



ITDA - K.R.PURAM

VIDYA HELP LINE

Enlightening Young India

1800-425-2422

Training Manual on Career Counseling



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Introduction:

The current document is to introduce about one of the Nirmaan Organization's project named Vidya HelpLine and explain in detail about the '**Train the Trainer – TTT**' program of Vidya HelpLine. 'TTT' is aimed at building the capacity on career counselling within the schools wherein the teacher, once trained, would implement the curriculum in their respective schools for 13 weeks. Overall, the TTT is divided into 3 major modules revolving on **Goal setting, Career awareness** and **Personalized counseling**. The first week is majorly on Goal orientation and the next 7 weeks would have various sessions on imparting knowledge on various careers & courses, further these weeks would also have **introspection activities** to help the students choose a career of their choice. Finally in the weeks 9 & 10, the students would map their future and set the goal based on the career information and the introspective activities they have done earlier. The teachers would utilize the remaining three weeks for personalized counseling of the students. The document also has an activity sheets the students have to do along with checklists in the appendix.

Introduction to Nirmaan Organization:

Nirmaan Organization is a registered NGO started by the students of BITS Pilani in 2005 working in the areas of Education and Livelihoods. Nirmaan Organization is a Non Governmental and Non Profit Organization committed to work for poverty free, knowledge powered and economically empowered Nation by focusing on providing education and livelihood opportunities for underprivileged people. From the past **11 years** Nirmaan has benefited more than **2,00,000+ people** with about **700 volunteers, 80+ full time** employees through our key projects – Vidya Helpline(VHL), School Adoption Program, Scholarship and Mentorship Program, Vocational Training Centre, Youth Employment centre etc.,

Introduction to Vidya HelpLine:

Vidya Helpline is one of the flagship projects of Nirmaan started in 2010 with a focus on **career guidance** to economically backward students and dropouts, especially from rural areas, enabling them to make **effective educational and career choices** thereby helping them achieve eventual economic empowerment. The project has **supported more than 2,00,000+ students/dropouts** and has been invited to replicate in states of AP, Odisha and Assam. The project has received various awards from organizations such as Vodafone, NASSCOM Foundation, US Consulate etc., with a theme of solving social problems innovatively through mobiles and technology.

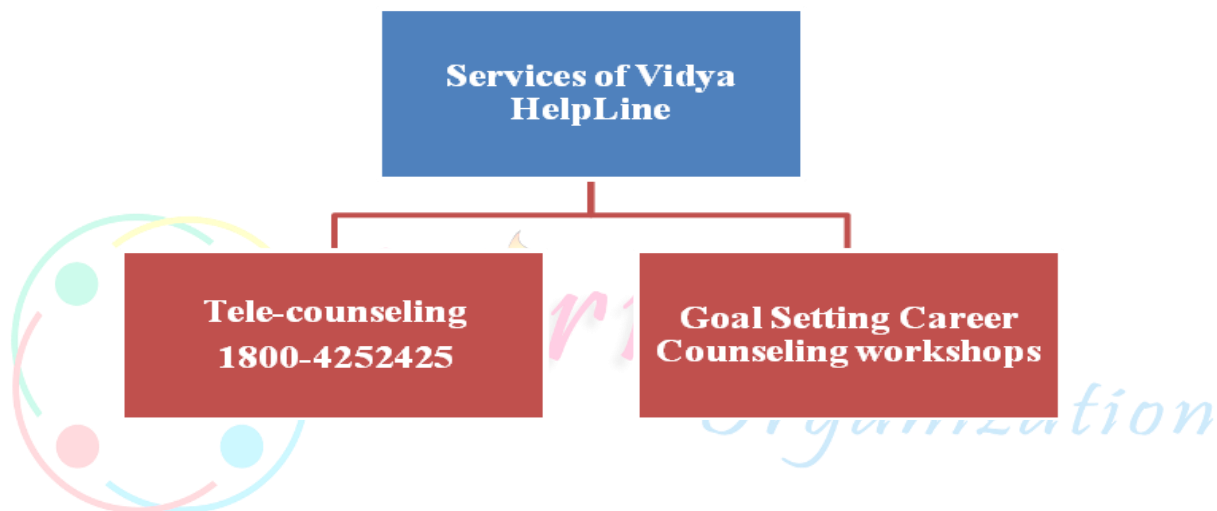
Vision:

"To allow every student to obtain excellent guidance and appropriate ways to obtain monetary support to pursue the right education of their choice"

Objectives of VHL:

- To guide students to take up **right choice of career**
- To provide **information** about various aids like scholarships, training institutes, loans etc., to continue their education
- Access to **free, direct and authentic information** and guidance on demand
- To show opportunities to students to grow to their full potential.

Key Services of Vidya Helpline:




1. **Toll free-Tele-Counseling:** The toll free service of Vidya Helpline assists student callers in queries related to career guidance, admissions counseling, examination results, scholarships, education loans, training institutes etc.
 - So far, **over 3,40,000+** call queries have been addressed, as on 31st July 2016.
 - Nirmaan Organization along with APSSDC has initiated a new toll-free helpline, **1800-425-2422** catering exclusively to the needs of the Andhra Pradesh students.
2. **Career Counseling Workshops:** These are outreach programs where the students are exposed to career opportunities and assist them in building their careers.
 - So far, **over 93,000+ students** have been made dream BIG by 1300+ Workshops, as on 31st July 2016.

Other Services of Vidya Helpline:

Train the Trainer Program	This program is aimed to train the teachers on the importance of Goal Setting and career counseling by assigning a schedule and recourses required to conduct the same in their respective Schools.
Career Saathi Program	This is a selective student support program for the meritorious students but economically weak in assisting, mentoring and tracking them till successful employment.
Voice & Text Messages	Through Text messaging, voice messaging to teachers, students, principals, NGO leaders etc, notifying them about any career notifications, admissions, scholarships, training institutes, etc.
Mobile Application (Mobi Counsel)	An Instructor / self led Career application on android platform, navigating to various diverse career streams, scholarships, institutions, etc.

Vidya HelpLine Centers:



Centre & Location	Supported by
Centre-1: Guntur, Andhra Pradesh	APSSDC, Govt. of Andhra Pradesh
Centre-2: Sarathi HelpLine, Guwahati, Assam (Nirmaan supporting as Expert Partner)	SLAC, Govt. of Assam
Centre-3: Hyderabad, Telangana	TSWREIS, Govt. of Telangana
Centre-4: Nizamabad, Telangana	Deshpande Foundation
Centre-5: Hyderabad, Telangana	ITDA-Bhadrachalam, Govt. of Telangana
Centre-6: Hyderabad, Telangana	CSRs and Several individual donors
Centre-7: Nalgonda, Telangana	Deshpande Foundation & Komatireddy Prateek Foundation

Train The Trainer (TTT):

The objective of the TTT is to empower teachers in the school to be a career counselor and eventually aim at making career counseling an integral part of a student's education curriculum. In order to reach out to more number of students, we have adopted the model of train the trainers, where the trainers would reach out to the schools and organize periodic sessions on goal setting and career exposure along with personal counseling. The career counseling curriculum is spread across 3 months of the academic year calendars. With sufficient training and frequent Monitoring and evaluation, the students can be groomed and mentored too. About 250+ teachers have been trained so far since inception.

The classroom curriculum of career counseling is slated in three phases:

Motivation: Where the teachers present to the audience the real life inspiring stories from the grass roots.

Exposure session: The students are taken in and out through a career a week, talking about what it is, what it does, what skills are required to reach there, the famous personalities in the field etc.

Personalized counseling: After the students being open to the career opportunities and each child and counsels the students based on her findings about the child.

The current program aims to have at least two teachers from each high school, they are trained on career guidance and counseling and such trained teachers will be the nodes of career information for the students.

Objective of Teacher involvement in Career counseling workshops:

To make career counseling an integral part of a student's education curriculum by making teachers, who play a key role in shaping the future of children, a major stakeholder in the process.

A teacher plays a crucial role in a child's future and has better knowledge of students' capabilities, interests and their socio-economic background. Such a person, to take the role of a career guide will have a bigger impact on the children's future.

The idea is that, availability of teachers at schools will give the students a better access to meet their demands anytime. Also, since teachers are mostly from within the district and many a times from their own locality, students might have fewer barriers in communicating with them.

TTT Execution Model:

Similar to the extra-curricular classes for students, we shall have Career counseling sessions **weekly once** for **classes 9th & 10th**. These sessions shall be organized for **2.5 hours each week**, over a period of **8 weeks**. The detailed plan of 8 weeks as below:

Stages	Week	Topics Covered
Goal orientation	Week-1	Baseline Assessment test, What is a Goal?, Importance of having a goal and Importance of having a role model, Inspirational & Motivational Videos and Stories
Career awareness	Week-2	Goal Setting-1: Panchamantra of Career Engineering, Fashion Designing, Interior Designing, ITI &
	Week-3	Doctor, Agriculture, Nursing, Pharmacist, Physiotherapist, Paramedical courses, Home Science, Nutrition & Dietician Fine Arts, Teacher, Scientist, Air Hostess, Pilot &
	Week-4	CA, CS, CW, MBA, Hotel management, Hospital management, Travel & Tourism Police, Defense, Civil Services, Lawyer, Journalist, Social Worker, Psychology, Librarian
	Week-5	After 10th & Free Education Overseas education, Offbeat Career options, Scholarships, Self-employment
	Week-6	How to set and reach a goal, Dignity of Labor, Explaining role models biographies, Setting SMART Goals and SMART Goals discussions
Mapping the Future	Week-7	Dreaming Life after 7 years, Drawing Family Career Tree, Career Ladder Filling, Immediate next steps, Mapping Future worksheet and discussions
Personalized counseling	Week-8	Personalized Counseling

Stages of the workshop:

The stages of the workshop along with the respective schedule may be classified as follows:

Stage-1: Goal Orientation	: week 1
Stage-2: Career Awareness & personal interest evaluation	: week 2-week 8
Stage-3: Goal setting and sustenance	: week 9
Stage-4: Mapping the Future	: week 10
Stage-5: Personalized Counseling	: week 11-week 13

Each of these stages is described in detail below.

Stage-1: Week 1: Goal Orientation:

The first stage of the Career counseling process begins with intensive Goal orientation. The approach used in the goal orientation is to create an environment where the students get motivated and starts thinking of why to have a goal and how to choose one and start aspiring to reach greater heights in life. This is the defining stage and is a crucial phase that helps the student in mentally preparing for the upcoming sessions.

Modules focused in Goal Orientation phase:

- A. *Baseline Assessment test*
- B. *What is a Goal?*
- C. *Importance of having a goal*
- D. *Importance of having a role model*
- E. *Inspirational & Motivational Videos and Stories*

A. Baseline Assessment test (Pre-workshop Diagnostic test): (30 Mins)

The Pre workshop assessment is used for the base level assessment of the student and records the student information in three major areas, namely:

- i. Student profile:** This is used to capture student's background like their family size, occupation of the parents, siblings, etc. This gives us a better understanding of the child and his behavior.
- ii. Interest Profile:** This records their interests at a basic level, like favorite subject, hobbies, etc.
- iii. Career Profile:** This is where the child projects as to how he wants to see himself and the knowledge and aid required reaching it.

B. What is a goal? (30 Mins)

Every student will usually be passionate on some or other thing. A **goal** is a dream that a student want to fulfill. Goal is otherwise called as a plan for the future. Goal can be in personal or organizational point of view that leads to some sort of development.

Every student should have long term and short term goals. Long term goal can usually be a life time goal or an achievement, whereas the short term goals are with limited time period that helps the students to reach long term goal. Many students endeavor to reach goals within a finite time by setting deadlines.



C. Importance of having a goal:

Goal can be any plan that you have for your future irrespective of the profession. Important reasons that strengthen you to have a goal are:

- Goals Give You **Focus**
- Goals Allow You **To Measure the Progress made**
- Goals Keep You **Locked In And Undistracted**
- Goals Help You **Overcome Procrastination**

The students should be made to realize the importance of having a goal and should be able to fix a path for their future. Tell the students the importance of a **goal of their own** and how it gives a meaning to life.

Below stories are to be narrated and motivational videos are used to convey the importance of having a Goal.

i) Narrate the story of a KITE.

Objective: This story helps the student to evaluate the **difference in having a goal and not having a goal.**

Story: *Once upon a time there were two kites flying. Kite-1 was flying with the support of a thread aiming to reach heights and Kite-2 was flying randomly and aimlessly without any support. With the support of wind, both the kites fly.*



Q & A for students?

Q1. What happens when the wind comes?

A1. With the wind, the Kite-1 with an aim to reach heights, with the support of thread just flew higher and higher and got to be noticed by everyone. And, the Kite-2 flew randomly in all directions without any aim and support and was not even looked at.

ii) Narrate how to travel to a destination:

Objective: This explains the student to understand the **importance of having a goal and a plan** to reach the goal.

Story: There are two cases: In case-1, a student knows his destination and how to reach there and in case-2, a student doesn't know where to go and how to go.

Q & A for students?

Q1. Where do you want to travel and how do you want to?

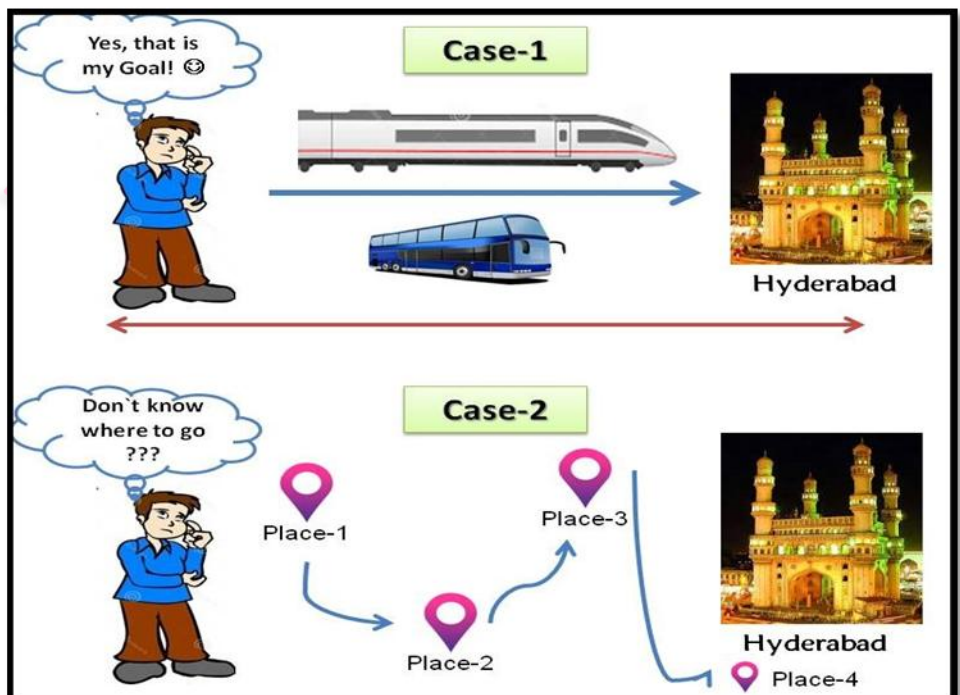
A1. **Case-1:** Sets a goal to travel to Hyderabad from his current location. And, plans the route map and the means of travel like direct bus, train. Then he reaches the Hyderabad in time.

With a proper goal and plan, he reached in time and **saved lot of time, time and energy** (which are most precious things).

A2. **Case-2:** Don't have a goal and don't know where to travel. After seeing Case-1, he decides to go to Hyderabad. And, without any plan he starts travelling. He catches a bus first and reaches to

place-1, from there he catches a train and reaches place-2, then to place-3 and finally reaches Hyderabad (place-4).

Without a proper goal and plan he travelled a lot of distance, **wasted lot of time, money and Energy** (which are most precious things).



iii) Narrate the process of Egg Hatching:

Objective: This explains the student to realize that if they **fail to do it in one way, then they need to try to do it in several other methods** and get success.

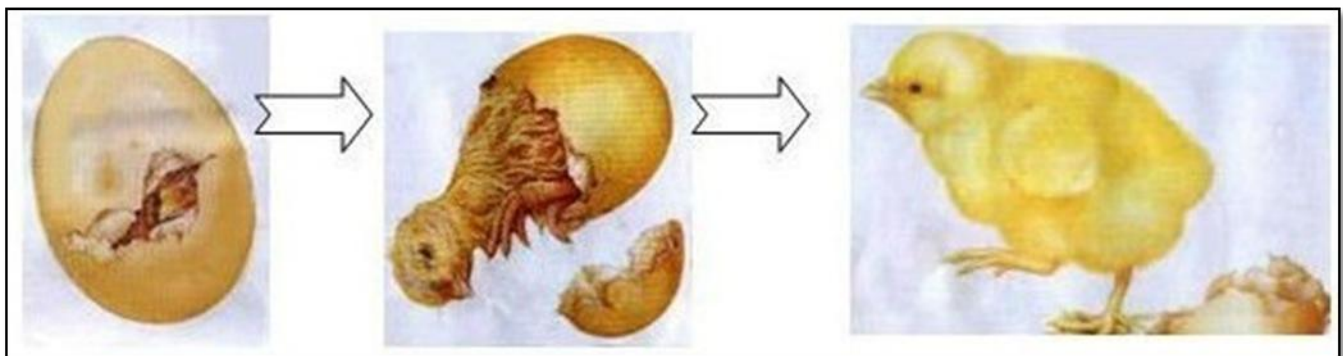
Story: To eat an omelet we need to break the egg with a spoon or a knife as the shell will be hard and it is not easy to break by bare hands. If you observe a hatching egg, the chick with its tender beak and small wings **will hit the shell several 100 times** try to break the hard shell. Hitting multiple times and trying in different methods strengthens its Beak and Feathers and finally, it comes out breaking the shell to see a beautiful world outside. If it didn't tried several times, it might have died in the Egg itself.



Q & A for students?

Q1. What are your learnings?

A1. If we get scared with **the hardships we face in life**, we can't move forward. We need to try to resolve it in one or the other form. While trying it multiple times and in different methods, it enhances our skills of imagination, creativity and confidence.



Example: If you face any problems in **solving a mathematics problem or a since equation**, don't leave it there. Try and practice several times in different methods, so that it helps in enhancing your skills like calculations, creative thinking, problem solving abilities, etc.

iv) Screen the video of “Ningi Nela Naade” (Invisible Wings)

Story: A girl with a goal in life to become a doctor keeping a sub-goal to get seat in a medical university, loses her hands in an accident, but with lot of hard work and efforts, she manages to do her all daily tasks on her own and gets admission in a normal college being able to read and write. Without her hands, she participates in swimming, and wins a scholarship and thus gains an entry into the university.



You can then motivate them by saying that a girl with no hands can achieve such great targets in life, why can't we? Inspire them that, they too can.

Q & A for students?

Q1. What are the 3 best lessons from the video?

A1. Three best lessons from the video are;

i. **Hard Work & Self-confidence:**

Inspite of losing her hands, she worked hard and after exercising her body in several methods, she made her legs to her hands and did all work with their support. Practiced writing and got admission in college, then participated in swimming and won the prize.

Lessons from the video:

- **"Nothing is impossible, even the word itself says I M POSSIBLE".** Believe in yourself and be strong and confident. The challenges you face in daily life are very temporary.

- **Dream BIG!!! And try to reach to Heights;**

Example: If you observe anything from heights, rest of the world appears very small and tiny. Similarly, if you focus on your end-Goal, rest all hurdles appear very small to you.

ii. **Alternative options:**

She lost her hands and as an alternative she made her legs to hands and worked after.

She was not eligible to get a seat in the university directly, and then alternatively using sports, she got admission into the University and reached her sub-goal.

Lesson:

- **"If one door is open, you can use the other door"**. If any career option is not available, you can try for alternate career options in the same groups or streams.
- If you can't directly get a seat, you can go alternate path NCC quota, Sports quota, etc.

iii. Independent:

Being lost in many ways, very confidently she told to her friend, that she doesn't want to depend on others for donations.

Lessons:

- **"Be independent and don't wait for help"**. Help always reaches the needy and deserved in its own way. If we work hard and depend on ourselves and create great things, anyone would like to support you, even if you don't ask them.

D. Importance of having a Role model:(30 Mins)

A role model is a person who inspires and encourages us to strive for greatness, live to our fullest potential and see the best in ourselves. A role model is **someone we admire and someone we aspire to be like**. We **learn through them**, through their commitment to excellence and through their ability to make us realize our own personal growth. We look to them for advice and guidance. A role model **can be anybody: a parent, a teacher, sibling, or a friend**.

How to choose a role model:

- ✓ Identify your good and bad habits, positive or negative aspects of your personality.
- ✓ Make a list of the key characteristics that you want to achieve and help in building your confidence and career.
- ✓ Identify people who exhibit the same qualities that you wish to achieve.

Top Five Qualities of Role Models:

The top five qualities of role models described by students in several studies are listed below. By far, the greatest attribute of a role model is an ability to inspire others.

1. Passion and Ability to Inspire:

Role models show passion for their work and have the capacity to infect others with their passion. Speaking of several of his teachers, one student said, "They're so dedicated to teaching students and

helping students and empowering students. That is such a meaningful gesture. They are always trying to give back to the next generation. That really inspires me.”

2. Clear Set of Values:

Role models live their values in the world. Students admire people who act in ways that support their beliefs. Role models help these students understand the underlying values that motivated people to become advocates for social change and innovation.

3. Commitment to Community:

Role models are **other-focused** as opposed to **self-focused**. They are usually active in their community, **freely give their time and talents to benefit people**. Students admire people who served on local boards, reached out to neighbors in need, voted, and were active members of community organizations.

4. Selflessness and Acceptance of Others:

Students also admire people for **their selflessness and acceptance of others** who were different from them. One student spoke of her father, saying “He never saw social barriers. He saw people’s needs and acted on them, no matter what their background or circumstances. He was never afraid to get his hands dirty. His lifestyle was a type of service. My father taught me to serve.”

5. Ability to Overcome Obstacles:

“Success is not measured by the position that one has reached in life, as by the obstacles which one has overcome”- Booker T. Washington. Young people echo this sentiment and admire people who show them that success is possible.

Week-1: Activities: (1 Hour)

1. Select few **role models from the local community** and explain about their **biography** and **achievements**.
(You can also select Nations` role models like, Mahatma Gandhi, Mother Teresa, Abdul Kalam, Narendra Modi or bureaucrats like Kiran Bedi, Jaya prakash Narayana, J. D. Lakshmi narayana, etc.)
2. Hand pick any of the **motivational stories** from the given list and explain the clear objective behind the narration and correlate them to the students lifestyle.
3. Hand pick any of the **motivational videos, cast them** and explain them in detail the clear objective behind the narration and correlate them to the students lifestyle.

Stage-2: Week -2 to Week-8: Career Awareness and Goal Setting:

Week -2 to Week-8: Career Awareness:

The second stage of the Career counseling, lasting for **7 weeks** starting from **week-2 to week-8**, majorly focuses on bringing awareness to students on a pool of careers and professions, followed by partly focusing on Goal setting. These careers are explained in detail using Career digest booklets, career charts, PowerPoint presentations and digital aids.

During this cycle, we introduce various career opportunities to the students. This phase is the **most significant phase** of the career workshop as the students are exposed to the various career opportunities which would then assist them to choose a career based on their interest, need and capability.

Teachers need to equip the students with complete information on how his/her target can be reached. Give them information that can stimulate them to continue their study further. Beyond the limitations and constraints, it is to be made sure is that, the student must be determined to continue his/her education after 10th class.

Every week, we would discuss on multiple careers and their path. For any career being discussed, there are few important elements that should be covered.

Priority	Each Career	Average Time required (in Mins)
High	Overview/ Definition and a day in the career	2
High	Examples with Correlation	2
High	Interests	1
High	Institutions	3
High	Fee & Scholarship	1
High	Skills Required from now onwards	3
Med	Eligibility and Notification time	2
Med	Career map/ Career Flow	3
Med	Places of Work & Salary Scale	2

*Please refer to the career digest and PowerPoint presentations in this regard.

Career Digest usage:

As a part of the Career Awareness sessions, it is also imperative to **ensure that the student is using the Career digest effectively**. Thus, while the teacher is taking the students through a career, the children could also look into the booklet. Also, a teacher could ask questions to elicit responses from the students, using the booklet.

At the **end of every week**, please ensure the student is connected to the toll free number **1800-425-2422**, as this will build familiarity and alleviate any associated phobias.

Week -2: Career Awareness and Goal Setting-1:

Topics Covered	Videos & Activities	Time slice	Check it
Engineering, Fashion Designing, Interior Designing, ITI	Week-2: Food Technology Week-2: Packaging Course Week-2: Interior Designing Week-2: Fashion Designing	Recap- 10 mins	
		Careers- 65 mins	
		Videos- 15 mins	
		Break- 5 mins	
Goal setting-1: Interest-Ability Analysis		Goal setting- 55 mins	

Goal Setting-1: Interest-Ability Analysis:

Interest and Ability play a major role in defining an individual and exploring them from inside. Interest and Ability are the factors that best help to evaluate whether the student has opted for the right goal or not.

Considering only aptitude/ability and no interest means that the student will be able to do the task but not for a prolonged period of time and **considering only interest** means that the student may or may not have the skills and abilities to the task properly for which he or she is interested. So, both are to be considered while evaluating a student's attributes and designing their career path.

***Explain all the concepts of Interests & Abilities and ensure that the students understand all of them.**

Ability/Aptitude:

In the simplest of terms, Ability/Aptitude can be defined as **natural ease of learning something**. And if ability towards some career is high when compared to others, then career journey becomes very easy. Hence, it becomes essential that you know your Ability/Aptitude before choosing a career.

Example:

If you have very good verbal communication skills then that means you have high aptitude in that. However, your writing skills or your body language may be at average level or even below average. In such case you need to focus more on the low aptitude areas. This is the advantage of specifically identifying the problem areas. It reduces the amount of effort you need to put on your training for the improvements.

There exists numerous abilities in every person with respect to their interest and these qualities help the student to build their passion towards specific career. Few categories are listed below:

There are 5 sub parameters on which the Ability factor depends on.

- a) Logical Thinking
- b) Communication Skills
- c) Verbal Skills
- d) Leadership Skills
- e) Intrapersonal Skills

a) Logical Thinking:

Logical thinking is a thought process that helps the student to identify and analyze the situations in best possible way. These skills help a student to understand the concepts in detail come to a conclusion by determining the facts. Students with this aptitude are also characterized with easy convincing and influencing abilities.

Students with good Logical thinking will usually possess skills like:

- Good Speed in thinking
- Good Observation Power
- Good Concentration
- Quick learning/grasping
- High degree of creativity
- Good at imagination

*Nirmaan
Organization*

Professions related to these skills: Research Analyst, Investigative Departments.

b) Communication Skills:

The ability to convey information to another person effectively and efficiently indicates good communication skills. Students with good verbal, non verbal and written communication skills help facilitate the sharing of information between people benefitting the both.

Students with good Logical thinking will usually possess skills like:

- Good Communication skills
- Good level of Understanding
- Good organizing skills
- Team working skills

Professions related to these skills: Teacher, Anchor, RJ and outsourcing person from every company or organization

c) **Verbal Skills:**

Verbal skills refer to the extent to which a person can deal with words, sentences, written texts verbs, adjectives, as well as, the extent to which he/she can understand meanings, produce synonyms and antonyms, know the meaning, etc.

Students with good Logical thinking will usually possess skills like:

- Good reading skills
- Good writing skills
- Good Vocabulary
- Good Narrative skills

Professions related to these skills: Language Pundits, Content writers, Authors, etc.

d) **Leadership Skills:**

Leadership skills are an essential component in placing individuals to make thoughtful decisions about their organization's mission and goals, and properly allocate resources to achieve them. Valuable leadership skills include the ability to pass on, inspire and communicate effectively. Other leadership characters include honesty, confidence, commitment and creativity.

Students with good Logical thinking will usually possess skills like:

- Presentation skills
- Self-initiative
- Responsibility
- Motivating skills
- Friendly and outgoing personality
- Problem solving ability
- Courage
- Positive thinking

Professions related to these skills: Entrepreneurs, Team/ Project leads in IT sector, CEO's

e) **Intrapersonal skills:**

These skills are usually used to decide the person's abilities and the way they handle the situations. This is emotional intelligence, the ability to know, understand and manage their own emotions. Students with emotional intelligence tend to display higher self-motivation, more calculated risk-taking, bearing under pressure and determination in facing challenges.

Students with good Logical thinking will usually possess skills like:

- Skills they are good at:
- Hard working
- Honesty
- Patience
- Positive thinking
- Good memory power
- Curiosity & enthusiasm
- Helping nature

Interests:

Interest is defined as a state of curiosity or inclination and is closely related to emotions. If we have interest in a particular process or work, we tend to have strong emotions for it, that enhances the probability of success as we are willing to give our hundred percent.

Interest in particular area can be evaluated depending on the **6 sub factors** called **R-I-A-S-E-C**.

Realistic: Students who have athletic or mechanical ability, prefer to work with objects, machines, tools, plants or animals, or to be outdoors.

Investigative: Students who like to observe, learn, investigate, analyze, evaluate or solve problems.

Artistic: Students who have artistic, innovating or intuitional abilities and like to work in unstructured situations using their imagination and creativity.

Social: Students, who like to work with people to enlighten, inform, help, train, or cure them, or are skilled with words.

Enterprising: Students who like to work with people, influencing, persuading, performing, leading or managing for organizational goals or economic gain.

Conventional: Students, who like to work with data, have clerical or numerical ability, carry out tasks in detail or follow through on others' instructions.

Career Motivators:

Career Motivators are factors that encourage one to perform better at work. It could be anything- Money, Respect, Creativity, Challenge, and Recognition. Career Motivators are usually the ones that help the students to work with zeal and also help in influencing the students.

Career Motivators may not be same for every person. To one person, money could be of higher priority, another may give more importance to recognition. Hence, it is very important that one

chooses his/her career that has areas of motivational factor. Career Motivators are an important element in choosing a career else one's career after a while may seem boring and uninteresting.

Example:

- To a businessman, profits (money) could be the motivational factor whereas to a politician, seeing the nation's development is the motivational factor.
- Being in social work career will get you lots of respect from society when compared to being engineer. But being a social worker would mean travel and less comfortable life as one requires to fight and help downtrodden.

Week-2: Activity: Interest-Ability Analysis:

Students need to fill their Interest-Ability Analysis worksheets consciously and fully aware of all the meanings and submitted to the Teacher.

Teachers need to follow the below guidelines to succeed in this activity.

Stage-1	Explain all the definitions and concepts in detail
Stage-2	Allow the students to identify their interests and abilities
Stage-3	Students need to fill the Worksheets, completely aware of all the meanings
Stage-4	When the sheets are filled randomly picked students should share their interests and abilities with the rest of the classroom/ or share with each other.

Week -3: Career Awareness and Goal Setting-2:

Topics Covered	Videos & Activities	Time slice	Check it
Fine Arts, Teacher, Scientist, Air Hostess, Pilot	Week-3: Air Hostess Week-3: Pilot Week-3: Teaching	Recap- 25 mins	
		Career Activity- 10 mins	
		Careers- 65 mins	
		Videos- 15 mins	
		Break- 5 mins	
Goal setting-2: River of Life		Goal setting- 30 mins	

Goal Setting-2: River Of Life:

River of life is a visual narrative method that helps people tell stories of the **past, present and future, revealing unknown aspects of yourself.**

By imagining him/herself as a river, he/she can articulate, using the landscape, water, boats etc., the major events and milestones in his/her life. This is a creative tool that can be used as an icebreaker at workshops.

Every person has a life story that reflects both obstacles and achievements. This activity helps a **person to introspect and dig into his/her past life** and recollecting them. Taking **the time to hear those stories increases appreciation** for what individuals have gone through and how their experiences have shaped their responses to different situations.

Purpose of this exercise:

It is to increase the knowledge of different experiences faced in the life. Because it has captured the milestones, successes and failures over the years, the River can be used much like a guide/compass.

- Students begin to **see where they fit in** and how they can make a difference.
- This will increase the ability of a student to understand **the gifts and talents that are available** within.

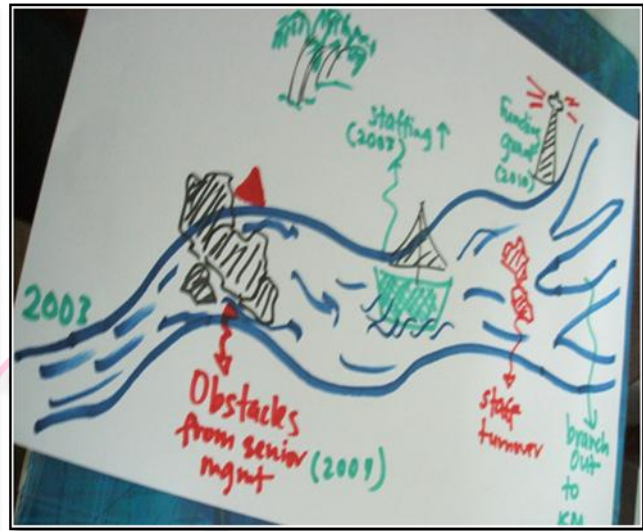
Instructions:

- You are now going to create a picture that reflects the river of your life.
- Draw a River indicating your past, present and future.
- Like a river, your life has a certain flow.
- There are times when a river is rushing and flowing over the banks and times when the river goes over the rapids and the rocks.

Stage -1	Deep thinking	5 Mins	Take 5 minutes and recollect the times when you have achieved something, when you faced obstacles in your life, what made you cry, what made you happy, anything that changed your life in a different direction, positive things and negatives.
Stage -2	Drawing the River	15 Mins	<ul style="list-style-type: none">✓ River of Life is better in drawing rather than text.✓ Use anything like fountain, fish, diamond, gift box, jewel, rainbow, flowers, plants, trees, fruits, birds, animals, farm land to represent positive things✓ Use anything like stones, rocks, walls, thunders, thorns, dry

			land, any negative indicators for the negative things happened in your past
Stage -3	Sharing with others	5 Mins	Once students have completed their rivers, they need to share their journeys with each other
Stage -4	Question & Answers	5 Mins	When all the stories are done, you can ask questions like <ul style="list-style-type: none"> ✓ What was it like for you to tell your story to this group? ✓ What was it like for you to hear all of these stories? ✓ What surprised you?

Sample Images:



Week -4 to Week-8: Career Awareness:

Week-4 to week-6 are completely on Career Awareness, exposing students to various career opportunities as per the below Schedule.

Week	Topics Covered	Videos & Activities	Time slice	Check it
Week-4	Police, Defense, Civil Services, Lawyer, Journalist, Social Worker, Psychology, Librarian	Week-4: Civil Services Week-4: Psychiatrist	Test on W2 & W3- 15 mins	
			Recap- 25 mins	
			Break- 5 mins	
			Careers- 90 mins	
			Videos- 15 mins	
Week-5	Doctor, Agriculture, Nursing, Pharmacist, Physiotherapist, Paramedical courses, Home Science, Nutrition & Dietician	Week-5: Physiotherapist Week-5: Pharmacist Week-5: Nutrition & Dietician Week-5: Optometry Week-5: Zoologist	Recap- 25 mins	
			Career Activity- 20 mins	
			Break- 5 mins	
			Careers- 80 mins	
			Videos- 20 mins	
Week-6	CA, CS, CW, MBA, Hotel mgmt, Hospital mgmt, Travel & Tourism	Week-6: Event Management Week-6: Travel & Tourism Week-6: Chartered Accountant	Test on W4 & W5- 15 mins	
			Recap- 20 mins	
			Break- 5 mins	
			Careers- 95 mins	
			Videos- 15 mins	
Week-7	After 10th & Free Education & Goal setting-3: SWOT Analysis		Recap- 25 mins	
			Career Activity- 20 mins	
			Break- 5 mins	
			Careers- 50 mins	
			Videos (Prev.)- 20 mins	
			Goal Setting-3 - 30 mins	
Week-8	Overseas education, Offbeat Career options, Scholarships, Self employment	Week-8: Animation Week-8: Guidance on Studying Abroad	Test on W6 & W7- 15 mins	
			Recap- 25 mins	
			Break- 5 mins	
			Careers- 90 mins	
			Videos- 15 mins	

Week -7: Career Awareness and Goal Setting-3:

Goal Setting-3: SWOT Analysis:

This process captures information about your **internal strengths and weaknesses** as well as **external opportunities and threats**. Key to complete your **SWOT analysis** is to treat your career as a business and yourself as a product in the market.

SWOT analysis stands for:

S = Strengths (internal)

W = Weaknesses (internal)

O = Opportunities (external)

T = Threats (external)

The elements of a Personal SWOT analysis:

Typically, a SWOT analysis can be evaluated by creating a table, divided into 4 columns. Usually, the strengths and weaknesses do not match the opportunities and threats listed. Remember that pairing external threats with the internal weaknesses **can help highlight the most serious issues**.

For each of the SWOT elements, ask yourself some questions. Listed are some example questions below, but they may vary.

Strengths:

- What benefits do you have which others do not have? This could include skills, education, or connections.
- What are you better at than anyone else?
- What personal resources do you have access to?
- What do other people see as your strengths?
- Which achievements are you most proud of?
- What values do you believe in that others fail to show?
- What network/connections do you have with powerful people?

Weaknesses:

- What work do you usually avoid because of lack of confidence?
- What do people think your weaknesses are?

- What education/ skill/training, you are not happy with?
- Do you have any negative habits?
- Which of your personality characters keep you back?

Opportunities:

- What new things can help you?
- Can you take advantage of other supports, external supports?
- Do you have anyone to give you good advice or help you?
- Can you do anything, which others cannot do?
- Could you create an opportunity by offering solutions to problems?

Threats:

- What challenges/ blockers do you currently face?
- Do you have any problems, which stop you from getting education?
- Could any of your weaknesses lead to threats?

The Advantages of Conducting a Personal SWOT:

The main purpose of a SWOT is to promote the identified strengths, reduce weaknesses, exploiting the opportunities and having contingency plans to minimize threats.

There are many benefits and advantages of using SWOT Analysis for personal development. It is good for your success and betterment. Some of the most common benefits of conducting a personal SWOT analysis have been mentioned below.

Advantages of SWOT Analysis:

- Helps to develop plans to attain your goals
- Increases your strengths and decreases your weaknesses
- You can be better than your friends/ others
- Shows where you currently stand on the path of success
- Focuses on your attitudes, abilities, skills, capabilities and capacities
- It helps you understand your preferences and personality
- Boosts your career, life and personality
- Helps to better understand who you really are as a person

Example SWOT Analysis

My Strengths

- 1.I have a passion for teaching
- 2.I have good inter-personal skills
- 3.I have a degree in education
- 4.I have good critical / analytical skills
- 5.I have excellent communication skills
- 6.I have plenty of work experience
- 7.I am good with public speaking
- 8.I am financially sound
- 9.I am young and healthy
- 10.I have a supportive spouse

My Opportunities

- 1.I have a job offer in a college which suits my temperament better
- 2.Eventually I could go on and study for my Ph D
- 3.I have been offered a scholarship for my doctoral work
- 4.Many new college and colleges are opening in my locality
- 5.My children are offered free education at my college
- 6.My college has instituted an annual gold medal for the best teacher
- 7.My parents are moving to my neighborhood
- 8.Our car loan application has been cleared

My Weaknesses

- 1.I have little relevant experience
- 2.I am lazy and suffer from procrastination
- 3.I lack concentration / attention span
- 4.I have not much subject knowledge
- 5.I lack stress management skills
- 6.I am poor at dealing with conflict
- 7.I am low in self-esteem
- 8.I have young children to take care of
- 9.I have dependent in-laws
- 10.I live far from the college

My Threats

- 1.This place is quite expensive
- 2.We have no Ph D supervisors in this town
- 3.I have a heavy workload
- 4.I need to sign a contract if I take up a new job
- 5.My family depends on my salary and I cannot take any risks with my career
- 6.Entry level admissions into my college have been drastically decreasing
- 7.I am not on good terms with the college management
- 8.Two of my younger colleagues have acquired higher academic qualifications
- 9.The new syllabus has several chapters that I am not comfortable teaching

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Stage-3: Week -9: Goal Setting & Goal Sustenance:

Students understand the concept of goals and their importance in week-1- Goal Orientation phase. In week-2, week-3 and week-7 they explore their inner abilities, their achievements and realize what they are by doing few several activities like Interest-Ability analysis, River of Life and SWOT analysis.

Now, it's time for the students (in week-9) to know how they have to choose and set their goals, basing on and considering what parameters and set some strong and SMART goals, getting inspired by role models. Sometimes, there may be a scope for the student to change their goal and they might be in confusion after certain period of time. Goal Sustenance phase helps the students in carrying the goal with best zeal till the time they achieve their goal. Different topics are explored to strengthen the will power of the student.

Modules that are explained in this phase are:

Modules involved	Check it once done
i. How to set and reach a goal	
ii. Dignity of Labor	
iii. Explaining role models biographies	
iv. Setting SMART Goals	
v. SMART Goals discussions	

Level-1: How to set and reach a Goal: (This is theory & explanation not an Activity) (30 Mins)

A goal is a future achievement with a timely deadline you can work towards to. And on an even more fine level we can define a goal like this:

"A goal is a thought with commitment to make it real"

A convincing goal is something that has a deeper meaning to you. It is the kind of goal **that excites you, that lets you grow and the achievement is fulfilling and rewarding**. The following is the fastest way to develop real life goals that are personally meaningful. The whole process may take 30 minutes to set and choose the goals.

Step-1: Dreaming State:

First you want to get into the right state to set convincing life goals for yourself. You must allow yourself to **dream**. There are **no barriers**. Also forget to be reasonable, just for a moment here, flow high to the field of all possibilities. Think of it like a child would do. Children don't have problems to come up with something that is challenging to achieve from a perspective of most adults.

Step-2: Deep thinking Your Life Goals:

Now begin thinking about what profession/ career would **really excite you**. You know, the thing that gets a real big **smile on your face :-)** If you knew you could not fail, what would you start to dream about?

Filter through all the **career options explained in the previous sessions**, see where your mind is lingering around for long, making you happy, satisfied and composed.

So don't limit yourself here, remember all the things and get them all out onto the paper later.

When thinking deeply, you get ideas into your head and you write them down later after deep thinking process is completed. It is totally irrelevant if what comes to your mind is possible or not.

Forget the "How?" Now we are all into the "What?", all else does not matter. Especially avoid thinking about what it means or how difficult it would be to get there. **We will do this later steps.**

Then write everything down that excites you and that you would like to achieve, to have, do or be.

Step-3: Correlating with Interests, Abilities, SWOT and Achievements:

Dreaming for high goals is very important, at the same time dreaming to reach high **being aware and conscious** about our inner abilities, strengths and weaknesses could yield a lot better result.

Recollect and **evaluate all** the previously done worksheets and start correlating the possibilities and positives and negatives while framing your goals.

Just get it done, no worries, even if it's total beyond what you currently can do. These can be skills, lesss, things and all kinds of achievements.

Example:

- Learning and speaking in English
- Start practicing diagrams
- Start doing exercises, meditation, etc.
- Learning music, songs, dance, etc.

Step-4: Prioritizing your goals:

After deep thinking and correlating you now get your results in order. From all that you have written down in the area and time-frame, select the life goals that are most convincing to you. Give them numbers from **1-10** where **10 is the most motivating**, that means if you reach it you really made progress towards what you really want in life.

Step-5: Choose the Top 3 Goals:

From this list select now the **3 highest rated goals and highlight them.** And also determine your number 1 goal. This **number 1 goal is the most convincing** thing you want to achieve.

Selecting the goals is the primary step to take. Next is now to start bringing them into reality step by step:

Step-6: Set Deadlines:

For your 3 top life goals including the number 1 goal set deadlines to when you will achieve them. That means a specific date. This is important because it creates the tension that is necessary to give ourselves the message, that we are serious about our happiness ;)

Nevertheless, having goals means acting on them. Now comes the "How"-part of goal setting:

Step-7: Create an Action-Plan:

Create an Action-Plan for your **number 1 goal**. An Action-Plan is a specific list of actions that will lead to your goal. One of the most effective ways is to think from the end: you visualize your outcome as completed and think backward to where you are now. What steps have you taken to get there? Write them down and bring them into a logical order. If you have long-term goals, that process will include parts that are not completely clear and this is ok. Work on your Action-Plan if you make progress and get feedback. But put thinking and energy into it to the best possible way.

Flow Charts are the good tools for preparing Action Plans.

Step-8: Start Now with Your #1 Goal

By all means identify the very first step to take. **Now start** with this first step from your Action-Plan. It is very important to do at least one step right now and start building momentum on your goal.

If you had difficulties with this little process, then maybe there are some things to consider to free your mind, so that you really become able to use the power of goal setting to the fullest:

- Eliminate mental roadblocks: Free yourself and don't limit yourself <http://www.myrkothum.com/how-to-change-self-limiting-beliefs/>
- Make sure that you are in control: take responsibility for your life <http://www.myrkothum.com/responsibility-in-life/>
- Build up on what you really want: Ignite your Burning Desire <http://www.myrkothum.com/ignite-your-burning-desire/>

Level-2: Dignity Of Labor: (More like Question & Answer session) (20 Mins)

"There is no career big or small; all are to be respected equally"

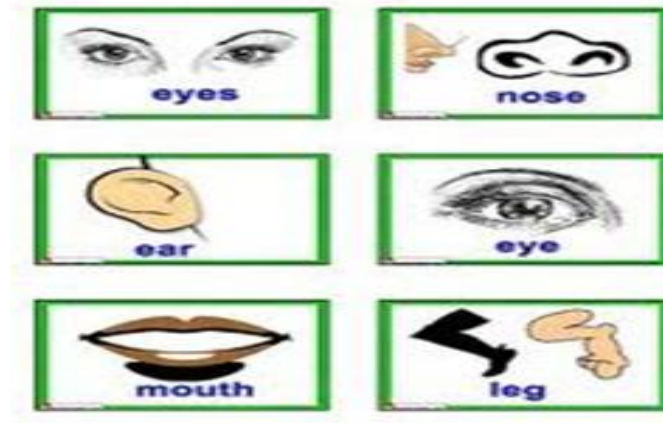
This is one of the most important stages in career workshop. This phase remains focused to "**Dignity of Labor**". This is to say that however big or small a career might be, it is important and the society would not be so efficient, if any of the careers were not present.

Help a student realize the importance of any career by projecting to him the void created in the society by the absence of that particular role. A society can run without drawing back only when we have people belonging to different careers.

i) Narrate the story of Body Organs:

Objective: *The students should realize that, as every organ in the body is important for proper body functioning and likewise for **proper functioning of the society each and every profession is very important.***

Story: Once upon a time there was an argument between eyes, nose, ears and limbs. The eyes said that only eyes are the most important and superior organs in the body and the rest are not important at all. And so did all the other organs think. Each one showed their superiority and they found that the stomach was useless and unnecessary and did not work other than taking food.



So all the organs decided to punish the stomach who they thought was useless and did not work. So they decided not to give him food. So after a week, the legs and hands were not healthy and strong as boasted. The eyes couldn't open. The ears couldn't hear properly. After a lot of thought about what made them go so weak, they understood that no organ is superior and no organ useless. And that each body part was equally important as every other. And that all the organs together could only make a functional body.

Q & A for students?

Q1. Which organ of the body is very important and explain?

Ans1. **All organs are equally important.**

The same concept can be extended to a village as well.

You may alternately do the similarly with the **School as a context, as below**. Explain the students, importance of each role in the school by questioning as below.

Q1. What happens if there is no Principal in your School?

Ans1. No teacher will attend classes won't take place.

In the similar fashion use it, asking what happens when a **Teacher** is not present, **Watchman** is not present, **Attender** is not present and **Care taker/ warden** is not present, etc.

Also explain them that daily morning they **need to wish everyone, respect each and everyone** at their school **equally**.



Expectations from Respect Phase: At the end of this phase, the students are educated about the due respect to each career.

Level-3: Explaining role models biographies: (Explanatory session) (30 Mins)

**Use the Motivational videos in the CDs and motivational stories in the last pages of Manual.*

Level-4: Setting SMART Goals: (Activity session) (50 Mins)

"A goal should be S.M.A.R.T."

Students are explored the need of choosing their goal in SMART way that helps the students to carry out with the goal throughout.

- **Specific** –Know what you are striving for
- **Measurable**- know when the goal has been reached
- **Achievable**- producing results
- **Relevant**- Relevant to their interest and can be achieved
- **Time-Bound**- have a deadline

Specific: This explains the need of **being specific** while choosing the goal. Goal can be said to be specific if the student is able to answer three "W" questions. They are:

- ✓ **What:** What do I want to accomplish?
- ✓ **When:** Establish a time frame.
- ✓ **Why:** Specific reasons, purpose or benefits of accomplishing the goal.

Explain them the importance of a goal being specific and it can be changed anytime, but not every day or once in a while.

Example:

- Nurse
- Police
- Lawyer

Q1. Pick few students randomly and ask them about their goal and these three questions.

Measurable: This module helps in establishing the concrete criteria for **measuring progress towards achieving your goal**. This helps the students **to stay on track continuously** and reach their respective targets.

- **How many years** will you take to reach your goal?
- How will you know **when it is accomplished?**

Explain the students the importance of answering the above two questions while setting a goal

Example: Tenth class – Next Inter (Bi.P.C) 2 years- Next MBBS 5 years.

Q1. Pick few students randomly and ask them about their goal and these two questions.

Achievable: Goals should be achievable. Goals should stretch you slightly that makes you feel challenged eventually goal should also be defined well enough so that you can achieve them. Students must possess the appropriate knowledge, skills, and abilities needed to achieve the goal.

And also clarify the students whether their goals are achievable or not and explain them the need.

To be realistic, a goal must represent an objective towards which students are both **willing** and **able** to work. A goal can be both high and realistic; you are the only one who can decide just how high your goal should be. But be sure that every goal represents substantial progress.

To plan your steps wisely, establish a time frame Goals that may have seemed far away and out of reach eventually move closer and become achievable, not because goals shrink, but because students capabilities grow and expand to match them.

Example: I want to become a Doctor

Relevant: A goal should be more relevant to students` interests and passions. It must align with the skills they possess, the lifestyle they go with and more importantly their interests and aptitude. The most relevant goals have a higher possibility to be achieved.

Example: I am very much interested in Science and I have much patience. I want to become a Doctor.

Time-bound: A goal should be grounded within a time frame. With no time frame tied to it there's no sense of urgency. Ask the students to prepare a Timeline that Includes deadlines, dates and frequency.

Also and important: select a time-frame. Choose from short-term (3-12 month), mid-term (1 to 2 years) or long-term (3 years to lifetime). You can repeat this for every time-frame.

Our Advice would be to start with 1 year-goals and put several Short-term goals

Example:

- I want to become a Doctor in 7 years
- I want to finish Intermediate Bi.P.C in 2 years with 95% Score.
- I want to clear entrance exam in 2 years with a rank below 100.

Guidelines for the activity:

Steps involved in the activity	Time Slice
Teacher explaining the SMART Goals using few examples and asking questions to students	15 Mins
Dreaming big and Deep thinking	5 Mins
Correlating with results from Interest-Ability analysis, SWOT analysis and River of Life	10 Mins
Choosing and Fixing a goal	10 Mins
Writing the SMART Goals and filling the worksheets	20 Mins

Example for SMART Goals:

SMART Goals	Simple Goal	SMART Goal
Specific - well defined so that anyone can understand the goal	I want to improve my health.	I will improve my health by eating 60 grams of protein & drinking 2 litres of water every day.
Measurable - needs to have parameters in order to know if the goal was achieved	I want to lose weight.	I will lose 3kgs by October 31st by increasingly my activity level and decreasing my calorie intake
Attainable - must be a realistic goal that challenges you	I want to eliminate sugary drinks from my diet	I will gradually reduce my sugary drink consumption every week in order to eliminate my consumption
Relevant - make sure the goal is consistent with your other goals and will aid you in achieving your long term goal	I want to change my lifestyle	I will improve my lifestyle by making conscious food decisions at every meal whilst focusing on protein and vegetables
Time oriented - create a time frame for when you want to accomplish your	I want to be at my ideal weight	I will achieve my ideal weight by December 31st 2013.

Level-5: SMART Goals Discussion: (Question & Answer session) (20 Mins)

Step-1: Distribute the students randomly (making two students a batch)

Step-2: (10 Mins) Ask each student to discuss with their batch mate about their SMART goals and vice versa.

Step-3: (10 Mins) Randomly pick students one after one and ask him/her to explain about their SMART Goals in detail.

Step-4: Correct the students if they are missing any points.

Stage-4: Week -10: Mapping The Future: (Activity session) (150 Mins)

In all the previous 9 weeks students has understood the concepts of Goals, Goal setting process and became aware of various career opportunities and has set their goals.

This stage involves Mapping the student`s Future, considering all the internal and external parameters that are supportive and not supportive for a student in reaching his/her goal. This week is complete activity based week, where students are made to imagine their future and plan, analyze their family and financial positions, preparing a career route map, planning the next immediate steps and anticipating the challenges and possible solutions to face those challenges.

These exercises will also give a teacher/ trainer a clear picture of students` present status, their ideas and capabilities and where they require more support, in suggesting students how to face the anticipated challenges, etc.

This stage is divided into 4 Levels:

Levels involved	Check it once done
Level-1: A. Dreaming and drawing life after 7 years	
B. Drawing family Career Tree	
Level-2: Career Ladder Filling	
Level-3: Immediate Next steps	
Level-4: Mapping Future Worksheet &	

Level-1: (A) Dreaming and drawing life after 7 years (Activity session) (30 Mins)

Objective: A student should dream for his long-term goal devoid of any external or internal factors, but listening just to his/her inner mind and interests.

Teacher`s Narration of the scene to the students:

Imagine you were in a time machine and it has taken you to **7 years forward** in your life and by that time you have

- ✓ completed your intermediate,
- ✓ completed your graduation with a very good score
- ✓ secured a good job with 1,00,000/- salary per month (whatever the profession may be)
- ✓ Have a good Car, a Duplex House and well settled family with no problems.

Now it's a daily routine working Day for you and you are getting ready for your workplace.

Now start imagining where you want to go to work for, feel where you will go more happily to work for, more energetically, the work place which excites you, the people who you want to work with, where you will not feel bore, stressed and under pressure.

Think of all the careers and professions explained in the previous weeks. Think about the daily work life of those careers and a place where you will even enjoy the work pressure, instead of getting angry and where you love to work extra hours and work more.

Think and write 5 reasons why you liked that profession and why you want to be there.

Now draw this in the form of a picture:

Steps involved in the activity	Time Slice
Narration of the scene by Teacher	5 Mins
Students thinking and imagining	5 Mins
Drawing the Future life (including a car, a house and their professional Life) Mentioning 5 reasons	20 Mins

Level-1: (B) Drawing Family Career Tree (Activity session) (30 Mins)

Objective: A student should realize his/her family profile and their careers and get motivated and inspired by observing the ground realities and prepare a plan to achieve better.

Guidelines for the activity:

Each and every student need to think about their families and relatives career and financial backgrounds and represent them in the form of a tree. Below points should be mentioned for each person in the family.

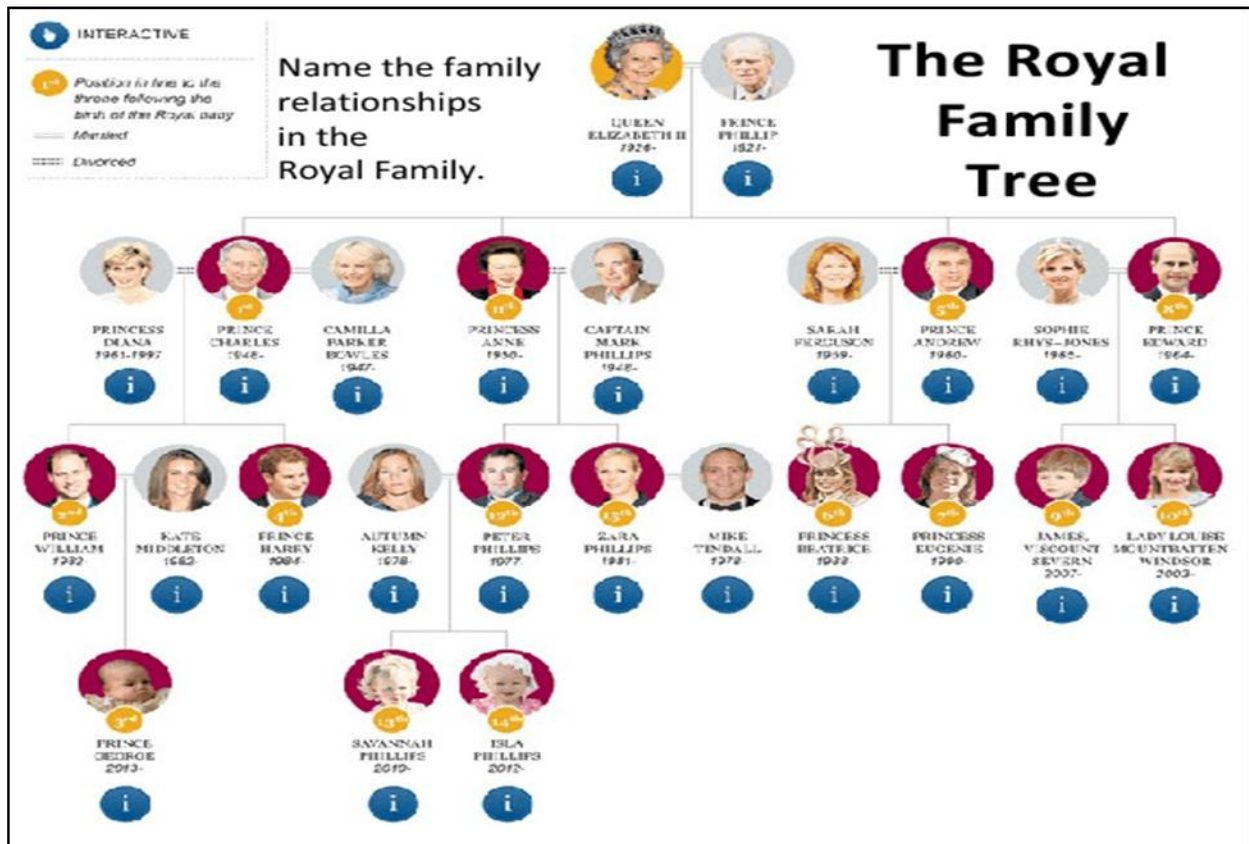
- ✓ Persons **qualification**
- ✓ Persons **profession**
- ✓ **Salary** that person is drawing
- ✓ **Reputation** that person holds in the society

***Note: this is a self evaluation and evolution stage and no student need to discuss/share their personal and family details with other students.**

Now draw this in the form of a Family Career Tree:

Steps involved in the activity	Time Slice
Guidelines dictated by Teacher	5 Mins
Students thinking	10 Mins
Drawing the Career Tree (including each person`s Qualification, profession, Salary and Reputation)	15 Mins

Sample Family Tree:



Level-2: Career Ladder Filling (Open Book -Activity session) (30 Mins)

Objective: A student shall plan his/her career and prepare a career route map completely aware of all the opportunities and the one which suits him/her.

Guidelines for the activity:

Career Ladder Filling is to measure the student against the objectives of Career Counseling. The test is to be an open book assessment, where the children are free to use their Career Digest to answer the questions in the assessment. This is to ensure that the students are to effectively use the booklet as well as comprehend appropriately.

Each and every student has to be explained about the usage of Career Digest Booklet. After choosing a goal they need to know how a day in their life will be, what are the future prospects after doing that course, **analyze the skills required** to pursue that career, what are the courses need to be taken and exams need to be cleared and more importantly, **where he can pursue that course**, what are the **scholarships** he can avail and what are the **alternate career opportunities** available.

Guidelines for Teacher:

While doing this activity a teacher has **to very well support** the students with Career Digest Booklet usage and **clarify the students` doubts** and **explain** each and everything in as detail as possible.

Now Fill your Career Ladder:

Steps involved in the activity	Time Slice
Guidelines dictated by Teacher	5 Mins
Students thinking	5 Mins
Filling all the elements in the career ladder using the Career Digest Booklet	20 Mins



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Organization



నా భవిష్యకు మార్గము

జాతర కరణ్

నా పేరు: _____



జప్పటి సుంకి నేను..



నా యొక్క స్వాలంపిష్ట



10వ తరగతి

నా యొక్క కరీర్ మార్గము



నా యొక్క విద్యాలయాలు



నాకు సందేహము కలిగినప్పుడు, నేనుఫోను చేస్తాను.

Latest Update: August, 2016

Level-3: Immediate Next steps (Activity session) (30 Mins)

Objective: Students need to have a clear picture of what they have to do from now onwards, time bound and the first step to take. A teacher can get a clear understanding of the students` status and plan how to support them.

Guidelines for Students:

Students need to think and mention clearly the below points in a paper.

- ✓ Introspection of **Family status and support obtained** to pursue their Goals
- ✓ Anticipating the **possible challenges**
- ✓ Preparing a **plan to resolve** those challenges
- ✓ Preparing **Sub-Goals and Deadlines**

Now Fill your Immediate Next steps:

Steps involved in the activity	Time Slice
Guidelines dictated by Teacher	5 Mins
Students thinking	5 Mins
Write the points on Family status and support obtained, possible challenges, plan to resolve and keeping sub-goals and deadlines	20 Mins

Level-4: Mapping Future Worksheet & Discussions (Activity session) (30 Mins)

Guidelines for Students & Teachers:

Students need to fill the Mapping Future Worksheet considering all the parameters from the previous levels and previous weeks.

Teachers should:

Step-1: Distribute the students randomly (making two students a batch)

Step-2: Ask each student to discuss with their batch mate about their Mapping Future Worksheet and vice versa.

Step-3: Randomly pick students one after one and ask him/her to explain about their Future plans in detail.

Step-4: Correct the students if they are missing any points.

Now Fill your Mapping Future:

Steps involved in the activity	Time Slice
Guidelines dictated by Teacher	5 Mins
Students thinking	5 Mins
Fill the mapping the Future Worksheet and discuss with the fellow students and across the classroom	20 Mins

Sample Mapping the Future worksheet:

My Goal Statement	
Mesures of My Success	
Why this goal is important to me	
Actions required to achieve the goal	Timing
Skills and resources required	
The obstacles that I may face are	I overcome these obstacles by
I will reward myself when I achieve my goal by	

Stage-5: week 11-week 13: Personalized Counseling:

Personal Counseling:

This stages involves personally assisting students and suggesting options to students is done at the end after analyzing the students' goals, introducing all the career options to them, as now we leave students with their spectrum of opportunities to choose with a clear understanding of

- ✓ Where they want to reach
- ✓ What they want to achieve
- ✓ How they plan to reach there

While suggesting the options to students, it is important that the teachers understand students completely and should be fully aware of the socio- economic status, abilities and interests of the students.

What Teachers should carry?

Worksheets to be carried	Check if they are there
Worksheet-1: Student Interest-Ability analysis	
Worksheet-2: Student River of Life	
Worksheet-3: Student SWOT analysis	
Worksheet-4: Student SMART Goals	
Worksheet-5: Life after 7 years	
Worksheet-6: Family Career Tree	
Worksheet-7: Career Ladder	
Worksheet-8: Mapping Future	

Teachers should carry the above mentioned worksheets while personally counseling the students.

The **role of a teacher** is very crucial, as the teacher will now play the role of a mentor. He/she will personally assist the students, go through their profiles understand their socio-economic backgrounds, skill sets, aspirations etc. As a teacher, due to the long association with the child, the teacher gets to observe the strengths and interests of the child well.

The teacher is expected to map the students' interests, subject they like, backgrounds to the goals chosen.

If any discrepancies are found, it should be resolved during the personal counseling.

Each child is unique and hence the counseling meted out to each child will also be unique and most of it is instinctive. We shall broadly classify the kinds of student mindsets and the appropriate counseling guidelines.

Student Type	Description	Counseling Guidelines
Ignited minds	Highly motivated students who are clear on their goals.	<ul style="list-style-type: none"> i. Ensure that the child's motivation doesn't drop. ii. Counsel them about what are the various ways they have to reach their goal. iii. Talk about various educational incentives. iv. Just by monitoring occasionally would keep them on track. v. Encourage them to pursue their dreams irrespective of their obstacles.
Mediocre performers	Can achieve better if extended constant support.	<ul style="list-style-type: none"> i. Should be motivated constantly. ii. It's more important to give a clear picture to the child. iii. It's more important to be practical and suggest courses and careers based on his/her capabilities and constraints. iv. Also educate them about various educational incentives like scholarships, fellowships etc. v. Instill confidence in them that they can reach their goal.
Low performers	Students whose IQ levels are comparatively low	<ul style="list-style-type: none"> i. Since the IQ of the student is low, it may be appropriate to suggest courses like ITI, paramedical courses etc. that can fetch him an easy employment. ii. The student also should be equipped with options to continue education while employed or take up education post a certain period of work. iii. Explain to the student that there is no BIG or no SMALL career and that all careers are of equal importance.

Annexures:

Annexure 1: Week-1: Baseline Assessment test

(Pre-workshop Diagnostic test): (30 Mins)

కెరీర్ గమ్యం (కెరీర్ వర్క్ షాప్ ముందు)

విద్యార్థి పేరు :

పాఠశాల పేరు :

పాఠశాల ఉన్న గ్రామం:

పాఠశాల ఉన్న జిల్లా :

తరగతి :

విద్యార్థి ఫోన్ నెంబర్ :

1. మీ కుటుంబ సభ్యులు ఎంత మంది? మీ తల్లిదండ్రులు మరియు తోబుట్టువులు ఏం చేస్తారు ?

2. మీరు మధ్యలో చదువు ఆపేసి ఉంటే దానికి కారణం ఏంటి?

3. మీ ప్రత్యేకతలు ఏంటి ? ఈ ప్రత్యేకతలతో మీకుండే అవకాశాలు తెలుసా?_____

i)ఆటలు

ii) లలిత కళలు(సంగీతం, నృత్యం , మొదలగు)

iii)ఇతర ప్రత్యేకతలు(మంచి వక్త, కష్టపడేతత్వం మొదలగు)

4. మీకు ఇష్టమైన సబ్జెక్టు ఏంటి ? _____

5. చదువు పూర్తైన తరువాత మీరేం కావాలనుకుంటున్నారు? మీ జీవితలక్ష్యం ఏంటి?

i) నేను ఇంకా ఆలోచించలేదు

ii) నేను _____ కావాలనుకుంటున్నాను

6. పదవ తరగతి తరువాత మీరు ఏ కోర్సులు చదివి మీ లక్ష్యాని సాధించాలనుకుంటున్నారు?

7. మీ లక్ష్యం వైపు వెళ్లేందుకు ఇప్పటి నుండి ఏం చేయాలనుకుంటున్నారు?

8. మీరు ఎంచుకున్న రంగంలో ఇతర అవకాశాలు ఏంటి?

9. మీకు ఇప్పటి వరకు తెలిసిన కెరీర్స్ పేర్లు ఏంటి ?



Annexure 2: Week-2: Goal setting-1 Ability Analysis Worksheet

Name:

Class:

School:

LOGICAL THINKING			
Level of Thinking	Good	Average	Poor
Observation Power	Good	Average	Poor
Concentration	Good	Average	Poor
Quick learning/grasping	Good	Average	Poor
Degree of Creativity	Good	Average	Poor
Level of Imagination	Good	Average	Poor
COMMUNICATION SKILLS			
Communication skills	Good	Average	Poor
Understanding skills	Good	Average	Poor
Organizing skills	Good	Average	Poor
Team-working skills	Good	Average	Poor
VERBAL SKILLS			
Reading skills	Good	Average	Poor
Writing skills	Good	Average	Poor
Level of Vocabulary	Good	Average	Poor
Narrative skills	Good	Average	Poor
LEADER-SHIP SKILLS			
Presentation skills	Good	Average	Poor
Self-initiative	Good	Average	Poor
Responsibility	Good	Average	Poor
Motivating skills	Good	Average	Poor
Friendly and outgoing personality	Good	Average	Poor
Problem solving ability	Good	Average	Poor
Courage	Good	Average	Poor
Positive thinking	Good	Average	Poor
INTRA-PERSONAL SKILLS			
Hard working	Good	Average	Poor
Honesty & helping nature	Good	Average	Poor
Patience	Good	Average	Poor
Positive thinking	Good	Average	Poor
Good memory power	Good	Average	Poor
Curiosity & enthusiasm	Good	Average	Poor



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Annexure 3: Week-2: Goal setting-1 Interest Analysis Worksheet-A

Name:

Class:

School:

REALISTIC			INVESTIGATIVE			ARTIST		
Athletic	క్రీడా సంబంధ	<input type="checkbox"/>	Analytical	విశ్లేషణాత్మక	<input type="checkbox"/>	Artistic	కళాత్మక	<input type="checkbox"/>
Conforming	చందని	<input type="checkbox"/>	Creative	స్వజనాత్మక	<input type="checkbox"/>	Creative	స్వజనాత్మక	<input type="checkbox"/>
Frank	కటంబంబంబం	<input type="checkbox"/>	Critical	క్లిష్టమైన	<input type="checkbox"/>	Disorderly	క్రమరహితంగా	<input type="checkbox"/>
Materialistic	భౌతికవాది	<input type="checkbox"/>	Curious	ఆసక్తికరమైన	<input type="checkbox"/>	Emotional	భావోద్వేగ	<input type="checkbox"/>
Mechanical	మెకానికల్	<input type="checkbox"/>	Independent	స్వతంత్ర	<input type="checkbox"/>	Expressive	వ్యక్తీకరణ	<input type="checkbox"/>
Outdoor-Type	బహిరంగ రకం	<input type="checkbox"/>	Intellectual	మెద్య	<input type="checkbox"/>	Idealistic	ఆదర్శవాది	<input type="checkbox"/>
Persistent	నిరంతర	<input type="checkbox"/>	Logical	తార్కిక	<input type="checkbox"/>	Impractical	అసాధ్యం	<input type="checkbox"/>
Practical	ఆచరణాత్మక	<input type="checkbox"/>	Mathematical	గణిత	<input type="checkbox"/>	Independent	స్వతంత్ర	<input type="checkbox"/>
Realistic	వాస్తవిక	<input type="checkbox"/>	Methodical	పద్ధతి	<input type="checkbox"/>	Innovative	నూతన	<input type="checkbox"/>
Rugged	కఠినమైన	<input type="checkbox"/>	Precise	ఖచ్చితమైన	<input type="checkbox"/>	Insightful	జ్ఞానేదయమైన	<input type="checkbox"/>
Shy	సిగ్గురి	<input type="checkbox"/>	Questioning	ప్రశ్నించేతత్వం	<input type="checkbox"/>	Intuitive	సహజమైన	<input type="checkbox"/>
Stable	స్థిరంగా	<input type="checkbox"/>	Rational	హేతుబద్ధమైన	<input type="checkbox"/>	Original	అసలు	<input type="checkbox"/>
Strong	బలమైన	<input type="checkbox"/>	Reserved	రిజర్వ్	<input type="checkbox"/>	Perceptive	జ్ఞానం	<input type="checkbox"/>
Technical	సాంకేతిక	<input type="checkbox"/>	Scientific	శాస్త్రీయ	<input type="checkbox"/>	Reflective	ప్రతిబింబం	<input type="checkbox"/>
Thrifty	పొదుపుగల	<input type="checkbox"/>	Studious	విద్యాసక్తి	<input type="checkbox"/>	Sensitive	సున్నితమైన	<input type="checkbox"/>

SOCIAL			ENTERPRISING			CONVENTIONAL		
Accepting	అంగీకరించటం	<input type="checkbox"/>	Acquisitive	ధనసేకరణ	<input type="checkbox"/>	Conforming	చందని	<input type="checkbox"/>
Altruistic	నిస్వార్థ	<input type="checkbox"/>	Adventurous	సాహసోపేత	<input type="checkbox"/>	Conventional	సాంప్రదాయ	<input type="checkbox"/>
Caring	దయగల	<input type="checkbox"/>	Ambitious	ప్రతిష్ఠాత్మక	<input type="checkbox"/>	Dependable	ఆధారపడదగిన	<input type="checkbox"/>
Cooperative	సహకార	<input type="checkbox"/>	Articulate	స్పష్టం	<input type="checkbox"/>	Efficient	సమర్థవంతమైన	<input type="checkbox"/>
Empathetic	సానుభూతి	<input type="checkbox"/>	Assertive	దృఢమైన	<input type="checkbox"/>	Methodical	పద్ధతి	<input type="checkbox"/>
Friendly	స్నేహపూర్వకంగా	<input type="checkbox"/>	Confident	నమ్మకంగా	<input type="checkbox"/>	Obedient	విధియండిగా	<input type="checkbox"/>
Generous	ఉదారంగా	<input type="checkbox"/>	Determined	నిర్ణయించబడుతుంది	<input type="checkbox"/>	Orderly	సక్రమమైన	<input type="checkbox"/>
Helpful	ఉపయోగపడిందా	<input type="checkbox"/>	Dominant	ఆధిపత్య	<input type="checkbox"/>	Organized	వ్యవస్థీకృత	<input type="checkbox"/>
Humanitarian	మానవతా	<input type="checkbox"/>	Energetic	శక్తివంతమైన	<input type="checkbox"/>	Persistent	నిరంతర	<input type="checkbox"/>
Idealistic	ఆదర్శవాది	<input type="checkbox"/>	Enthusiastic	ఉత్సాహభరితం	<input type="checkbox"/>	Practical	ఆచరణాత్మక	<input type="checkbox"/>
Kind	రకం	<input type="checkbox"/>	Persuasive	ఒప్పించే	<input type="checkbox"/>	Reliable	నమ్మకమైన	<input type="checkbox"/>
Persuasive	ఒప్పించే	<input type="checkbox"/>	Political	రాజకీయ	<input type="checkbox"/>	Systematic	క్రమబద్ధమైన	<input type="checkbox"/>
Responsible	బాధ్యత	<input type="checkbox"/>	Productive	ఉత్పాదక	<input type="checkbox"/>	Traditional	సంప్రదాయమైన	<input type="checkbox"/>
Understanding	అవగాహన	<input type="checkbox"/>	Resourceful	వనరులు	<input type="checkbox"/>	Well-Controlled	నియంత్రించబడిన	<input type="checkbox"/>



Top 3 categories _____



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Annexure 4: Week-2: Goal setting-1 Interest Analysis Worksheet-B

Name:

Class:

School:

RATE YOUR INTERESTS

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. వ్యవసాయం చేయడం. <input type="checkbox"/> 2. సంక్లిష్టమైన గణిత సమస్యలను పరిష్కరించడం. <input type="checkbox"/> 3. చిత్రం లేదా నాటకంలో నటించటం. <input type="checkbox"/> 4. సమాజంలోని సామాజిక సమూహాల అధ్యయనం. <input type="checkbox"/> 5. టీవీ న్యూస్ కోరకు అపరిచితులను ఇంటర్వ్యూ చేయడం. <input type="checkbox"/> 6. ఆర్థిక విషయాలను అధ్యయనం చేయడం. <input type="checkbox"/> 7. యాంత్రిక పరికరాల తయారీ అధ్యయనం చేయడం. <input type="checkbox"/> 8. సైన్స్ ల్యాబ్ పరిశోధనలు నిర్వహించడం. <input type="checkbox"/> 9. ఆర్ట్ గ్యాలరీ నిర్వహించడం. <input type="checkbox"/> 10. ఆర్ట్ గ్యాలరీ నిర్వహించడం. <input type="checkbox"/> 11. ప్లీ(సెకండ్ హ్యాండ్) మార్కెట్ వద్ద బేరం చేయడం. <input type="checkbox"/> 12. గణాంకాల (లెక్కలు)ను ఉపయోగించి ఛార్ట్ గీయడం. <input type="checkbox"/> 13. గృహోపకరణాలు (బల్బులు, కుర్చీలు) తయారుచేయడం. <input type="checkbox"/> 14. పర్యావరణంపై కాలుష్యం యొక్క ప్రభావాలను అధ్యయనం. <input type="checkbox"/> 15. సినిమా స్క్రీన్ పై రాయడం. <input type="checkbox"/> 16. ఒక సంఘం లేదా సమాహాన్ని నడిపించడం. <input type="checkbox"/> 17. స్టోర్ కోరకు సరుకును కొనుగోలు చేయడం. <input type="checkbox"/> 18. ఉదయం తొమ్మిది నుండి సాయంత్రం ఐదు వరకు కార్పొరేట్ ఆఫీసులో పని చేయడం. <input type="checkbox"/> 19. భారీ యంత్రాలను నడిపించడం. <input type="checkbox"/> 20. చదరంగం ఆడడం. <input type="checkbox"/> | <ol style="list-style-type: none"> 21. కళలు లేదా సంగీత అంశాలపై పని చేయడం. <input type="checkbox"/> 22. స్వచ్ఛంద (సామాజిక) కార్యక్రమాలలో పాల్గొనడం. <input type="checkbox"/> 23. ఒల్టిడిలే కూడిన అమ్మకాలను వేగంగా జరపడం. <input type="checkbox"/> 24. డిజైన్ కంప్యూటర్ గెమ్స్ మరియు కార్యక్రమాలు. <input type="checkbox"/> 25. ఒక జాతీయ ఉద్యానవనం కు రక్షణగా ఉండడం. <input type="checkbox"/> 26. న్యాయ సంబంధ చట్టాలపై పరిశోధన. <input type="checkbox"/> 27. ఒక వాయిద్యాన్ని వాయించడం. <input type="checkbox"/> 28. పిల్లలతో పని చేయడం. <input type="checkbox"/> 29. తరగతి విధులు నిర్వహించడం. <input type="checkbox"/> 30. చదువుకుంటూ పని చేయడం. <input type="checkbox"/> 31. ఒక స్టీరియో సిస్టమ్ ఏర్పాటు చేయడం. <input type="checkbox"/> 32. సైన్స్ ఫిక్షన్ చదవడం. <input type="checkbox"/> 33. ఒక కథానిక, నాటకం, లేదా నవల రాయడం. <input type="checkbox"/> 34. పార్టీలో వినోదాన్ని పంచడం. <input type="checkbox"/> 35. ఒక రాజకీయవేత్త కార్యాలయం లో పని చేయడం. <input type="checkbox"/> 36. డేటా ఎంట్రీ చేయడం. <input type="checkbox"/> 37. విమాన నమూనా నిర్మించడం. <input type="checkbox"/> 38. ఒక ఎలక్ట్రానిక్ మైక్రోస్కోప్ లేదా ఒక హైటెక్ వైద్య పరికరం. <input type="checkbox"/> 39. నూతన వస్త్రాలను డిజైన్ చేయడం. <input type="checkbox"/> 40. సాహిత్యంపై చర్చించడం. <input type="checkbox"/> 41. రాజకీయ మరియు సామాజిక సమస్యలపై చర్చించడం. <input type="checkbox"/> 42. వ్యాపార సంబంధమైన రికార్డులని భద్రపరచడం. <input type="checkbox"/> |
|--|---|

Evaluate yourself :-

- | | | | | | | | | |
|---|----|----|----|----|----|----|-------|--------------|
| 1 | 7 | 13 | 19 | 25 | 31 | 37 | ----- | Realistic |
| 2 | 8 | 14 | 20 | 26 | 32 | 38 | ----- | Investigate |
| 3 | 9 | 15 | 21 | 27 | 33 | 39 | ----- | Artist |
| 4 | 10 | 16 | 22 | 28 | 34 | 40 | ----- | Social |
| 5 | 11 | 17 | 23 | 29 | 35 | 41 | ----- | Enterprising |
| 6 | 12 | 18 | 24 | 30 | 36 | 42 | ----- | Conventional |



Annexure 5: Week-7: Goal setting-3 SWOT Analysis Worksheet

Name:

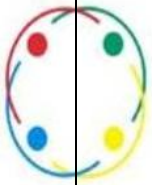
Class:

School:

Use this sheet to identify the **Strengths** you possess, the **weaknesses** that limit you, the **opportunities** that exist for you to take advantage of, and any possible **threats** against which you should make plans.

<p style="text-align: center;">Strengths:</p> <ul style="list-style-type: none"> - What activities do you do well/excel at? - What relevant knowledge, experience or natural capability do you bring to your role? - What are your personality strengths? - What activities do you have a passion for? - What do others see as your strengths? - Which strengths are req'd for success in your role? 	<p style="text-align: center;">Weaknesses:</p> <ul style="list-style-type: none"> - What could you improve? - What are your limitations? - Which activities are in conflict with your natural style? -What are others likely to see as weaknesses? -What tasks or responsibilities do you dread? - Where do you feel over committed?
<p style="text-align: center;">Opportunities:</p> <ul style="list-style-type: none"> -How can you turn your strengths into opportunities? -What knowledge or experience could you gain to address current weaknesses? -What resources do you have available to you to increase your capacity to act? -How can your peers help you? 	<p style="text-align: center;">Threats:</p> <ul style="list-style-type: none"> -What trends could harm you? -What threats do your weaknesses expose to you?

Annexure 6: Week-9: SMART Goals Worksheet



Week-9: SMART Goals Worksheet

Name: _____

Class: _____

School: _____

Goal Statement:

Goal Statement:		
S	Specific	<ul style="list-style-type: none"> ❖ What do I want to Accomplish? ❖ Why do I want to Accomplish this? ❖ What are the Requirements? ❖ What are the Constraints?
M	Measurable	<ul style="list-style-type: none"> ❖ How will I measure my Progress? ❖ How will I know when the Goal is Accomplished?
A	Achievable	<ul style="list-style-type: none"> ❖ How can the Goal be accomplished? ❖ What are the Logical steps I should take?
R	Relevant	<ul style="list-style-type: none"> ❖ Is this a worthwhile Goal? ❖ Do I have the necessary resources to accomplish this Goal? ❖ Does this match with my Long-term Objectives?
T	Time-Bound	<ul style="list-style-type: none"> ❖ How long will it take to Accomplish this Goal? ❖ When is the completion of this Goal due? ❖ When am I going to work on this Goal?





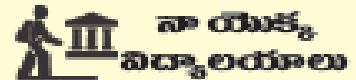
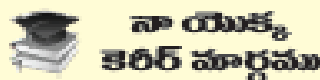
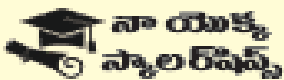
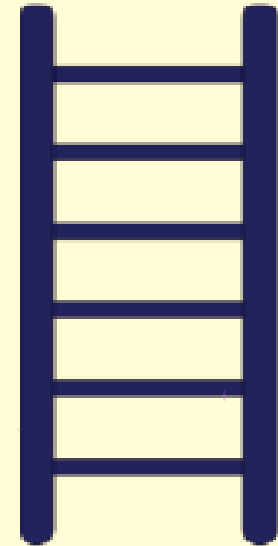
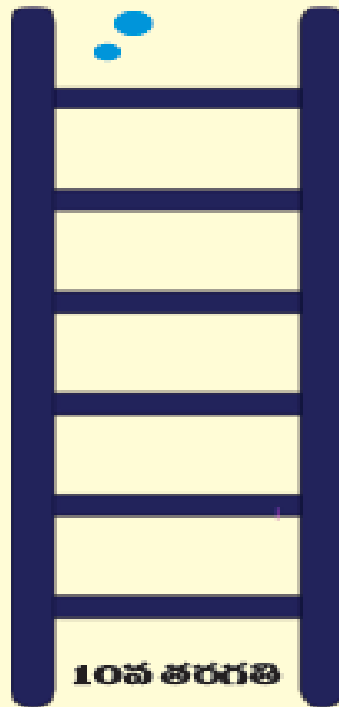
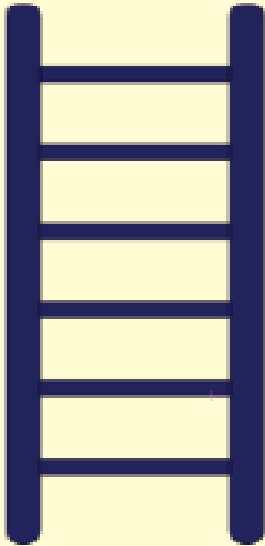
Nirmaan
Organization

నా భవిష్యత్తు మార్గము

జనన కాలం

నా పేరు _____

జన్మటి నుండి నేను..



నాకు సందేహము కలిగినప్పుడు, నేను ఛాను చేస్తాను.

Latest Update: August, 2016



Nirmaan
Organization

VIDYA HELPLINE

..... Enlightening Young India

Name:

Class:

School:

My Goal Statement:

Measures of My Success:

Why this goal is important to me:

Actions required to achieve the goal

Timing

Skills and resources required:

Organization

The obstacles that I may face are

I overcome these obstacles by



VIDYA HELPLINE

..... Enlightening Young India

Career Activity-1: A crime investigation and trial

Case: A Manager was accused of murdering his CA, to hide the illegal money flows at his Rama Chit funds Company.

Accused: Manager of the Chit fund Company.

Background of the story:

Few days ago, the murder of a Chartered Accountant took place in a Chit fund Company and the Manager of that company was accused for committing the crime. A charge sheet was filed by Police accusing that the manager did the crime to hide the illegal transactions of the company, where CA was involved. When the authorized police officer came for the investigation, Manager pretended that he is not the one who murdered the CA and the police went away due to lack of strong reason.

Manager is asked to attend the court for Hearings, so he appointed a Lawyer in defense to speak for him in the court. Initial Judgment was to handover the case to Central Bureau of Investigation.

With the support of Forensic department and concerned lab technicians, CBI has cracked the case and confirmed that the Manager murdered the CA. To strengthen the evidence, CBI has sent the dead body for post-mortem and submitted the Doctor report in front of the Judge. All the case trial was covered up to date by Media.

Stakeholders:

- i. **Chartered Accountant (CA):** Managing the illegal money flows
- ii. **Manager:** Processing and hiding the illegal transaction & properties
- iii. **Police (SI):** Investigating the case and taking the accused into custody
- iv. **Prosecution Lawyer:** Presenting the case in a criminal trial against the Manager
- v. **Defense Lawyer:** Has to do everything within the law to clear the Manager of charges
- vi. **Judge:** Interpret the law, assess the evidence presented, and do the justice by taking impartial decisions
- vii. **Journalist(News reader/ reporter):** Gather and explain the news and information about the case and keep the public informed
- viii. **Forensic Expert:** Collect the physical evidence from the scene of crime, scientifically examine and present the reports to the court
- ix. **Lab Technician:** To examine the blood and body fluids samples at the crime scene and present the reports to the Forensic department
- x. **Doctor:** To carry out the autopsy and examine for the evidences and issue the reports

Outcome: The team should prepare a summary of the case and judgment involving all the stakeholders' roles and submit it to the teacher.

Expectations from students: Each and every student has to involve him/herself in the activity and at least add two valid points/ statements, respective to their roles after thorough analysis.

Career Activity-2: Building a School and Approval

Topic: A principal plans to build a school and applies for an approval from district collector, with his proposal including all the requirements, infrastructure and finances.

Background of the story:

A highly ambitious principal dream was to build a school in the rural area and help the poor people to study in an effective way. The person wants to build the school in a way that children really wanted the school to be.

He appoints an Architect, Civil Engineer to picturize and develop a design model for the school and gets a plan from an Interior Designer to add the required beautification. He also appoints an Electrical Engineer to plan the electrical requirements in the school. After getting the plan done, he recruits the teaching, non-teaching staff and Finance and Administration Staff.

He gathers all the requirements from the students and then proceeds formally and get the required information from the teachers for an advanced school by including Computer labs with lab assistants, Library comprising of books, journals, magazines, etc.

He sends his proposal to DEO and after his suggestions and amending the proposal he forwards the proposal to District Collector for approval. Once the DEO receives letter, thinks in ground level after cross verifying all the required things and approves the letter.

Stakeholders:

- 1. Principal:** Consolidate all the requests and requirements from other stakeholders and submit the proposal to DEO, District Collector and get them approved.
- 2. Teacher:** Submit the requirements and curriculum to the principal.
- 3. Librarian:** Submit the requirements and inclusions to the principal.
- 4. MBA-Finance:** Prepare the financial flow structure including inflow and outflow and submit them to the principal.
- 5. Interior Designer:** Prepare a requirements plan for all the rooms in the school and submit them to the finance team.
- 6. Electrical Engineer:** Prepare the electrical requirements plan for all the rooms in the school and submit them to the finance team.
- 7. Civil Engineer:** Estimate the construction material and requirements basing on the architect's plan and submit it to the finance team.
- 8. Architectural Engineering:** Prepare a design for the school building, with number of classrooms , floors of building, capacities and their design and submit it to the civil engineer.
- 9. DEO:** Verify whether the proposal has met all the standards to be a model school and give some suggestions to the principal.
- 10. District Collector:** Approve the school by looking at positives and negatives of the school and the effect of the school at the locality.
- 11. Computer Lab Assistant:** Prepare the entire program plan/ curriculum and the requirements for operating the lab and submit to the principal.

Outcome: The team should think, plan and prepare all the requirements for making this model school thinking in their respective professions and get the school plan approved after discussions on positives and negatives.

Expectations from students: Each and every student has to involve him/herself in the activity and atleast add two valid points/ statements, respective to their roles after thorough analysis.

Career Activity-3: Making village a tourist spot

Topic: A group of students from various backgrounds plan to make their village a tourist attractive village including Art Galleries, Flight Ride and other amusements along with the travel plan assistance.

Background of the story:

A group of graduated friends from various streams were having usual discussions at some place, during their talks everyone expressed their feeling in staying at native place, so they thought of planning their village as tourist place. They initiated the work by jotting down all the requirements and planned to make it as best tourism place.

As visitors are unaware of the new places, they thought that travelling should be readily available for people so they can migrate with support of Guide and Travel Management. One person in the group said that they wanted the place to appear in best way, by designing their village in optimal way with the support of Architect, Civil Engineer, and to enhance beautification an Interior Designer are required.

As the visitors feel tired in visiting places, they planned to add a food court and a chartered flight without having food stuff, so they came up with a new set of theme called Food court that continuously provides food stuff to visitors. Hotel Management team comprises of Chef, Manager and waiters and lot of staff indeed.

They also planned for the sculptures to be designed by Architect.

Friends even thought that they should entertain visitors by arranging events in the events in the evening time by collaborating with Event Manager. Event Manager entertains the people by conducting various activities like singing, dancing, painting and various other activities.

Stakeholders:

- 1. Tourism & Travel management:** Prepare a travel plan for the visitors, picking them from the station, assigning a guide, etc., and take the management responsibility.
- 2. Hotel Management:** Prepare a menu for making the trip exciting to the visitors with their exotic food. Plan a canteen and its requirements near the cottages.
- 3. Interior Designer:** Prepare a requirements plan for making all the interiors as beautiful as the outside world and submit them to the management team.
- 4. Architect:** Prepare a design/ model of the tourist destination, with number cottages and their design, floors of building, capacities and submit it to the civil engineer.
- 5. Civil Engineer:** Estimate the construction material and requirements basing on the architect's plan and submit it to the management team.
- 6. MBA-HR:** Organize interviews, recruit the staff for all the departments and assign them the relevant tasks.
- 7. Event Management:** Plan and execute exciting, creative and interactive events for the visitors.
- 8. Pilot- Chartered flight:** Calculate the places, heights and landscapes covered. And explain different feats performed to amaze the customers during flight.
- 9. Fine arts- Art exhibition :** A painter need to impress and mesmerize the visitors with his beautiful paintings maintained at art exhibition
- 10. Fine arts- Sculptors:** Sculpts beautiful and attractive statues at the outdoor landscapes.
- 11. Home Science:** Share their ideas to impress the customers with the best hospitality and services.

Outcome: The team should think, plan and prepare all the requirements for making the village best tourist attraction thinking in their respective professions and discuss on positives and negatives.

Expectations from students: Each and every student has to involve him/herself in the activity and atleast add two valid points/ statements, respective to their roles after thorough analysis.

Career Activity-4: Shooting a film scene

Topic: An aspiring director, gets a producer to finance his film, he starts shooting the film with the support of all the relevant departments.

Background of the story:

A person from very young age had a dream to see himself as **Director** in the Big Screen. He completed his minimal education of Intermediate and moved away from home which really made their **parents** worry about his future, but still they encouraged him as it is his passion. After undergoing lot of struggles and sacrifices he became a Hero.

To start the movie, initially MBA-HR recruited the required staff and also managed the finance for the movie. Maximum of the movie is finished, except single shot. Director explained that he need a rain shot in the movie, architect designed a nice set for the shot. But due to scarcity of rains, cinematography people created it on the screen by using the advanced Graphic Designer tool. In the meanwhile when Make-up man is applying makeup to an artist, Literature Pundit was explaining the meaning of the dialog to an artist, on the other side, the Choreographer was explaining the steps to Hero and Heroine. Singer was singing the song in the background.

After the end of the shot, printing publications people included that scene in the movie banner that helped the media to advertise regarding the movie and it also helped Journalist to report the information to news channels.

Stakeholders:

- 1. Telugu Literature:** A perfectionist in Telugu language writes a story and prepares the script for the film.
- 2. Fine Arts- Director:** Imagines the script, prepares and direct the scenes with the support of all other stakeholders.
- 3. Fine Arts- Cinematography:** Prepares the sketches of the scenes and explains the scenes to the Director.
- 4. Fashion Designer:** Prepares the best and attractive costumes for the actors.
- 5. Make-Up man (Beautician):** Following the director's guidelines, suggests the best suitable makeup for the actors on the screen.
- 6. Performance Arts:** Dance, Fights, Singer: Choreographer explains dance moves for the actors, fight master designs a fight scene for the Hero and villain and a singer composes a heartfelt background song for the scene.
- 7. MBA Finance- Producer:** Estimating the investment, analyzing profit and loss, producer after discussing thoroughly with director decides to finance his film and supports in the shooting
- 8. Architect:** Designs two beautiful sets for an action sequence and a patriotic song suggested by the director and the producer.
- 9. Graphic Designer-VFX:** Creates graphical effects during the action scene, stunts and the risky feats suggested by the fight master.
- 10. Journalist:** Covers all the updated news and telecasts in the news channel explaining all the roles.
- 11. Printing Technician:** Chooses the best possible posters and prepares banners and publicity posters with affordable costing and submits to the Producer and Director.

Outcome: The team should think, plan and prepare all the requirements for making the Film a blockbuster in their respective professions. Director and Producer need to collect all the inputs from other stakeholders and prepare a best scene.

Expectations from students: Each and every student has to involve him/herself in the activity and atleast add two valid points/ statements, respective to their roles after thorough analysis.

Career Activity-5: Challenges and lifestyle of a Farmer

Topic: A farmer being affected by famine tries to overcome the loss and challenges by applying loans and implementing fertile seeds and uses horticulture techniques and animal husbandry/livestock to support the farming.

Background of the story:

In a remote village, there was a Farmer, cultivated land by taking support of people working on Daily Wage basis. On a worst day due to pesticides, fungus, unseasonal rains and weather conditions the cultivated land got ruined which left the farmer into depression. So, he met an Agriculture Officer to know whether land is ruined because of seeds/fertilizers used. So, Scientist started doing lot of experiments on seeds and land to find out the problem. After various experiments, it is declared that due to seeds the problem has occurred. Innocent farmer went on arguments with Weather Forecasting department and Fertilizers Merchant by expressing the pain he is undergoing.

Later, he thought it is tough to run the family. So, applied for the bank loan. Bank Manager after many verifications sanctioned loan to the farmer and this time farmer thought he would cultivate the land with horticulture. Farmer thought to seek training from Agriculture Engineering and after training he consulted Seed Technologist and opted for the best seeds in the land.

As days passed on, he started yielding cattle's through which he started selling the milk and led to start a Dairy production with support of Dairy Technicians.

It became very tough for the farmer to maintain and sale them, so he got connected with Sales Manager and spoke regarding both the Dairy and Crops.

Stakeholders:

- 1. Bank Officer- Accountant:** Estimates the investment, analyses profit and loss, bank officer issues the loan for the Farmer.
- 2. Agriculture Officer:** Inspects the land area, soil fertility, water resources, crop style, etc and submits the report to the Bank officer.
- 3. QA & QC (Investigation Department):** Analyze the mineral content, biological content and fertility of the soil and submits the report to the Bank officer.
- 4. Horticulturist:** Suggest the farmer with the profit making fruit and flower crops. Offers the farmer to open a new brand for the flowers and fruits and connects him to the sales manager.
- 5. Dairy technologist:** Suggest the farmer with the best high yielding cattle, profit obtained by them. Offers the farmer to open a new brand for the dairy products and connects him to the sales manager.
- 6. Veterinary Doctor:** Examines the cattle of the farmer, cures the disease of the affected cattle and suggests the care to be taken to get good yield.
- 7. Scientist:** Researches on best quality hybrid seeds that are highly resistant to any diseases, gives more yield and submits them to the Seed technologist.
- 8. Seed Technologist:** Offers the best possible hybrid seeds to the farmer after researching number of varieties of seeds.
- 9. Agriculture engineer:** Helps the farmer with the best technical and engineering tools that support the farming to reduce the labor efforts (Ex: harvester)
- 10. Sales manager:** Sells both the farm and dairy produce from the farms and helps the farmer in gaining profits.

Outcome: The team should think, plan and prepare all the requirements to make the farmer profitable, by getting loan, selling his high yielding seeds` crop, fruits, flowers and dairy products by opening his own farm. Farmer needs to collect all the inputs from other stakeholders and apply to loan to make profits.

Expectations from students: Each and every student has to involve him/herself in the activity and atleast add two valid points/ statements, respective to their roles after thorough analysis.

Career Activity-6: Patient getting treatment at a Hospital

Topic: A student traveling on road met with an accident and gets admitted in a hospital, he gets a multiple fracture and after all the tests were carried, he attends for a surgery and gets further treatment along with Homeopathic medicines.

Background of the story:

A student on a worst day from his college way to home, was involved himself in listening to the songs using headset couldn't concentrate on the vehicle horn and was hit by the vehicle. He was taken immediately to hospital. The person along with him paid the amount at the reception to Clerk. Once the payment is done, then the patient can undergo various tests, with the support of X-ray Technician, Doctor found that multiple muscles and bones got injured and fractured. Before proceeding with the operation, blood levels are tested, they found that the blood levels are very low. Hospital management consulted Blood bank technician and explained the situation, and they supplemented the blood in short span. Once the Anesthesia is injected to the patient, Surgeon starts operation, Later; the patient is asked to consult for Orthopedic to get the required medication.

After few days, when the patient status is little better, asked to consult a Physiotherapist. He suggests some physical exercises to the patient; patient executes it with the help of Nurse. At the same time, the patient is assisted in the medication dosage by Pharmacist. Once the person is admitted in the Hospital, then the Dietician suggests the food to be taken at fixed time intervals. Once the patient is discharged, the Homeopathy doctor suggests medicine for speedy recovery!

Stakeholders:

- 1. Doctor (Surgeon):** Performs a surgery for the ruptured muscles after deep analysis of the case along with the Orthopedic and anesthetic team.
- 2. Doctor (Anesthesia):** Gives anesthesia to the patient during the surgery, calculating the required dosage in relation to the patient.

- 3. Doctor (Orthopedic):** Examines the patient's condition and analyses the level of fracture and suggests the required medication post the surgery.
- 4. Nurse:** Supports all the doctors during surgery and examination, while supporting the patient at the inpatient ward.
- 5. Pharmacist:** Basing the prescription from the doctor, compounds, dispenses required medication and guides the patient on the regularity of the medication.
- 6. Blood Bank Technician:** Collect the blood sample of the patient, separates the blood components, examines for any diseases, submits the report to the doctor and places request for extra blood during surgery.
- 7. Medical Laboratory Technician:** Collect different body fluid samples from the patient and examines the samples for any possible disease, and submit the reports to the doctor.
- 8. X-Ray Technician:** Takes the X-ray scan of the patient by operating the machine, taking enough precautions and assist the doctor in examining the fractures.
- 9. Administration (Clerk):** Fix and collects the fees for the surgery, treatment and providing the bed for inpatient. Arranges for the surgery.
- 10. Physiotherapist:** After the surgery, explains the various techniques using various tools to relax and strengthen the bones and muscles using various exercises.
- 11. Doctor (Homeopathy):** Prescribes low dosed homeopathic medicines for the speedy recovery of the patient.
- 12. Dietician:** Issues a proper 3 months diet plan for the patient for a speedy recovery with strong and healthy bones and muscles.
- 13. Multipurpose health worker:** Supports the patient in all the instances by assisting him physically and mentally during recovery, staying in house.

Outcome: The team should think, plan and prepare all the requirements to help the patient in getting surgery, treatment and help him recover soon.

Expectations from students: Each and every student has to involve him/herself in the activity and at least add two valid points/ statements, respective to their roles after thorough analysis.