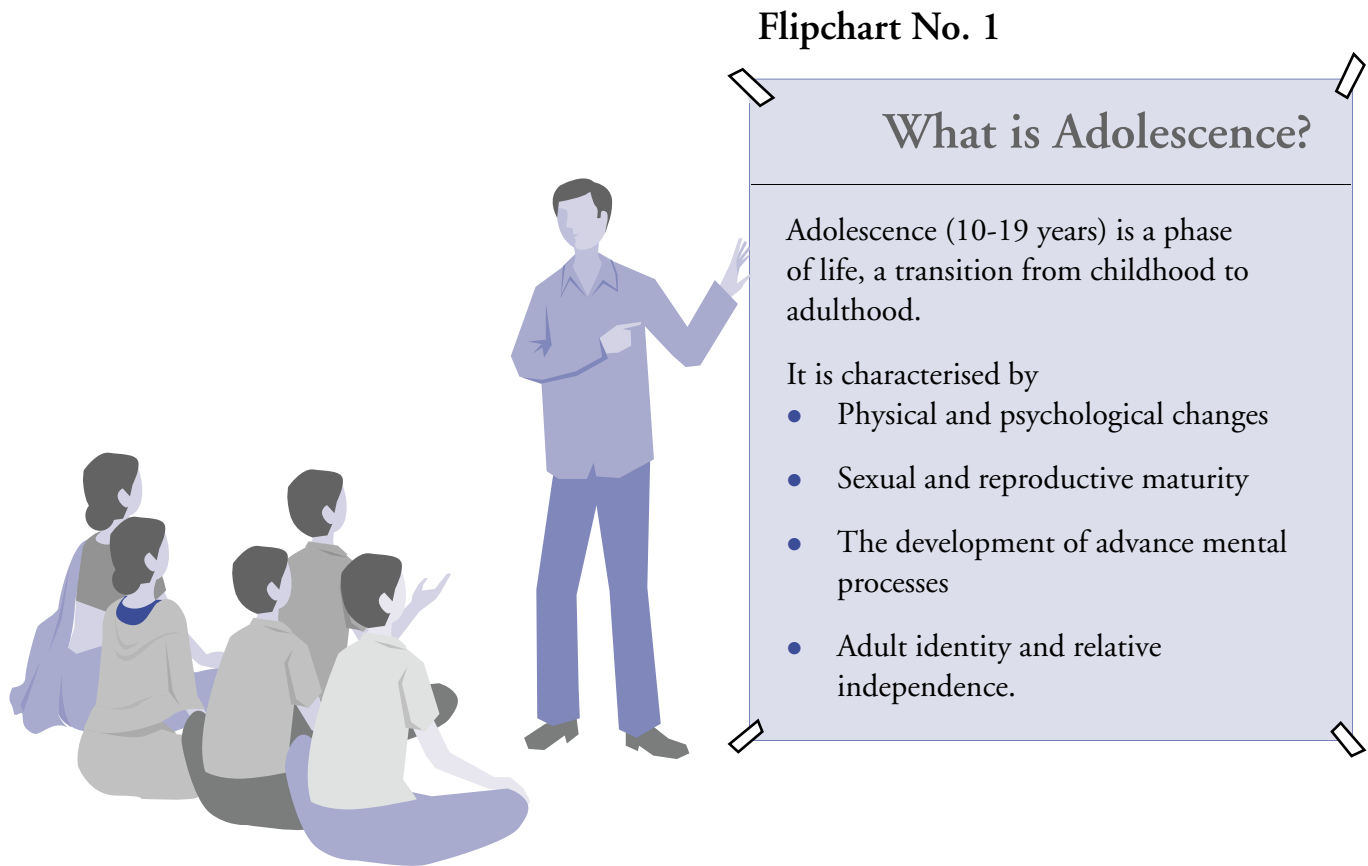
Flipcharts, marker pens, case studies, PowerPoint presentation.

Activity No.	Topic	Methodology	Duration
Activity 1	1a. The meaning and concept of adolescence	Brainstorming, Group Discussion	15 mins
	1b. The health, development and career related needs and concerns of adolescents	Brainstorming, Group Discussion	45 mins



Activity 1a – The meaning and concept of adolescence Step 1

Ask the participants what they understand by the term adolescence. Put up Flipchart No. 1 and explain the meaning of adolescence. (Refer Facilitator's Guide No. 1)



Facilitator's Guide No. 1

Facilitator Guide No. 1

Adolescence has been described as the transition period in life when an individual is no longer a child, but not yet an adult. It is a period in which an individual undergoes enormous physical and psychological changes. It is a period of sexual and reproductive maturity. The individual's capacity for abstract and critical thinking also develops.

World Health Organization refers to people aged 10-19 years as adolescents.



Activity 1b – Needs and concerns of adolescents related to health, development and career

Step 1

Ask the participants whether adolescents have any needs and concerns related to health, development, career etc. If yes, what are they? Ask the participants to identify the needs and concerns, and classify the responses in following categories –

1. Needs and Concerns related to Health and Development issues
2. Needs and Concerns related to Career Choice

(Refer Facilitator's Guide No. 2.)

Facilitator's Guide No. 2



Adolescents' Concerns and Needs

Psychological Concerns

Developing an identity

Inability to explore their potentials and establish a positive image.

Restricted mobility especially for girls, limits their choices and aspirations.

Managing emotions

Very often they are unable to understand the emotional turmoil.

Lack of knowledge regarding bodily and emotional changes causes stress.

They do not have a supportive environment to share their concerns with others. Counselling facilities are not available.

Building relationships

Adults have high expectations from adolescents.

Adults are not aware of adolescents right to choose.

Mutual attraction between boys and girls is common but certain bias in our society do not allow them to meet with members of the opposite sex freely and establish healthy relationships based on respect and understanding.

Distance created between parent-adolescent relationship due to generation gap.

Dependence on peer group

Resisting negative peer pressure

Adolescents find it difficult to resist peer pressure. Influence of friends sometimes leads them to experiment risky sexual behaviour resulting in life-long consequences.

Pressure from peer group to smoke, take drugs and alcohol.

Need

Providing adolescents with opportunities to dream and understand themselves to fulfill their aspirations.

Helping them to understand their concerns and build coping skills to help them deal with their emotions.

Enabling them to develop critical thinking skills to understand the concept of physical or emotional boundaries, within relationships.

Adolescent friendly counselling services.

Building assertive behaviour skills and negotiation skills of adolescents to enable them to resist negative peer pressure.

Empowering them to help

Peer pressure to indulge in anti-social activities and committing crime.

Risk of contracting STI/HIV infection due to indulgence in unsafe sexual behaviour.

Career and future prospects

Adolescents are worried about their future, their career.

They lack information about career options.

Pressure from parents to opt for a particular career.

Health Concerns

Understanding the process of growing up

Inability to understand the rapid physiological and emotional changes taking place in them, which causes stress.

Nutrition

Less intake of nutrients by both boys and girls. The rapid growth that occurs in adolescence places extra demand on nutritional requirements.

Anaemia in girls and boys.

Gender discrimination results in malnutrition of girls. In terms of food intake, they are worse off than their brothers.

Early Marriage

Girls are forced into early marriage and have very little say in selecting their life partners.

Consequences of early marriage in terms of their development – fertility rate and reproductive health, & education getting curtailed.

Unwanted Pregnancy

Early marriage pushes girls into early childbearing and they do not have children by choice. Risks include haemorrhage, anaemia, delayed or obstructed labour, low birth weight of the baby, miscarriage, damage to the reproductive tract and in some cases, even death of the mother.

their friends for indulging in constructive activities.

Providing career guidance to adolescents as well as their parents.

Enhancing their understanding of the physical and emotional changes.

Bring about attitudinal change to ensure that nutritional needs of adolescents, especially girls are adequately met.

Promoting girls' education and stricter enforcement of legal age of marriage.

Empowering adolescents to protect themselves from unwanted pregnancies and to enjoy the right to safety and security.

Unmarried girls face health problems, might undergo unsafe abortion, face social stigma.

Vulnerability to risky behaviour

Adolescents are vulnerable to STI and HIV infection because of their high-risk behaviour and greater biological susceptibility.

Reducing vulnerability of adolescents to risky behaviour and enhancing their life skills to make responsible decisions.

Step 2

Ask the participants whether the needs and concerns of adolescents today are any different from their own needs and concerns in the past. Most will agree that nothing much has changed.

Step 3

Initiate a discussion on –

Why should the needs and concerns of adolescents be addressed?

When should they be addressed?

How they should be addressed?

Step 4

Discuss that though the needs and concerns of adolescents have remained quite the same through the years, they have acquired larger outcomes. Some new problems and challenges have also come up due to exposure to media, changing social and economic environment, and therefore need to be addressed.

Note: For more details refer to Annexure III

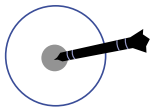
Reference:

Facilitator's Manual on Adolescent Health and Development – Ministry of Youth Affairs and Sports, Government of India, 2006

What is a Career?

Session One – What is a CAREER

90 min



Objectives

On the completion of the session, participants will be able to explain:

- The difference between work/job/career
- The role of career in life.



Materials

Flipcharts, marker pens, case studies, PowerPoint presentation, List of names of famous people in various careers.

Activity No.	Topic	Methodology	Duration
Activity 1	Definition of work/job/career	Group discussion & Presentation	45 mins
Activity 2	Role of career in life.	Presentation and discussion	30 mins
Activity 3	Need for career Guidance	Lecture and discussion	15 mins



Activity 1 – Definition of work/job/career

Step 1

Divide the participants into small groups of 5-8 members.

Step 2

Provide each group with chart paper and tell them to discuss and define each of the following (Give them 15 minutes to discuss & make the charts)

- work
- job
- career

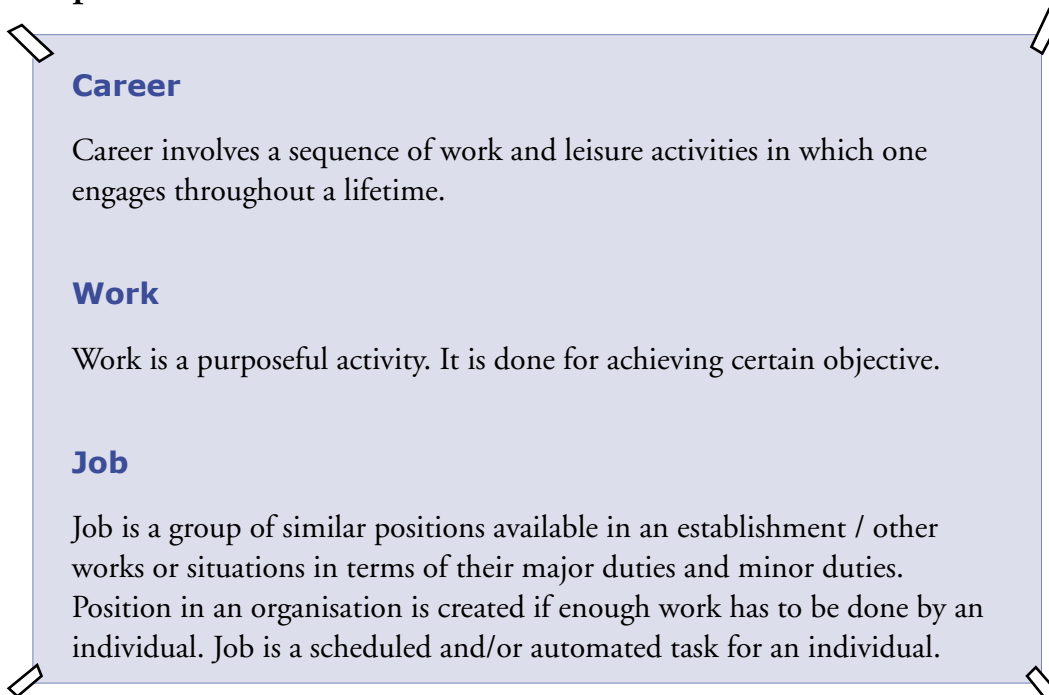
Step 3

Invite the groups to make presentations.

Step 4

Once all the groups have finished their presentations, consolidate the discussion and arrive at a common definition by putting up the Flip Chart no.1 (refer Facilitators Guide No. 1 and the annexure)

Note: For more details refer to Annexure IV.

Flipchart No. 1


Career

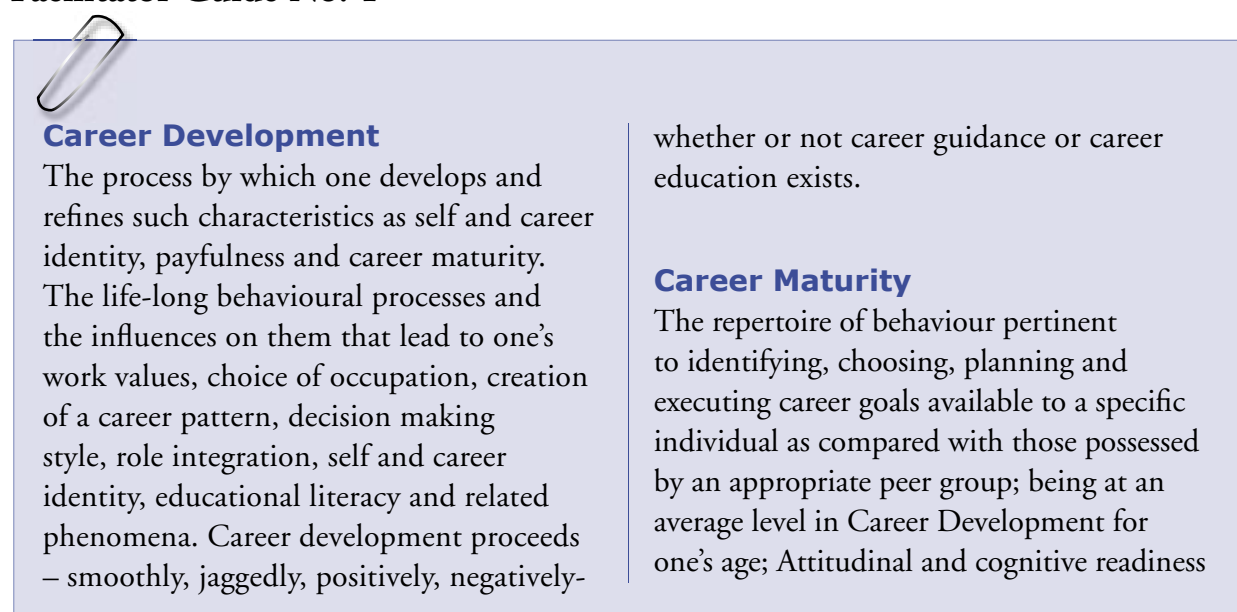
Career involves a sequence of work and leisure activities in which one engages throughout a lifetime.

Work

Work is a purposeful activity. It is done for achieving certain objective.

Job

Job is a group of similar positions available in an establishment / other works or situations in terms of their major duties and minor duties. Position in an organisation is created if enough work has to be done by an individual. Job is a scheduled and/or automated task for an individual.

Facilitator Guide No. 1


Career Development

The process by which one develops and refines such characteristics as self and career identity, payfulness and career maturity. The life-long behavioural processes and the influences on them that lead to one's work values, choice of occupation, creation of a career pattern, decision making style, role integration, self and career identity, educational literacy and related phenomena. Career development proceeds – smoothly, jaggedly, positively, negatively-

whether or not career guidance or career education exists.

Career Maturity

The repertoire of behaviour pertinent to identifying, choosing, planning and executing career goals available to a specific individual as compared with those possessed by an appropriate peer group; being at an average level in Career Development for one's age; Attitudinal and cognitive readiness

to cope with the developmental tasks of finding, preparing for, getting established in, pursuing and retiring from an occupation.

Career Management

A personal state of actively and consciously participating in shaping one's career and accepting responsibility for the activities and choices made towards those ends.

Career Education

The totality of experiences by which persons acquire knowledge and attitudes about self and work and the skills by which to identify, choose, plan and prepare for work and other life options, potentially comprising career; an effort aimed at refocusing education and the actions of the broader community in ways that will help individuals acquire and utilise the knowledge, skills and attitudes necessary for each to make work a meaningful, productive and satisfying part of his or her way of life.

Career Guidance

A systematic programme of counsellor-coordinated information and experiences designed to facilitate individual career development and more specifically career management; a major component of career education, integrating family, community, and school to facilitate self-direction; a set of multiple processes, techniques or services designed to assist an individual to



understand and to act on self-knowledge and knowledge of opportunities in work, education and leisure and to develop the decision –making skills by which to create and manage his or her own career development.

“An organized programme to assist an individual to assimilate and integrate knowledge, experience, and appreciation related to

1. Self-understanding
2. Understanding the work society, and those factors which affect its constant change, including worker attitude and discipline
3. Awareness of the part leisure may play in a person's life
4. Understanding of the necessity of the many factors to be considered in career planning
5. Understanding the information and skills necessary to achieve self fulfillment in work and leisure.

McDaniels (1978)

Occupation

A group of similar jobs found in different industries or organisations. Occupations, trades and professions exist independently of any person. Careers on the other hand only exist when people are pursuing them.

Jobs

A group of similar, paid positions requiring some similar attributes in a single organisation.

Career Awareness

The inventory of knowledge, values, preferences and self-concepts that an individual draws on in the course of making career related choices.



Activity 2 – Role of career in life

Step 1

Show the group the power point presentation or flip chart and let them identify the careers of each of the personality in the list. (Refer to Facilitator's Guide No. 2)

Step 2

Once they have identified the careers of the personalities initiate a discussion on the following:

- Was it easier to identify some personalities with their careers?
Yes/No
- Name the ones which you couldn't identify?
- How do you know these people?
- What are the factors evolving around career?

Step 3

Discuss the factors of our life which are influenced by the career we choose. While explaining the aspects of career, definition and examples of each aspect is to be provided.

Step 4

Explain the role and importance of career with the help of Facilitator's Guide No. 3.

Step 5

Sum up the session by emphasising how career is an integral part of our life.

Note: For more details refer to Annexure VI.

Facilitator Guide No. 2

Slide 1	
Sachin Tendulkar	Bharathiyar
A R Rehman	Kiran Bedi
Jyothika	Narayan Murthy
Medha Patkar	Arundhati Roy
S P Balasubramanium	Sunita Williams
A P J Abdul Kalam	Ritu Kumar

Slide 2– answers

Sachin Tendulkar	Sportsman/Cricketer
A R Rehman	Musician/Composer
Jyothika	Actress
Medha Patkar	Social Worker/Activist
S P Balasubramaniam	Singer
A P J Abdul Kalam	Scientist/Former President
Bharathiyar	Poet
Kiran Bedi	IPS officer
Narayan Murthy	Businessman
Arundhati Roy	Writer
Sunita Williams	Astronaut
Ritu Kumar	Fashion designer

Facilitator's Guide No. 3



You know them by **WHAT THEY DO... THE CAREER THEY ARE PURSUING AND ARE SUCCESSFUL IN.**

So what is the role of career in one's life?

It's defining them as people. Would we know Sachin Tendulkar if he wouldn't be a cricketer. NO

If he wouldn't be in his career, it would just be a name for us and nothing more.

Importance of Career

Career is a course of events that constitutes our life; the sequence of occupation and other life roles, which combine to express one's commitment to work in his/her total pattern of self development. The series of remunerated

and non remunerated positions occupied by a person from adolescence through retirement, of which occupation is only one.

Our career gives us

- Economic independence
- Identity
- Fame
- Status and standing in society
- Defines our social interactions
- Defines our life.

If we wouldn't have a career, we would not get all of this. So that's the role a career plays in our life. It's the **WAY WE WILL LIVE OUR LIFE. OUR LIFE REVOLVES AROUND OUR CAREER.**

ROLE A CAREER PLAYS – “DEFINES YOUR LIFE, DEFINES YOU!!!!”

- **Economic independence** – imagine asking someone else for every single expense in your life. How would you feel. All of us like to spend money on ourselves, do something for ourselves that just not makes us independent but also adds to the economy of the country. Why do we want to work or be employed? To be able to take care of ourselves, and a career gives that. Even a housewife which is not a paid career is independent because she is working for her family.
 - **Identity:** How do people know or recognise you, BY WHAT YOU DO. YOUR WORK YOUR CAREER. Personal identity is the distinct personality of an individual. It is the individual characteristics arising from personality by which a person is recognised or known.
 - **Fame** – It is the condition of being successful and known.
 - **Status and standing in society-** Status is the honour attached to one’s position
- in the society. A Career of a person determines one’s status in society, in common words standing in society.
- **Defines our social interactions** - Social Interactions is changing sequence of social actions between individuals or groups. Our career defines our interaction pattern and the individuals and the groups we interact with.
 - **Defines our journey of life** - Life is a characteristic of self organising, self recycling systems. It is accomplished when an individual feels dually satisfied about his personal life and career. A sentence that brings the idea of work life balance to the point is :’Work to live. Don’t live to work.’ Though it is still up to discussion, if a harsh separation between ‘work’ and ‘life’ is a perfect solution. One may argue that work is very much a part of life. Thus finding the right job that is fun to do, might be the more important part in removing possible causes for unhappiness in life today.
 - Is a constant motivating factor to lead one’s life enthusiastically.



Activity 3 – Need for career guidance

Step 1

Explain to the participants the need for guidance in deciding a career. (Refer to Facilitator’s Guide No. 4)

Note: For more details refer to Annexure IX.

Facilitator's Guide No. 4**Facilitator Guide No. 4****Career Guidance**

Career Guidance (Vocational guidance) is a process of assisting the individual to choose an occupation, prepare for it, enter upon and progress in it.

It is primarily concerned with helping individuals make decisions and choices involved in planning a future and build a career, decisions and choices necessary in effecting satisfactory career adjustment.

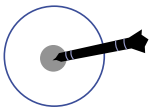
A person cannot choose a job s/he has never heard of. Nor can s/he intelligently accept or reject a job offer or choose to prepare for an occupation about which his/her information is either inadequate or inaccurate.

Careers exist only because people pursue them as they are person centred.

Need and Importance of Career Planning

Session One – Need and importance of career planning

170 min



Objectives

On the completion of the session, participants will be able to explain:

- The importance and need of planning a career
- How career choices are made



Materials

Flipcharts, marker pens, case studies cards, with alphabets on it, white board, markers.

Activity No.	Topic	Methodology	Duration
Activity 1	Need for career planning.	Brainstorming, Group Discussion.	45 mins
Activity 2	2a. How career choices are made.	Sharing, power point presentation.	35 mins
	2b. Factors Important for Career Planning.	Case studies and group discussion.	90 mins



Activity 1 – Need for career planning

Step 1

Divide the participants into 5 groups and give them 10 minutes to plan the following. Assign each topic to each group:

- Birthday party
- School annual day
- Visit to pilgrimage place
- Preparation for Diwali/Christmas/Pongal
- Field trip

Step 2

Exactly after 10 minutes ask the group to stop the discussion and invite a representative from each group to make a presentation.

Note: Don't give any group more than 10 minutes and if you have to give, record the amount of extra time given to the activity and the respective groups.

Step 3

After the presentation, point out which was the best group which considered all the factors in the stipulated time, and also give feedback to the groups which were not well planned.

Step 4

Initiate a discussion and let them share on the following:

- What happens if you don't plan for these occasions? Let them share
- Would it go the way you would want to?
- What happens when we have to plan our career?
- Do we need to give it so much importance?
- Can we undo our mistakes which we make in selection of career courses?
- Can you do medicine after commerce; can you skip maths in +2 level and do MCA? (NO)

Step 5

Sum up the discussion by illustrating on the need for career planning (refer to Facilitator's Guide No. 1)

Facilitator's Guide No. 1

Facilitator Guide No. 1

All these activities are such simple and regular things which happen to us, yet we plan them carefully and well in advance.

So planning is essential for everything in life, for something as simple as cooking for the day to planning a festival or any event in your life, significant or not significant.

Moreover, you have to plan all the activities. We all have had experience in doing that, if we make a mistake we can always compensate for it some other time.

Emphasise on the fact that the decisions once taken are largely irreversible. Thus one needs to make informed decision.



Activity 2a – How career choices are made

Step 1

Generate a discussion and ask the participants to brainstorm on how career choices are usually made? Jot down the points on the white board.

Step 2

On the basis of the sharing done by the participants explain and reemphasise on how career choices are made. (Refer facilitator's Guide No. 2)

Step 3

Ask the participants how they entered their respective line of career. Discuss.

Facilitator's Guide No. 2



How Career Choices are generally made?

- Socio Economic Status (which strata of family I belong to? Will a farmer's son even think of becoming a Pilot or a business man's daughter a hair dresser? What we become or want to become is mostly influenced by our status in society)
- Marks (how many people we know who have 90% have taken humanities instead of science? We choose careers by marks. Generally high marks science, average marks commerce and if less than that arts. The trend is changing slightly now in some states and metropolitan cities but is still done in many places)
- Parental Education / Employment / Background (parental aspirations, their professions and status lead to career choices. A doctor's son will most of the time end up being a doctor, similarly for teacher or people in defence services)
- Peers' Influence – if my friend takes up a career, I'll take the same. Peer pressure works with some people.
- Societal Influence- what is looked up in society, white collar jobs like doctor, engineer, IAS, glamorised jobs like media films, lucrative careers like IT, MBA. Generally we follow the herd mentality. If something is picking up, all run towards it without considering the negatives or sometimes even the positives.
- Lack of Awareness – there are stereotyped professions. We just know about commerce, arts and science. We don't want to explore or think beyond that. This is one of the biggest mistake we make while choosing careers. There is no career guidance available in schools; people choose schools/ colleges rather than subjects.



Activity 2b – Factors important for career planning

Step 1

Divide the participants into 8 groups and give them each following case studies. (20 mins) (Case study refer to Facilitator's Guide No.3)

Let them read the case study and discuss

- How did the character choose the career?
- Was it planned or not?
- What was the outcome of planning?
- What are the reasons due to which they succeeded or failed in the planning?



Step 2

List on the board the pitfalls of not planning/ the advantages of planning.

Step 3

Explain the participants why planning career is required. (Refer Facilitator's Guide No. 5)

Note: For more details refer to Annexure V.

Facilitator's Guide No. 3

Case study – 1

Raji completed her class XII std with distinction in science group (PCMB) and her interest was to become an engineer. She lived in a rural area where the frequency of buses was low. There was only one Arts and Science college near her village. Being influenced by her friends she agreed and got admission in the college near by, pursuing her BA Public Administration. Her first year result showed poor performance and she was unhappy about it.

Discuss

Case study – 2

Satish had a passion for designing and drawing. He completed his class XII with high scores in his school. At that time pursuing BTech. was the trend among youngsters. He took up BTech in Leather Technology. The Government then came up with rules and regulations due to hazardous environmental issues and ordered many leather industries to shut down. Today he has a job which is less remunerative and no further scope for growth.

Discuss

(Facilitator's Note: BTech was a lucrative career with scope, but Satish looked at BTech as a lucrative course and ignored the importance of job demands while selecting the specialisation of leather technology.)

Case study – 3

Gopi is studying BA journalism II year. His father guided him to study journalism and become a newspaper reporter like himself. But Gopi is a calm and quite person and does not like to mingle with people. Therefore he scored very less in the practical when compared to his class mates. Now Gopi thinks- "will this Career suit me or not"?

(Facilitator's Note: Gopi father' not considering Gopi's interest, aptitude and personality made him choose a career which was totally opposite to his personality traits-introvert)

Case study – 4

Amar has a great passion to join the Armed forces. In his schooling he was selected as the best NCC cadet. He is the only son from a well to do business family. His parents were very affectionate and cared for him. He completed his class XII and applied for the NDA (National Defence Academy) exam. His parents became aware that Amar was keen on joining the defence services when they saw the hall ticket for the NDA exam. They were totally upset. When they had a talk with Amar about this and justified their concerns, Amar sacrificed his desire of becoming a defence personnel and took charge of the family business. He was distressed with the decision he took because of parental pressure.

Case study – 5

Jagan was interested in taking photos. He somehow managed to buy a camera

when he was in class XI. Soon he got opportunities to take photos in functions of his friends and relatives as he was good at it. This fetched him good money. His parents on one hand wanted him to be a graduate and on the other feared that he would dropout of school and would become a photographer as he was passionate about it. They communicated both their desire and fear. Jagan planned his career accordingly and chose BSc. Visual Communication after his class XII. The parents were convinced with his decision and he was also happy.

Discuss

Case study – 6

Bala was interested in becoming a film director and at the same time was interested in taking up a regular course. He completed class XII; joined a regular BSc course and worked as an assistant to a film director. He utilised his spare time in enhancing his skills required for direction. He got his degree and then completely concentrated on direction. After working as an assistant director for 3 movies he directed a movie of his own. Now he is a known successful director.

Discuss

Case study – 7

Priya was interested in becoming a doctor like her aunt. So she decided to start planning on how to go about it. She gathered information from her aunt and other relevant sources about the courses. After completing her class X. She chose the science group. She worked hard and got 92% marks in her class XII. She got into a good medical college, completed her MBBS, specialised in psychiatry and is now a very successful Psychiatrist.

Discuss

Case study – 8

Ramya is always interested in helping the less fortunate. This has been her nature since childhood. When she was in her class X, there were no proper road facilities in her village. To address this problem the village meeting was held where they discussed about lack of action being taken in spite of repeated petitions to the concerned authority. The meeting concluded with the decision of petitioning the District Collector. In a

matter of one month's time the road repairs started. When Ramya enquired about it she understood that it was because of the Collector's intervention that the village had a newly laid road. Being a witness to the incident Ramya decided to become a Collector. She became an IAS officer and was appointed as a Collector of a District. Being successful in service for about 20 years she works with enthusiasm having complete job satisfaction.

Discuss

Facilitator's Guide No. 4

Facilitator Guide No. 4



Pitfalls of not planning career

Case Study 1 - Random career choice, based on proximity of college and friends
 Case Study 2 - Lucrative career at that time, not considering job demands
 Case Study 3 - Not considering one's interest and aptitude and personality
 Case Study 4 - Going into family business.

Advantages of planning a career

Case Study 5 - Considering personal preference
 Case Study 6 - Considering one's ability/talent
 Case Study 7 - Planning before time
 Case Study 8 - Focusing on Job satisfaction & success

Facilitator's Guide No. 5

Facilitator Guide No. 5



Factors important in career planning

Some decades ago career choices were not at all a difficult task and students just went from one class to another without giving a thought as to what they would do in the future and what kind of job they would pursue.

Graduation meant the certainty of securing a job. But today the situation is not the same and students have to strive hard to get into

various courses and colleges and excel in their studies in order to be able to get a job.

There are many factors, which a student needs to keep in mind while planning a career.

One needs to understand why it is so important to plan a career.

- Unlike the past, today jobs are specialised and therefore specialised training needs to be taken. For example 10 years back, a student who had completed graduation with a first class could easily get a job in a bank; today there are students who have done specialisation in financial management. A person with specialised knowledge would definitely be preferred over somebody who has just completed his graduation. We have more than 200 types of engineering courses in our country. Every single day a new institute opens up offering some specialised course. The amount of options has increased, so has the confusion. Hence we need to plan a career effectively
- New opportunities are coming up every single day, old job skills are becoming redundant, for example stenography as computers have overtaken that; career in media, as we have many channels today giving rise to so many new opportunities in the sector. The increased number of private airlines has given a rise to the aviation sector; IT & ITES services are growing / blooming by the day. To be updated with the changes so that we can grow with newer careers we need to be informed about our choices and then plan our next step.
- Job density has increased with people from smaller towns migrating to bigger cities for jobs and education. Today women occupy a major place in the work force and jobs previously done exclusively by men are open to women also. For example the Army has now opened its doors to women too.
- Globalisation has increased the standards of education and career profiles, therefore students have higher standards to adhere to. Studies in foreign lands are more accessible today and preference

is almost always given to students who are trained according to international standards. Multinational companies are opening in India and are looking for well trained employable individuals. If you choose a career sensibly you will do well and will be picked up by any good organisation.

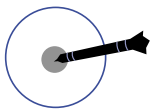
- Considering the amount of money one spends in educating oneself it would be a waste if the ultimate career choice would be one which is not satisfying. You probably spend thousands of rupees in pursuing your education from nursery to the graduate or post graduate level, and if you are not successful in your career it would be money ill spent.
- If we are not happy in our career, dissatisfaction leads to depression, discontent, anxiety, poor work performance, lack of motivation, etc.
- We spend the maximum of our alert time (time we are awake in our careers), so if you will be spending time at a place you hate to go to, then it will reflect in your mental and emotional health.
- If on the other hand you make the correct career choices then you would be a successful, highly motivated, happy, enthusiastic student and later an effective professional. Productivity at work increases adding to your development and the countries economic development. Our population which is our biggest weakness, can become our biggest strength, if we choose sensible, suitable careers.



Steps in Career Planning

Session One – Steps involved in career planning

165 mins



Objectives

On the completion of the session, participants will be able to explain:

- To understand the steps required for planning a career
 1. Understanding oneself
 2. Other information required to plan a career
 3. Set Goals
 4. Make an action plan.



Materials

Flipcharts, marker pens, pen, paper

Activity No.	Topic	Methodology	Duration
Activity 1	Understanding oneself	Group Discussion, Activity sheet	45 mins
Activity 2	Other information required to plan a career	Sharing, power point presentation	30 mins
Activity 3	Aligning personal strengths with the right job	Group work	30 mins
Activity 4	Setting goals	Discussion	30 mins
Activity 5	Make action plan	Individual work	30 mins



Activity 1- Understanding oneself

Step 1

- (a) Ask the participants to share how did they go about choosing their present career and what do they want to do next?

Note: Let the participants mention positive as well as negative aspects of their way of choosing their careers.

Step 2

Tell the participants no matter how we choose our career, we need to stay focused. Difficulties would be encountered; however it is important to view them as opportunities for greater learning rather than roadblocks. For this also it thus becomes very important that we understand ourselves better.

Step 3

Tell the participants that we would do an exercise that would help us being aware of our strengths and weaknesses. Ask the participants to make a SWOT analysis on a sheet of paper and fill it up (10 minutes). This will encourage participants to sincerely narrow down their personal strengths and weaknesses, opportunities and threats while drawing closer to their career plans. (Refer to Flip Chart No. 1)

Flipchart No. 1

SWOT Analysis			
Strengths	Weaknesses	Opportunities	Threats

Note: For more details refer to Annexure I-Detailed SWOT Analysis.



Activity 2 – Other Information required to plan a career

Step 1

Explain that there are two kinds of information required to plan one's career-Internal and External Information. Put up Flip Chart No. 2 and list out the Internal Information required to plan a career.

Step 2

Ask the participants –“what is the external information required to plan one's career?”. Put up Flip Chart No. 3 and list out the External Information required to plan a career.

Flipchart No. 2

Basic Internal Information required for planning a Career:

- Interest – activities we like to do.
- Aptitude/Skills – ability to do something
- Values – certain principles, morals, ideals
- Personality – the way we understand and view ourselves.
- Goals – what do we want to achieve, when and how
- Priorities – what is important to us (wealth, power, status. challenge, contentment)

Flipchart No. 3

External Information

- Options available
- Employment Opportunities in the field
- Educational Qualifications required to get into the field
- Educational /Vocational institutes that offer the course.
- Whether the course is a degree or a diploma course; is it a full time course or a part time course; is it a regular or a correspondence course?
- Eligibility Criteria.
- Course Duration, Fees, Admission procedure- entrance exam and so on.



Activity 3 – Aligning personal strengths with the right job

Step 1

Give each group 3 job profiles- For example, Journalist, Human resource Manager, Chartered Accountant and ask them to analyse the Interests/ Aptitude and Personality traits required to be successful in that career.

Step 2

Summarise by saying that every career you choose one needs to choose it according to the interest , aptitude and personality of the person.



Activity 4 – Setting goals

Step 1

Stress on the fact that one has to put in hard work and efforts in the right direction to choose a career. Knowledge, the right attitude and skills are required to become a successful person.

How to set goals- : Long term and short term goals. Goals must be SMART. Explains with the help of the flip chart No.4 and also add information in Facilitator's Guide No. 1.

Flipchart No. 4

Setting Career Goals

S- Specific

M-Measurable

A-Achievable

R-Realistic

T-Time bound

Facilitator's Guide No. 1

Goal setting is the term commonly given for the process of setting and working towards specific, defined goals.

First you must dream! Dream of everything you want, and have always wanted in every facet of your life. There are no limits. Ask yourself, "What would I attempt to do, if I knew I could not fail?" "What would I want for my life if I knew I could have it?" Then use Goal setting to help you get it.

SMART Goals

Specific: More specific the goals, easier it is to achieve them. Provide sufficient detail so that there is no room for indecision regarding what it is that you have to work towards. For example, getting good marks is not specific enough. What EXACTLY

does GOOD mean to you? Define the terms. Using questions like WHO (who is involved), WHAT (what do I want to accomplish), WHERE (which place), WHICH, Identify requirements and constraints.

WHY: Specific reasons, purpose or benefits of accomplishing the goal. **WHEN** (have a time frame). Eg: I will get not less than 85% for my 1st unit test.

Measurable : When you have reached the goal, it should be objectively measurable. You should be able to tell how you would come to know that the goal has been achieved. Therefore you need to establish a criterion. For instance, studying Maths is not measurable - (it could be specific – of all the subjects, you have specifically chosen

Maths, but what IN Maths?) Solving 20 problems in Trigonometry is something tangible.

Here questions like How much and How many, How will I know when it is accomplished are important.

Also Note the relationship between Specific and Measurable. The more specific your goal it becomes more measurable.

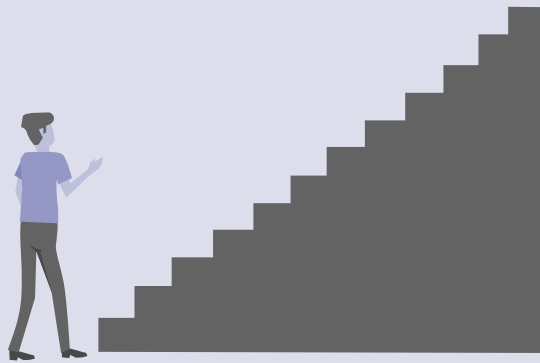
Attainable: The goals should be within one's limits. One should know one's potentials. However, we do tend to underestimate ourselves therefore we should set our goals a little higher. Also they shouldn't be too high because it might tempt us to give up at the very first obstacle. At the same time it should not be too easy – it should be challenging enough. It therefore follows that you are the best person to set your goals.

Eg: if a child gets 35% in his first exam, expecting 90% in the very next exam is not an attainable goal. Hence the goal should be within one's reach so that we don't give up and be motivated to achieve the goal.

Reviewable: Just having specific, measurable and attainable goals is not enough. One needs to have a plan to achieve these goals.

This plan has to be reviewed whether it is serving us well, whether we are going to meet the deadline, and so on. This plan can then be modified to suit our needs. Eg: if one person wants to achieve 90% marks in exams one has to keep reviewing if he/she is maintaining the set standards.

Time-bound: Set a deadline to achieve the specific goals that make up the larger picture. This deadline should be specific: not just a year or a month but right down to the last minute.



Activity 5 – Making an action plan

Step 1

Put up Flip Chart No. 5 and explain the process of making an action plan by setting smart goals.

Flipchart No. 5

Example

Professional

Example 1

I'll complete 8 chapters of English literature, prose of 7th standard in 2 months doing around 1 chapter per week

- Specific: I have to complete 7th std, English Literature, Prose
- Measurable: there are total of 8 Chapters
- Attainable: I'll do 1 chapter per week
- Reviewable: Weekly review of chapters completed
- Time-bound: I'll complete in 2 months

Example 2

Learning a New Language:

I'll learn Burmese in one year.

- Specific: Learning the Burmese language
- Measurable: Speaking/understanding the Burmese language
- Attainable: Learning 1 grammar rule every 2 days
- Reviewable: Weekly check on number of grammar rules learnt (3);
Number of grammatically correct sentences spoken
- Time bound: 1 year

Personal

Lose Weight:

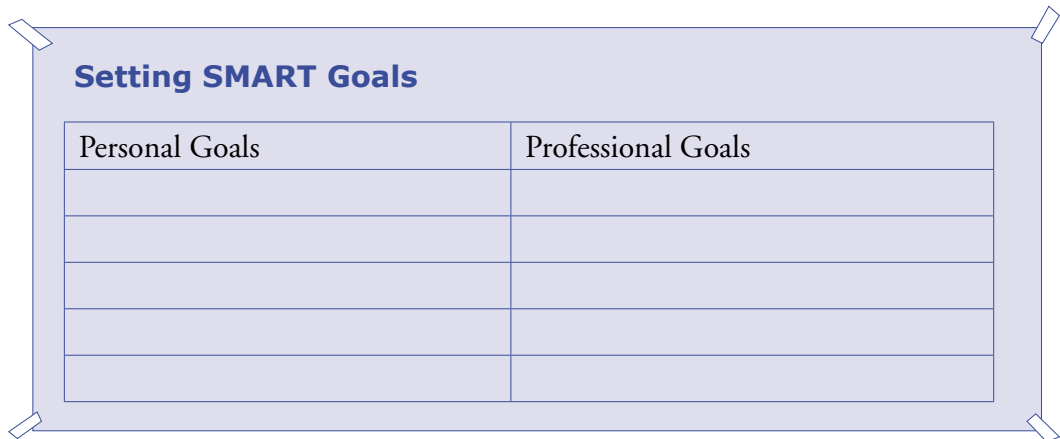
I'll lose 16 kg in 3 months

- Specific: Lose Weight by exercising
- Measurable: Lose 16 kg. with 16 hrs a week
- Attainable: 2 hrs. a day
- Reviewable: Daily review of pre-decided amount of exercise (2hrs)
- Time-bound: 3 months

Step 2

Ask the participants to fill personal and professional goals (20 minutes) (Refer to Flip Chart No. 6)

Flipchart No. 6



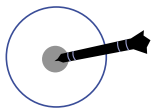
Personal Goals	Professional Goals

Note: Flip Chart No. 6 example to be replicated on the black board or flip chart.

Career Options after X and XII

Session One – Career options after X and XII and vocational options

180 mins



Objectives

By the end of the session, participants will be aware of:

- The options available after X to choose a career
- The options after class XII
- The options for Vocational Skill Training.



Materials

Power point presentation and printed career handbook

Activity No.	Topic	Methodology	Duration
Activity 1	Options available after X	Brainstorming, discussion, power point presentation, Question & Answer session	60 mins
Activity 2	Options available after XII	Brainstorming, discussion, power point presentation, Question & Answer session	60 mins
Activity 3	Options for Vocational Skill Training	Presentation , Question and Answer session.	60 mins



Activity 1 – Options available after X

Step 1

Ask the participants what are all the options available after X standard. Make a PowerPoint presentation or use flip chart to explain on the options available after X standard. (Refer to Flip Chart No. 1)

Step 2

Tell them that completion of X standard is very crucial and it sets the course of one's future. There are 7 choices available at this stage. (Refer to Facilitators Guide 1)

Step 3

Ask the participants to raise questions or express their views on the subject. Sum up the session by highlighting the options available and current trends in the career choices. (Refer to the hand book for details)

Flipchart No. 1

Options Available After X

- higher secondary courses in
 - **Science**
PCMB [Physics, Chemistry, Maths and Biology]
PCMCS [Physics, Chemistry, Maths and Computer Science]
PCBHS [Physics, Chemistry, Biology and Home Science]
 - **Commerce**
Accountancy, Economics, Business Studies and Computer Science
Accountancy, Economics, Business Studies and Hotel Management
Accountancy, Economics, Business Studies and Travel and Tourism
 - **Humanities**
History, Economics, Sociology and Political Science
History, Economics, Sociology and Journalism
History, Economics, Sociology and Psychology
 - **Diploma Engineering in**
Electrical and Electronics Engineering
Mechanical Engineering
Electronics and Communication

Facilitator's Guide No. 1



7 Choices Available on Completion of X Standard

1. Science stream with Maths
2. Science stream with biology
3. Commerce stream
4. Humanities opting science stream at this stage but later to opt for humanities or science stream
5. Opting for professional course
6. Opting for a profession
7. Working/ jobs

Options **one to four** should be decided on the basis of one's ability and aptitude.

Take in to account the following:

First and foremost you need to have a good and just assessment of the exam and its standard. Must go through the syllabus and the previous years question papers thoroughly. **Secondly** you need to make a thorough assessment of yourself, your strength and weakness as well as your capacity. You should give a couple of days in planning for the exam taking into account the syllabus of IIT/JEE and that of your class work. Thereafter you should take thoroughly in to account all the other related aspects of the exam i.e. whether you would be preparing on your own or you intend to join any coaching institute etc.

The same applies for options two and three with respect to medical and CPT/CA/CS as a future course of action.

Opting commerce stream becomes all the more meaningful if you dream of becoming an entrepreneur.

Option **four** stands good for those who are keen to explore the human civilisation and the society. Besides this option also offers lot many career opportunities after XII and

graduation. As far as academic options for this stream after XII are concerned one can take up humanities in universities and colleges. Besides the regular graduation one can also opt for professional courses like Mass Communication, Fashion designing etc. Thus humanities as an option after X should be well thought of and one should have a rough idea of the road map up to the final settlement.

But then even if you lack any of the requisites but have the firm determination and the iron will nothing is going to stop you.

This is how you should be deciding your options one to four.

Now we analyse the other options.

The fifth option stands good if you plan to pursue civil services or the banking services etc. In such cases opting science is a safe bet as most of the competitive exams viz civil services, banking services etc do have science of XII grade in their examination.

Sixth option is about opting for professional course. You don't have lots of choices if you are looking for professional course at this stage. Those that exist at the most equip you with moderate level of skills and hence you get the job thereafter with not very promising future. But if the circumstances are compelling then you need not to be dissuaded at all. If there is a will there is a way.

Once you are done with your professional course after X try completing your higher secondary level by correspondence/ private medium of examination. After you complete your class XII you are eligible to opt for many professional courses. There are professional courses imparted at flexible

hours. You can attend classes of such courses as per your convenience i.e. after your working hours; you can even opt for distance mode or online degrees.

The **seventh option** is exercised when the circumstances are such that one cannot continue the education any further and has to opt for a profession to earn his living. You may not come across many career options at this stage. But to make your future promising, in such situation all you need is to continue your education through distance or private mode until graduation. Thereafter as mentioned above one is eligible for many competitive examinations like the civil service, banking services etc.

Some options in such a situation could be: As far as government jobs are concerned following are the options:

- Sorters and Group 'D' staff
- Indian Coast Guard – Naviks
- Soldiers
- Sailors In Indian Navy
- Drivers and peons in most of the government departments.

Private sector also has openings on similar lines

- Office assistants
- House keeping in hotels and hospitals
- Drivers/Security guards.



Activity 2 – Options available after XII

Step 1

Ask the participants what all are the options available after XII standard. Make a PowerPoint presentation or use flip chart to explain on the options available after XII standard (refer to Flip Chart No. 2)

Step 2

Tell them that completion of XII standard is very crucial and it sets the course of one's future.

Step 3

Ask the participants to raise questions or express their views on the subject. Sum up the session by highlighting the options available and current trends in the career choices. (Refer to the hand book in details.)

Flipchart No. 2

Engineering

- Branches of Engineering
- Information Technology
- Premier Engineering Colleges
- IIT Admission
- AIEEE and Procedure
- Bitsat

Paramedical Courses

- Nursing
- Pharmacy
- Physiotherapy/physical Therapy
- Occupational Therapy
- Medical Lab Technician Etc...

Openings for Maths and Physics

- Mathematics
- Computer Science
- Statistics
- Meteorology
- Geology Etc...

Finance & Management

- Investments
- Accounting
- HRD
- Market Research Etc...

Environment & Social Science

- Disaster Management
- Education Management
- Environmental Management
- Forest Management Etc...

Art

- Animation
- Architecture
- Cartooning
- Illustration Etc...

After Higher Secondary

Commerce

- Banking
- Hotel Management
- Insurance
- Travel And Tourism Etc...

Medicine

- MBBS
- Bds
- Bams
- Bhms
- BUMS Etc...

Openings for Chemistry and Biology

- Careers In Biological Science
- Environmental Science
- Genetics
- Forensic Science
- Wildlife Etc...

Allied Science

- Forestry
- Veterinary Science
- Horticulture And Floriculture
- Agriculture And Fisheries

After Higher Secondary Humanities

- History
- Economics
- Politics
- Psychology Etc...

Media & Communications

- Advertising
- Film Industry
- Journalism
- Photography Etc...

Export Management

- Export Management
- Material Management Etc...

Open To All

- Fashion Design
- Interior Decoration
- CA
- CS
- CWA



Activity 3 – Vocational options available

Step 1

Ask the participants what are all the options in case they want vocational skill training.

Step 2

Present the various options available in vocational skill training given in Flip Chart No. 3 (more information can be added to the ones in the flip chart).

Refer to hand book for further details.

Flipchart No. 3

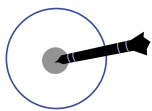
Vocational Courses (few)

- 1 Year Non metric engineering
- Driving
- Plumber
- Mason
- Fitter
- Domestic Wireman
- Turner
- Welder
- Motor Rewinding
- Mechanic TV/ VCD
- Refrigerator Mechanic
- Beauty parlour management

Career Choices of Adolescents and Parental Concerns

Session One – Addressing parental concerns on adolescents and their career choices

90 mins



Objectives

On the completion of the session, participants will be able to explain:

- That there is a difference between parents' and adolescents' career choices
- How parents can communicate effectively with adolescents



Materials

Flipcharts, marker pens, case studies, PowerPoint presentation

Activity No.	Topic	Methodology	Duration
Activity 1	Difference between parents' and adolescents' career choices	Case study analysis, Group Discussion	30 mins.
Activity 2	Communicating effectively with adolescents	Role Plays, Discussion	60 mins



Activity 1 – Difference between parents' and adolescents career choices

Step 1

Divide the participants into four groups. Assign one topic to each group

1. Factors considered by parents while making a career choice for their adolescent son/daughters.
2. Factors considered by adolescents while making a career choice for themselves.
3. What career parents generally opt for their wards?
4. What career adolescents generally opt for themselves?

Step 2

Let the groups discuss and prepare their presentations in 15 minutes.

Step 3

Invite the groups to do their presentations one by one and let the other groups ask questions or seek clarifications.

Step 4

Sum up the presentations (Refer to Facilitator's Guide No. 1)

Note: For more details refer to Annexure VII.

Facilitator's Guide No. 1

Facilitator's Guide No. 1

Factors considered by parents while making a career choice for their adolescent son/daughters.

- Socio Economic Status
- Parental Education / Employment
- Expenditures involved
- Proximity of the institution and safety of their ward and later postings
- Opinions of friends, neighbours and media
- Current trends

Factors considered by adolescents while making a career choice for themselves.

- Marks
- Peer Influence
- Societal Influence
- Status
- Economic and other benefits
- Challenges involved
- Current trends

What careers parents generally opt for their wards?

- Traditional careers like doctors, engineers, civil services

What careers adolescents generally opt for themselves?

- Pilot
- Media and communication
- Fashion Designing and Technology
- Fine Arts

Step 5

Ask the group which option is better out of the following two and why?


1. Adolescents choosing their own career
2. Parents choosing a career for their adolescent sons/daughters

Step 6

Now ask the participants – ‘if parents and adolescents together make a career choice – will it be the best option?’


Step 7

Discuss the ideal process to be followed in helping an adolescent choose an appropriate career option. Refer Facilitator’s Guide No. 2.

Facilitator’s Guide No. 2


Ideal process to be followed

- Talk to the adolescent on his/her aspirations
- Don’t reject, allow expression
- Through indirect questioning find out what he/she actually knows about the Career- path, Qualifications required, Salary, Prospective employers, etc
- Encourage him/her to meet people in that field and genuinely support him/her in that process
- Parents should also get information about the Careers
- Dialogue and explore the options together



Facilitator’s Guide No. 2



Activity 2 – Communicating effectively with adolescents

Step 1

Divide the participants into small groups. Give each group one situation given in Facilitator’s Guide No. 3 and ask the participants to prepare a role play on it.

Give 15 minutes to the participants to prepare their role plays.

Facilitator's Guide No. 3

Facilitator's Guide No. 3

16 year old Vikram, a student of class XII does not want to go for his AIEEE coaching. He is keen on landscape and photography. He asked his parents to introduce him to cinematographers. Parents have a feeling that the son needs counselling to come out of his resistant behaviour.

13 year old Shyamala works as a house maid for the last two months. When she was asked about her education, she says, "I want to study but my mother said that I will not gain anything by studying. At least by working I can get some money to save for my marriage".

17 year old Ramesh, the only son after five sisters in the family, aspires to go for higher studies to the neighbouring town. Parents are worried about the expenditure and

have been discouraging him from applying elsewhere.

18 year old Vinayak has been having difficulty in studies since early childhood. He had scored only 45% in his X with difficulty. He has passed Grade V in Key board training. He wants to choose Sound Engineering and then take up music composition.

Parents feel that he would fail there too.

15 year old Rahul wants to go for training to become a pilot. His father is a doctor and wants him to do MBBS so that he can take up his practice later.

18 year old Ganapriya is doing her first year MBBS. She is not keen on pursuing the course. She wants to have a career in music. Her parents are not keen on the change.

Step 2

Invite the groups to present their role plays. Initiate a discussion on

- The reasons behind difference of opinion between parents' and children's decisions and the causes behind it.

The negative effects these conflicts have on parent-child relationship leading to tensions and stress within the family.

(Refer Facilitator's Guide No. 5)

Facilitator's Guide No. 4

Facilitator's Guide No. 4


Factors that influence parents' decisions while making a career choice for their wards -

- Parents not being aware or not accepting the strengths and weaknesses of their wards.
- Parents concerned about the welfare of their wards and their apprehensions of sending them to certain institutions about which they are not aware/are too far off/ are in big cities and parents feel their sons/daughters will get spoilt over there.
- Financial constraints.

Step 3

Discuss the various ways of promoting healthy communication between parents and adolescents. (Refer to Facilitator's Guide No. 5)

Facilitator's Guide No. 5



DO's	DONT's
Accept Adolescents as an individual and recognize that they are entitled to make their choice	Don't treat them as a child who is not capable of making the right decision for themselves.
Accept that their choice can be different from yours	Don't thrust your opinions/ aspirations/ unfulfilled dreams on your adolescent
Help them to analyse their strengths and weaknesses	Don't ridicule the adolescents by repeatedly pointing out their weaknesses especially in public.
Genuinely help them to explore the different career options.	Don't ridicule the adolescents in public on their career choices.
Be an empathetic patient listener. Practice active listening.	Don't reject their views, opinions
Look for more information on the career option chosen by your son/daughter to make your self comfortable with his/her choice	Don't say NO to their choices, without having enough information about it.

Step 4

"Addressing the needs and concerns of adolescents will help them develop into healthy and empowered adolescents and they will be able to contribute their best to the society and Family".

Note: for more details refer to Annexure VIII.

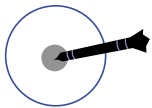
Reference:

Facilitator's Manual on Adolescent Health and Development – Ministry of Youth Affairs and Sports, Government of India, 2006.

Skills required for Career Guidance

Skills required for Career Guidance

105 mins



Objectives

By the end of the session, participants will be able to:

- List the skills required for the Career Guidance
- 100 Assess their own skills and qualities and how to enhance them



Materials

Flipcharts, Markers, White board, Whip cards

Activity No.	Topic	Methodology	Duration
Activity 1	Identifying skills required for providing career guidance	Brainstorming, Discussion,	30 mins
Activity 2	Teachers as effective career counsellors	Brainstorming Discussion	45 mins
Activity 3	Skills required for effective career guidance	Brainstorming, group work Discussion	30 mins



Activity 1 – Identifying skills required for providing career guidance

Step 1

Tell the participants – that in order to work as a teacher/ person engaged in Career Guidance, he/ she must demonstrate minimum skills.

Step 2

Divide the participants into 4 groups. Ask them to discuss about the skills a person should possess. After allowing them 10 minutes for the

discussion, group representatives will present their reports.
(3 minutes per group)

Step 3

Conclude the discussion by explaining the 10 main life skills by WHO and further culling out and explaining the skills that are required for career guidance. (Refer Facilitator's Guide No.1)

Facilitators Note: While talking about life skills care should be taken to focus on career related skills and abilities. Abilities are specialised attributes of life skills. Each ability is related with life skills. (Refer Facilitator's Guide No.2)

Facilitator's Guide No. 1



Core life skills

Self awareness

This enables the counsellor to understand their own weakness and strengths. Being aware of the good points about oneself helps the counsellor to build a sense of self esteem and self confidence. Being aware of their weakness will make them willing to learn more. This also helps them to utilise the opportunities available to them in relation to their ability.

Empathy

Being empathetic means that one has the ability to imagine oneself in the shoes of someone else i.e. a friend, parent or others and experience their emotions. One can understand their concerns, worries, fears, and needs and how they feel.

Critical thinking

This is an ability to analyse information and experience in an objective manner. It can help us recognise and assess the factors that influence our attitude and behaviour, such as media and peer pressure influences.

Creative thinking

This contributes to both problem solving

and decision making by enabling us to explore the alternatives and various consequences of our actions or lack of actions. It helps us to look beyond our direct experience, and to respond adaptively and with flexibility to situations in daily life, even if no problem is identified or no decision is made.

Decision making

This skill is required for choosing the best amongst the various alternatives in life situations. The situations may not really be problems, but require a choice to be made. This skill enables you to weigh the pros and cons of alternatives and choose the best option available and accept responsibility for the consequence of the decision.

Problem solving

The process of problem solving involves various steps. It also involves clearly identifying the problem, exploring the available alternatives and deciding on the best possible solution.

Effective communication

The essential components of

communication skills are listening and speaking skills. Body language is as important as the spoken words and may even have more impact.

Interpersonal relationship

This skill is the ability to establish positive relationship, which helps us to relate in positive ways with the people we interact with. This may mean being able to make and

keep good and friendly relationships with family members, friends and other social circles, which are important source of social relationship.

Coping with stress and emotions

This involves recognising emotions within us and others. Being aware of how emotions and stress influence behaviour, and being able to respond appropriately.

Facilitator's Guide No. 2

Facilitator's Guide No. 2

Skills Required for Providing Guidance to Adolescents

1. Patient and convincing listening ability- Communication Skill.
2. Comprehending skill- Critical Thinking
3. Patience- Interpersonal Skill
4. Knowing others- Empathy
5. Integrity- Interpersonal Skill.
6. Emotional Maturity- coping with emotion 'Convincing presentation- Communication Skill.
7. Specific Knowledge & assessment – Self awareness Critical Thinking
8. About the areas in which guidance to be provided- Decision making.



Activity 2 – Teachers as effective career counsellors

Step 1

Give an introduction, as we have already looked into the skills that are required to guide adolescents in career. Let us practice those skills.

Step 2

Divide the participants into groups of 3 persons and tell them they have to do a role play where

- One is a teacher counsellor
- One a student seeking guidance, and
- One observer to check all the skills have being used.



Note: the observer has to note what guidance skills are being used the most.

The teacher counsellor to check their comfort level while guiding the child.

Step 3

Repeat the process by switching the role of all the persons in the group, seeing that each of the member of the group has played a part of a teacher counsellor, student and an observer.

Step 4

Summarise the session by asking the participants how did they feel in each role, how difficult or easy was it to become a teacher counsellor and if they can develop on their skills with practice.

Note:

- Refer to Annexure II – Assessment Sheet.
- For more activities refer to Annexure X.



Activity 3 – Skills required for effective career guidance

Step 1

Ask the participants to brain storm on the following.

- What is a career corner?
- What is a need of a career corner?
- What are the requirements for setting of a career corner?

Step 5

Sum up the whole session mentioning the point.
(Refer to Facilitators Guide No. 3)

Facilitator's Guide No. 3

Facilitator's Guide No. 3



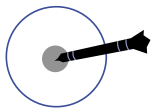
Setting up of a Career Corner

- Location & space- a place where children & teacher's confidentiality could be maintained.
- Staff Availability
- Budget
- Materials- information related books
- Equipments- computer to browse through websites for information.

Action Plan and Evaluation

Action Plan and Evaluation

90 mins



Objectives

On the completion of the session, participants will be able to:

- Chalk out action plans for further work in their schools/areas.
- Provide the participants a structured method for reporting on a monthly basis to RGNIYD.
- Obtain a feedback and evaluation of the training programme from all the participants.



Materials

Flipcharts, marker pens, Evaluation forms.

Activity No.	Topic	Methodology	Duration
Activity 1	Action plan	Group activity and brainstorming	45 mins
Activity 2	Reporting	Lecture, Presentation	30mins
Activity 3	Evaluation	Individual activity	15 mins



Activity 1– Action plan

Step 1

Divide the participants into small groups, ask them to brainstorm over the activities they would take up in their respective schools.

Step 2

Guide the groups in preparation of action plan & activities.

Step 3

Presentation followed by discussion.



Activity 2 – Reporting

Step 1

Show and explain the reporting format to the participants through flip chart or power point presentation.

Give a copy of the reporting format to each participant.

Step 2

Invite questions for clarification.

Adolescent Health and Development Project
Career Guidance Programme
A report of the Monthly Activities

NAME & ADDRESS OF SCHOOL:
NAME OF THE TEACHER COORDINATOR:
MONTH:

SL. No:	Activity	Resource Persons	No. of Participants	Date & Venue	Remarks



Activity 3 – Evaluation

STEP 1

Give each participant evaluation forms of the TOT programme.

STEP 2

Ask the participants to fill the forms themselves. The forms to be collected when completed.

ANNEXURES



SWOT Analysis

When it comes to making a career decision, there might be conflicting opinions from parents, teachers, peers and even within yourself. The best way to solve this problem is by doing a SWOT analysis. This is a management technique applied in a business decision-making process. But this business management technique can well be applied to other areas of human life, especially in selecting a career.

SWOT is an acronym for Strengths, Weaknesses, Opportunities and Threats. The analysis of an individual's capabilities and weaknesses is a prerequisite for proper selection of a career and ensuring Success later on. The majority of people tend to have a 'herd mentality', simply following what the majority are doing. But you run the risk of landing up in the wrong profession and paying for the rest of your life for that one mistake. A SWOT analysis ensures you do not make such a mistake.

To do a SWOT analysis, answer the following self-appraisal queries that will identify your strengths and weaknesses and help in deciding your career.

Quality Number One: Positive Self-Expectancy

Synonyms: Optimism, enthusiasm, hope

Antonyms: Pessimism, cynicism, despair

Proverb: "That which you fear or expect most will likely come to pass. The body manifests what the mind harbours."

Self-appraisal

I. Am I generally optimistic about all aspects of my life? How?

.....
.....

2. Do I expect the best of health (health is wealth) for myself?
How?

.....
.....

3. When I am discouraged, am I indulging in a form of self-pity? Illustrate.

.....
.....

4. Do I look at problems as potential opportunities? Illustrate.

.....
.....

5. Do I praise or criticise more often? Describe.

.....
.....

Quality Number Two: Positive Self-Motivation

Synonyms: Desire for change, excitement, urge

Antonyms: Fear, compulsion-, inhibition

Proverb: "Winners dwell on their desires (rewards of success), not their limitations (penalties for failures)."

Self-appraisal

I. What are my dominant fears?

.....
.....

2. What motivating effect do these fears have in my life?

.....
.....

3. What are my dominant desires?

.....
.....

4. Do I focus most of my attention and thoughts on these desires? How?

.....
.....

5. Do I focus on the rewards of success more than the penalties for failure? Illustrate.

.....

Quality Number Three: Positive Self-Image

Synonyms: Constructive imagination, visualisation, creativity

Antonyms: Dark imaginings, worries, neuroses

Proverb: "What you see is what you get."

Self-appraisal

1. Do I still hold great dreams for my future? What?

.....

2. Do I fantasise and imagine my monthly and yearly coming attractions? Examples?

.....

3. Is my self-image a goal-achieving mechanism or a self-limiting handicap?

.....

4. What are my greatest talents?

.....

5. What am I not good at? Why?

.....

Quality Number Four: Positive Self-Direction

Synonyms: Goal-seeking, purpose oriented, Cybernetic.

Antonyms: Aimless, Non-specific, Wandering.

Proverb: " What you get is what you set."

Self-appraisal

I. What is my most important lifetime goal?

.....
.....

2. What is my most important priority next month?

.....
.....

3. What is my objective for next year?

.....
.....

4. Where do I want to be five years from today?

.....
.....

5. What should be my position and standing at the age of 60?

.....
.....

Quality Number Five: Positive Self-Control

Synonyms: Self-determination, volition. Choice

Antonyms: Illusions, Indecision, Chance

Proverb: "Life is a do-it-to-myself project. I take the credit or the blame for my performance."

Self-appraisal

I. Am I basically a lucky or unlucky person? How.

.....
.....

2. Are there a lot of 'have' than 'have nots' in my life? What?

.....
.....

3. Are my choices in life limited or unlimited? Illustrate.

.....

4. What are the different controlling influences in my world?

.....

5. How can I better control what happens to me?

.....

Quality Number Six: Positive Self-Discipline

Synonyms: Achievement, simulation, drill, practice, regular.

Antonyms: Repetitive error, inconsistency, lack of follow-through, irregular.

Proverb: "Habits being as harmless thoughts-like flimsy cobwebs-then, with practice, become unbreakable cables to shackle or strengthen our lives." "Habit is a second nature."

Self-appraisal

I. Do I complete the projects I begin? Examples.

.....

2. Do I have the habit of rehearsing in my imagination? Elaborate.

.....

3. Do I have a number of bad habits that I am unable to break? Illustrate.

.....

4. Do I have an excellent memory? Do I have any good habits? Illustrate.

.....

5. Am I totally focussed about my success in a given field?
Elaborate.

.....
.....

Quality Number Seven: Positive Self-Esteem

Synonyms: Self-worth, self-respect, self-confidence.

Antonyms: Self-deprecation, self-doubt, self-pity.

Proverb: "If you love yourself, then you can give love away. How can you give what you don't feel?"

Self-appraisal

I. Do I accept myself just as I am today?

.....
.....

2. Is there anyone I envy or would like to swap places with? Who?
Why?

.....
.....

3. Am I an extremely humble person?

.....
.....

Do I feel guilty when I indulge in some selfish activity?

.....
.....

Is it easy for me to accept compliments and praise from others?
What impact does criticism have on me?

.....

Quality Number Eight: Positive Self-Dimension

Synonyms: Total person (complete man), visionary, humanist

Antonyms: Shallowness, egocentricity, superficiality

Proverb: "When you create other winners like yourself, life will pay you back and shine its sun upon your face and put the wind your back."

Self-appraisal

1. Do I share my success with others freely?

.....

.....

2. Do I spend time generously sharing with my family and friends?

.....

.....

3. Do I believe in "Do unto others as I would have them do unto me?"

.....

.....

Do I spend much time dreaming of previous better times?

.....

.....

Do I spend much time dreaming about the things I'd like to do some day when the time is right?

.....

.....

Quality Number Nine: Positive Self-Awareness

Synonyms: Self-honesty, empathy, openness.

Antonyms: Dishonesty, insensitivity, 'tunnel vision.'

Proverb: "Oh Great Spirit, grant me the wisdom to walk in another man's moccasins for a mile before I criticise him."

Self-appraisal

1. Do I see great opportunities for improvement in my environmental, physical and mental activities?

.....

.....

2. Do I honestly know my own limitations in my personal, intellectual and academic life?

.....

.....

3. Do I try to grab opportunities in new areas or find security in already established areas?

.....
.....

4. How would I like to cope with changes and uncertainties in my career/life?

.....
.....

5. 'Child is the father of the man.' How would I like to be a parent in future?

.....
.....

Quality Number Ten: Positive Self-Projection

Synonyms: Communicative, supportive, impressive, and expressive.

Antonyms: Aloof, unfriendly, unkempt.

Proverb: "How you walk, talk, listen and look is YOU."

Self-appraisal

I. Do I project my best self at all times?

.....
.....

2 .. Do I listen more than I talk?

.....
.....

3. Am I an active listener, who asks many questions and asks for examples?

.....
.....

4. When I talk, do I believe what I speak or do I often try to fool others through hypocrisy?

.....
.....

5. Do I try to give my best always and people feel their best when they are in my company?

.....

.....

After you complete the self-appraisal for your SWOT analysis, you will have an indication of the kind of activities and fields that would suit you. This will help you set your goals in life. It is important to know the career drivers that motivate you most before you decide your career, mission and goal of life.

Below are nine career drivers. Simply mark them in the order of priority you accord to each career driver. The most important should be marked 1 and the least important 9. Be honest in your response.

1.	Material Rewards: Seeking possessions, wealth and high standard of living.
2.	Power/Influence: Seeking to be in control of people and resources.
3.	Search for Meaning: Seeking to do things you believe are valuable for their own sake.
4.	Expertise: Seeking a high level of accomplishment in a specialised field.
5.	Creativity: Seeking to innovate and be identified with original output.
6.	Affiliation: Seeking nourishing relationship with others.
7.	Autonomy: Seeking to be independent and take decisions.
8.	Security: Seeking a solid and certain future.
9.	Status: Seeking to be recognised, admired and respected by the community at large.

This done, now complete the following questionnaire in brief (within 50 words) and you will know what your goals are.

1. What is your goal for the current year? And the goal after five years?

.....

.....

2. What do you enjoy most in your leisure time?

.....

.....

3. What are your personal strengths?

.....
.....

4. What are your weaknesses?

.....
.....

5. How important is it for you to win?

.....
.....

6. What do you worry about the most: career, relationship with friends, your parents, or any other thing?

.....
.....

7. Who or what irritates you the most?

.....
.....
.....

8. How intelligent are you compared to others you know?

.....
.....
.....

9. If one wish of yours could be granted, what would it be?

.....
.....
.....

10. What do you want in life and what price are you willing to pay for it?

.....
.....
.....

11. Write down the mission statement of your life within three sentences.

.....

.....

.....

Reference: Multiple career choices for graduate and post – graduate by Devajit Bhuyan – PUSTAK MAHAL publications

Assessment Sheet

1. Personal Characteristics

1. Three words that best describe me are

_____ / _____ / _____

2. Circle the answer which best applies to you.

- | | | |
|-------------------------------------|-----|----|
| (a) I enjoy being with people. | Yes | No |
| (b) I get along easily with people. | Yes | No |
| (c) I am understanding of others. | Yes | No |
| (d) I like pressure. | Yes | No |

3. I would prefer to work with

- | | |
|-------------|-------------|
| (a) People. | (c) Things. |
| (b) Data. | (d) Ideas. |

4. I would like to work for

- (a) A large business. (b) Myself. (c) A small business.

5. I would prefer to work

- (a) Alone (b) As part of a team.

6. I would enjoy

- (a) Constant change. (b) Daily routine.

2. Values

Remember that educational and career goals are influenced by what you want out of life and by the things that are truly important to you. Complete the following sentences:

1. I am happiest when I

- Achieve a goal
- Being appreciated
- Get a challenging task
- Get no job

3. Abilities and Aptitudes

Your goals should be selected to make use of your strengths.

List five things you are good at.

- 1.
- 2.
- 3.
- 4.
- 5.

Facilitators note: helping others, handling and dismantling things, art and design, tailoring etc.

4. Interests

a. Check the kind of interests that are related to your occupation:

- Acts
- Clerical work
- Outside work
- Science
- Mathematics
- Mechanical work
- Social service work
- Literacy
- Music
- Influencing people

b. Working condition

Check any special working conditions associated with this occupation

- Routine, unchanging work
- High pressure work
- Heavy physical work
- Work under supervision
- All inside work
- Night or weekend work
- Work mostly with others
- Work mostly alone
- Very little movement
- Work that changes a lot
- Much travel
- Dangerous work
- Work without supervision
- Loud noise
- Extreme heat or cold
- Get dirty or greasy

5. Complete this statement:

In the following list, check the characteristics that apply to you
I like:

- (a) Having plenty of change and variety. —
- (b) Having a routine. —
- (c) Being closely supervised when I work. —
- (d) Directing others. —
- (e) Dealing with people. —
- (f) Working alone. —
- (g) Trying to convince others. —
- (h) Working under pressure. —
- (i) Using my own judgment. —
- (j) Being scientific and objective. —
- (k) Dealing with my feelings. —
- (L) Being precise. —

6. Work Experience

a. List the various jobs that you have held. For each, outline:

- (a) What you liked about the job;
- (b) What you disliked;
- (c) What skills you used;

b. What I want most out of life is

7. Identifying My Own Obstacles

Directions: Read through the following lists of internal and external obstacles to satisfying decision-making. Check the obstacles that you think are preventing you from facing your decision. Remember, an obstacle to a satisfying decision is anything or anyone that causes you not to adequately consider all of the alternatives.

Internal Obstacles

- Fear of making the wrong decision
- Fear of taking a risk
- Fear of failure
- Fear of change
- Lack of self-confidence
- Ambivalence (that is, having conflicting feelings about the decision) Procrastination (putting things off)
- Stereotyping about self and others with respect to age, race, and sex (e.g., I can't do that, I am too old! or I'm black or I'm a man or I'm a woman)

External Obstacles

Family expectations and responsibilities (e.g., pay the bills, cook the meals, pressure to go into a specific career, etc.)

Societal stereotyping with respect to age, race and sex (e.g., you can't do that, you're too old! or you're black or you're a woman or you're a man)

Other societal expectations (e.g., to conform, to make increasingly more money, to be successful, to be a good parent, etc.)

Source: Junior high school career guidance, New Brunswick Department of Education, 1988.

Career Counselling: A Handbook, by Giden Arulmani and Sonali Nag – Arulmani @ Tata McGraw-Hill
Developmental Guidance Classroom Activities, Vocational Studies Centre, University of Wisconsin-Madison, 1991.

The Stages of Development

According to Biehler, the five definite stages of development from the guidance point of view are:

1. Stage of Growth until 13 years: This stage is regarded as the stage of fantasy. The individual has rapid physical and mental development and participates in all types of activities irrespective of whether it suits his abilities, temperament or not. He fantasies himself in future roles without considering whether he can actually accomplish them. He has still not developed his value system and a definite plan of action to forge ahead. The need for guidance at this stage is most important in the area of development and adjustment. If for any reason, he feels thwarted or strangled, it would permanently damage his personality, e.g. if parental attitudes are dominant or overprotective; or there is tremendous sibling jealousy, or there is unhealthy antagonistic environment at school. Guidance is also needed in the area of educational and professional development.

2. Stage of Exploration: This is the second stage of development from age 13 to 25 and is called the tentative stage. By 13, the individual begins to show specialization as special abilities or aptitudes come into prominence. From the world of fantasy, he begins to settle down to a certain plan of action or shows consistency in his participation of activities, not randomly selected or visualises an educational course which will lead him to his vocational choice and so on. As mentioned, he begins to explore all opportunities coming his way and makes a choice, not out of sheer pleasure or fancy but out of careful considerations of what is possible for him or good for him. Guidance is needed most in the adjustment area, as the individual enters adolescence and finds himself lost with the world around him. Most of the work of a guidance counsellor is concentrated at this stage of development. If the individual is properly guided at this stage, his further development will be facilitated.

3. Stage of Establishment: This is the third stage in the development progress between the age group of 25 and 40 years, and it is called the realistic stage. By now, the individual is in a career and has completed formal training and education. He has to gain vocational development, adjustment and maturity. Guidance may be required, if the individual finds that his inter-personal

relationship is not in order and is not able to get along with his colleagues or his boss. If he has developed sensitiveness to the miseries of the people around him and desires to do some civic or community service to the disturbed or the handicapped, he may ask guidance in the area and plan his time and energy to gain maximum satisfaction.

4. Stage of Maintenance: The fourth stage is referred to as a stage of stability, between age 40 and 65. He has by now accomplished all what he needs to and has almost come to the stage of retirement. The guidance that he needs, at this stage is with regard to economic matters and leisure time. If he is dependent on his children, at this stage, he normally intends passing his time in religious activities and projects connected with religious institutions.

5. Stage of Decline: This is the fifth stage, around the age of 65 to 75, when the adjustments become the most. Unless the individual has had a full, contented life, this period becomes one of trials and tribulations. The greatest need is to help the individual to feel that he is wanted, that he is still useful and that his family members care for him. Also gradually, he needs to be prepared to face death and whatever his ailments be, he has to learn to bear them with courage and cheerfulness till the very end.

Thus, we see that at each stage of development, guidance is required and is necessarily sought and if given systematically and scientifically it will help to make the individual fully satisfied and life worth living.

Guidance in Stages

i) **Guidance at the Primary Stage:** Guidance should begin from the lowest class in the primary school and in view of the large numbers of schools involved, the programme may be introduced through simple measures, such as (a) familiarising teachers under training with diagnostic testing and the problem of individual differences (b) organising in-service courses for primary teachers (c) production of occupational literature and (d) helping pupils and parents in the choice of further education.

ii) **Guidance at the Secondary Stage:** Guidance at the secondary stage helps in identifying and developing of abilities and interests of adolescent pupils. The ultimate objective should be to introduce adequate guidance services in all secondary schools with a trained counsellor in charge of the programme. But in view of the limited financial and personnel resources, a short range programme should be adopted for the next 20 years consisting of proper planning taking into consideration all the aspects.

(a) A minimum guidance programme for all secondary schools through a visiting school counsellor for a group of 10 schools assisted by the school teachers in the simpler guidance functions. (b) Comprehensive guidance programme in selected schools, one in each district, to serve as models, and (c) Provision of necessary supervisory staff in the State Bureaus of Guidance.

iii) All Secondary school teachers should be introduced to guidance concepts through pre-or in-service training. The training colleges would be suitably staffed for the purpose.

iv) Ancillary programmes should include the production of guidance literature and materials and research into problems of guidance in the Indian situation.

Thus, it is very clear that the Education Commission has rightly emphasised on guidance services at all levels of education and has suggested suitable methods for implementing the same.

Educational Guidance for Adolescents

Adolescents demand independence. Hence the teacher must provide possible opportunities for self-study and self-expression. The teacher would do well to allow the students to participate in the planning of the class and school activities. These youngsters are also mature enough to shoulder responsibilities, moreover educators have noticed that rules and regulations framed with the assistance of the students can be easily enforced and they are readily obeyed. It is also noticed that they themselves come up with certain disciplinary actions for them. It works wonders and the administration is in an advantageous position in this regard. This type of democratic functioning with the student body helps them to be better quality leaders in the future.

Teachers must be patient and tactful in all their dealings with the adolescents.

They should guard against hurting feelings or unnecessarily challenging these young people. We must remember that youth gangs are very strong. Though they can do excellent constructive work, provocative situations can arouse very destructive tendencies in them. Simplicity, sincerity and a friendly attitude however works wonders with these young people. The teacher must make the adolescent feel that he/she is really interested in them. Once they spot a friendly adult who is ready to understand them, they become the nicest people on earth.

Adolescents will not tolerate favouritism, inequalities, injustice and double standards from teachers. They easily understand

the double standards adopted by the teachers and then the gap between the two goes on widening as discussed earlier. The adolescents have attained full mental functioning. Therefore abstract reasoning and concentration is developed. The adolescent learns to reason and seeks answer to 'how and why' of everything scientifically.

This is also the age of specialisation. By now aptitudes begin to show and the individual has developed his reasoning and stabilised his interests. He begins to conceive great ideals and aspires for doing something in life.

In India, we have common curriculum with various subjects though we follow various streams like SSC, SSLC, ICSE, CBSE, and matriculation etc. Work experience has been defined by the Education Commission (1964-66) as "Participation in productive work, in school, in the home, in a workshop, or a farm, or a factory, or in any other productive situation".

The introduction to the world of work is a career-education programme very well thought out, to help students to decide on their future plan of action, after undergoing a series of educational/vocational exercises. To make this programme a success, educational guidance is essential both to the teacher and the students to collect and disseminate educational and career information and make a detailed study of themselves. The introduction of the World of Work Programme itself is a complete educational/ guidance programme, through which proper guidance would be received by the school-leavers. If the student opts for any of the other branches, an administration of a battery of psychological tests would be needed to identify potential and to find out whether the individual can opt for the same specific branch after school.

The most important task to achieve is to help the student to make the maximum grades in the School Leaving Certificate Examination. In this, the teachers and the parents need to see that each and every child is attended to and each one uses his/her capacity to the fullest. In a class of fifty or sixty, there will be different categories of students, like weak, average, good, very good and the gifted children. Majority will fall in the average category.

The weak students should be given special care through diagnostic and remedial instruction. This can be given through special coaching classes or by teaching the same topic again and again for them. If correctly motivated, they can surely reach the expected level.

Career

The interaction of work roles and other life roles over a person's life span include both paid and unpaid work in an individual's life. People create career patterns as they make decisions about education, work, family and other life roles. (Handbook on counselling by UNESCO)

The following definitions are important to an understanding of career as a concept.

A **JOB** is a paid position requiring a group of specific attributes and skills that enable a person to perform tasks in an organisation either part-time or full-time for a short or long duration.

An **OCCUPATION** is defined as a group of similar jobs found in different industries or organisations.

A **CAREER** is the sequence and variety of occupations (paid and unpaid) which one undertakes throughout a lifetime. More broadly, career includes life roles, leisure activities, learning and work.

Career **DEVELOPMENT** is the process of managing life, learning and work over a lifespan.

Career **GUIDANCE** is an inclusive term that has been used to describe a range of interventions including career education and counselling, that help people to move from a general understanding of life and work to a specific understanding of the realistic life, learning and work options that are open to them. Career guidance is often thought to incorporate career information, career education and career counselling.

Understanding of the term career

Career can be defined as the evolving sequence of a person's work experiences over time.

Each person has only one career. If one says that he had three different careers, then he probably means he has worked in three different occupations or industries. But their experiences in these three different situations are all part of the same career.

The phrase work experiences focuses on employment but does not confine careers to paid work. Activities outside employment involve experiences that are relevant to our career.

Career therefore depends not only on individual preferences and choices but also on the opportunities/structures that provide the work that people do.

Career is a form of self expression, the expression of ones feelings, thoughts etc.

People are different, they have different characteristics. Therefore each person is suited to different occupations. Like people each occupation has its own profile characteristics that indicate what kind of people are suited to it.

With respect to individual people there is a set of variables labelled "abilities". These are the persons capacities and aptitudes relevant to specific skills that many be required to do a job.

There is also a set of variables labelled as values that express outcomes that the individual might seek to obtain from the job. Commercial values may be achievement, comfort, status, safety, and autonomy (wikipedia).

Careers as journey is not surprising as people think of careers in terms of progression and journey but they tend to say more than just journey usually say what kind of journey as- a Train journey , a hard road, a roller coaster ride, an expedition , flying , stuck etc...

Thus people think of their careers as having movement as getting them from place to place.

Careers as inheritance from their parents, family i.e. continuing the tradition of profession that their family members have been following for years together.

Careers at all levels can become prisons if not properly planned and proceeded.

Careers have economic values. To organisations employees are often seen as resources as in human resource to be used to achieve organisational goal.

A career story is a personal moving perspective on our working life including the objective facts and the subjective emotions, attitudes and goals of our career. This careers notation can be used as a review for ones own self where a person from time to time can analyse the job satisfaction to take careers as a story, enable us to establish our identity find meaning in what we do make retrospective sense of our experience and reflect on the future as story telling is a universal fundamental and often very productive human experience.

The Context for Career Decision-making

When developing and presenting career education programmes it is important to be aware of the context in which career development and career decision-making occur. Career decision-making is not simply matching a person to an occupation. There are many influences that impact on a person's career decisions. The following table lists these influences.

Individual variables		Social context	Environmental context	Other factors
Self-concept	Beliefs	Political decisions	Family	Time perspective (past, present and future)
Health	Aptitudes	Educational institutions	Peers	Chance
Values	Ethnicity	Geographical location	Community groups	Change over time
Gender	Disability	Employment market	Media	Recursiveness
Interests	Sexual orientation	Workplace	Socio-economic status	Interdependence of influences
Skills	Physical attributes	Globalisation		
Age	World of work knowledge	Historical trends		

Adapted from Patton, W. & McMahon, M. (2001). Career development programmes: Preparation for lifelong career decision-making. Melbourne: ACER, p. 13.

How to Choose a Career?

Selection of a suitable career needs meticulous care, thought and proper planning, keeping in mind one's goals, and a clear idea of the expectations from that career. Before deciding on the choice of a career, you should have a clear notion of your interest, aptitude, ambition, scope and qualifications. Before selecting a career, you have to consider your interest in it. You should ask yourself whether you really like it or whether you are going to like it or whether you would lose your interest in it after some time. Your aptitude for the career is also equally important. So also is your ambition. 'Not failure, but low ambition is a crime.' However, ambition needs to be toned down in consonance with the scope in a particular field and your inherent qualities. Without ambition, you can not climb the ladder of success and attain anything in your life. To find out the scope in a particular area of interest is also of very great importance. You should see whether it is a new field. If it is a new field, ask yourself whether it is growing. If it is a growing one, the corollary is that you will also grow with it as an employee. In a growing field, typically there is an exploitation to your advantage. Then you have to consider your qualifications for the career chosen. As you are aware, each career requires an amount of theoretical knowledge and skill which are gained through education and training

Things to Keep in Mind while Choosing a Career

Personal Vision

In today's competitive environment, confidence and hard work are an absolute necessity to get ahead. When you are strongly motivated through a personal vision, mission or purpose, you will have a lot of confidence and drive and the capacity and willingness to undertake large quantities of workload without complaint. Those without this strong internal drive have never been able to reach any level of prominence in any field.

Professional and Interpersonal Skills

Along with a sense of purpose, you should have a high degree of professional and interpersonal skills if you want to be successful in your chosen career. Success in any field comes only through a process of interaction and communication with others

Information Handling Skills

The third imperative for a successful career is good information handling skills. In today's world, one of the key abilities for survival and growth, is your ability to collect, organise, store, retrieve, and use information effectively. Your skill in using computers and electronic communication devices is a critical aspect, irrespective of the area of your work. With the majority of jobs increasingly shifting to the white-collar variety, those with poor information handling ability are doomed to failure.

Reference: Multiple Career Choices for Graduate and Post Graduate Courses...Devajit Bhuyan, PUSTAK MAHAL Publications

Essential Guide Careers in India, Usha Albuquerque, Penguin Books

Career Plan

Ten Steps to Planning Your Career:

1. Develop a **career plan**. Think about what you want to do and find out more about the kind of training, education, and skills you will need to achieve your career goal.
2. Assess your **skills and interests**. Think hard about what you enjoy, what you are good at, what kind of personality you are, and the values you hold.
3. Research **occupations**. Find out more about the nature of the jobs that interest you, such as educational requirements, salary, working conditions, future outlook, and anything else that can help you narrow your focus.
4. Compare your **skills and interests** with the **occupations** you've selected. The career that matches your skills, interests, and personality the closest may be the career for you.
5. Choose your **career goal**. Once you've decided what occupation matches up best with you, then you can begin developing a plan to reach your career goal.
6. **Select a school** that offers a college degree or training programme that best meets your career goal and financial needs.
7. Find out about **financial aid** to help support you in obtaining your career goal. If you haven't already done so, begin **saving for college**.
8. Learn about **job hunting tips** as you prepare to graduate or move into the job market.
9. Prepare your **resume**, and practice **job interviewing techniques**.
10. Go to your career guidance centre (at your middle school, high school, or college) or local library for additional information and help on career planning, or check out our **Other Internet Resources**.

Short-Term Career Planning

A short-term career plan focuses on a timeframe ranging from the coming year to the next few years, depending on the person. The key characteristic of short-term career planning is developing realistic goals and objectives that you can accomplish in the near future.

As you begin your career planning, take the time to free yourself from all career barriers. What are career barriers? There are:

- personal barriers (such as lack of motivation, apathy, laziness, or procrastination)
- family pressure (such as expectations to work in the family business)
- follow a certain career path, or avoidance of careers that are below your status/stature)
- peer pressure.

And while career planning and career decision-making is an important aspect of your life, do not put so much pressure on yourself that it paralyzes you from making any real choices, decisions, or plans. Finally, career planning is an ever-changing and evolving process -- or journey -- so take it slowly and easily.

Long-Term Career Planning

Long-term career planning usually involves a planning window of five years or longer and involves a broader set of guidelines and preparation. Businesses, careers, and the workplace are rapidly changing, and the skills that you have or plan for today may not be in demand years from now. Long-range career planning should be more about identifying and developing core skills that employers will always value while developing your personal and career goals in broad strokes.

Core Workplace Skills: Communications (verbal and written), critical and creative thinking, teamwork and team-building, listening, social, problem-solving, decision-making, interpersonal, project management, planning and organising, computer/technology, and commitment to continuous/lifelong learning.

Identifying Career/Employment Trends: How can you prepare for future career changes and developments? The best way is to stay active in short-term career planning. By regularly scanning the environment and conducting research on careers, you'll quickly become an expert on the career paths that interest you - and you'll be better prepared for your next move.

To help you with your career planning, consider using the following exercises to their fullest potential.

To Initiate Career Planning

1. Analyse your current/future lifestyle. Are you happy with your current lifestyle? Do you want to maintain it or change it? Does your current career path allow you the lifestyle you seek?
2. Analyse your likes/dislikes. What kinds of activities — both at work and at play — do you enjoy? What kind of activities do you avoid? Make a list of both types of activities. Now take a close look at your current job and career path in terms of your list of likes and dislikes.
3. Analyse your passions. Reflect on the times and situations in which you feel most passionate, most energetic, most engaged - and see if you can develop a common profile of these situations. Develop a list of your passions. How many of these times occur while you are at work?
4. Analyse your strengths and weaknesses. Step back and look at yourself from an employer's perspective. What are your strengths? What are your weaknesses? Think in terms of work experience, education/training, skill development, talents and abilities, technical knowledge, and personal characteristics.
5. Analyse your definition of success. Spend some time thinking about how you define success. What is success to you: wealth, power, control, contentment...
6. Analyse your personality. Are you an extrovert or an introvert? Do you like thinking or doing? Do you like routines or change? Do you like sitting behind the desk or being on the move? Take the time to analyse yourself first, then take one or more of these self-assessment tests.
7. Analyse your dream job. Remember those papers you had to write as a kid about what you wanted to be when you grew up? Take the time to revert back to those idyllic times and brainstorm about your current dream job; be sure not to let any negative thoughts cloud your thinking. Look for ideas internally, but also make the effort to explore/research other careers/occupations that interest you.
8. Analyse your current situation. Before you can even do any planning, clearly and realistically identify your starting point.

Reference: [http://www.google.co.in /career planning/index.html](http://www.google.co.in/career%20planning/index.html)

Career Development

Career Development is the total constellation of economic, psychological, educational, physical, and chance factors that combine to shape one's career. (Seas 1982) (Handbook on Career Counselling by UNESCO)

Career development is a lifelong process that is unique for every individual. There are many influences that contribute to your career such as

Who am I?: This includes your self-concept, interests, skills, knowledge, personality, ethnicity, age, gender, ability, disability, health, beliefs and sexual orientation. For example, your choice of hobbies reflects your interests and abilities.

My community: The community plays an important role in forming your identity, beliefs and attitudes. Members of your community can be your family, peers, friends or colleagues from your school or workplace, employers, the media, community groups and clubs. They can influence the lifestyle you want to aspire towards, the work you choose, the life roles you take on and what you value about yourself.

My environment and wider society: This refers to the opportunities or constraints caused by factors such as the region or location you live in (ie rural or metropolitan), what is happening in the employment market (eg are there job vacancies in your career field), your socio-economic status (eg do you have to consider financial commitments such as mortgages or children's education), historical trends (eg changes in women's participation in the workforce) and political decisions (eg government grants available for enterprise development).

In adolescence, career exploration is based on identifying interests, abilities, capacities and values; learning about the world of work through observing adults at work; participating in the workforce; and accessing career resources and programmes.

As an adult, your career development becomes more intricate. Choices are made regarding lifestyle, the life roles you take on, learning pathways, changing career direction employment/unemployment, enterprise, opportunities, and many other personal life events.

The processes in developing one's career may involve the following steps.

- **Preparing/reviewing:** You need to begin your career development by clarifying what your needs are. Do you have any issues or concerns that you need to deal with before you begin your process of exploration? Are you satisfied with your current situation or do you feel the need to change something in your job, lifestyle or relationships? You may be considering further study or choosing school subjects. Things you will have to think about include what areas of learning you have done well in, what you will enjoy learning more about and what type of learning environment suits you.
- **Identifying:** At this stage you need to think about yourself and identify your preferences and experiences. In this section of My Guide you will be able to complete activities relating to your interests, work conditions, preferred study and work location, knowledge areas, education levels and values. The life balance and aspirations activities help you to think about broader life needs and lifestyle considerations.
- **Exploring:** My Guide allows you to generate career fields and occupations for you to explore, based on a selection of the activities completed above. You may then investigate this data by looking up information in The Facts, researching further using resources such as libraries, career advisors and community agencies and approaching employers in person. It is best to think of as many options as possible at this stage and investigate areas of interest thoroughly.
- **Deciding:** People use different processes to make decisions. Whatever your decision-making style may be, this is the stage at which you begin to prioritise and narrow down your options, and choose which possibilities you will commit to. It is important that you find people that will listen to you and assist you with this process.
- **Summarising:** At this stage you have the opportunity to step back and review the results of the career development process. Allow yourself time to reflect on the choices you have made and look for connecting themes and patterns. This can be a transition point as deeper motivations and a sense of what is unfolding for you may become evident. Through a series of reflective questions My Guide helps you to express your overall career direction.
- **Planning:** Having decided on a career direction, you are now ready to set some goals and describe the steps you need to

carry out in order to achieve those goals. You need to think about what possible constraints or barriers you may need to deal with, what resources you require and how long it will take to achieve your goals. With My Guide you can create an action plan for different areas of your life and monitor your progress.

- **Doing:** Carrying out your plan seems like the final stage of the process. However, as you act on the various steps towards your goals, you will learn new information and gain new insights. It is important to stay focused on your goals, but it is equally important to not be too rigid. Be open to opportunities and adjust your plan accordingly. Take time to review your goals and strategies. It's in the 'doing' that your action plan can be monitored, added to or refined. My Guide has many interesting and informative articles to help you get started towards achieving your career direction.

Steps to Develop and Implement an Individual Development Plan

We use standard forms to help the learners follow a systematic process to prepare their learning contracts, individual development plans, or learning project management strategies. Here is what should be included in a personal learning plan:

- **Assessment:** First, identify your current skills, knowledge, abilities, and interests
- **Goal:** Identify the new skills, knowledge, and experiences you would like to acquire and have. Do these goals match your personal and career interests? Are your goals in agreement with your organisation's goals, mission and vision?
- **Learning purpose:** Identify the gap between the current situation and the desired outcome. This will produce a statement of purpose that should clarify why you want to learn something, and what specific skills, knowledge and abilities you wish to develop.
- **Learning objective(s):** Identify what skills, knowledge, and abilities are to be acquired or enhanced. Remember that this is only a plan, not a rigid promise; your plan can and should be revised as your goals change and as learning occurs.

For each objective, identify the following:

- **Target date:** Identify when you plan to complete the work for this part of your learning plan.
- **Learning strategies:** Describe how you plan to do it, and what process you plan to follow to accomplish your objective. For

example, strategies could include: reading and study, interviews and discussions with appropriate people, mill trials, networking and communication, reflecting on your own experiences, classroom study, literature review, synthesising and writing.

- **Learning resources:** Identify what resources you plan to use to help you with this learning process. These resources might include, for example: literature, mentors, co-workers, classes, I-conferences, workshops, seminars, and talking to elders about their experiences.
- **Outcomes and product:** List the evidence you will develop to show the accomplishment of your objectives. What deliverables will you have produced by this process? What objects can be used to validate your learning experience? This could include, for example, a log or journal of your studies or observations, lists of questions, obtaining specific career objectives, and more.
- **Evaluation plan:** Describe the method you will use to validate your deliverables and to evaluate the success of your learning project. In other words, what criteria and means will you use to determine if you were successful in reaching your learning goals?
- **Initial feedback and revision:** Before starting to carry out your individual development plan, confer with your supervisor (teacher, parent, elder sibling) for feedback, for another view of your learning needs and strategies.
- **Summary of results:** After completing the projects in your individual plan, you should evaluate the success of these activities. What insights have you gained? What new understandings do you have? What new skills, abilities and knowledge have you acquired? What experiences did you have, and what did you learn from them? How do you feel about this process?
- **Next steps:** You should review the accomplishments and successes of this project with your supervisor (and others, as appropriate). Then update your learning plan for the next cycle. Remember that learning and growth are processes that may, and should, continue indefinitely.

Reference: Career Counselling Handbook; Gideon Arulmani & Sonali Nag-Arulmani, Tata McGraw – Hill Publications

[http://www.google.co.in/career developing/index.html](http://www.google.co.in/career%20developing/index.html)

Parents Need to be the ‘Role Models’

This is the greatest challenge before any parents. We are the source of our children’s biological being. We are also the source of much of what they know about the world and how they view it. Our challenge is to be the kind of people that we want our sons and daughters to become.

If we want our children to be respectful, then we need to Model Respect.

If we want our children to be Responsible, then we need to Model Responsible Behaviour.

If we want our children to be Truthful, then we need to Model Truthfulness. If we want our children to admit their Mistakes, then we need to admit our Mistakes and Apologise.

If we want our children to be Faithful and Loyal, then we need to Model Faithfulness and Loyalty.

If we want our children to be Forgiving, then we need to Model Forgiveness. If we need our children to Love and Care, then we need to Model Love and Care.

As you Model these Values and Behaviours, you will discover your Adolescents living out the same values and behaviours. Your children want you to love each other and have a happy and peaceful life. Your children WISH YOU THE BEST FOR YOU.

Teenagers need you both. They need your love and care through various actions of yours.

Though parents are often at a loss as to how to relate with their adolescents they nevertheless want to continue to be involved in their adolescents’ lives. The heart of successful parenting of adolescents is the relationship that we form with them. Building a relationship of mutual respect, love and understanding and providing support and consistency are the foundations of effective parenting.

We realise that sending your child to college is a time of tremendous transition for your family. All students go through an adjustment period and experience many ups and downs while living away from home. There are many resources on campus available for your child to manage this transition successfully.

It is important that children have support and encouragement from home while being allowed to mature through their own experiences. By all means be there for your child as a sounding board, but let him or her handle their own problems as much as possible. Your child's success is dependent upon his or her own ability to function independently.

Motivate Your Child to Learn

Thomas Edison, one of the greatest inventors of the world was an intrinsically motivated person. He never completed his formal schooling. He could never get along with his teachers and other students. So he discontinued studies. He had only four years of formal schooling. But he taught himself, physics and chemistry books and the Bible. He set up a small laboratory. He faced plenty of financial problems, yet he never gave up. He continued to carry out thousands of experiments. He became one of the best scientists due to self-motivation.

Motivation is an inner urge to do something or to achieve something. The individual keeps on trying till he achieves his goal. The mind, heart, hand and whole person is involved when one is motivated to achieve something. He never gives up till he achieves it. A boy who learns bicycle loses balance and falls the initial time but he never gives up, till he learns it. Take for example, the athletes of world ranking. Their self-motivation helped in their perseverance by achieving what they wanted in their respective field.

Motivation is classified into intrinsic motivation or self-motivation and artificial motivation.

- Intrinsic motivation or self-motivation is the mental determination and will to achieve what the individual wants. Intrinsically motivated persons determine the goals and act strongly to achieve them. The individual finds interest within activity and he derives pleasure from doing it, just like Thomas Edison who kept on doing the experiments and enjoyed doing them. While in the extrinsic motivation the individual does the work in order to get an external reward. Some children study very hard in order to get a reward from the parents.
- Intrinsic motivation or self-motivation, as a source of spontaneous inspiration stimulation brings better results, especially in the field of teaching and learning. Therefore, it is always better to make use of the intrinsic or self-motivation.

- Intrinsic motivation or self-motivation can be cultivated through believing in one self because they think they are able. 'Virgil.'
- Through resolute self-confidence
- Making a list of goals in one's life and arranging them in order of priority and

Setting a date to reach them.

- Listing the steps one must take to reach one's goals.
- Listing the qualities one needs to achieve them.
- Identifying the qualities one lacks to achieve these goals.
- A very positive attitude and approach in life.
- Overcoming the negative qualities through constructive means. Totally focused and committed to one's goals.
- Willing to face any obstacle to achieve one's goals.

Intrinsic motivation or self-motivation is the best for children in the learning process. Yet every teacher at one time or the other is faced with the problem of motivating his students to learn. In such a situation, the teachers and parents may use certain methods of extrinsic or artificial motivation in order to motivate the children to learn.

How to Motivate Children

- Encouraging self-confidence and positive attitude.
- Using child-centred approach
- Setting definite purposes and goals
- Using effective methods by teachers
- Linking the new knowledge with the past experience and learning
- Using rewards and praise
- Acquainting them with the results and progress they have made
- Using self-motivation graphs
- Encouraging healthy competition (the learner competes, with his own past record)
- Encouraging co-operation, team spirit and co-operative learning
- Providing enough opportunities for independent learning and ego-involvement

- Having appropriate learning situation and congenial atmosphere
- Stimulate them mentally, socially and morally, they will develop many virtues for a group and community living as mentioned above.

Reference: What colour is your parachute? 2007; Richard Nelson Bolles, Tens speed press

Guidance and Counselling

Guidance is assistance given to an individual to help him, to adjust to himself, to others and to his own peculiar environment. Guidance helps him to understand himself. It helps him in his acquaintance with the things and the world around him. Finally, it helps the person to seek harmony between his personal needs and ambitions with peculiarities of his own environment. In this way, guidance can be described as a process of assisting an individual with his adjustment problems. Thus, according to Jones, "Guidance is the help given by one person to another in making choices and adjustments and in solving problems". While Skinner says "Guidance is a process of helping young persons learn to adjust to self, to others, and to circumstances".

Guidance aims to prepare an individual for his future life. It helps him to acquire essential skills, abilities and capacities for the tasks to be accomplished in future. It also helps the individual in selecting a proper future profession and role in the society and enables him to play his role successfully. Guidance has personal and social significance. It aims to help an individual in the process of his adjustment with himself and his environment. It helps him to develop his strengths and abilities, to achieve utmost personal and social efficiency. It also aims to stop wastage of human power and physical resources by helping the individuals to find their place in society.

Thus, we can say that GUIDANCE is the process of helping an individual to help himself and to develop his potentialities to the fullest by utilizing the maximum opportunities provided by the environment.

Guidance and Counselling

On the other hand, COUNSELLING is the service offered to the individual, who is undergoing a problem and needs professional help to overcome it. The problem keeps him disturbed, high strung and under tension and unless solved, his development is hampered or stunted. Counselling therefore, is a more specialised service requiring training in personality development and handling exceptional groups of individuals. For example, individuals suffering from sensory handicaps like, visually handicapped, deaf and mute, speech disorders, or from physical handicaps like malfunctioning of

glands or vital organs; orthopaedically handicapped; from personal-social handicaps like, neurotics, psychotics, depressed isolates or from intellectual retardation or exceptionally high talent and so on. In other words, when the development is not normal because of certain handicaps, the individual needs help to be able to adjust to the environmental pressures and learn to overcome his handicaps or at least accept them squarely.

Counselling services are therefore, required for individuals having developmental problems, because of the handicap they suffer in any area of growth like, physical, mental, moral, social and emotional, either because of hereditary factors or environmental conditions.

Counselling therefore is offered to only those individuals who are under serious problem and need professional help to overcome it, while guidance is needed by all at any time.

Both guidance and counselling assist the individual to know about himself, to adjust to himself, to others and the environment and thus lead the individual to become a WHOLESOME PERSON

Philosophy of Guidance

Guidance is universal and the basic principles of the philosophy of guidance are common to all countries with a slight modification to suit the locally accepted beliefs and the specific guidance services offered. The eight principles of the philosophy of guidance are;-

1. The dignity of the individual is supreme:
2. Each individual is unique. He or she is different from every other individual.
3. The primary concern of guidance is the individual in his own social setting. The main aim being to help him to become a wholesome person and to gain fullest satisfaction in his life.
4. The attitudes and personal perceptions of the individual are the bases on which he acts.
5. The individual generally acts to enhance his perceived self.
6. The individual has the innate ability to learn and can be helped to make choices that will lead to self-direction, and make him consistent with the social environment.
7. The individual needs a continuous guidance process from early childhood through adulthood.
8. Each individual may, at times, need the information and personalised assistance best given by competent professional personnel.

The Goals to Achieve in Guidance

At present, guidance has taken an unprecedented lead over all the other helping professions, for it empowers an individual to charter his life successfully, inspite of all odds.

The Main Goals are

1. **Exploring-self:** The basic aim is to help an individual increase his understanding and acceptance of self; his physical development, his intelligence, aptitudes, interest, personality traits, attitudes and values, his achievements in scholastic and other spheres, his aspirations and life-style preferences and above all his here-and-now needs which keep him highly motivated to behave positively or otherwise.
2. **Determining Values:** The second aim is to help an individual recognize the importance of values, explore different sets of values, determine personal values and examine them in relation to the norms of society and their importance in planning for success in life.
3. **Setting Goals:** This aim is to help an individual set goals for himself and relate these to the values determined by him so that he recognises the importance of long-range planning.
4. **Explore the World of Work:** The aim here is to help the individual explore the World of Work in relation to his self-exploration, his value system and goals that he has set for himself to achieve success in life.
5. **Improving Efficiency:** The individual is helped to learn about factors which contribute to increase effectiveness and efficiency and to improve his study habits.
6. **Building Relationship:** The aim is to help the individual to be aware of his relationship with others and to note that it is a reflection of his own feelings about himself.
7. **Accepting Responsibility for the Future:** The individual is helped to develop skill in social and personal forecasting, acquire attitudes and skills necessary for mastering the future.

To sum up, guidance empowers him to be an integrated individual, actualising his potential to the fullest.

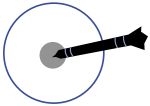
Reference: Guidance and Counselling; S.Chand, S.Chand & Company Ltd

Activities



Activity 1

Preparing well for my examinations



Objectives

By the end of the session the students will be able to:

- Understand the appropriate methods of reading, learning, discussing, remembering and answering for any test situation.
- Discuss issues pertaining to examination.

Time:

60 mins

Materials required:

Old newspapers, a sheet with 15 questions prepared by you based on the news in the old newspaper, pen.

Methodology

Group work, brainstorming, discussion and presentation.

Step 1

Divide the class in groups of 8-10 students each. Ask each group to have a newspaper name each.

Step 2

Give each group a copy of any newspaper of same edition and date. Allow the members to read through the newspaper. (15 mins)

Step 3

Provide each group a question sheet with at least 15 questions and ask them to recall maximum points and answer the questions in a group. (15 mins)

Step 4

Once the activity is over assign the following questions to the groups. Ask them to discuss among the group members and a representative to present a summary of the report.

Discussion

1. How was it to carry out this activity?
2. Is this similar to the preparation of an examination? If 'yes', how? In what way was it different?
3. Why do we have exams? Advantages and disadvantages.
4. What are the advantages and disadvantages of studying just before the exam?
5. What are the obstacles that come in while preparing for exams?
6. Do you know of any school which has no exams? How do teachers there know that the children have studied or not?

Facilitator's Guide No. 1

Exams are unavoidable for most of the students in the current education system. As examination is the only way to assess the academic ability of a student, thus they are crucial. Based on this assessment does one proceed in life ahead.

Success in the examination depends on many factors like:

- Motivation to study
- Commitment to complete education
- Time management
- Regular study habits
- Ability to handle the stress of planning, preparing, and facing the examination
- Appropriate preparation for specific examination
- Following good examination skills.

Failure in examination depends on:

- Lack of motivation in study
- Lack of commitment
- Lack of regular study habits over the year
- Lack of clarity in whatever one has read due to poor reading habits
- Last minute preparation
- Fear of failure
- Becoming anxious and stressed during exams

- Not writing legibly/writing full of mistakes and overwriting
- Not answering depending upon the questions and the marks allotted
- Not managing time while writing the exam.

How to prepare for examination: Guidelines

- Preparation throughout the year
- Adequate and early preparation is very important to reduce examination tension
- Preparation starts from the day the student enters the class for that year
- Attending classes regularly and listening with interest
- Taking down proper notes in the class
- Reading textbooks and comparing it to the class-notes, to get a clear picture and understanding of the lesson covered by the teacher
- Any reading is to be understood by its concept than just memorizing it
- Writing and summarising by the student in a way, which is easy for him/her to remember what is read
- Discussing the lesson with friends out of the class.

- Clarifying doubts with teachers and other class mates
- Finding a method to connect it to other known information
- Reviewing the notes regularly
- Giving more time and importance to subjects that are difficult for the student.

One month before the examination

- Preparing a study plan and abiding by it
- Combining favourite and not so favourite subjects in the study plan of a day
- Trying and completing two Model Question Exam (each subject) in this time
- Having fixed time of sleep and relaxation
- Meditating and doing auto suggestion every day – to be calm in the examination situation
- Discussing with one's parent or sibling or friend regarding progress in the examination preparation time to time.

Some don'ts few days before the examination:

- Collecting new notes and materials from friends and reading them till last minute without time for revision
- Trying to learn new things on one's own at the last moment
- Sitting for long hours continuously to read. Not taking breaks for bath, food, relaxation and sleep. It makes one feel more tired, reduces concentration and makes studying boring and anxiety producing
- Keeping awake the whole night and reading a few days before the exam.
- Excessive use of coffee or tea to keep awake the whole night
- Giving up studying totally as the students feels that his/her mind is blank and seems to have forgotten everything that was read, hence giving up
- Spending time to trace the 'question paper' or teachers who are probably involved in paper correction

- Copying large amount of materials on bits of paper thinking that might help during exams.

Some do's on the day of examination:

- Having a good night's sleep
- Having light and adequate breakfast.
- Leaving for the examination hall well in advance
- Checking whether one has taken all the necessary things – pens, pencils, geometry box, hall tickets – a check list of the essential items
- Going to the toilet before entering the examination hall
- Taking deep breaths, making suggestion or a prayer to do well.

Steps to be followed when students get the question paper:

- Reading the instructions carefully. If there are any doubts clarify with the instructor, teacher or the invigilator
- Time planning the answers. Allotting time for each answer
- Choosing the best known questions if choice is available
- If not sure of an answer, not spending long hours thinking and recalling answers. Going to the next known question
- Writing legibly – if made mistakes not to overwrite; instead cross it and rewrite.
- Highlighting important points
- Answering in points – and not adding unnecessary information making the answers appear long
- Giving equal importance to dates, formulas, drawing figures, graphs etc.
- Finishing the paper ten minutes earlier so that one has time to go through the paper once
- Most of the students discuss the answers with friends after exam, this makes the student anxious and worried. This anxiety may interfere with the preparation for the next exam. Thus the discussions could be done after the last exam.

Anxiety and Exams:

Most of the students suffer from anxiety about examination and their performance. While anxiety by itself is not bad, not being able to recognise and cope with it can be disastrous. Many students do not know how to handle this stress, which results in poor performance in examination despite good preparation. Sometimes it can lead to extreme actions like suicide attempts or running away from home. The normal responses to exams stress are:

- Not being able to concentrate or remember what was read earlier
- Difficulty in falling sleep or not feeling refreshed even after sleeping for many hours
- Constant irritability, anger, worry and restlessness
- Discomfort in the stomach
- Decreased appetite or increased appetite
- Vomiting sensation
- Stomach pain
- Loose stools
- Frequent urge to urinate
- Mild fever.

Reasons for anxiety:

- Inadequate preparation for examination
- High expectations from parents, teachers and oneself

- Unhealthy competition in the class to secure the highest marks. Here the focus is only on securing the highest marks and not on performing well and this affects the performances
- Jealousy
- Bad experience in previous exam that may increase the anxiety e.g. I failed last year. So I will probably fail this year also
- Distraction during exams – holidays, visitors, festivals, and other events.
- Generally anxious person

How to handle anxiety

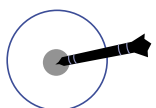
The guidelines:

- Prepare for examination ahead of time
- Following some specific relaxation techniques many times a day– meditation, breathing exercises, prayers, and auto suggestions. The method should be useful to the student
- Solving old examination papers within specified time–3 hours i.e. doing mock exams.
- Avoiding negative thoughts
- Practice group relaxation in school for 10 minutes every day



Activity 2

Career and Need and Importance of Career Planning



Objectives

By the end of the session the students will be able to:

- Know what is career, career planning and the need of it
- Understand the importance and steps to follow
- Develop his/her own career direction using the steps to follow in career planning.

Time

70 minutes.

Materials required

Board, chalk.

Methodology

Group work, brainstorming, discussion and presentation.

Step 1

Ask the students 'why career planning is important?' Note down the important points on the black board and add points if left out.

Step 2

Present before children what is career and why is there a need for career decisions.

Step 3

Divide the class into pairs and according to their understanding ask them to discuss

- What are the steps of career planning?
- Why is it important to self explore?
- Why should we plan our career or higher studies?

Step 4

Now ask the students to think critically and ask themselves the following:

- Do I want to go to college after class XII or do I plan to take up short term courses?
- What do I like doing? Do I like working with people? Do I like numbers or do I like working with my hands?
- Do I write well? Do I think fast? Am I good at sports? What is most important to me in a job? Is it the money I can get or is it helping people or is it being famous?

Step 5

Now ask the students, to share with the classmates sitting next to them the type of job they would like to have and the reasons for choosing it.

Step 6

Ask the students to put check (tick) before the statements they consider most significant.

Note

Round off the discussion by explaining that it is perfectly fine if different people choose different professions/careers. Career should be chosen keeping various factors and life conditions in view. Also explain that we should cast our net wider and can change choices as we become more self aware. Tell them that we can also seek help from our elders, teachers and counsellors for this purpose.

Facilitators Note

- A career choice at this point in your life is only tentative. It is something you can rethink again and again.
- Tell the students that their choice of career is only tentative and choosing a career is an ongoing process, one that can begin at any time and then rethink and expand on.
- It is time to start thinking about what type of work you want in future.
- The goal in career planning is to gather as much information as you can about yourself and the careers you might consider.
- You should try and identify as many careers as you can before deciding a general area of direction.
- Even if you are sure of the kind of job you want, you will find it helpful to seek assistance from your parents or even the experts.

Facilitator's Guide No. 2



Career Planning

There are various steps in career planning

First is self exploration which involves evaluating your interests, your abilities and skills and values. This will help you identify what you are expecting from a career as well as the attitude you are bringing into the world of work.

Second is career exploration which allows you to search careers to determine those which require the skills and interest you have and at the same time what you want out of work.

Third match your interests, abilities and skills with the demands of the occupation you are considering.

Career Planning

Career planning is the process of developing general career direction. The process usually takes some time so it is best that you begin now.

There are several steps to follow in career planning. The goal is to gather as much information as you can about your self and the careers you might consider.

First is self-exploration which involves

evaluating your interests, your abilities and skills, and your values. This will help you identify what you are expecting from a career as well as the attitude you are bringing into the world of work.

The next step is career exploration which allows you to search careers to determine those which require the skills and interests you have and at the same time, provide some of the important characteristics you want in your work.

Next is to match your interests, abilities and skills with the demands of the occupation you are considering, and then arrive at a decision.

Career planning is preparing for the type of job you want in the future. Now, start thinking about what type of work you might want in the future. You can talk with people who can help you choose or you can go to job fairs.

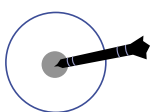
Try not to limit your choice to certain jobs because you think they are for men or women only. Today, there are a number of things one can do, whether he is man or a woman.

Remember, your choice is only tentative, choosing a career is an on-going process, one that you begin at any time and then re-think again and again.



Activity 3

Steps for career planning



Objectives

By the end of the session, the students will be able to

1. Explain the importance of choosing a suitable career for himself/herself.
2. Identify various professions in the educational and vocational fields.

Time

35 Minutes

Preparations

For your next session, take a large piece of paper and stick on a newsprint, write the six categories on each newsprint. Next, get six pieces of newsprint chart large enough to contain about twenty examples of jobs that represent the six categories! Select from the list, taking into consideration jobs that are appropriate for your geographic location, climate and city size. You may want to add other jobs in the lists as long as you are sure how they can be classified. Copy the lists found below.

Immediately before the start of the session, before conducting the activity, hang the six newsprints in six different locations within the classroom.

The newsprints containing the list of jobs should be displayed only after the students have made their three choices.

Methodology

Step 1

Greet the class and recapitulate

What is career planning?

b. What are the steps in planning a career?

Step 2

Six newsprints are hung in six different locations. Each piece of newsprint represents a "corner" of the room where people with similar interests are standing and talking to one another.

Ask the students to move quietly around the room, look at the description of people in all six corners. Choose a group of imaginary people that they would like most to meet and talk with, then stand in that corner until everyone has chosen where to stand. Now, read the description of the people in that corner of the imagined party. Write on a sheet of paper the name of the group where they are standing as # 1.

Next, ask them to imagine that everyone has left the corner where they are standing, and they want to talk to some other people. Choose a second group of people they want to meet (not because they are friends but because they have a similar choice) and move to that corner. Write the name of the second group as #2 in their paper.

Finally, repeat the process a third time. When the activity is completed, they would have made a first, second, and third choice of people they want to meet at the party.

Ask them to remain where they are while the teacher displays the six lists of possible jobs beside each of the categories. The students now have 10 minutes to look over the list of jobs that correspond with their first, second, and third choices and think about which jobs they might be interested in learning more about.

The Party

If I went to this party and had to talk to some people there:

1. I would be most interested in talking to people in the corner.
2. Second, I would be interested in talking to people in the corner.
3. Third, I would be interested in talking to people in the corner.

Facilitator's Guide No. 3

Six categories/types of people at the party (printed or pasted separately on the newsprints):

Realistic

People who have athletic or mechanical ability, prefer to work with machines, tools, plants, or animals, or prefer to work outdoors

Investigate

People who like to pay close attention, observe, learn, investigate, analyse, evaluate, or solve problems

Conventional

People who like to work with numbers, have clerical or numerical ability, carry out things in detail

Social

People who like to work with people – to inform, teach, help, train, develop, or cure them, or are skilled with words follow instructions well

Artistic

People who have artistic, innovative, or creative ability, and like to work in flexible situations, using their imagination or creativity

Enterprising

People who like to influence or persuade others, perform or manage organizational goals, or do things for economic gain

Step 3

Now ask the students, what jobs are they best suited for?

Ask them to go over these lists of occupations and determine for themselves the job best suited for them.

Facilitator's Guide No. 4

Realistic Occupations

Forester, Industrial arts teacher, Radio operator, Auto engineer, Mechanical engineer, Mining engineer, Vocational/ Agriculture teacher, Civil engineer, Industrial engineer/Technician, Aircraft mechanic, Mechanical engineer/Technician, Fish and Game warden, Surveyor, Dental technician, Architectural draftsmen, Electrician, Jeweller, Powerhouse Repairman, Tool and die maker, Machinist, Mechanic, Stone cutter, Locksmith, Piano

tuner, Typesetter, Air conditioning engineer, Ship pilot, Instrument, Mechanic, Motion picture projectionist, Carpenter.

Investigative Occupations

Economist, Internist, Physician, Anthropologist, Astronomer, Pathologist, Physicist, Chemist, Production planner, Medical lab assistant, Optometrist, Psychiatrist, Psychologist, Medical research analyst, Pharmacist, Quality control technician, Computer analyst, Geologist, Mathematician, Statistician, Surgeon,

Meteorologist, Agronomist, Botanist, Zoologist, Horticulture, Natural scientist, Oceanographer, Biochemist, Veterinarian, Geographer, X-ray technician, Dentist, Engineer, Tool designer, Researcher.

Artistic Occupations

Drama coach, English teacher, Journalist, Reporter, Dance director/teacher, Foreign language interpreter, Advertising executive, Advertising manager, Entertainer, Public relations person, Fashion model, Writer, Editor, Radio programme writer, Dramatist, Actor, Designer, Interior decorator, Critic, Fashion designer/illustrator, Furniture designer, Jewellery designer, Decorator, Architect, Artist, Photographer, Photo retoucher, Printer, Music composer, Florist, Script writer.

Social Occupations

Director of social services, Compensation advisor, Dorm director, Interviewer, Employment representation, Job analyst, Chamber of commerce executive, Employee benefits approver, Foods service manager, Claim adjuster, Production expediter, Health and welfare coordinator, Educational administrator, Training director, Historian, Environmental health engineer, Home service representative, Community recreation administrator, Counsellor, Business agent, Extension agent, Physical education teacher,

Building superintendent, Therapist, Professor, Sociologist, Nurse, Minister, Librarian, Priest, Religious leader, Social researcher.

Enterprising Occupations

Market analyst, Banker, Insurance, Underwriter, Real estate appraiser, Florist, Industrial engineer, Contractor, Warehouse manager, Sales person for technical products, Lawyer, Judge, Attorney, TV/radio announcer, Administrative assistant, Branch manager, Director of industrial relations, Government official, Insurance manager, Salary and wage administrator, Labour arbiter, Systems analyst, Director of compensation and benefits, Securities sales person, Personnel recruiter, Managers of restaurants/offices/traffic/personnel/production, etc., Customs broker.

Conventional Occupations

Study analyst, Business teacher, Finance expert, Accountant, Credit manager, Timekeeper, Auto writing machine operator, Estimator, Foreign trade clerk, Office worker, Payroll clerk, Accounting machine operator, Personnel clerk, Sales correspondent, Reservations agent, Book keeper, Cashier, Secretary, Proofreader, Library assistant, Data processing worker, Mail clerk, Personnel secretary.

Step 4

Ask the Students

1. Were they surprised at the number of different jobs listed in each category?
2. Are there some jobs that could fit in more than one category? Which ones? Why?
3. Are there other jobs that they would like to add in the category?

4. What groups of people in the party are you most interested talking to? Why?
5. What does this reveal about themselves?

Facilitators Note:

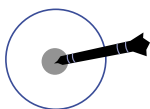
Highlight and repeat the following to the class:

- It is very important to identify one's areas of interest and one's aptitude in them.
- One should choose carefully a career which interests them and in which, one has aptitude for, in order to be successful in it.
- Ideas for Learning More
- What important learning can you deduce from today's activities?



Activity 4

Learning To Concentrate



Objectives

By the end of the session, the students will be able to:

1. Become aware of personal reasons for poor concentration.
2. Identify new effective techniques to improve concentration.

Time

35 Minutes

Preparations

Make arrangements for mat or chairs in large empty room.

Methodology

Group work, brain storming, presentation.

Step 1

Greet the class and divide students into 5-6 groups. Ask each group to select a spokesperson. Instruct each group to sit in a circle.

Step 2

Explain the activity to the group as follows : The game begins with one student saying the name of a person e.g. Asha. The

person seated next to his/her left will repeat the name mentioned and then give another name beginning with the last letter of the previous name e.g. the last letter is A; so Asha and then Avinash; the next student will say - Asha, Avinash, Hari; game proceeds till everyone gets a chance. Complete at least 2 or 3 rounds in a similar way. Give less time to think, and over 2 and 3 rounds the students should be able to tell the names very fast.

Notes for Teachers:

You can use animal names, city names, capital names and flower names for the different rounds and different groups. You can switch type of name half way through the game to increase the level of difficulty in the game.

Step 3

After 4-5 rounds of playing, ask each group to discuss the following questions.

1. How did you like this activity?
2. What are the factors which helped you to concentrate on this activity?
3. What are the factors which interfered with your concentration?
4. What are the common factors which cause distraction while you are studying?
5. How can a student improve concentration, especially in studies?

Step 4

Ask members from each group to present their discussion:

Facilitators Note:

Highlight and repeat the following to the class:

- Many students complain of difficulty in concentration. It is common and nothing to worry about much. Poor concentration is one of the important reasons for poor memory and ineffective learning.
- Usually both teachers and students focus on reading and not on concentration. There is a need for students to understand about concentration and follow methods to improve it. This will be helpful in education; also later to understand and deal with issues better. Interest and motivation are two important factors, which can help concentration.
- Mention Concentration Methods given in the fact sheet. Make each student copy these techniques.

Ideas for Learning More

Ask the students to reflect and list down the following in their diaries:

I am not able to concentrate in studies due to

1.
2.
3.

I can improve my concentration by

1.
2.
3.

Facilitator's Guide No. 5

Improving Concentration

Concentration is the ability to attend to a task on hand with full attention/ focus over a length of period resulting in active practice while learning the task. Concentration is very necessary for intellectual tasks; more than routine tasks. Most of the students complain of poor concentration skills. The difficulties may be due to preoccupation with problems in studies, distraction due to TV/radio or others. Good concentration will save time. Students should know certain techniques to improve concentration. These techniques are based on the fact that one's brain needs to be trained to attend, concentrate and register the information at hand. These are as follows:

Techniques to Improve Concentration

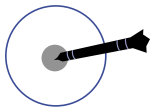
- Study in a place with adequate light, ventilation, and low noise level to prevent distraction.
- Study both in the morning and night.
- Study at regular hours everyday.
- Space the study time. Do not sit and study continuously for a long time. It reduces efficiency and capacity to retain material read.
- Before starting to read, write down on a sheet of paper the time you expect to finish.
- Do not just plan saying that, "Today I am going to read English". Set definite plan saying that, "Today I must finish two chapters and answer 10 questions in Organic Chemistry". Setting clear goals helps one to complete the task.
- Focus on one activity at a time - reading only; not reading while seeing TV.
- Meditation, yoga, simple breathing exercises improve concentration.
- Avoid studying similar materials one after the other; one interferes with or inhibits the other.
- Avoid studying when attention is persistently wandering.

- Avoid studying when one is upset.
- Avoid studying when you are sleepy, tired or bored.
- Avoid using drugs, alcohol, excess of coffee or tea to improve concentration. It will decrease ability to think.
- Stop daydreaming. Everyone day dreams. The best way is to distract and get back on track. Stand up and walk around to stop daydreaming.
- Lastly enjoy schoolwork, i.e. read for the fun of it



Activity 6

Let Us Learn To Manage Time



Objectives

By the end of the session, the students will be able to

1. Make a chart and review the time spent by them on various activities over the day.
2. Prioritise i.e. allot time depending on their perception of difficulty in the given subject area.
3. Learn time management

Time

70 Minutes

Preparations

Examination pad/hard board to support paper, pencil and eraser
coloured pens and geometry box

Methodology

Group work, Brain storming, Presentation

Step 1

Greet the class and introduce the topic of "Time Management".
Divide the class into 6 - 8 groups. Ask each group to sit in a circle.

Facilitators Note

This is a slightly lengthy activity. Your time management is tested here.

Step 2

Ask each student to take a white paper. Instruct one of the group member to draw a circle measuring 16 cms. in diameter in the lower half of the page using geometrical instruments. Ask each

student to divide the circle into 24 parts indicating 24 hours with a pencil. Now ask each one of them to write down various activities of their typical day in the upper half of the page. For e.g., sleeping, washing, bathing, eating, helping in household work, playing, homework, reading, leisure and other activities.

Step 3

Instruct each student to write how much time he/she spends on each activity in a day. This is to be done without discussing or copying from other students. This will help the student to think about the total time spent so that he/ she will perceive the circle as a graph and not as a 24-hour clock where activities appear periodically throughout the day (See Picture 1).

Step 4

Ask them to transfer this information on to the circle (divided into 24 equal parts) blocking out time in sections, e.g. sleep - 8 hours would be blocked out using 8 portions of the circle. Suggest them to use different colour for each activity as this makes it easier to see and get a visual feedback later (See Picture 2).

Facilitators Note:

Teacher should move around the groups to assist those who need help and clarification.

Note: Break Of Session

You have to stop in a short while as the time allocated may be nearing an end. Applaud the students & do a quick recap of what they did in this period. Inform them about the timing/date of the next session & tell them that we will continue the activity .

- *Ignore the above statement if you have time slot available to you in continuity.*

You are about to start the remaining part of the session after a gap. It is best to do a quick recap of what was done earlier. State the topic and ask a volunteer to narrate what was done in the previous session. Thank her/him & add if any important points were missed. Then start the remaining session.

- *Ignore the above statement if you have time slot available to you in continuity.*

Step 5

After a brief recap of the earlier steps, continue the session

When every one has finished, suggest that they share their

information within their group. Encourage group members to discuss the queries raised below.

Step 6

Ask each group to present their discussions and observations to the class. Write the main points on the blackboard.

1. What are the activities on which you and your parents agree on the amount of time you have spent?
2. What are the activities on which you and your parents have a difference of opinion?
3. What are the activities you would like to include but do not have the time to do?
4. Do you feel unsatisfied with the amount of time you spend in any category, whether it is too much or too little?
5. Can you suggest any alternatives so that you can change what you don't like?
6. How many hours should we sleep in a day?
7. Should we allot time for studying every day and include it in our daily planning?
8. Is it good to sleep less and study more?

Facilitators Note:

Highlight and repeat the following to the class:

- It is essential to prioritise our activities in order to allot adequate time to each activity.
- Time management is an essential component of a student's life.
- We should take advice of our parents/teachers to be able to manage time.

Ideas for Learning More

Prepare a time plan for yourself for a week. Observe how you would like to make changes in the time allotted to various activities.

Facilitator's Guide No. 6



Time management is a simple and practical technique of planning and structuring a day. This means allocation of time for different subjects, household activities, leisure, play, self-care, entertainment, sleep and other miscellaneous activities over 24 hours.

It is important to appreciate that many problems of young people stem from the fact that they feel bored from time to time, feel frustrated that they are unable to do things in their life as expected by others or fulfill their own desires. They find that they have lot of time at some juncture and do not have time at all in other situations.

This makes a student feel controlled by external factors such as school, examinations, TV and not acting according to his/her choice. Lack of attention, lack of motivation in studies, disinterest in hobbies, under achievement at school can be related to this sense of being controlled and not controlling his/her life.

Planning and structuring a day helps a student to be in control of the situation and make the student feel that he/she has played a meaningful role in life. Boredom, emptiness, uncertainty, frustration,

Poor achievement in studies, feeling upset about backlog in school, failure in exams can be avoided by this. Effective use of time management strategies have been found very useful both by young and old. Most young people are familiar with

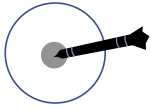
the concept of time management and structuring of activities in school. Some accept this passively; some are actively involved in planning it but do not follow it. Successful time management involves planning, following the plan, reviewing its effectiveness and making necessary changes every now and then. The plan and structure should be for the day, week and the month. School related activities are an inseparable part of a student's life, but it is important for one's growth and development to have an even mixture of several activities. Such activities break the monotony of routine like going to school, doing homework, and reading, eating, and sleeping. They bring hope and zest in life. So the planning should include many activities like studies, reading, writing, information, assimilation through radio and TV and so on. Implementing this strategy creates an opportunity for structured routine for students; since they develop it on their own; they will be committed to it and will ultimately feel that life is meaningful and enjoyable. Time management does not make the student a machine, but rather equips a student with skills to plan, decide and have personal responsibility.

Lastly, this can be a useful strategy in preventing high-risk behaviours like excessive TV viewing, smoking, drug substance abuse, pornography and several other-as the student controls his/ her time activities and not the other way around.



Activity 7

Improving My Memory



Objectives

By the end of the session, the students will be able to:

1. Learn at least one of the effective methods of memorising.
2. How important retaining is.

Time

70 Minutes

Preparations

Tray or a cardboard box, common objects used in daily life, e.g. hair-clips, pens, coins, fruits, photographs, handkerchiefs, spoons, erasers, bottles ribbon, buttons, shoelaces, etc., pens to write with, paper to write on and photocopies of Memory Tips

Methodology

Group work, Brain storming and Presentation

Step 1

Greet the class and then divide the entire group into 7 teams and assign each team a colour of the rainbow (VIBGYOR). Instruct the groups to identify a volunteer from each team, ask her or him to collect 25 objects from various members of his/her group and keep them hidden (even same objects can be accepted - 2 erasers - size can be different, 2 pencils of different colours)

Step 2

Request each team to sit in a small circle on the floor or around a table. Instruct the volunteer to

- Distribute pencils and papers to each member of the team.
- Write the name of the team and place it in the centre of the circle.
- Place a tray or a cardboard in the middle of the group and place the 25 to 30 articles.

Step 3

Ask the volunteer to remove the articles after two minutes. Instruct all members of the group to write down as many articles as they

can remember. The members should not discuss or talk during the activity. The volunteers should write down the number of items correctly recalled by each member in his/her team

Step 4

Encourage students to discuss in their respective groups the discussion questions raised below

- How did they like the activity?
- What factors helped us to remember the articles?
- What factors made us forget some of the articles shown?
- Does a student require good memory? What are the situations, which require students to have a good memory?
- Are you aware of any methods to improve the memory of what you have read?
- Are there specific things which impede our memory?
- What skills are needed by a student to improve her/his memory?

Step 5

Request respective team leaders to present the discussion to the whole class. Note the important points of each presentation on the blackboard - do not rewrite points already covered.

Facilitators Note:

Encourage students to discuss the topic and also read out the points written on the blackboard. Provide the memory tips as a printed sheet to all the students at the end of the session. Half the class can be covered in one session/period.

Highlight and repeat the following to the class

- All students of an age group have almost equal ability to read and remember though some minor differences exist among them.
- None of us is bestowed with excellent memory by birth.
- Registration, Retention and Recall (3R's) can be improved by regular practice.
- Fear, anxiety, preoccupation with difficulties can interfere with memory due to poor attention and concentration
- Use good study habits and memory tips for effective learning.

Ideas for learning more

- How difficult is it for me to remember what I read?
- Among the different memory tips given today, the one which I am practising regularly is _____

Facilitator's Guide No. 7

Facilitator Guide No. 7



Skit: Communicating with your parents

There is a family of five: 2 parents, 1 brother and 2 sisters. The two middle children - daughter and son, Meena and Rahul are good friends.

(Meena and Rahul)

Rahul: Do you know about the mela in the village this evening? Why do we not go there?

Meena: Yes, let's go! But do you think I can go? I am sure you can go, but I think I will have to stay at home, prepare food and help Ma with the household work.

Rahul: It'll be OK - come on, let's go and ask Ma and Baba. (With Ma and Baba)

Rahul: Ma! Baba! Meena and I are going to the mela this evening. Baba: (looking at

Meena) Are you?

Meena: Please Baba I want to go.

Ma: Well Rahul can go, but you cannot Meena. You know that you have to prepare food and help your mother - that is your duty.

Baba: Yes, Meena, you have a short memory.

Meena (upset): But that's not fair, why can Rahul go and not me?

Baba: Keep quiet and don't answer back. Go to the kitchen. You must appreciate what we do for you Meena. Now go and cook dinner and help your mother. Rahul, you can go to the mela. And remember; stop putting ideas in your sister's head!

Facilitator's Guide No. 8

Facilitator Guide No. 8



Relationship with Parents

Relationships play an important role in one's life. They are the heart and soul of human experience which is necessary for the survival of man who is a social animal. Therefore, they need to be tackled carefully. Healthy interpersonal relationships that are cooperative, interdependent, and mutually supportive are a source of security and enjoyment for every individual.

Relationships vary in intensity and importance. One of the important institutions with which we share a very

intense relationship is the "Family" which comprises parents and siblings. The family is the first source of social interaction and the quality of attachment within the family plays an important role in the overall social and emotional functioning of the child. Parents are the most important people in a child's life. Worldwide, studies have shown that children learn best when their physical and emotional needs are met and they feel psychologically safe and secure.

If we do not have healthy interactions

with these significant people in our life on whom we are dependent, it is important to understand why and work towards bringing them closer. For this various styles of communication can be used which includes both verbal and non verbal communication (tone of voice, body language and posture).

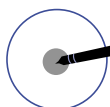
Tips to improve communication with your parents

- Be honest with your feelings. Your parents are a great source of support and knowledge, but they don't know what's going on in your life if you don't tell them.
- If your parents upset you by setting a curfew or by grounding you, don't immediately become defensive. Make sure you talk to your parents when you're not emotionally upset. If you start yelling or crying, you won't be able to express your important feelings.
- Calmly tell your parents what's on your mind. Avoid "you" statements like, "You don't give me enough freedom" or "You're never happy with anything I do." These types of accusation statements will only cause more friction. Instead use "I" statements such as "When I go out with my friends, your early curfew makes me feel as if you don't trust me," or "Sometimes I feel hurt when you don't give me credit for being responsible." This method communicates your feelings without blaming your parents.
- Listen to what your parents have to say. If you're getting a chance to speak what's on your mind, it's only fair to give the same opportunity to your parents. If you listen to what they say, you may learn that you've been misinterpreting their feelings.
- When you're talking to your parents, if they say something you disagree with, don't immediately overreact. Give them a chance to express their feelings and then calmly explain why you may disagree with them. Try to identify what you need from them and tell them (they may not know).



Activity 9

Listen to Yourself



Objectives

By the end of the session, the students will be able to:

1. Realise that any activity including studies needs internal enthusiasm and motivation to continue and complete it .
2. Make small changes to improve their performance in studies and become more motivated as the small changes provide results.

Time

35 Minutes

Preparations

Procure three large photocopies of a scenery where many colours need to be used, colour pencils and watch/clock to keep time.

Methodology

Group work, Self analysis, Presentation

Step 1

Pin the photocopies of the scenery on three walls of the classroom.

Divide the class into 6 groups. First three groups to be called Task Forces - A, B, C. The remaining 3 groups to be called Support Groups - 1, 2, 3. Each Task Force to have one Support Group A -1, B-2 and C-3.

Ask each Task Force and each Support Group to select a leader.

Step 2

Instruct each Task Force to attempt to colour the scenery on a wall and the respective Support Group will assist (or discourage) their work. Explain orally to Task Forces the task of colouring; at least 6 different colours should be used. The members of the respective Support Group needed to be asked for the colour pencils and will be given by their members. Each colour pencil to be returned to the Support Group members once the person finishes colouring a particular portion. The colouring of the whole scenery is necessary.

Step 2 a

Give written instructions to the Support Groups (or take them outside the class room and tell the instructions clearly).

Support Group 1 will encourage group 'A' by giving colour pencils readily, cheering, clapping, saying 'Good'.

Support Group 2 should discourage group 'B' by not giving the colour pencils immediately, dropping the pencil when asked, giving blunt pencils, saying that the colouring does not look 'good' etc. their main task is to discourage their efforts.

Task Force B

Support Group 3 just looks at Task Force C. The members will neither encourage nor discourage Task Force C. The members should have a serious face - no cheering, no distraction. The members will just give the colours asked for by Task Force C. In other words, the group behaves in a very passive manner.

All 3 groups should time their work.

Step 3

Once the activity is completed ask each Task Force and Support Group to discuss among themselves separately along with following

lines and present the discussion by the leader. There will be 3 volunteer presentations.

Facilitators Note:

Use the blackboard to jot down every factor or skill elicited. Provide opportunity to each and every student as far as possible.

1. How was it to do the activity (Task Forces and Support Groups)?
2. How did the members of Task Force A, B & C feel - did their Support Group help or interfere with the task of colouring and completing the picture?
3. What was needed among the members of each group to complete the task?
4. What skills helped Task Force Band C to finish the work - since they were not encouraged or discouraged to do their work?
5. Are there examples from real life which are similar to this - encouraged, discouraged or not recognised; still there is a need to do some task and complete it well?
6. Do we see similarities between this activity and students being interested in studies/a particular hobby?
7. How do factors of teamwork, competition, recognition, joy of finishing, persisting through being disturbed/discouraged and participation affect motivation?

Highlight and repeat the following to the class:

- Any activity needs motivation in a consistent manner to be attempted and finished.
- Often motivation is the most important factor in deciding whether a student continues schooling and attempts to do better in learning.
- Using qualities (hope, taking support, confidence in our ability, hard work, regularity, discipline, self-assessment) and skills (critical thinking, creative thinking, coping with stress and emotions, decision making) are elements of motivation.
- Many external factors influence it but internal motivation is the KEY element.

Ideas for learning more

Ask students to reflect at home on the following:

- Which is the activity in which I am highly interested - I do it without being reminded or asked to?
- Is it study related, hobby related or entertainment related?

Facilitator's Guide No. 9



Motivation - Understanding Motivation

Motivation is what makes an individual work towards a goal or target, not for external reasons but because of his/her own internal will to do it. It is an important quality required by everybody to do various activities like studying, working, earning and building relationships.

Students' learning is greatly influenced by their motivation to learn and the need to achieve something in their lives based on their education. So, improving motivation of the students is of particular importance to teachers who work with young adolescents. Considerable research has shown a decrease in motivation and performance for many children as they move from elementary school to middle school. Often it is thought that this decrease is largely caused by puberty and bodily changes in the youngsters. This is often not true. The motivation of an adolescent student on entering middle school depends on the characteristics of the learning environment which a student finds in himself/herself.

Understanding "motivation" will help a teacher to improve the learning environment and thereby improve learning in a student. A student's motivation depends upon his/her

1. Understanding of past performance (Good or Poor)
2. Focusing on the goal of passing rather than appearing successful in front of others.
3. Self-determination - that he or she can learn from others.

4. Being interested in the subject/subjects in a particular year of studentship.

If a student believes that poor performance is due to factors beyond his/her control (parents not interested in studies, teacher not teaching well) he/she will not usually make an attempt to change and work towards better performance. On the other hand, if a student believes that small gains will be made by change in his/her attempts, despite certain difficulties, there is scope for better performance.

If a student is particular about the end result despite difficulties, he/she will change methods even if difficulty arises in reaching the goal. On the other hand, if a student is only interested in presenting himself/herself as successful, and faces failures on the way, he/she gives up trying. This is seen in students who have failed earlier and see themselves as failures.

Often teachers (parents also) reinforce this belief in a student. It is important for teachers to understand why a student does poorly in studies and guide through various methods of motivation - mainly to perform better than before (not excellence or brilliance).

Secondary school teachers often underestimate the influence teaching practices can have on any one student as they teach large number of students and only for a very short period of time (one or two years). Even in a highly structured school, teachers can take specific steps to provide a learning environment that will promote motivation in all students.

Activity for the students

For the students—Teachers Guide No.1

Activity - Make an action plan

Step 1

The teachers ask the students/adolescents to do this activity.

Choosing my Career, Decision Making

Ask the participants to complete the following statements.

1. The three occupations that I am most interested in are:

2. Three other occupations that I am interested in are:

3. Why that career is suitable for me?

4. What is the second best career and why?

Note For Teachers

Other activities for students:

- For a single class period, have students collect classified advertisements from newspaper.
- Have students categorise jobs according to level (professional, skilled, semi-skilled, entry).
- Have students make a bulletin board displaying their findings in preparation for their Career Day.

Source: One step at a time, Educational and Career Explorations, Intermediate Division, Ministry of Education, Ontario, 1984

Vision without action is a daydream. Action without vision is a nightmare.

Japanese Proverb

Reference

Hand Book For Teachers: Yuva School Adolescence Education Programme: Volume 1 And 2.

List of Participants in the Consultation Workshop

Career Guidance Module Development Workshop on 11th To 30th June, 2007.

List Of Participants

S.No.	Name and address of the participants	S.No.	Name and address of the participants
1.	Mr. B.S. Warriar Career Consultant Cochin.	2.	Mr. T. Abdul Salim Co-ordinator - Vijayabheri Educational Project of Malappuram District Panchayat Counsellor - CIGI Thenayankotte, Po. Kadiyangad, Perambra, Kozhikode, Kerala. Phone No.0496-2612562.
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13.	Mr. M. Emayavaraman, Programme Co-ordinator, Students Partnership Worldwide, No.2, 8 th East Main Road, Gandhi Nagar, Vellore – 6. Phone No.0416-2242695.	14.	Ms. Kalavathi, Director, Bodhi, 6, Bagyathammal Nagar, Mogappair, Chennai – 600 050. Phone No.9840794530.

Registration Form

1. Name in Full: _____

(Capital Letters)

2. Sex: Male Female

3. Age & Date of Birth : _____

4. Educational Qualifications: _____

5. Designation: _____

6. No. of Years of Work Experience: _____

7. School Address: _____

Phone: _____ Fax: _____

Email: _____

8. Private/Home Address:

Phone: _____ Fax: _____

Email _____

Date: _____ **Signature:** _____

Evaluation Form

Name of the Participant:

Designation:

Organisation / Institution:

Please comment on the following:

Things like most:

Things to improve:

Suggestions:



An initiative supported by UNFPA

Adolescent Health and Development Project

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