

CAREER GUIDANCE PROGRAMME FOR THE  
STUDENTS OF 'X' – STANDARD STUDENTS OF  
DEMONSTRATION SCHOOL, MYSORE.

INTERNSHIP PROJECT REPORT

Submitted for:

INTERNATIONAL DIPLOMA IN GUIDANCE AND  
COUNSELLING (IDGC) -2010

By

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## DECLARATION

I do hereby declare that the present internship report entitled "Career guidance programme for the students of "X" STD of the Demonstration Multipurpose school, Mysore was carried out by me during the year 2010 as a part of the "International Diploma in Guidance & Counselling (IDGC)" Course offered by the Regional Institute of Education (RIE), Mysore.

I further declare that this work has not been carried out by me any time for any other degree/diploma.

Place: Mysore

Date: 5.01.2010



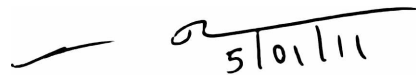
Signature

(N . Harini)

IDGC2M97

## CERTIFICATE

This is to certify that Ms. N.Harini has undertaken the internship project entitled "Career Guidance Programme for the students of "X" Standard of Demonstration Multipurpose School, Mysore and implemented in our institution during the year 2010 as a part of the "International Diploma in Guidance & Counselling (IDGC)" course offered by the Regional Institute of Education (RIE), Mysore.



Signature of the Head of the institution

Demonstration Multipurpose School,

Regional Institute of Education,

Manasagangothri, Mysore.

Place: Mysore

Date: 5.01.2011

## ACKNOWLEDGEMENT

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*I have no words to express my never ending indebtedness to my family members for the boundless love and moral support given to me for completing this work*

*Above all I thank the Almighty for giving me a conducive environment for the successful completion of my work.*

*N. Harini*



# **CONTENTS**

<b>Chapter title</b>	<b>PageNo.</b>
<b>1 ABOUT THE PROJECT</b>	
1.1 Introduction	1
1.2 Need and importance of the project	2
1.3 Objectives	2
1.4 Description of the target group	3
1.5 Description of the school	3
<b>2 INTERVENTIONS PLANNED AND EXECUTED</b>	
2.1 Introduction	5
2.2 Group guidance interventions	6
2.3 Counselling interventions	17
2.4 Conclusion	20
<b>3 RESULTS AND CONCLUSION</b>	
3.1 Introduction	22
3.2 Results	23
3.3 Discussions	25
3.4 Suggestions	25
3.5 Conclusion	26

## **APPENDICES**

# LIST OF APPENDICES

<b>Appendix No</b>	<b>Title</b>
Appendix I	SDS Questionnaire
Appendix II	SDS Summary Code
Appendix III	Personal Style Rating Questionnaire
Appendix IV	Self assessment Questionnaire
Appendix V	Student information Blank
Appendix VI	Photographs
Appendix VII	Class Talk on “Need for career goal”
Appendix VIII	Class Talk on “How to make choices”
Appendix IX	Class Talk on “Decision making”
Appendix X	Class talks on “How to be a good Communicator”
Appendix XI	Class Talk “World of Work”
Appendix XII	Career talk “Careers in Nanotechnology”
Appendix XIII	Career Talk “Careers in Indian Army”
Appendix XIV	Guest Talk “Careers in Engineering”
Appendix XV	Guest Talk “Careers in Commerce”
Appendix XVI	SDS “The party exercise ”
Appendix XVII	A few copies of the essays and SDS Summary Codes response sheet

# **ABOUT THE PROJECT**

*1.1 Introduction*

*1.2 Need and importance of the project*

*1.3 Objectives*

*1.4 Description of the target group*

*1.5 Description of the school*

# Chapter 1

## About the project

### 1.1 Introduction :

In the present millennium, workplace is changing so quickly that educational methods are no longer sufficient to ensure that students have the skills to navigate this complex economic environment. Today's students need relevant and rigorous educational programmes that integrate academic ,technical, employability and career decision making skills that provide the support and guidance necessary to connect them to hopes ,dreams and realities of their future.

Most people do not acquire these skills spontaneously; they need the support of a planned, systematic, broad-based, institutional – wide programme founded on the principles of strong career guidance. Career guidance encompasses information, guidance and counseling services to assist in making educational choices. It helps the students to realize their strengths and weaknesses by instilling self awareness, decision making skills, personality development.

India is a country with enormous talents and human resources ,The quality and quantity of programmes to guide and nurture the students in the right direction are vastly out numbered by the curricular load and parental pressure .As a teacher the investigator felt the need for proper guidance and counseling for helping students in selecting the right career path . As a part of the IDGC programme the present project was implemented in the Demonstration Multipurpose School, Mysore.

The project aimed at conducting a career guidance programme for the adolescents .Adolescence is the critical age for enabling exploration on or about perspective career choices and options. With career guidance and counseling, they can be helped with insights into the various career choices that are available before them . The target group was the X STD students of the school.

At the outset, the project has been done with full enthusiasm and scientific temperament and the details of which has

been presented as a report here. The report is presented in four chapters. The first chapter is about and the second chapter deals with the interventions planned and executed during the project period. The third chapter presents the results and the outcome of the project with discussions, recommendations and concluding remarks.

## 1.2 Need and importance of the project:

The skills necessary for competition in today's globally competitive workplace are complex and constantly changing. Workers are being forced to retrain or be replaced by new technologies ,or more highly skilled employees .Either by choice or by chance workers are required to make complex and frequent career decisions as they navigate the changing workplace, making career guidance more important than ever.

Not only is the workplace changing rapidly, but individual career opportunities are evolving as well. Some traditional careers have become obsolete, while new ones are emerging at a rapid pace .Even careers in traditional occupational areas such as the service sector are requiring higher level skills such as creativity, problem solving, communications, entrepreneurship, computational analysis, collaboration and team work.

The lack of preparation to navigate the changing work place can be tied specifically to a lack of career knowledge and awareness. More than half of high school students say no one in their school has be helpful in advising on career options or options to further their education. Without structured guidance activities ,young people tend to drift through their high school education without gaining knowledge of all the career opportunities available to them or the skills that are required .There is a disconnect between aspiration and educational performance of the students mostly and this sets up for personal and financial disappointments as they are faced with the realities of the job market.

### 1.3 OBJECTIVES

- (i) To help students in developing career goals.
- (ii) To orient students about the need for educational and vocational planning.
- (iii) To provide awareness about the world of work.

### 1.4 DESCRIPTION OF THE TARGET GROUP:-

The target group is the students of std. X of DMS, Mysore. The total no of students in the classes are 65, in both the sections A & B put together.

### 1.5 DESCRIPTION OF THE SCHOOL:-

The Demonstration Multipurpose School, Mysore is a constituent unit of the Regional Institute of Education, Mysore. This is one of such four schools in the country, the other three being at Ajmer, Bhopal & Bhubaneswar as components of respective RIEs.

Having come into existence in the year 1965, the DM School has served the public for more than 4 decades keeping before it the following objectives.

- 1) Imparting quality education by adopting latest techniques.
- 2) To serve as a laboratory for RIE, Mysore for the identification and analysis of research in major areas of school education.
- 3) To serve as a center of study in curriculum development.

And the School has the following distinctive features.

- A comprehensive programme of education from class I to XII envisaged by NCERT.
- It is affiliated to the CBSE, New Delhi.
- It is a co – educational school and lays emphasis on harmonic human relationship and compulsory participation in CCA.
- Medium of instruction in the school is English.
- Three language formulas is followed.
- The class size is limited to 35.
- The school has well equipped laboratories and library with very good collection of books, a variety of newspapers, periodicals and educational magazines.
- Work education and art education form an integral part of school programme.
- The school is located on a picturesque sprawling campus with plenty of sports grounds. The school has NCC wing for boys and girls separately.
- The school has a modern and well equipped computer laboratory.

# **INTERVENTIONS PLANNED AND EXECUTED**

2.1 *Introduction*

2.2 *Group guidance interventions*

2.3 *Counselling interventions*

2.4 *Conclusion*



# **CHAPTER – 2**

## **Interventions Planned and Executed**

### 2.1 Introduction :

Over fourteen years of career as a teacher the investigator has come across and experienced many situations where individual's career aspirations, present job, performance, family life were not complementary to one another thus leading to psycho-social problems for the person. The quantity and quality of career guidance and counselling programmes delivered are negligible to nil. This has led to wide amount of confusion among students and parents in choosing a right career path. There is an array of courses and programmes advertised in the media, promising great careers and parents and students often fall prey to such without knowing the problems and prospects of the same. In India in the present educational system, in the schools the teachers and parents are depending on the current market demand for a job without considering the student interest as well as the future prospects. Here mostly the career information needs of the students are met through informal and a few formal means such as newspaper advertisements and interests. hence, there is a need to plan and organise need based programmes at the high school level since adolescence is the initial age for enabling exploration on or about prospective career choices and options. With career guidance and counselling, they can be helped with insights into various career opportunities and choices that are available before them. Thus there is an imminent need for such programmes to facilitate the students to plan and develop their

career ambitions in lines with their career aspirations knowledge, skill and interest.

The young person's transition into the world of work marks one of the most important mile stones in his or her life reaching and crossing this milestone is influenced by numerous socioeconomic, cultural and psychological forces. In some families it is the culmination of a process of being prepared and educated allowing the young person to make this transition from a position of strength. In other families' socio-economic forces fore stall such preparatory efforts and the young person may have to enter the world of work from a position of disadvantage. From this broader perspective, career guidance and counselling could serve as a tool to support young people, irrespective of their backgrounds to choose and plan effectively for a successful career.

The Demonstration school being a Government School with students from different economic strata, the need for a career guidance programme for its students was felt by the investigator. Hence an action plan for the execution of the project was developed in consultation with the faculty members of the IDGC Programme, RIE, Mysore and with the school authorities.

## 2.2 Group Guidance Interventions

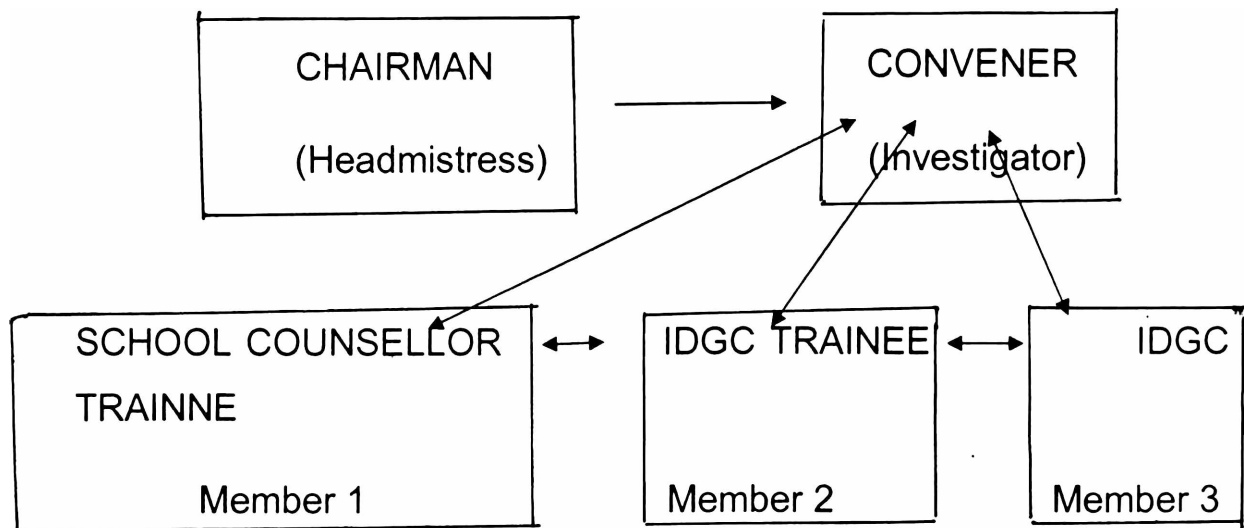
The group guidance interventions used were class-talks, career – talks, group discussions, workshop, career-tests, career-competitions and career – exhibition.

2.2.1 To identify the career awareness of student's information blanks (student information blank and family information blank) were given to the students and the parents to assess, the career

interests of their wards. This was given and collected back from the target group before the commencement of the planned interventions such as career-talks, class talks and competitions and counselling sessions. The results were quite obvious and the samples had no idea about their future plans and career goals.

### 2.2.2 Guidance Committee formed

A guidance committee was constituted with the Head of the school along with the schools counsellor and the IDGC trainees. The copy of the internship proposal was handed over to the Headmaster and the school counsellor and discussions were held regarding the various activities to be taken-up during the course of the programme and also the target groups were identified and brought to the notice of the Headmistress. During the project execution phase two to three meeting were convened to discuss regarding the various activities taken up like the essay writing competition the drawing competitions. Apart from these there were 2-3 meetings held to discuss about the various preparations (listing out the stationery, procuring the items, arrangement of the hall for display of items the preparing the list of invitees and inviting them individually etc. Also after the conduct of career choice test (SDS), discussions and feed back was taken from the members of guidance committee and also the investigator had a few interactions with the IDGC faculty and their feed back and suggestions were taken.



### 2.2.3 Orientation for students

An orientation talk on need and importance of career guidance and counselling was given the target group (Std. X students) on the first week of October. The scheme of activities planned during the project was made known to the students. The school administration was convinced that the project would not disturb the regular academics or extra-curricular activities of the target group. Also the students were made familiar with key aspects between academic performance and career planning.

### 2.2.4. Details about the class – talks given

A series of class talk were conducted on topics such as

- 1) Need for a career goal
- 2) How to make career choices
- 3) The World of Work
- 4) Decision Making
- 5) How to become a good communicator

### 1. Need for a Career Goal

A class talk on “Need for Career Goal” was conducted on 13.10.2010. The talk was delivered to the target group of 64 students of Std. X. The topic was presented using power point presentation. It was followed by interaction session with the students. The talk focused on the meaning of career goal and the importance of career goal in focusing to a particular career. A career goal can be a specific job that one wants to do or a particular field that one wants to work in. A career goal can help in discovering career possibilities. A career goal is based on our skills and interests, career possibilities and job trends understanding and accomplishing the career goal will be a lot easier if we create a career plan. A career plan determines one’s skills and interests, what career best suits one’s talents and what skills and training one needs for the chosen career. The hard copy of the class talk is provided as Appendix VII

### 2. How to make career choices

Class talk on “How to make career choices” was conducted on 14.10.2010. The talk focused on helping students understand the importance of identifying their interests, skills and aptitude in planning a career. The talk also emphasised the importance of education in determining one’s career. The talk threw light on the impact of exploring various aspects leading to a successful career. The method used was lecturing combined with power point presentation and discussions. The hard copy of the class talk is provided as Appendix VIII

### 3. The World of Work

The third class talk was on the topic "The world of Work" and it was conducted on 2.11.2010 It was a briefing of the courses that can help in choosing a number of careers in different fields such as science, medicine, engineering and various other fields. There were lots of queries from students regarding the details of some of the careers. The queries were answered and more details were provided later for those who required additional information. The hard copy of the presentation is provided in Appendix XI

#### 4. Decision Making:

The fourth class talk was on "Decision making" and it was conducted on 4.11.2010 .It made the students realize the importance of decision making in various situations. Also it made them aware of the various steps to be followed in making decisions. It was a highly interactive session, with students coming out with various explanations for a particular decision made for a given situation. The hard copy of the presentation is provided in Appendix IX

#### 2.2.5.Details about career talks given

Career-talks were given on the following topics:

- 1) Careers in Nanotechnology
- 2) Careers in Indian army
- 3) Careers in Commerce
- 4) Careers in Engineering

### 1) Careers in Nanotechnology :

A talk on “careers in Nanotechnology” was given by the investigator on .15.11.2010 The talk was accompanied by a power point presentation. The talk was very much appreciated by the target group, as they came to know about the various information regarding Nanotechnology, which was of great interest to them. The class was highly interactive with lots of queries which was answered by the presenter. The hard copy is given as Appendix XII

### 2) Careers in Indian Army:

A talk on “Careers in Indian Army” was given by the investigator on .19.11.2010 The talk was the choice of the target group, as they wanted to know more about the various avenues and choices available in the Armed forces. The talk was accompanied by the Power point presentation. The class went on well with active participation from the students. A hard copy of the presentation is given as Appendix XIII

### 3) Careers in Commerce

Mrs. Anita Ravindra, Headmistress, Demonstration Multipurpose School, Mysore was invited to give a career talk on “Careers in Commerce” on 30.11.2010 .The talk was highly interactive with students getting involved in the discussions. In the talk Mrs. Anita shared with students the various choices available for them after

pursuing commerce as their stream in plus 2 level. She also explained about the working conditions and the personality requirements for the job aspirants. She also gave information about the courses and institutes which give training in commerce. She also shared with students her personal experience and tips in career planning towards success. The overall feedback was very good and students acquired a great deal of knowledge on commerce and the related sectors and the career prospects associated with them. A summary of the talk is given as Appendix XV

#### 4. Careers in Engineering:

A talk on "Careers in Engineering" was given by Mr. C. Nataraj, Reader in Civil Engineering, JCE, Mysore on 21.12.2010 to the target group. A briefing about the different branches of engineering, nature of job, training required, academic as well as personality requirements skills required etc. were discussed. The methodology used was lecturing combined with power point presentation. The class went on well with active participation of students. The career talk is attached as Appendix XIV

#### 2.2.6. Career competition organised

An Essay writing and a drawing and painting competition was conducted for the target group on 4.12.2010. The topic given was "My dream career". For the essay writing competition four prizes were awarded and for the drawing ten prizes were awarded. The prizes were given away on the day of career exhibition on 16.12.2010 by the Chief Guest Dr. Doraisamy, Principal, RIE, Mysore. The photographs are provided in Appendix VI

#### 2.2.7 Test administered

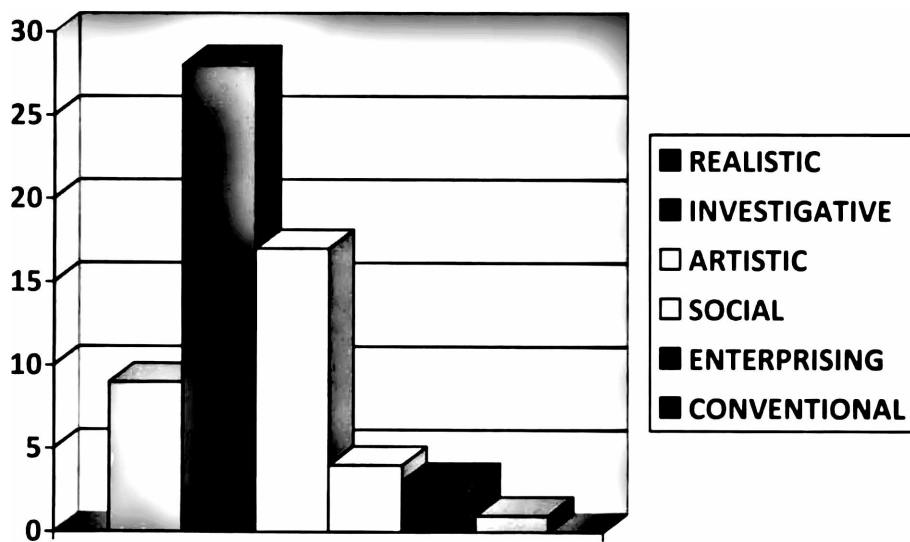


To find out the career for which one is best suited “self-directed search” a career suitability test was administered to the target group of 62 students 23.11.2010 each student was allowed to go through the questionnaire which was projected on a screen and were asked to give their responses on a response sheet provided to them.

Since the test deals with the identification of the 3 letter Holland codes for an individual, the students were briefed about the Holland codes and their implications on the personality and interests of an individual prior to the administration of the test.

Based on the Holland codes obtained, each student was made aware of the careers which may best suit him/her. The questionnaire is provided as Appendix I

Personality type	No. of students	Remarks
REALISTIC	9	Conforming and frank
INVESTIGATIVE	28	Analytical and independent
ARTISTIC	17	Imaginative and Expressive
SOCIAL	4	Convincing and friendly
ENTERPRISING	3	Ambitious and Self confident
CONVENTIONAL	1	Obedient and Orderly



## Findings and Analysis:

Out of the 52 students who took up the self directed test 9 of them came under Realistic trait ,28 under Investigative,17 under Artistic,4 under Social, 3 under Enterprising, 1 under Realistic. These students were oriented about career options available according to their personality traits by a simple activity called “The Party Exercise” which is given in Appendix XVI.

### 2.2.8 Details about group discussion and workshops

A group discussion on “Influence of family, peers and society in making career choices” was done with the target group on 9.11.2010 It was a great experience as students came out with various views during the discussion.

Also a workshop on “organising a school exhibition” was done with the target group on 8.12.2010 The workshop was very fruitful as students learned to group themselves into smaller committees to take up various responsibilities. They also gained experience in coordination between the committees to successfully conduct such events in the school. This experience especially helped the students in assisting the investigator in the organising the career exhibition in the school on 16.12.2010.

### 2.2.9 Career Exhibition

A career exhibition "Nurture your future" was organised on 16.12.2010 for the students of DMS at the school premises. The exhibition was open to all the students from class VI to XII of DMS. The guest invitees were Prof. K. Doraisamy, Principal, RIE, Mysore. Dr. N.N. Prahallada, Dr. G. Anwar and Mrs. Anita Ravindra. The event started with a welcome address followed by address by the Chief Guest. Then the prize distribution was done for the various career competitions conducted during the period of the internship. Later the exhibition was inaugurated by Principal, RIE, Mysore. The efforts taken by the IDGC trainees in arranging the exhibition for the benefit of the students was highly appreciated by the invitees. Prof. Doraisamy emphasized that, the exhibition could have been kept open for the neighbouring schools for a day or two, as he felt that the literature and the materials displayed on various careers, should reach the students of rural background, as they would be very much benefitted by it.

Dr. C.G.V. Murthy, Dr. Gowramma, Dr. Anil Kumar, Dr. Asha Kamat, Dr. Ramaa, Dr. Geetha Nair were the other faculty members who visited the exhibition. Dr. Murthy suggested that the materials / literature displayed were of great value and hence felt the need to preserve them in the form of a compendium in a compact disc. On the whole the exhibition was highly applauded and appreciated by all the visitors. The photographs of the career exhibition are provided as Appendix VI

## 2.3 Counselling Interventions

Counselling sessions were organized for helping students to make their career choices. A few cases of career counselling were identified through the psychological tests (SDS) and a few of them voluntarily sought for help after the administration of the test.

### 2.3.1. Identification of Counselling cases :

The cases were identified based on the SDS Summary codes obtained and their occupational day dreams. In a few cases, there seemed to be a mis-match between the two (SDS Codes / occupational daydream) and hence the need for counselling was felt by the investigator and also there were a few students who voluntarily sought for help. Also based on the SDS summary codes group counselling was also given.

### 2.3.2. Nature of Problems / Cases

In general, the identified cases were found to have difficulty in choosing and planning for a particular career. They also lacked in awareness about different careers paths and professions. Thus they were showing little interest towards regular academics. Also in a few cases, they were very much dictated by the interests of parents, relatives and hence, they were a little confused about the choices given to them and whether they could flourish in the particular career as per the wishes of their parents.

### 2.3.3. Interventions

The following strategies and interventions were used for counselling.

#### 1. Analysis of Career Influence:

Discussion about how the client lived with career belief during earlier times helped to build a foundation for examining his current influences. The clients notions about people who affect their career planning eg. family, teachers, peers etc., were also explored.

2. Informal talks with the counsellor where the cases were asked to discuss their interests, needs, extra curricular activities, education and interest / hobbies.

3. Personal style analysis questionnaire A questionnaire to assess interests, beliefs, values, personality, skills etc. was administered. It was made clear to the students that in life style theory that is no preferred way of behaving which is right or wrong self-understanding resulting from knowledge about one's own personal style should be helpful in career planning and decision making.

4. Analysing the SDS summary codes students were made aware of the SDS summary codes. With the help of these codes obtained as a result of the questionnaire taken-up. The students were made to understand that SDS scores indicate how much they resemble each of the personality types.

#### 4. Group counselling

A group counselling for about 8-10 students with similar SDS codes was done. Based on the SDS codes, the students were acquainted with the interest types of their corresponding personality traits. Later with the help of "The occupations finder" a catalogue of various occupations under each 3-letter code the suitable occupations were identified. This greatly helped the students to identify the

careers which would suit their abilities, skills and interests. The counselling session (in groups) was very much satisfactory for the students and they thanked the counsellor for helping them identify their personality traits and the corresponding career options.

#### 6. Information about career fairs / seminar

The cases were given information regarding career fairs and asked to visit such fairs / seminars to expand their knowledge on specific careers.

#### 7. Researching the career options :

The cases were asked to research on their career options. They were told to ask themselves how much they knew about each option for this they were asked to go through the career album prepared by the investigator, as a part of the internship.

They were asked to research on the areas like the demand for a particular. Career in today and tomorrow's job market,

- \* Typical working conditions of the career
- \* Special skill or field knowledge required for each career.
- \* Training and educational requirements salary potential for the chosen career.

#### 8. Use of Internet

The cases were also asked to use internet sources for researching on career options. The address of the following websites was given to them

Careerjet.co.in.  
webindia123.com  
career360.com  
www.dget.nic.in.  
www.education.nic.in  
www.employmentnews.gov.in

## 9. Development of Decision Making Skills

The cases were asked to make career decision by gathering the necessary information, weighing the pros and cons and then making a decision.

### 2.3.4. Outcomes

Due to shortage of time the number of counselling sessions that could be organised was less (6). Group counselling – sessions and individual counselling 2 sessions. Nevertheless the counselling cases showed considerable improvement with respect to career planning career decidedness and career exploration and vocational identity.

### 2.3.5. Follow-up

Since the investigator has taken up the project in the school where she is working, the follow-up was quite national as she is available for the students always for further help and support.

## 2.4 Conclusion

The interventions planned were executed successfully. The class talks and career talks were well received and appreciated. The career competitions and the SDS (PSYCHOLOGICAL TESTS) helped the students in their self assessment. The career exhibition



organised was a success with the whole hearted participation of the students as well as the teachers. The career counselling sessions organised although limited in number, helped the students in improving their perspectives about themselves and their future careers.

# **RESULTS AND CONCLUSION**

3.1 *Introduction*

3.2 *Results*

3.3 *Discussions*

3.4 *Suggestions*

3.5 *Conclusion*

## **CHAPTER – 3**

### **RESULTS AND CONCLUSION**

#### 3.1 Introduction

The individuals' career aspirations present job, performance and family life ought to be harmonizing to one another or else will lead to psycho-social problems which may differ the subject in pursuing a normal life in the society. Well planned and well organised career guidance services are increasingly important. The service thus provided is intended to help people make not only informed occupational choices but also educational decisions in relation with future or current working life. In schools, the principals challenges are : to provide sufficient human and capital resources of the right type, both within the school and within its surrounding community to ensure that these resources are dedicated to career guidance and to make the best use of the resources that are available. As the quantity and the quality of career guidance and counselling programmes delivered in India at the high school level are negligible to nil and has led to wide amount of confusion among students and parents in choosing a right career path. In the present educational system in school teachers and parents are depending on the current market demand for a job without considering the student interest as well as the failure prospects. In India mostly the career information needs of the students are met through informal and a few formal means such as newspaper advertisements and internet. With career guidance and counselling, they can be helped with insights into various career opportunities and choices that are available before them. Thus there

is an imminent need for such programmes to facilitate the students to plan and develop their career ambitions lines with their career aspirations, knowledge, skills and interest. Keeping these in mind a comprehensive career guidance, programme was implemented for the target group facilitating guidance services in career planning. The project employed several methodologies such as planned interventions, via organising career programmes. The results and outcomes of the project are discussed here and possible suggestions are also provided.

### 3.2 Results :

There were four objectives framed at the outset of the project. The results of there are as follows :

Objectives 1 : To help the students in developing a career goal.

Suitable intervention aiding to achieve the objective was organised which was transacted in the form of class-talks and career competitions. The students were able to express their career goals during the feed-back sessions. Two career competitions were also organised on the theme "My dream career" keeping in view the above objective. The essays and the drawings reflected the student's career goal setting behaviour. From these observations it was evident that the project objective of developing a career goal was attained.

Objective 2 : To orient students about education and vocational planning

In order to orient the students about educational and vocational planning, a series of class-talks, career talks, group discussions, workshops and career-exhibition were organised. The class talk on

“How to make career choices”, “The world of work” “Decision – making” helped in developing a clear understanding on the importance of combining one’s interest and skills in planning the career to make suitable career decisions. The career-talks on “Nanotechnology”, “Indian Army”, “Commerce” and “Engineering” provided the students with all the necessary information about the three careers. All the above interventions helped the students in educational and vocational planning. Considerable improvement was noticed in the career planning and vocational identity of students.

Objective 3 : To identify the vocational preferences of the students

For identifying the vocational preferences of students, a career suitability test – “Self Directed Search” was administered to the target group. This greatly helped the students to identify the careers which would suit their abilities, skills and interests.

Objective 4: To conduct career counselling for identified cases :

Group counselling interventions were used to give career counselling to the students with similar SDS codes. This session was very much appreciated by the students as they could identify the career options according to their personality traits. Some individual identified cases and a volunteer were found to have difficulty in choosing and planning for a particular career. These were helped by the investigator in making the career – choices. The counselling cases showed improvement in career – decidedness career planning and vocational identity.

### 3.3. Discussions:

The project executed was of unique nature towards facilitating career guidance and counselling programmes for high school students. The results obtained in the project were highly encouraging. It is expected to induce paradigm shift from purely academic oriented curriculum to an integrated curriculum blending, academic extra-curricular and career oriented programmes. The project was successful since the interventions of counselling, class-talks, career-talks, competitions and seminars had a positive impact on developing career goal and planning among the target group. Nevertheless the project could have yielded better results if the following limitations would have been sorted out :

1. Limited time period
2. Large sample size
3. Project management constraints lack of contact hours with the target group.
3. Inability to conduct individual counselling due to time limitation.

### 3.4 Suggestions :

With training, either in counsellor education programmes or as a part of staff development, career counsellors can provide a higher quality service to a larger number of students by learning more about the science and art of career guidance and counselling and help students achieve their dream goals. Further here are a few suggestions for the better reach out of such projects.

- \* The project could be replicated in institutions in rural areas.
- \* Delivery of career guidance and counselling services at planned intervals should be made mandatory at high school level.
- \* Career guidance and counselling service should go hand in hand with the regular curriculum of the target group.

### 3.5 Conclusion:

Well structured career guidance and counselling projects and interventions are essential in preparing students for successful education and career transitions, which are important in realising both personal goals and national economic and workforce objectives. Today, the world of work is complicated and rapidly changing and without guidance, young people often make impulsive or uninformed career decisions career guidance helps students carefully consider their own interests and abilities, as well as recognise their future potential in a specific career choice.

The internship was highly successful in imparting well thought-out career intervention to the high school students and also helped the investigator to get more insight into the practical aspects of career guidance and counselling. the guidance and training received during the contact programme of International Diploma in Guidance and counselling was very useful to pursue this project.

# APPENDICES



Blacken under **L** for those activities you would like to do. Blacken under **D** for those things you would dislike doing or would be indifferent to.

**R**

	<b>L</b>	<b>D</b>
Fix electrical things	<input type="checkbox"/>	<input type="checkbox"/>
Repair cars	<input type="checkbox"/>	<input type="checkbox"/>
Fix mechanical things	<input type="checkbox"/>	<input type="checkbox"/>
Build things with wood	<input type="checkbox"/>	<input type="checkbox"/>
Take a Technology Education (e.g., Industrial Arts, Shop) course	<input type="checkbox"/>	<input type="checkbox"/>
Take a Mechanical Drawing course	<input type="checkbox"/>	<input type="checkbox"/>
Take a Woodworking course	<input type="checkbox"/>	<input type="checkbox"/>
Take an Auto Mechanics course	<input type="checkbox"/>	<input type="checkbox"/>
Work with an outstanding mechanic or technician	<input type="checkbox"/>	<input type="checkbox"/>
Work outdoors	<input type="checkbox"/>	<input type="checkbox"/>
Operate motorized machines or equipment	<input type="checkbox"/>	<input type="checkbox"/>
<b>Total No. of Ls</b>	<input style="width: 40px; height: 25px;" type="text"/>	

**I**

	<b>L</b>	<b>D</b>
Read scientific books or magazines	<input type="checkbox"/>	<input type="checkbox"/>
Work in a research office or laboratory	<input type="checkbox"/>	<input type="checkbox"/>
Work on a scientific project	<input type="checkbox"/>	<input type="checkbox"/>
Study a scientific theory	<input type="checkbox"/>	<input type="checkbox"/>
Work with chemicals	<input type="checkbox"/>	<input type="checkbox"/>
Apply mathematics to practical problems	<input type="checkbox"/>	<input type="checkbox"/>
Take a Physics course	<input type="checkbox"/>	<input type="checkbox"/>
Take a Chemistry course	<input type="checkbox"/>	<input type="checkbox"/>
Take a Mathematics course	<input type="checkbox"/>	<input type="checkbox"/>
Take a Biology course	<input type="checkbox"/>	<input type="checkbox"/>
Study scholarly or technical problems	<input type="checkbox"/>	<input type="checkbox"/>
<b>Total No. of Ls</b>	<input style="width: 40px; height: 25px;" type="text"/>	

**A**

	<b>L</b>	<b>D</b>
Sketch, draw, or paint	<input type="checkbox"/>	<input type="checkbox"/>
Design furniture, clothing, or posters	<input type="checkbox"/>	<input type="checkbox"/>
Play in a band, group, or orchestra	<input type="checkbox"/>	<input type="checkbox"/>
Practice a musical instrument	<input type="checkbox"/>	<input type="checkbox"/>
Create portraits or photographs	<input type="checkbox"/>	<input type="checkbox"/>
Write novels or plays	<input type="checkbox"/>	<input type="checkbox"/>
Take an Art course	<input type="checkbox"/>	<input type="checkbox"/>
Arrange or compose music of any kind	<input type="checkbox"/>	<input type="checkbox"/>
Work with a gifted artist, writer, or sculptor	<input type="checkbox"/>	<input type="checkbox"/>
Perform for others (dance, sing, act, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
Read artistic, literary, or musical articles	<input type="checkbox"/>	<input type="checkbox"/>
<b>Total No. of Ls</b>	<input style="width: 40px; height: 25px;" type="text"/>	

## S

	L	D
Meet important educators or therapists	<input type="checkbox"/>	<input type="checkbox"/>
Read sociology articles or books	<input type="checkbox"/>	<input type="checkbox"/>
Work for a charity	<input type="checkbox"/>	<input type="checkbox"/>
Help others with their personal problems	<input type="checkbox"/>	<input type="checkbox"/>
Study juvenile delinquency	<input type="checkbox"/>	<input type="checkbox"/>
Read psychology articles or books	<input type="checkbox"/>	<input type="checkbox"/>
Take a Human Relations course	<input type="checkbox"/>	<input type="checkbox"/>
Teach in a high school	<input type="checkbox"/>	<input type="checkbox"/>
Supervise activities for mentally ill patients	<input type="checkbox"/>	<input type="checkbox"/>
Teach adults	<input type="checkbox"/>	<input type="checkbox"/>
Work as a volunteer	<input type="checkbox"/>	<input type="checkbox"/>
<b>Total No. of Ls</b>	<input type="checkbox"/>	

## E

	L	D
Learn strategies for business success	<input type="checkbox"/>	<input type="checkbox"/>
Operate my own service or business	<input type="checkbox"/>	<input type="checkbox"/>
Attend sales conferences	<input type="checkbox"/>	<input type="checkbox"/>
Take a short course on administration or leadership	<input type="checkbox"/>	<input type="checkbox"/>
Serve as an officer of any group	<input type="checkbox"/>	<input type="checkbox"/>
Supervise the work of others	<input type="checkbox"/>	<input type="checkbox"/>
Meet important executives and leaders	<input type="checkbox"/>	<input type="checkbox"/>
Lead a group in accomplishing some goal	<input type="checkbox"/>	<input type="checkbox"/>
Participate in a political campaign	<input type="checkbox"/>	<input type="checkbox"/>
Act as an organizational or business consultant	<input type="checkbox"/>	<input type="checkbox"/>
Read business magazines or articles	<input type="checkbox"/>	<input type="checkbox"/>
<b>Total No. of Ls</b>	<input type="checkbox"/>	

## C

	L	D
Fill out income tax forms	<input type="checkbox"/>	<input type="checkbox"/>
Add, subtract, multiply, and divide numbers in business or bookkeeping	<input type="checkbox"/>	<input type="checkbox"/>
Operate office machines	<input type="checkbox"/>	<input type="checkbox"/>
Keep detailed records of expenses	<input type="checkbox"/>	<input type="checkbox"/>
Set up a record-keeping system	<input type="checkbox"/>	<input type="checkbox"/>
Take an Accounting course	<input type="checkbox"/>	<input type="checkbox"/>
Take a Commercial Math course	<input type="checkbox"/>	<input type="checkbox"/>
Take an inventory of supplies or products	<input type="checkbox"/>	<input type="checkbox"/>
Check paperwork or products for errors or flaws	<input type="checkbox"/>	<input type="checkbox"/>
Update records or files	<input type="checkbox"/>	<input type="checkbox"/>
Work in an office	<input type="checkbox"/>	<input type="checkbox"/>
<b>Total No. of Ls</b>	<input type="checkbox"/>	

# Competencies

Blacken under **Y** for "Yes" for those activities you can do well or competently. Blacken under **N** for "No" for those activities you have never performed or perform poorly.

## R

	<b>Y</b>	<b>N</b>
I have used wood shop power tools such as a power saw, lathe, or sander	<input type="checkbox"/>	<input type="checkbox"/>
I can make a scale drawing	<input type="checkbox"/>	<input type="checkbox"/>
I can change a car's oil or tire	<input type="checkbox"/>	<input type="checkbox"/>
I have operated power tools such as a drill press, grinder, or sewing machine	<input type="checkbox"/>	<input type="checkbox"/>
I can refinish furniture or woodwork	<input type="checkbox"/>	<input type="checkbox"/>
I can make simple electrical repairs	<input type="checkbox"/>	<input type="checkbox"/>
I can repair furniture	<input type="checkbox"/>	<input type="checkbox"/>
I can use many carpentry tools	<input type="checkbox"/>	<input type="checkbox"/>
I can make simple plumbing repairs	<input type="checkbox"/>	<input type="checkbox"/>
I can build simple articles of wood	<input type="checkbox"/>	<input type="checkbox"/>
I can paint rooms of a house or an apartment	<input type="checkbox"/>	<input type="checkbox"/>
<b>Total No. of Ys</b>	<input style="width: 40px; height: 25px;" type="checkbox"/>	

## I

	<b>Y</b>	<b>N</b>
I can use algebra to solve mathematical problems	<input type="checkbox"/>	<input type="checkbox"/>
I can perform a scientific experiment or survey	<input type="checkbox"/>	<input type="checkbox"/>
I understand the "half-life" of a radioactive element	<input type="checkbox"/>	<input type="checkbox"/>
I can use logarithmic tables	<input type="checkbox"/>	<input type="checkbox"/>
I can use a computer to study a scientific problem	<input type="checkbox"/>	<input type="checkbox"/>
I can describe the function of the white blood cells	<input type="checkbox"/>	<input type="checkbox"/>
I can interpret simple chemical formulae	<input type="checkbox"/>	<input type="checkbox"/>
I understand why man-made satellites do not fall to earth	<input type="checkbox"/>	<input type="checkbox"/>
I can write a scientific report	<input type="checkbox"/>	<input type="checkbox"/>
I understand the "Big Bang" theory of the universe	<input type="checkbox"/>	<input type="checkbox"/>
I understand the role of DNA in genetics	<input type="checkbox"/>	<input type="checkbox"/>
<b>Total No. of Ys</b>	<input style="width: 40px; height: 25px;" type="checkbox"/>	

## A

	<b>Y</b>	<b>N</b>
I can play a musical instrument	<input type="checkbox"/>	<input type="checkbox"/>
I can participate in two- or four-part choral singing	<input type="checkbox"/>	<input type="checkbox"/>
I can perform as a musical soloist	<input type="checkbox"/>	<input type="checkbox"/>
I can act in a play	<input type="checkbox"/>	<input type="checkbox"/>
I can do interpretive reading	<input type="checkbox"/>	<input type="checkbox"/>
I can do a painting, watercolor, or sculpture	<input type="checkbox"/>	<input type="checkbox"/>
I can arrange or compose music	<input type="checkbox"/>	<input type="checkbox"/>
I can design clothing, posters, or furniture	<input type="checkbox"/>	<input type="checkbox"/>
I write stories or poetry well	<input type="checkbox"/>	<input type="checkbox"/>
I can write a speech	<input type="checkbox"/>	<input type="checkbox"/>
I can take attractive photographs	<input type="checkbox"/>	<input type="checkbox"/>
<b>Total No. of Ys</b>	<input style="width: 40px; height: 25px;" type="checkbox"/>	

## S

	Y	N
I find it easy to talk with all kinds of people	<input type="checkbox"/>	<input type="checkbox"/>
I am good at explaining things to others	<input type="checkbox"/>	<input type="checkbox"/>
I could work as a neighborhood organizer	<input type="checkbox"/>	<input type="checkbox"/>
People seek me out to tell me their troubles	<input type="checkbox"/>	<input type="checkbox"/>
I can teach children easily	<input type="checkbox"/>	<input type="checkbox"/>
I can teach adults easily	<input type="checkbox"/>	<input type="checkbox"/>
I am good at helping people who are upset or troubled	<input type="checkbox"/>	<input type="checkbox"/>
I have a good understanding of social relationships	<input type="checkbox"/>	<input type="checkbox"/>
I am good at teaching others	<input type="checkbox"/>	<input type="checkbox"/>
I am good at making people feel at ease	<input type="checkbox"/>	<input type="checkbox"/>
I am much better at working with people than with things or ideas	<input type="checkbox"/>	<input type="checkbox"/>

**Total No. of Ys**

## E

	Y	N
I know how to be a successful leader	<input type="checkbox"/>	<input type="checkbox"/>
I am a good public speaker	<input type="checkbox"/>	<input type="checkbox"/>
I can manage a sales campaign	<input type="checkbox"/>	<input type="checkbox"/>
I can organize the work of others	<input type="checkbox"/>	<input type="checkbox"/>
I am an ambitious and assertive person	<input type="checkbox"/>	<input type="checkbox"/>
I am good at getting people to do things my way	<input type="checkbox"/>	<input type="checkbox"/>
I am a good salesperson	<input type="checkbox"/>	<input type="checkbox"/>
I am a good debater	<input type="checkbox"/>	<input type="checkbox"/>
I can be very persuasive	<input type="checkbox"/>	<input type="checkbox"/>
I have good planning skills	<input type="checkbox"/>	<input type="checkbox"/>
I have some leadership skills	<input type="checkbox"/>	<input type="checkbox"/>

**Total No. of Ys**

## C

	Y	N
I can file correspondence and other papers	<input type="checkbox"/>	<input type="checkbox"/>
I have held an office job	<input type="checkbox"/>	<input type="checkbox"/>
I can use an automated posting machine	<input type="checkbox"/>	<input type="checkbox"/>
I can do a lot of paperwork in a short time	<input type="checkbox"/>	<input type="checkbox"/>
I can use simple data processing equipment	<input type="checkbox"/>	<input type="checkbox"/>
I can post credits and debits	<input type="checkbox"/>	<input type="checkbox"/>
I can keep accurate records of payment or sales	<input type="checkbox"/>	<input type="checkbox"/>
I can enter information at a computer terminal	<input type="checkbox"/>	<input type="checkbox"/>
I can write business letters	<input type="checkbox"/>	<input type="checkbox"/>
I can perform some routine office activities	<input type="checkbox"/>	<input type="checkbox"/>
I am a careful and orderly person	<input type="checkbox"/>	<input type="checkbox"/>

**Total No. of Ys**

# Occupations

This is an inventory of your feelings and attitudes about many kinds of work. Show the occupations that *interest* or *appeal* to you by blackening under **Y** for "Yes." Show the occupations that you *dislike* or find *uninteresting* by blackening under **N** for "No."

	<b>Y</b>	<b>N</b>		<b>Y</b>	<b>N</b>
Airplane Mechanic	<input type="checkbox"/>	<input type="checkbox"/>	Career Counselor	<input type="checkbox"/>	<input type="checkbox"/>
Auto Mechanic	<input type="checkbox"/>	<input type="checkbox"/>	Sociologist	<input type="checkbox"/>	<input type="checkbox"/>
Carpenter	<input type="checkbox"/>	<input type="checkbox"/>	High School Teacher	<input type="checkbox"/>	<input type="checkbox"/>
Truck Driver	<input type="checkbox"/>	<input type="checkbox"/>	Substance Abuse Counselor	<input type="checkbox"/>	<input type="checkbox"/>
Surveyor	<input type="checkbox"/>	<input type="checkbox"/>	Juvenile Delinquency Expert	<input type="checkbox"/>	<input type="checkbox"/>
Construction Inspector	<input type="checkbox"/>	<input type="checkbox"/>	Speech Therapist	<input type="checkbox"/>	<input type="checkbox"/>
Radio Mechanic	<input type="checkbox"/>	<input type="checkbox"/>	Marriage Counselor	<input type="checkbox"/>	<input type="checkbox"/>
Locomotive Engineer	<input type="checkbox"/>	<input type="checkbox"/>	Clinical Psychologist	<input type="checkbox"/>	<input type="checkbox"/>
Machinist	<input type="checkbox"/>	<input type="checkbox"/>	Social Science Teacher	<input type="checkbox"/>	<input type="checkbox"/>
Electrician	<input type="checkbox"/>	<input type="checkbox"/>	Personal Counselor	<input type="checkbox"/>	<input type="checkbox"/>
Farmer	<input type="checkbox"/>	<input type="checkbox"/>	Youth Camp Director	<input type="checkbox"/>	<input type="checkbox"/>
Helicopter Pilot	<input type="checkbox"/>	<input type="checkbox"/>	Social Worker	<input type="checkbox"/>	<input type="checkbox"/>
Electronic Technician	<input type="checkbox"/>	<input type="checkbox"/>	Rehabilitation Counselor	<input type="checkbox"/>	<input type="checkbox"/>
Welder	<input type="checkbox"/>	<input type="checkbox"/>	Playground Director	<input type="checkbox"/>	<input type="checkbox"/>

**Total R Ys**

**Total S Ys**

Meteorologist	<input type="checkbox"/>	<input type="checkbox"/>	Buyer	<input type="checkbox"/>	<input type="checkbox"/>
Biologist	<input type="checkbox"/>	<input type="checkbox"/>	Advertising Executive	<input type="checkbox"/>	<input type="checkbox"/>
Astronomer	<input type="checkbox"/>	<input type="checkbox"/>	Manufacturer's Representative	<input type="checkbox"/>	<input type="checkbox"/>
Medical Laboratory Technician	<input type="checkbox"/>	<input type="checkbox"/>	Business Executive	<input type="checkbox"/>	<input type="checkbox"/>
Anthropologist	<input type="checkbox"/>	<input type="checkbox"/>	Master of Ceremonies	<input type="checkbox"/>	<input type="checkbox"/>
Chemist	<input type="checkbox"/>	<input type="checkbox"/>	Salesperson	<input type="checkbox"/>	<input type="checkbox"/>
Independent Research Scientist	<input type="checkbox"/>	<input type="checkbox"/>	Real Estate Salesperson	<input type="checkbox"/>	<input type="checkbox"/>
Writer of Scientific Articles	<input type="checkbox"/>	<input type="checkbox"/>	Department Store Manager	<input type="checkbox"/>	<input type="checkbox"/>
Geologist	<input type="checkbox"/>	<input type="checkbox"/>	Sales Manager	<input type="checkbox"/>	<input type="checkbox"/>
Botanist	<input type="checkbox"/>	<input type="checkbox"/>	Public Relations Executive	<input type="checkbox"/>	<input type="checkbox"/>
Scientific Research Worker	<input type="checkbox"/>	<input type="checkbox"/>	TV Station Manager	<input type="checkbox"/>	<input type="checkbox"/>
Physicist	<input type="checkbox"/>	<input type="checkbox"/>	Small Business Owner	<input type="checkbox"/>	<input type="checkbox"/>
Social Science Researcher	<input type="checkbox"/>	<input type="checkbox"/>	Legislator	<input type="checkbox"/>	<input type="checkbox"/>
Environmental Analyst	<input type="checkbox"/>	<input type="checkbox"/>	Airport Manager	<input type="checkbox"/>	<input type="checkbox"/>

**Total I Ys**

**Total E Ys**

Poet	<input type="checkbox"/>	<input type="checkbox"/>	Bookkeeper	<input type="checkbox"/>	<input type="checkbox"/>
Musician	<input type="checkbox"/>	<input type="checkbox"/>	Budget Reviewer	<input type="checkbox"/>	<input type="checkbox"/>
Novelist	<input type="checkbox"/>	<input type="checkbox"/>	Certified Public Accountant	<input type="checkbox"/>	<input type="checkbox"/>
Actor/Actress	<input type="checkbox"/>	<input type="checkbox"/>	Credit Investigator	<input type="checkbox"/>	<input type="checkbox"/>
Free-Lance Writer	<input type="checkbox"/>	<input type="checkbox"/>	Bank Teller	<input type="checkbox"/>	<input type="checkbox"/>
Musical Arranger	<input type="checkbox"/>	<input type="checkbox"/>	Tax Expert	<input type="checkbox"/>	<input type="checkbox"/>
Journalist	<input type="checkbox"/>	<input type="checkbox"/>	Inventory Controller	<input type="checkbox"/>	<input type="checkbox"/>
Artist	<input type="checkbox"/>	<input type="checkbox"/>	Computer Operator	<input type="checkbox"/>	<input type="checkbox"/>
Singer	<input type="checkbox"/>	<input type="checkbox"/>	Financial Analyst	<input type="checkbox"/>	<input type="checkbox"/>
Composer	<input type="checkbox"/>	<input type="checkbox"/>	Cost Estimator	<input type="checkbox"/>	<input type="checkbox"/>
Sculptor/Sculptress	<input type="checkbox"/>	<input type="checkbox"/>	Payroll Clerk	<input type="checkbox"/>	<input type="checkbox"/>
Playwright	<input type="checkbox"/>	<input type="checkbox"/>	Bank Examiner	<input type="checkbox"/>	<input type="checkbox"/>
Cartoonist	<input type="checkbox"/>	<input type="checkbox"/>	Accounting Clerk	<input type="checkbox"/>	<input type="checkbox"/>
Entertainer	<input type="checkbox"/>	<input type="checkbox"/>	Audit Clerk	<input type="checkbox"/>	<input type="checkbox"/>

**Total A Ys**

**Total C Ys**

# Self-Estimates

1. Rate yourself on each of the following traits as you really think you are when compared with other persons your own age. Give the most accurate estimate of how you see yourself. Circle the appropriate number and avoid rating yourself the same in each ability.

	Mechanical Ability	Scientific Ability	Artistic Ability	Teaching Ability	Sales Ability	Clerical Ability
High	7	7	7	7	7	7
	6	6	6	6	6	6
	5	5	5	5	5	5
Average	4	4	4	4	4	4
	3	3	3	3	3	3
	2	2	2	2	2	2
Low	1	1	1	1	1	1
	<b>R</b>	<b>I</b>	<b>A</b>	<b>S</b>	<b>E</b>	<b>C</b>

	Manual Skills	Math Ability	Musical Ability	Understanding of others	Managerial Skills	Office Skills
High	7	7	7	7	7	7
	6	6	6	6	6	6
	5	5	5	5	5	5
Average	4	4	4	4	4	4
	3	3	3	3	3	3
	2	2	2	2	2	2
Low	1	1	1	1	1	1
	<b>R</b>	<b>I</b>	<b>A</b>	<b>S</b>	<b>E</b>	<b>C</b>

## SDS SUMMARY CODE

NAME : -----

Area / Type	REALISTIC	INVESTIGATIVE	ARTISTIC	SOCIAL	ENTERPRISING	CONVENTIONAL
Activities						
Competencies						
Occupations						
Self - Estimate - 1						
Self - Estimate - 2						
Total						

## SUMMARY CODE

# **PERSONAL STYLE ANALYSIS**

## QUESTIONNAIRE

1. I take pleasure to participate in school events whatever be the outcome.
2. I would wait till I get a license to ride a two wheeler.
3. I always follow the rules even if I am different from others.
4. I express myself in a group even if I am different from others.
5. I don't use a plastic bag even if I need it.
6. I prefer gardening than watching a boxing match.
7. I express my anger when my mother switches off the T.V while I am watching my favorite programme.
8. I feel that students' opinion should be considered in planning school activities.
9. Whenever I win a prize, I share the credit with others.
10. I would prefer completing my project rather than going for a movie with my parents.
11. I walk out of an activity if the group doesn't take my idea.
12. I would prefer to be a member of cultural club than to be a part of the reader's club
13. I enjoy playing games as well as attending parties with my friends.
14. A boy fell off the chair, All laughed but I did not.



15. When I organize a tour, I would collect all the information and make all necessary arrangements well in advance.
16. I would grab an opportunity to take part in activities like mountaineering, trekking, deep sea diving.
17. My classmate took my book without my knowledge. Though it upset me, I kept quiet.
18. When I lose in a competition, I blame myself for the failure and decide to work harder to win next time.
19. I like activity oriented classes rather than teacher centered classes.
20. When my friend got very low marks, and he was in tears I too felt bad because I understand how he feels.
21. I believe that service to mankind is service to God.
22. I would like to set up my own business rather than working for a Company.
23. In a group discussion, I participate and agree with my team mates.
24. I believe it's better to begin any activity on an auspicious day and time.

# **Self assessment questionnaire**

- 1. What do you take pleasure in?**
- 2. What do you enjoy ?**
- 3. How do you interact with the world?**
- 4. Where do you direct your energy ?**
- 5. What kind of information do you naturally notice ?**
- 6. What kind of activities do you like to do ?**
- 7. What are your hobbies ?**
- 8. What is important to you ?**
  - (a) Making use of your abilities**
  - (b) being busy all the time**
  - (c) working alone**
- 9. What are your positive qualities ?**

Family Information Blank

1. Child's Name: \_\_\_\_\_
2. Class \_\_\_\_\_ 3. Age \_\_\_\_\_ 4. Gender \_\_\_\_\_
5. Educational Qualification      Occupation      Income
- Mother \_\_\_\_\_
- Father \_\_\_\_\_
- Guardian \_\_\_\_\_
6. Relationship of the Guardian to the child \_\_\_\_\_
7. Number of brothers and Sister
- |   | <u>Age</u> | <u>Gender</u> | <u>Grade</u> |
|---|------------|---------------|--------------|
| 1 |            |               |              |
| 2 |            |               |              |
| 3 |            |               |              |
| 4 |            |               |              |
8. Leisure time activities (hobbies, interests etc) of your child. \_\_\_\_\_
9. Number of hours spent at home in study by your child. \_\_\_\_\_
10. Any special behavior /quality/ability of the child.(you have noticed)
11. Have you thought of any future education and occupation plan for your child Yes or No \_\_\_\_\_  
If yes to the above, please mention the plan- \_\_\_\_\_
12. Do you subscribe /buy newspaper if yes, please mention the name of the newspaper. \_\_\_\_\_
- 12 a. Number and name of the newspaper subscribed at home. \_\_\_\_\_
13. Average Number of hours spent by you with the child in a day.
- a) Mother \_\_\_\_\_
- b) Father \_\_\_\_\_

14. Which are the areas in which you usually interact/discuss with the child?

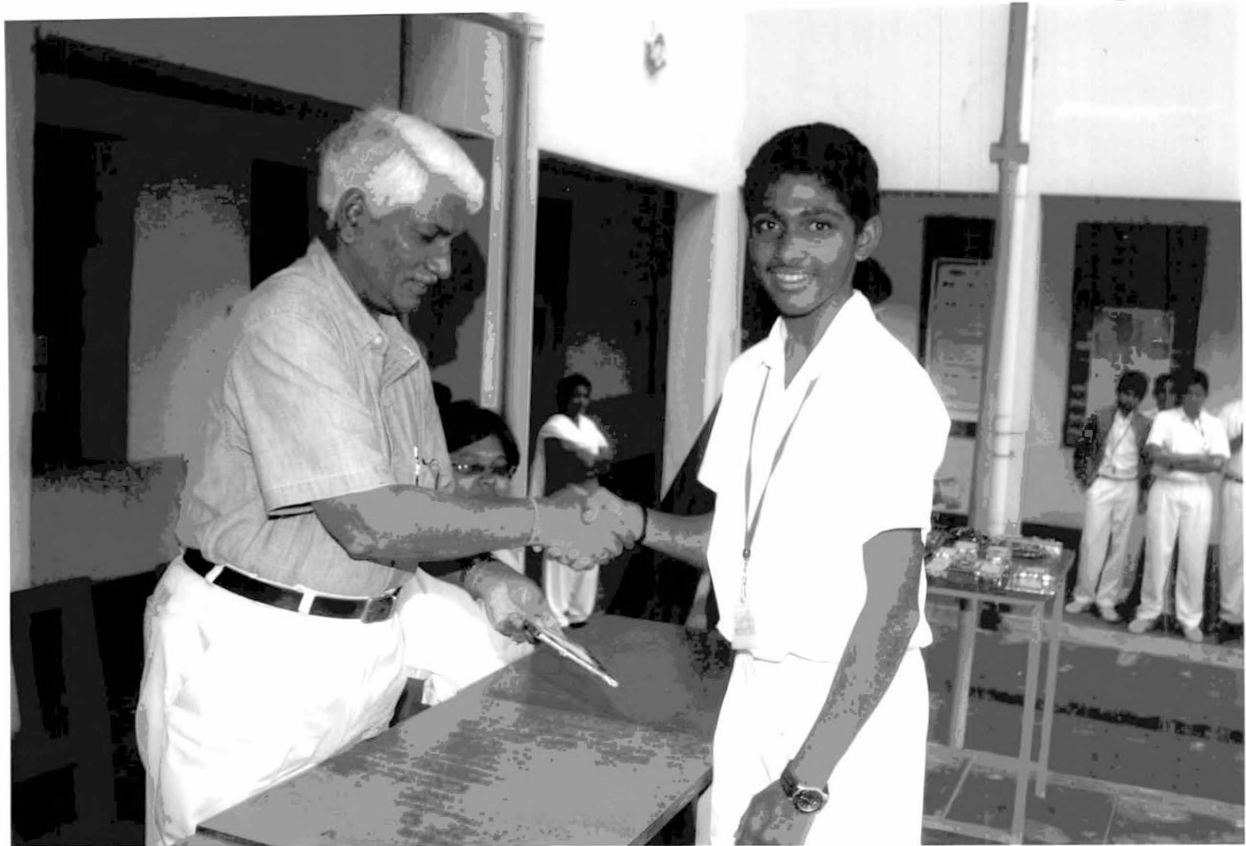
A) Study     b) Career     c) General news     d) Culture

15 What do you expect your child to have in his or her occupation? (assign 1 to 5 ranks first rank to the first preference)

Preference	Rank
f) Money	<input type="checkbox"/>
g) Status in the society	<input type="checkbox"/>
h) Stability	<input type="checkbox"/>
i) Happiness	<input type="checkbox"/>
j) Power	<input type="checkbox"/>

# PHOTOGRAPHS

APPENDIX- VI



**Photo1: Principal K. Dorasami giving away the prize for the winner for Essay Writing Competition**



**Photo 2: Principal giving away Prize for the winner of Drawing Competition**

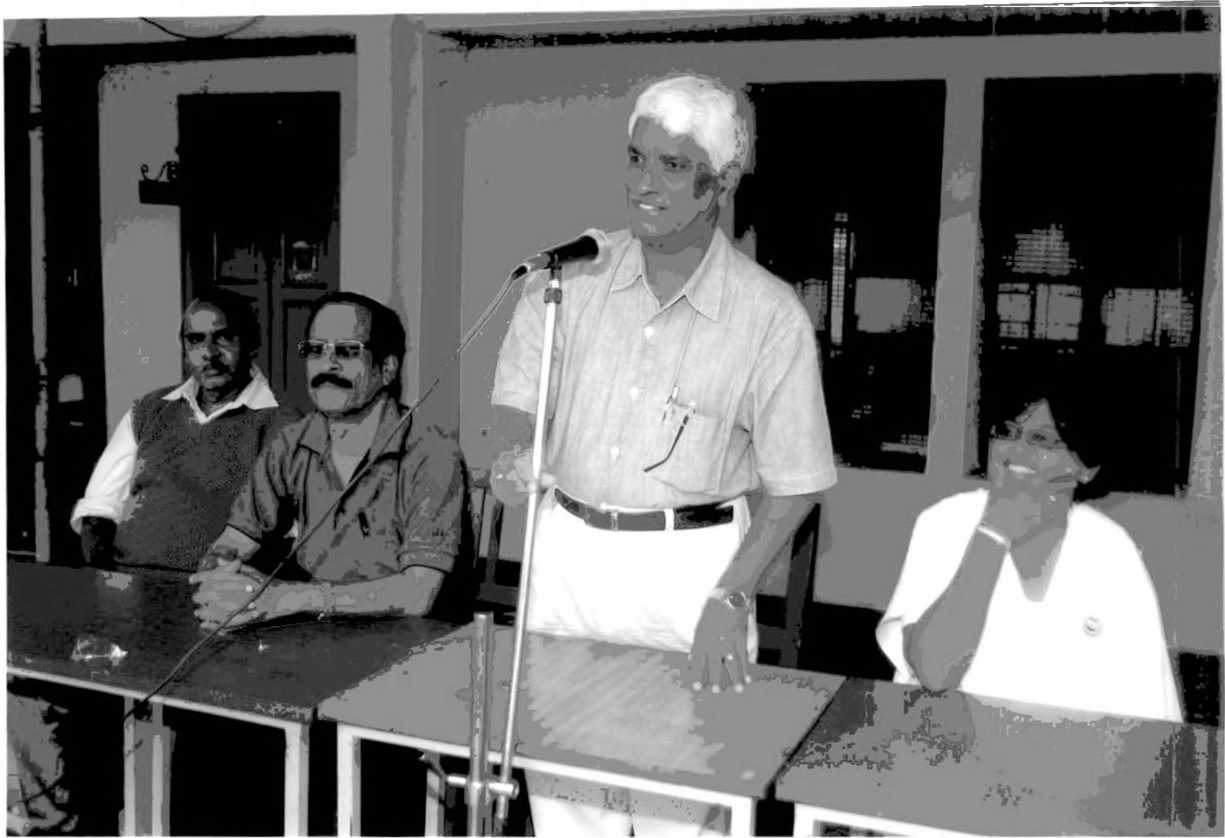


Photo 3: Principal giving his speech to the Students



Photo 4: Inauguration of Career Exhibition by Principal



Photo 5: Principal going through the Career Exhibition



Photo 6





Photo 7: Prof. C.G.V. Murthy going through the Exhibits



Photo 8: Dr. Asha Kamat at the Exhibition



Photo 9



Photo 10: The Investigator with the Target group Students and headmistress

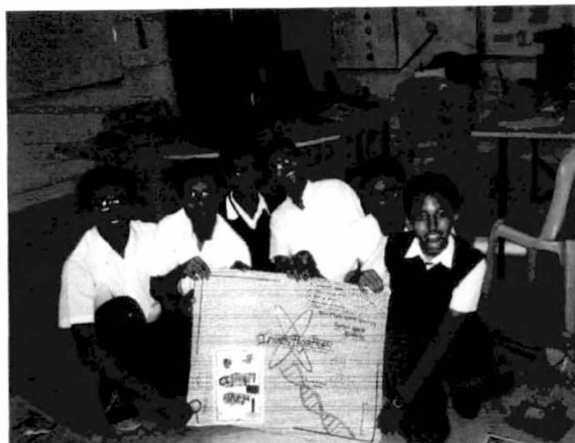


Photo 11: Students with their prepared charts



Photo 12: Students preparing charts for the exhibition



Photo13: Students with their charts



Photo14: Students with their charts

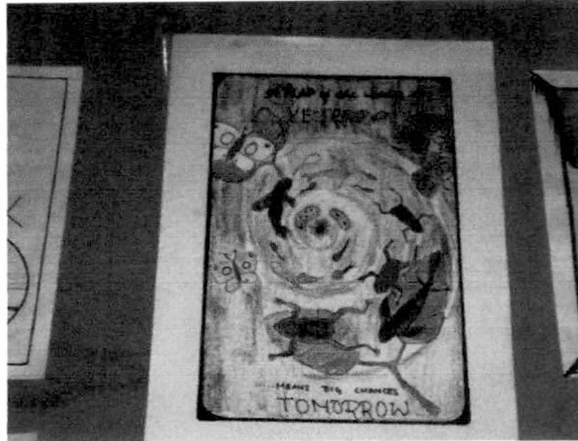


Photo 15: Prize winning paintings

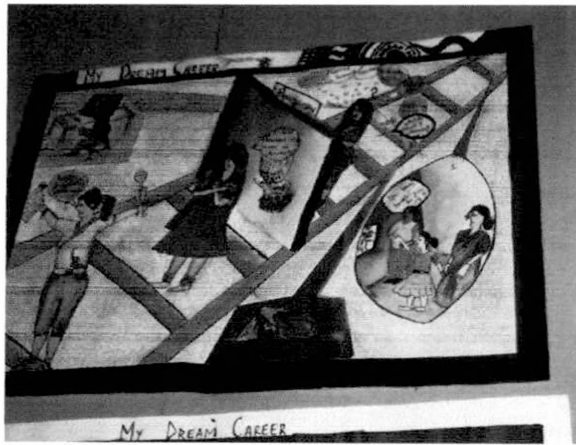


Photo16: Prize winning painting

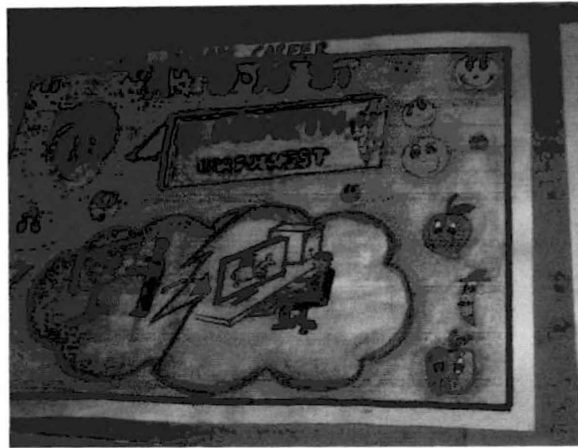


Photo17:Prize winning painting



Photo18: Prize winning pencil sketch



Photo19: Prizes given for drawing competition

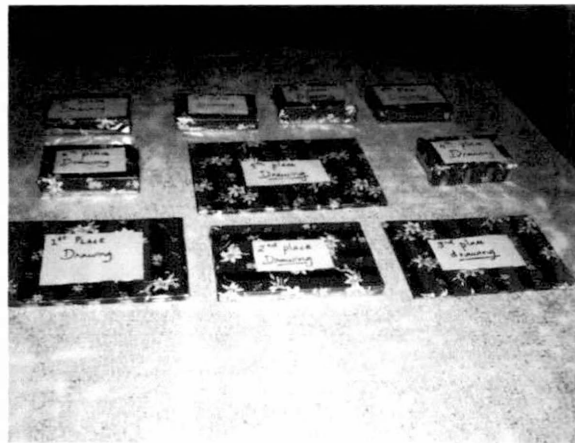


Photo20: Prizes for competition



**Photo21: Students with teachers while preparing for display of items for career exhibition**



**Photo 22: Students displaying charts for exhibition**





Photo23: Guest lecture by Madam Anita Ravindra



Photo24: Student giving vote of thanks



Photo25: Students participating in the essay writing competition



Photo26: Student does the pencil sketch



Photo27: Student doing the pencil sketch



Photo28: Student doing the drawing



Photo29: Students during the competition



Photo30: Students working in groups

## NEED FOR A CAREER GOAL

Presented by  
N. Harini  
DMS, Mysore

### What is a career goal ?

- A career goal helps you to focus on what you want to do for a living .
- A career goal can be a specific job you want to do .
- A career goal can be a particular field you want to work in .

Rather than limiting your future, a career goal may help you discover career possibilities that you wouldn't have thought of otherwise.

A career goal will also guide you into doing what you want with your life – rather than just drifting into a job .

### WHAT IS YOUR CAREER GOAL ?

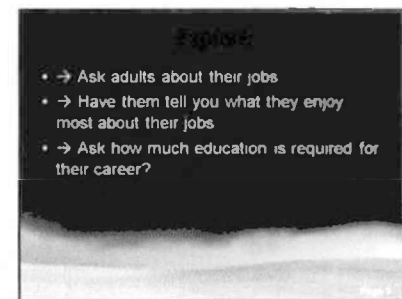
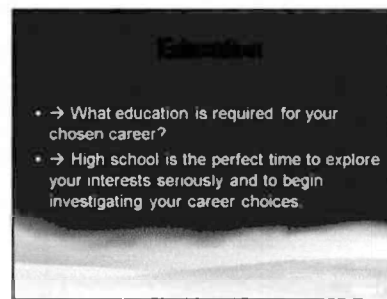
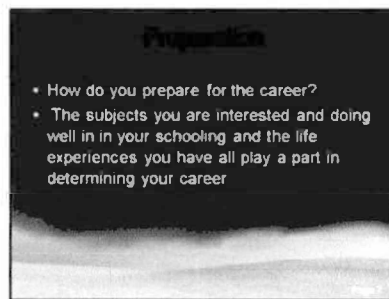
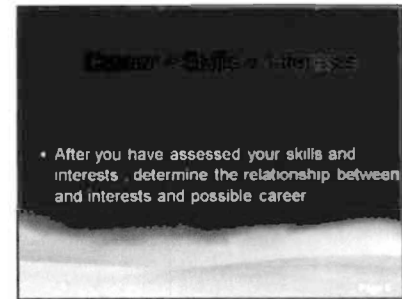
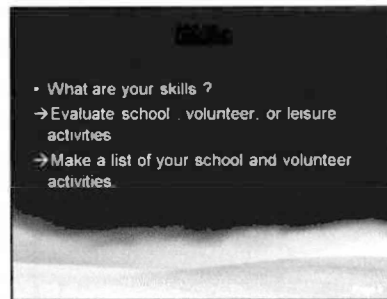
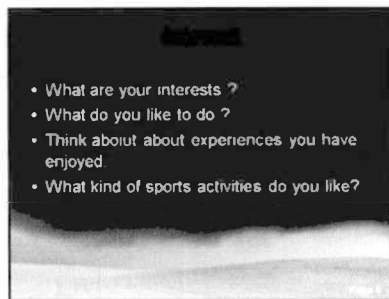
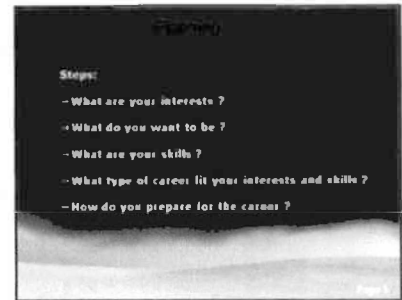
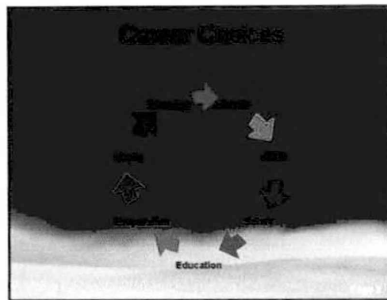
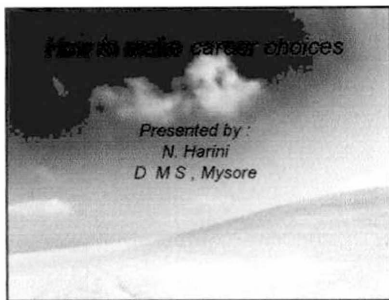
Generally , a career goal is based on your skills and interests , career possibilities , and job trends .

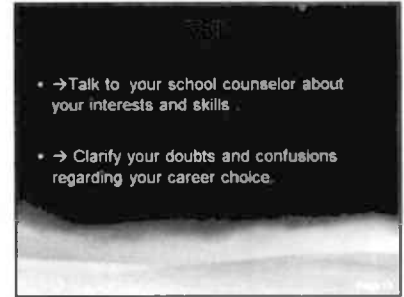
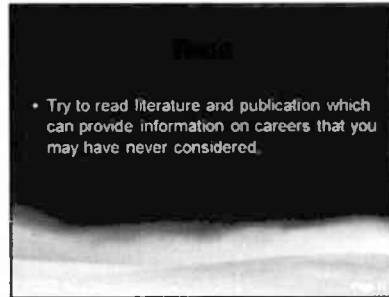
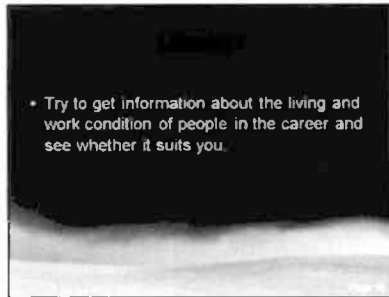
Once you have chosen a career think strategically about the steps to accomplish your goal . Understanding and accomplishing your career goal will be a lot easier if you create a career plan .

### What is career plan ?

A career plan determines your skills and interests , what career best suits your talents and what skills and training you need for your chosen career.

Thank you !!!





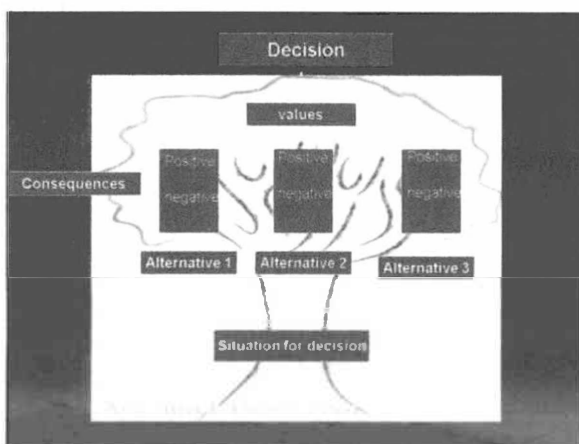
*WELCOME*



*what would you do if you were  
in place of Ravi and Neha?*

*What is Decision making?*

*Decision making is a thought  
process of selecting a logical  
choice or the best course of  
action from the available  
options to arrive at a solution  
or reach a goal.*



*Why is the skill of decision making  
important?*

*Decision making helps an  
Individual to*

- Think sensibly.*
- Solve real life problems.*
- Manage conflicts.*
- Become self confident.*



## *LEARNING'S*

- *What is Decision Making?*
- *What is the thought process the decision making?*
- *Why is the skill of decision making important?*

- *Decision making skill is a skill that every individual should develop consciously so that one can be more confident and lead a fulfilling life in the given circumstances.*

*THANK YOU*

## WELCOME

## CLASS TALK

Presented by  
N . Harini ,IDGC 2010-11

## How to be a good communicator ?

Communication is the exchange of information or ideas . It can happen only when there is a sender and receiver

### When does communication happen?

- When the sender has a message to be communicated
- When there is a purpose to communicate the message

### When does a communication become effective ?

- When one uses appropriate language
- Understands the people and the situation involved in it
- Understands the message being communicated
- Responding appropriately

### Barriers in good communication

- Language
- Boredom
- Limited time
- Physical discomfort
- Lack of concentration
- "I know better " attitude
- Feeling of threat

### TIPS FOR GOOD COMMUNICATION

- Know yourself
- Be focussed
- Be brief
- Know your audience
- Create the right ambience
- Be sincere to your utterances
- Be positive , believe in yourself
- Bring alive and exploit the magic in and of the words
- Reach out to your audience

*THANK YOU*

# THE WORLD OF WORK

# AVIATION

Work Options

# SHIPPING INDUSTRY

Introduction

Personality

Career Guidance Center

# MERCHANT NAVY

Introduction

Working Conditions

Personality

# ARCHITECTURE & CONSTRUCTION INDUSTRY

Introduction

Personality

# ENGINEERING & TECHNOLOGY

Introduction

Personality

- ## CAREERS IN SCIENCES
- CHEMISTRY
  - PHYSICS
  - GEOLOGY
  - GEOGRAPHY & GIS
  - MATHEMATICS & STATISTICS
  - METEOROLOGY
  - OCEANOGRAPHY
  - COMPUTERS AND INFORMATION TECH
  - DEFENCE SERVICES
  - BIOLOGICAL SCIENTISTS & BIOTECHNOLOGY
  - GENETIC SCIENTISTS
  - BIOCHEMISTRY
  - MICROBIOLOGY & BIOINFORMATICS
  - ANTHROPOLOGY

- ## CAREERS IN SCIENCES
- HOME SCIENCE & HOME ECONOMICS
  - NUTRITIONISTS & DIETICIANS
  - FOOD TECHNOLOGY
  - FORENSIC SCIENCE
  - AGRICULTURE
  - HORTICULTURE
  - ENVIRONMENT SCIENCE
  - DAIRY & POULTRY FARMING
  - FISHERY
  - FORESTRY & WILD LIFE
  - RURAL MANAGEMENT
  - FOOD PROCESSING
  - FOOD TECHNOLOGY
  - FORESTRY

## GEOLOGY

**Introduction**

- The earth is made of rocks and minerals.
- The study of the earth's structure, composition and the processes that have shaped it is known as geology.
- Geologists study the earth's history, the way it has changed over time and the resources it contains.
- They also study the earth's processes, such as earthquakes, volcanoes and the weathering of rocks.
- Geology is a multidisciplinary science that involves the study of physics, chemistry, biology and earth science.
- It is a dynamic and ever-evolving field that is constantly expanding our knowledge of the planet we live on.

## GEOLOGY

**Courses & Work Area**

- Environmental Geology
- Geomatics (Study of computer applications)
- Marine Petroleum Geologists
- Mineralogists
- Paleontologists
- Sedimentologists
- Stratigraphers
- Structural Geologists
- Environmental Geologists
- Waste disposal
- Soil conservation
- Land reclamation
- Geographical Information Systems
- Surface Geologists

Selection via UPSC Exam

## COMPUTERS & INFORMATION TECHNOLOGY

**Introduction**

- The field covers vast application of computers to the field of business and industry, knowledge management, banking, financial institutions, defence, health, research, travel and tourism etc.

**Courses & Work Area**

- Hardware, Computer Design, Chip Design, Networking, Technician
- Software, Programmer, System Analyst, Application Programmer, Electronics, Data Processing Manager, Enterprise Resource Planning
- Web, Database, Webmaster, Web Designer, e-Commerce, M-Commerce
- B.E./M.E./B.Sc./M.Sc./MCA

## DEFENCE SERVICES

**Defence services, Paramilitary services, Coastal Guard**

- Defence Services: Army, Navy, Air Force
- Paramilitary Services: Assam Rifles, Border Security Force, Central Reserve Police Force, Indian Postal Security Force, National Security Guard, National Investigation Agency, Special Operation Forces, etc.

**Boarder Roads**

- Indian National Guard
- National Border Security Force
- National Security Guard
- National Investigation Agency

**Intelligence Services**

- Central Intelligence Agency
- Defence Intelligence Agency
- National Security Agency
- Special Source Operations

## DEFENCE SERVICES

**Courses & Work Area**

- Army, Navy, Air Force
- Infantry, Armour, Artillery, Aviation, Special Forces, Medical Branch
- Dental Education, etc.
- National Defence Academy (NDA)
- Combined Defence Services Examination
- Service Selection Board (SSB)
- Paramilitary Services (CRPF, BSF, ITBP, etc.)
- CISE (Central Intelligence Security) Force
- Physical Education, Test, etc.
- Railway, etc.

## DEFENCE SERVICES

**Courses & Work Area**

- Medical Services: General Duty Branch, Dental Branch, Pilot/Aviation Branch, Engineering Branch, Electrical Branch
- Air Force
- Intelligence Services
- Selection: NDA, CDS, SSC, etc.
- Training: Officers' Training School, etc.

## CAREERS IN MEDICINE

- MBBS / BUMS / BHMS / BNYS / BAMS
- DENTAL SCIENCES
- PARAMEDICAL SCIENCES
- NURSING
- PHYSICAL OCCUPATIONAL ORTHOTIC AND PROSTHETIC
- SPEECH THERAPISTS AND AUDIOLOGISTS
- MEDICAL TRANSCRIPTION
- HEALTHCARE AND HOSPITAL MANAGEMENT
- MEDICAL TECHNOLOGISTS - RADIOGRAPHERS & OPTOMETRISTS
- PHARMACY
- DARK ROOM ASSISTANT
- VETERINARY SCIENCE

### CAREERS IN COMMERCE

- DESIGNERS
- FASHION TECHNOLOGY
- TEXTILE DESIGNERS
- ACCESSORY/JEWELLERY DESIGNERS
- INTERIOR & EXTERIOR DESIGN
- FINE ARTS
- CARTOONIST
- PHOTOGRAPHY
- PRINT JOURNALISM
- MASS COMMUNICATION
- ELECTRONIC JOURNALISM
- FILM MAKING
- ADVERTISING
- PUBLIC RELATIONS
- MARKET RESEARCH
- EVENT MANAGEMENT
- RETAIL MARKETING

### CAREERS IN MANAGEMENT

- CHARTERED ACCOUNTANTS
- COST & MANAGEMENT ACCOUNTANTS
- CHARTERED & COST ACCOUNTING
- FINANCE MANAGERS & ANALYSTS
- STOCK BROKERS & INVESTMENT ANALYSTS
- BANKING
- INSURANCE ACTUARIALS / FINANCIAL PLANNERS
- COMPANY SECRETARY
- LAW AND RELATED OPTIONS
- LAW & COMPANY SECRETARY
- HUMAN RESOURCE / PERSONNEL MANAGEMENT
- FINANCE MANAGEMENT
- PRODUCTION & MATERIAL MANAGEMENT
- EXPORT MANAGEMENT
- HEALTH & HOSPITAL MANAGEMENT
- TECHNOLOGY MANAGEMENT
- PROFESSIONAL MANAGEMENT

### FURTHER CAREER OPTIONS.....

- FOREIGN TRADE
- FORESTRY SERVICE
- CIVIL SERVICE / RAILWAY SERVICES / POLITICS
- ECONOMISTS
- PSYCHOLOGY
- SOCIAL WORKERS
- ARMY, NAVY & AIR FORCE
- TEACHING
- SPORTS & PHYSICAL EDUCATION
- LIBRARY & INFORMATION SCIENCE
- SPECIAL EDUCATORS
- REHABILITATION
- HEALTH FITNESS BEAUTY
- FOREIGN LANGUAGES, CALL AGENTS
- PUBLISHING INDUSTRY
- HISTORIANS, ARCHAEOLOGISTS, ARCHIVISTS, CURATORS

THANK YOU!!!!!!!

## CAREER TALK

## WELCOME

## CAREERS IN NANOTECHNOLOGY

Nanotechnology is the science of miniaturization and the technology of the future. It is a global phenomenon and an emerging field, from medicines to fabrics.

## Applications of nanotechnology

- Electronics
- Biotechnology
- Medical fields
- Aerospace industry
- Forensics
- Material science/ Textiles
- Sports equipments
- Environmental monitoring and control
- National security

## Nature of work

- Generally the field demands research and development work
- Interfacing of new technologies
- Investment advisors in biotechnology

## Condition of Work

- Long working hours
- Need to work in groups / individual

## Earnings

- To begin with Rs 30,000 - 40,000 per month
- Later according to results and targets achieved may shoot up enormously

## Educational Requirements

- An M. Tech Degree in Nanotechnology

## Methods Of Entry

- Degree in Physics with a focus on nanotechnology
- An other science degree with research work in nanotechnology

## PERSONAL ATTRIBUTES

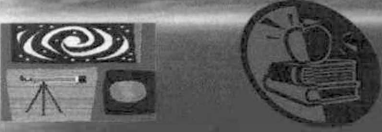
- Strong Technical knowledge
- Problem solving skills
- Strong communication skills
- Ability to work to deadlines
- Attention to details
- Commitment and hardwork
- Attitude to work in a group, individually

## Employment trends

This field is expected to boom in the future and throw up a large number of jobs with handsome remuneration.

This is an inter – disciplinary subject which essentially combines Physics, Biology, Bioinformatics, Bio-technology etc., Thus it is estimated that there will be no sector of industry which will not use Nanotechnology in the future.

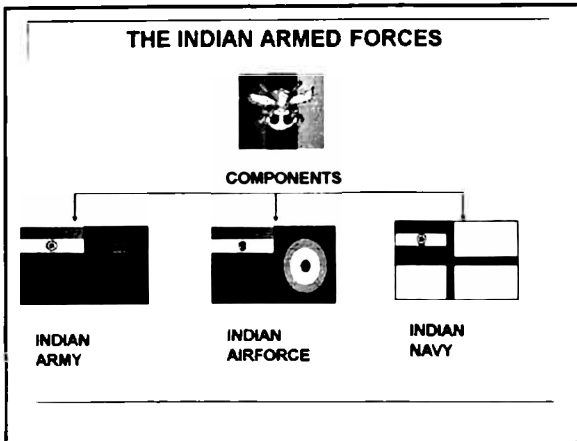

**INSTITUTIONS PROVIDING TRAINING IN NANOTECHNOLOGY**



- Jawaharlal Nehru Institute for advanced scientific research, Bangalore
- Indian Institute of science, Bangalore
- National Physical Laboratory, Delhi
- Solid state Physics Laboratory, Delhi
- National Chemical Laboratory, Pune
- Central Scientific Instruments Organization Chandigarh
- Defence Materials Store, Research and development Organization, Kanpur
- Indian Institutes of technology at Kanpur, Chennai, Guwahati, Delhi and Mumbai









**CAREER  
IN  
INDIAN ARMY**

**HISTORY**

- The epic history of Indian Army dates back to Ramayana & Mahabharatha in quest of universal peace and 'dharma'.
- The invasion by Greeks under Alexander the Great in 327 BC is the first recorded. King Porus was defeated at the battle of Jhelum.
- The 'Arthashastra' (300 BC to 100 AD) is one of the most significant documents of military history ever to be written.
- The Kalinga war proved to be the turning point in Ashoka's life & he took up Buddhism.

- World War I & II
- The Indian Army came into being when India gained independence in 1947.
- Since independence, the Army has been involved in four wars with neighboring Pakistan and one with the People's Republic of China.
- Other major operations undertaken by the Army include Operation Vijay, Operation Meghdoot and Operation Cactus. Apart from conflicts, the Army has also been an active participant in United Nations peacekeeping missions.




**FUNCTIONS**

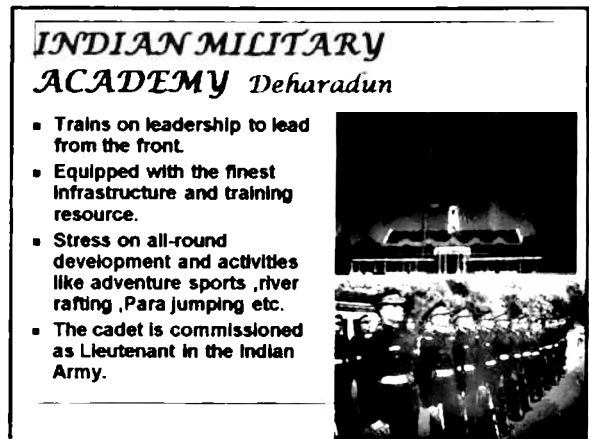
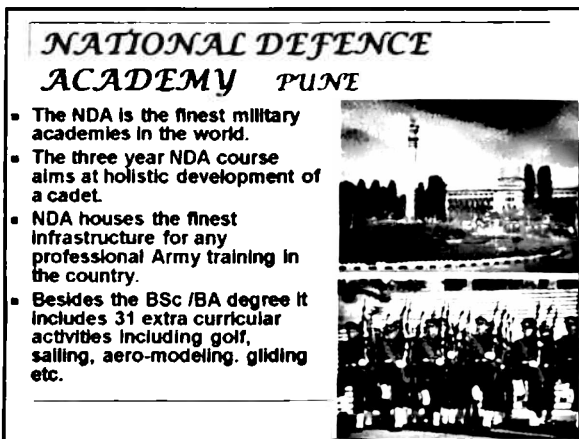
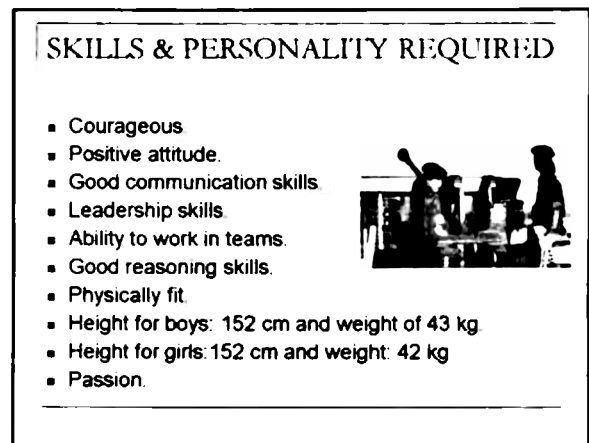
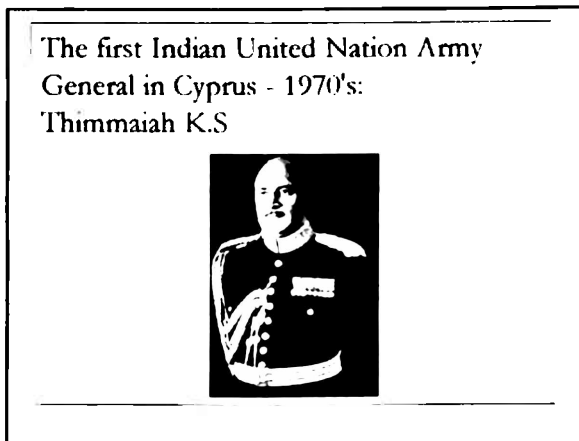
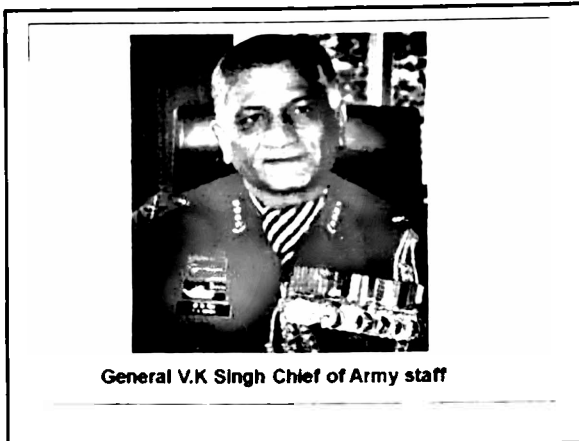
- The Indian Army is the land component of the Indian Armed Forces which exist to "uphold the ideals of the Constitution of India". As a major component of national power, along with the Indian Navy and the Indian Air Force.
- The roles of the Indian Army are as follows:  
**Primary:** Preserve national interests and safeguard sovereignty, territorial integrity and unity of India against any external threats by deterrence or by waging war.  
**Secondary:** Assist Government agencies to cope with 'proxy war' and other internal threats and provide aid to civil authority when ever called for.

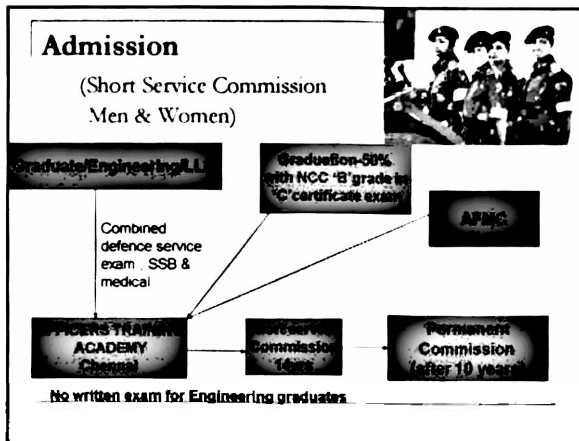
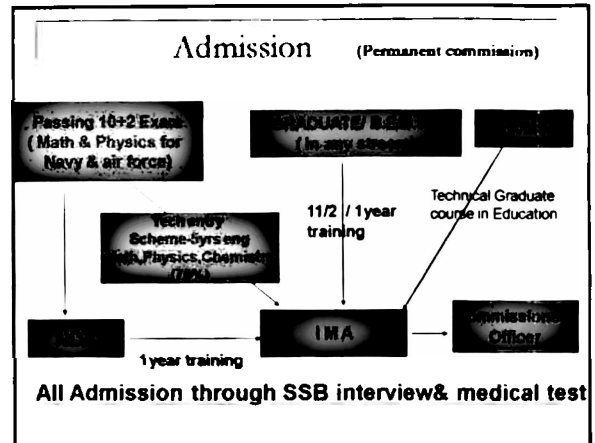
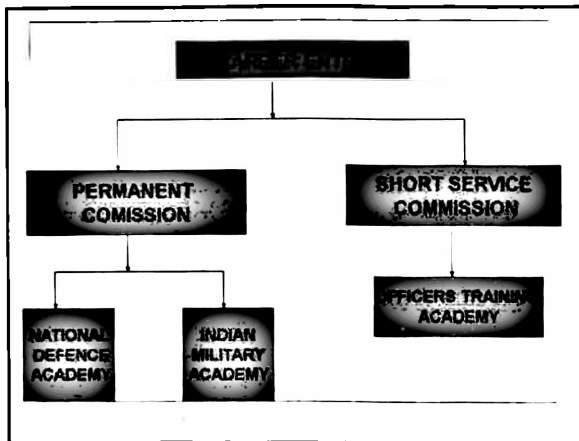
**Who is the Commander-in-Chief of Indian Armed Forces?**

**The President of India serves as the Commander-in-Chief of the Army.**

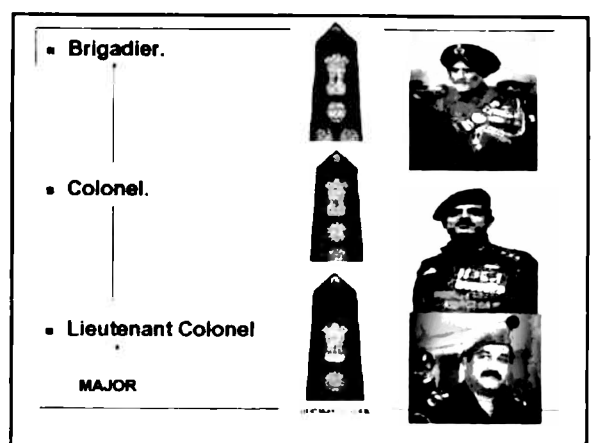
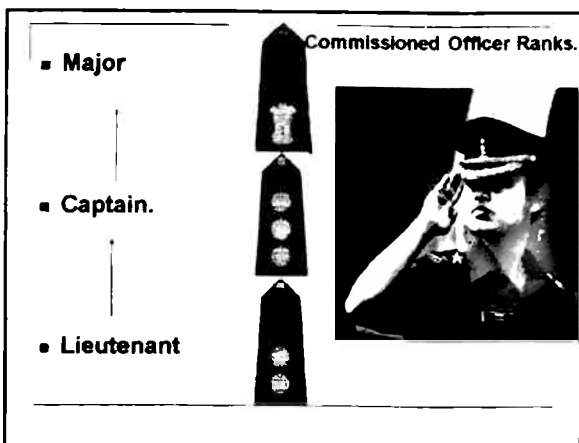


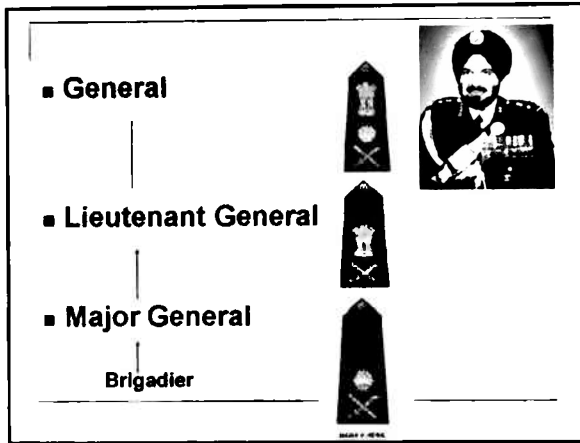
*Smt. Pratibha Devisingh Patil*



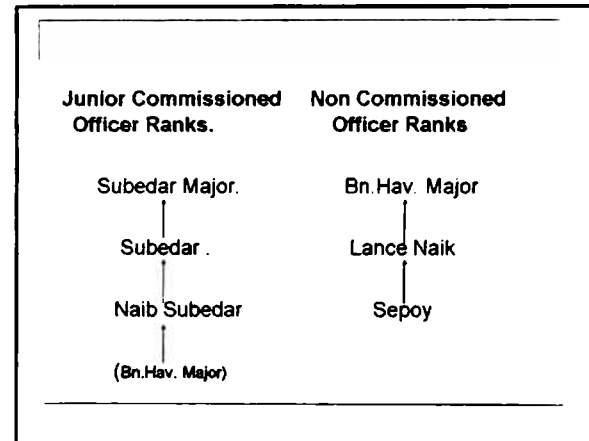
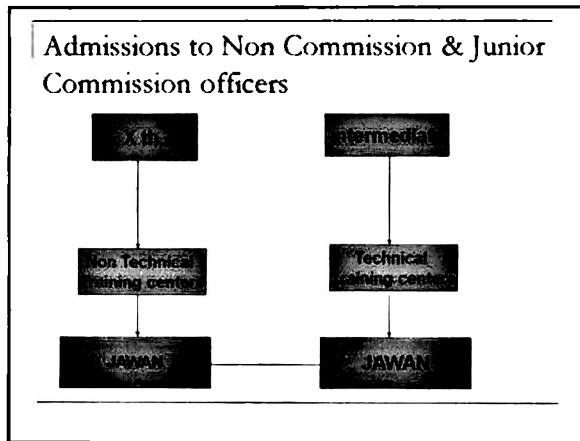


- ### THE FACILITIES
- Attractive salaries.
  - Subsidized accommodation.
  - Entitled Rations
  - Free Medical Treatment.
  - Insurance through Army Group Insurance.
  - Conveyance Allowance.
  - Canteen (CSD facilities).
  - Membership in clubs and institutes at subsidized rates.
  - Professional courses.
  - Stipend while training.





Post	Pay Band	Grade Pay	Military Service Pay
Lieutenant/equ.	15600-39100	5400	6000
Captain/ equ.	15600-39100	5700	6000
Major/ equ.	15600-39100	6100	6000
Lt Colonel/ equ.	15600-39100	6600	6000
Colonel/ equ.	15600-39100	7600	6000
Brigadier/ equ.	15600-39100	8400	6000
Major General/ equ.	39200-67000	9000	Nil
Lt General/ equ.	39200-67000	11000	Nil
Vice Chiefs and Army Commander/ equ.	80000 (Fixed)	Nil	Nil
Service Chiefs	90000 (Fixed)	Nil	Nil



**HAZARDS & RISKS**

- Away from family during field postings.
- Confront enemies during war and encounters with terrorists.
- Coping with extreme climate and terrain.

**LIFE IN ARMY IS TRULY "THE ULTIMATE EXPERIENCE"**

- Supreme honour of serving & protecting the country.
- Focuses on all round personality development.
- Trains you to lead and deal with any challenges life has to offer.
- Opportunity to travel far and wide.
- GREAT LIFE STYLE.

## APPENDIX XIV

### Careers in Engineering

#### What do engineers do?

Trained to use science, technology, and mathematics to solve problems in a systematic way  
Engineers apply the theories and principles of science – physics, chemistry and mathematics for finding economical solutions to technical problems. They also have to determine the overall effectiveness, cost, reliability and safety.

#### Working Conditions

Work environment depends on the industry in which they work. Some engineers might be involved in sales and marketing jobs that involve travelling and dealing with market research personnel, agents and users.

#### Personality

Analytical mind, strong problem solving abilities, sound mathematical and scientific foundation and a desire to be in constant pursuit of knowledge is required for success in engineering.

#### What types of engineer are there?

##### Civil Engineering

Structural (buildings, bridges, tunnels)  
Transportation (highways, railroads, canals)  
Environmental (air pollution management)  
Water resources (flood control)  
Geotechnical (mining)  
Surveying & Construction

#### What types of engineer are there? (continued)

##### Mechanical Engineering

Energy (power plants, heating and air conditioning, alternative energy)  
Structures and motion in mechanical systems (cars, planes, machine tools, medical systems)  
Manufacturing (tools and processes, automated assembly lines, robotics)

#### What types of engineer are there? (continued)

##### Chemical Engineering

Design and operate any plant that involves a chemical process  
Plastics and other petroleum products  
Building materials  
Food products  
Pharmaceuticals  
Clothing  
Fertilisers  
Environmental cleanup

#### What types of engineer are there? (continued)

##### Electrical Engineering

36 technical societies with broad areas  
Electronics (circuits, microchips, lasers)  
Communications (cell phones, antennas, networks, fibre-optics)  
Power (transmission and distribution of power, electric motors, and generators)  
Controls (automated control systems, aerospace control systems)  
Instrumentation (test equipment)

#### What types of engineer are there? (continued)

##### Computer Engineering

Hardware (computers, data storage)  
Software (programming, operating Systems)  
Digital systems  
Computer architecture  
Networks

### What types of engineer are there? (continued)

#### Industrial Engineering

Industrial Engineers determine the most effective way for an organisation to use its resources (people, machines, materials, information and energy)  
People oriented engineers  
Must know computers and management practices

### What types of engineer are there? (continued)

#### Other Major Special Types

Aerospace  
Materials / Metallurgical (removing metal from the ore, refining, alloying)  
Bioengineering (engineering and medicine)  
Agricultural (genetic engineering)  
Mining / Geology  
Many - many - many - specialties

### ELECTRONICS AND TELECOMMUNICATION ENGINEERS

Electronic engineers have been involved in the invention, design, construction and operation of electronic systems and devices. Telecommunication engineers are involved in the designing, manufacture and operation of telecommunication devices.

Courses & Work Area  
IIT-JEE & AIEEE  
Technological Institute of Textiles & Science, Bikaner  
BITS, Pilani (BITSAT)  
National Dairy Research Institute, Karnal  
Manipal Institute of Technology  
Indian Institute of Plaz Engg, Nagpur  
Electronic & Telecom Engg  
Space & Defence  
Industrial Products  
Commercial Products  
Electronic Components

### AGRICULTURAL ENGINEERS

#### Introduction

Concerned with application of engineering principles and practices to all areas related to agriculture, it is essentially a hybrid of engineering and agricultural sciences with major engineering characteristics.  
Besides developing new design for equipments and machines used by the agriculturists and food industry they coordinate with electronic/electric engineers for perfecting the technology of the equipments.  
They are required on irrigation projects, for planning agriculture based industries, projects, drainage systems, land reclamation projects, and for food control and soil erosion projects.

#### Personality

Must have knowledge of physical science and engineering principles and enough mathematical background to work with these principles. A robust physique, love for mechanical work and a liking for outdoors is required.  
Ability to work as a team.  
Ability to sustain unpleasant work conditions, work in fields which sometimes may be dirty.  
A good health & reasonable physical fitness for carrying out tasks related to business, industry and farming.  
Diplomacy, positive attitude, good vocabulary and ability to handle science.

#### Courses & Work Area

Apply principles of engineering to agricultural industries, food processing; interact with agricultural scientists  
B Tech or M Tech  
Agricultural engineering. Duration: 4 - 5 years  
Eligibility: Pass in 12th under the 10+2 system or an equivalent exam with Physics, Chemistry, Maths and English.  
B.Sc. - Agricultural Sciences. Duration: 4 years  
Eligibility: Pass in 12th under the 10+2 system or an equivalent exam with Physics, Chemistry, Biology and English or Agriculture Group.  
Institutions  
National Dairy Development Board  
NABARD  
Food Corporation of India

### RAILWAY ENGINEERS

#### Introduction

The Indian Railway has a team of Engineering professionals from the core branches of Engineering to manage the planning and operations of the production units, maintenance, and engineering services related to the functioning of the railway.

#### Courses & Work Area

Indian Railway Service of  
Mechanical Engineers (MSE)  
Signal Engineers (SE)  
Electrical Engineers (ESE)  
Business Office  
Indian Railway Stores Service  
Engineering Services Exam by UPSC  
Institutes  
Institute of Personnel Mgt Engineers  
Institute of Rail Transport

## MINING ENGINEERS

Involved in finding the source of valuable mineral deposits located beneath the earth's surface or water and are involved in removing them in the most economical way separating as much as possible of the waste from materials from the valuable.

While process involved planning, designing, safety operation, as condition of minerals and their transportation, maintenance of mines, air circulation and removal of toxic gases from the mines.

### Working Conditions

They need to work in small and remote areas. They have to work in difficult conditions when in underground mines and also face danger of the hazards mining poses. Working in artificial light, poor ventilation, in humid atmosphere can be tough.

### Personality

Patient, responsible approach to work, endurance are critical aspects of mining engineers.

## PETROLEUM ENGINEERS

### Introduction

Petroleum engineers apply the principles of geology, physics and engineering sciences for the recovery development and processing of petroleum. Exploration work involves locating oil and gas sources.

### Working Conditions

Work includes design work, cost estimates, scheduling and supervision.

### Personality

They work in all exploration on the high seas, forests, deserts, plains and mountains. They must have capability to understand the complex ways of handling a task, an eye for detail, an ability to take responsibility and work with a team.

### Courses & Work Area

Mining & Petroleum Engineers  
Recovery & Processing of Petroleum  
Finding Resource of valuable mineral deposits  
Petroleum: Planning & Exploration, Design, Excavation, Refining, R&D, Environment Protection, Sales

### Geoscience Engineers

Formation of oil contents in rocks  
Petrophysical specialist, Field petroleum engineer,  
Drilling engineer, production engineer, Reservoir engineer

ONGC, Coal India Limited  
I.I.T. Tech (Mining, Metallurgy)

## How Do You Become An Engineer?

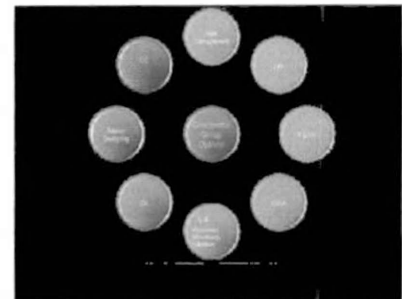
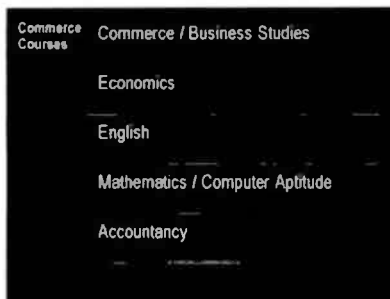
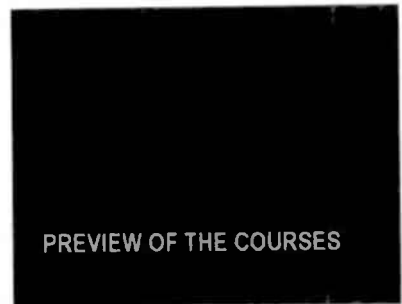
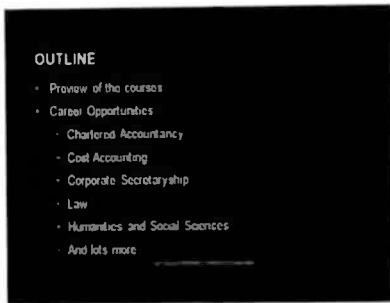
Study Maths and Science at the plus two level

Get through the common entrance test conducted by the State governments.

## What can you expect from an engineering career?

Varied opportunities (opens the door to many areas)  
Challenging work (brain exercise)  
Social Impact (improving our way of life)  
Prestige (engineering is a well respected profession)  
Lifelong education (always new things to learn about)  
Creative thinking (dreaming)  
Good salary

Thank You.....



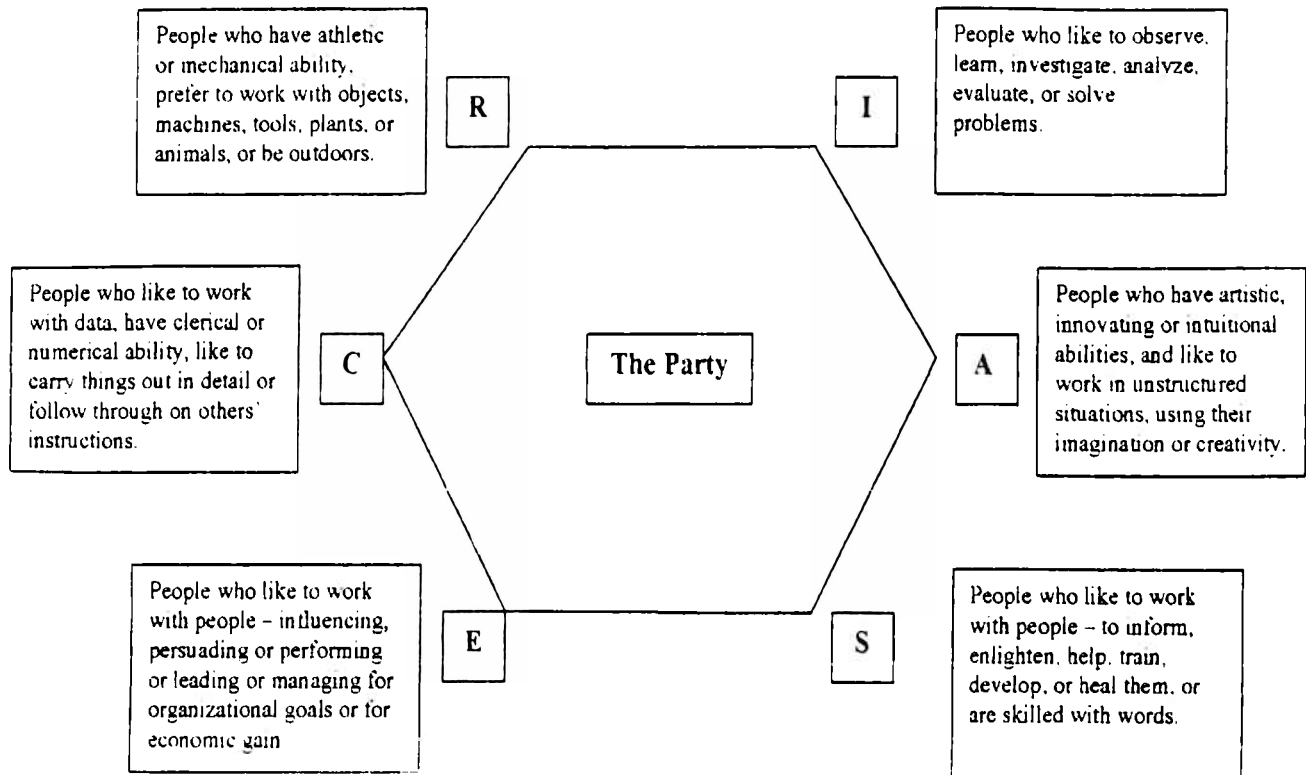


## The Party Exercise

Holland (1990) maintains that interests can be divided into six categories, as can occupations

To see which ones you are attracted to, try this exercise

The following is an aerial view of a room in which a party is taking place! At this party, people with similar interests have all gathered in the same corner of the room.



- 1) Which corner of the room would you instinctively be drawn to, as the group of people with whom you would most *enjoy* spending time and with whom you have the most in common? (Leave aside any question of shyness, or whether you would have to talk with them.) Write the letter for that corner here: \_\_\_\_\_
- 2) After 15 minutes, everyone in the corner you have chosen leaves for another party, except you. Of the groups *that still remain* now, which corner or group would you be drawn to the most? Write the letter for that corner here: \_\_\_\_\_
- 3) After 15 minutes, this group leaves too for another party, except you. Of the corners, and groups, which remain now, which one would you most enjoy? Write the letter for that corner here: \_\_\_\_\_

Adapted from Holland, J.L. (1985) *Self-Directed Search* as cited in Bolles, R.N. (1990) *What Color Is Your Parachute?* California: Ten Speed Press

## Realistic (R Theme): building, repairing, working outdoors

Realistic people like activities, jobs, and co-workers who represent such interest areas as mechanical, construction, and repair activities; nature and outdoors; and adventurous, physical activities. They enjoy working with tools, machines, and equipment. They are interested in action rather than thought and prefer concrete problems to ambiguous, abstract problems. They tend to score toward the takes chances pole of the Risk Taking/Adventure scale and to score toward the works with ideas/data/things pole of the Work Style scale.

### *Typical work activities*

- Doing jobs that produce tangible results
- Operating or designing heavy equipment or huge machines
- Using tools that require fine motor coordination and manual dexterity (e.g., dentist's drill, surgeon's scalpel, jeweler's tweezers)
- Operating precision machinery (e.g., drill press, x-ray machine)
- Fixing, building and repairing

### *Potential competencies*

- Mechanical abilities and ingenuity
- Problem solving with tools and machines
- Psychomotor skills
- Poise with outdoor and adventurous activities
- Physical strength

### *Self-concept and values*

- Emotionally stable and reliable
- Practical, thrifty, and persistent
- Shy, modest
- Likely to avoid being the center of attention
- Uncomfortable talking about themselves
- Inclined to take physical risks
- Likely to maintain traditional values
- Slow to accept radical new ideas

### *Environments*

- Manufacturing or industrial firms with tangible products
- Construction Industry
- Mining and energy industries
- Transportation fields (e.g., air, trucking, local transit)

- Engineering and technical firms
- The outdoors, small, rural communities
- Situations calling for minimal interaction with others
- Situations permitting casual dress
- Organizations structured with clearly drawn lines of authority (e.g., armed forces, enforcement agencies, protection occupations)

### *Typical hobbies*

- Repairing old things (e.g., cars, machines, appliances)
- Building and rebuilding
- Reading magazines and books about outdoor sports, cars, airplanes, boats
- Hunting, fishing, camping, rock climbing
- Operating powerful recreational vehicles (e.g., speedboats, motorcycles, snowmobiles)
- Physically dangerous activities (e.g., skydiving, mountain climbing, auto racing)

### *Sample Realistic occupations*

- R Auto Mechanic
- R Gardener/Groundskeeper
- R Plumber
- R Police Officer
- R Rancher
- RI Electrician
- RI Engineer
- RI Forester
- RI Machinist
- RI Technologist
- RS Vocational Agriculture Teacher
- RS Industrial Arts Teacher
- RE Building Contractor
- RE Horticultural Officer
- RE Military Officer
- RSI Cabinetmaker.

### *Typical R-Theme Items*

- "Auto mechanic"
- "Electronics technician"
- "Agriculture"
- "Repairing a clock"
- "Popular mechanics magazines"

## *Investigative (I Theme): researching, analyzing, inquiring*

Investigative people have a strong scientific, inquiring orientation. They enjoy gathering information, uncovering new facts or theories, and analyzing and interpreting data. They are most comfortable in academic or research environments and enjoy pursuing advanced degrees. They prefer to rely on themselves in their work rather than on others in a group project. They dislike selling and repetitive activities. They tend to score toward the works with ideas/data/things pole of the Work Style scale and toward the academic pole of the Learning Environment scale. Since the I Theme is not correlated with leadership style, that scale can add important new information about preferred work roles.

### *Typical work activities*

- Performing ambiguous or abstract tasks
- Solving problems through thinking
- Working independently
- Doing scientific or laboratory work
- Conducting research and analyses
- Collecting and organizing data

### *Potential competencies*

- Scientific ability
- Analytical skills
- Mathematical skills
- Writing skills
- Perseverance in solving difficult, abstract problems

### *Self-concept and values*

- Independent, self-motivated
- Reserved, introspective
- Analytical, curious
- Task oriented (becoming absorbed in the job)
- Confident of scholarly and intellectual abilities
- Original, creative
- Nonconformist values and attitudes

### *Environments*

- Unstructured organizations that allow freedom in work styles

- Research and design laboratories and firms
- Universities and colleges
- Medical facilities
- Computer related industries
- Scientific foundations and think tanks

### *Typical hobbies*

- Work (may be consumed by a job, working 12 to 14 hour days as well as weekends, with little time for leisure, family or social activities)
- Complex activities that require learning many facts, details, and principles (e.g., skiing, sailing, scuba diving)
- Computers (evaluating, programming, discussing)
- Reading
- Astronomy
- Chess
- Bird watching

### *Samples Investigative occupations*

- IA College Professor
- IA Physician
- IA Psychologist
- IC Pharmacist
- IR Chemist
- IC Chiropractor
- IR Dentist
- IR Medical Technician
- IR Optometrist
- IR Research & Development Manager
- IR Respiratory Therapist
- IR Veterinarian
- IRA Geologist
- IRA Physicist
- IRS Science Teacher
- IRC Medical Technologist

### *Typical I-Theme items*

- "Author of technical books"
- "Chemistry"
- "Mathematics"
- "Zoology"
- "Doing research work"

## Artistic (A Theme): creating or enjoying art, drama, music, writing

Artistic people value aesthetic qualities and have a great need for self-expression. This type, more than any other, includes people who enjoy being spectators or observers (in this case, of the arts) rather than participants. Artistic types frequently express their artistic interests in leisure or recreational activities as well as in vocational activities or environments. With their typical verbal-linguistic bent, they are quite comfortable in academic or intellectual environments, as reflected in their Learning Environment scores. It is important to recognize that the spectrum of the A Theme has a threefold content: visual arts, music/dramatics, and writing.

### *Typical work activities*

- Composing, writing
- Creating artwork (e.g., painting, sculpting, photography)
- Working independently
- Acting, performing
- Playing musical instruments, decorating, designing

### *Potential competencies*

- Creativity, imagination
- Verbal-linguistic skills
- Musical ability
- Artistic ability
- Dramatics

### *Self-concept and values*

- Independent, nonconforming
- Impulsive, expressive
- Romantic, free-spirited
- Intuitive, complicated
- Sensitive, emotional
- Drawn to beauty and aesthetic qualities

### *Environments*

- Unstructured, flexible organizations that allow self-expression

- Artistic studios (preferably their own)
- Theaters and concert halls
- Institutions that teach artistic skills (e.g., universities, music and dance schools, art institutes)
- Museums, libraries, and galleries
- Advertising, public relations, and interior decorating firms

### *Typical hobbies*

- Drawing, sketching, painting
- Photography
- Attending dance and musical concerts
- Going to theaters, museums, and galleries
- Reading
- Writing poetry or stories
- Collecting artwork
- Playing a musical instrument
- Dancing

### *Sample Artistic occupations*

- A Artist, Commercial
- A Artist, Fine
- A Lawyer
- A Librarian
- A Musician
- A Reporter
- AS Art Teacher
- AE Advertising Executive
- AE Broadcaster
- AE Technical Writer
- ASE English Teacher
- ARI Architect
- ARE Photographer
- AIR Medical Illustrator
- AES Corporate Trainer

### *Typical A-Theme items*

- "Author of novels"
- "Interior decorator"
- "Literature"
- "Symphony concerts"
- "Magazines about art or music"

## Social (S Theme): helping, instructing caregiving

Social people, unlike the first three types in the RAISE C hexagon, like to work with people; they enjoy working in groups, sharing responsibilities, and being the center of attention. Central characteristics are helping, nurturing and caring for others, and teaching and instructing, especially of young people. Social types like to solve problems through discussions of feelings and interactions with others. They may also enjoy working with people through leading, directing, and persuading. Thus, a person with a high S Theme is likely also to score toward the works with people pole of the Work Style scale and to score toward the directs others pole of the Leadership Style scale.

### *Typical work activities*

- Teaching, explaining
- Enlightening, guiding
- Helping, facilitating
- Selecting and training
- Informing, organizing
- Solving problems, leading discussions

### *Potential competencies*

- Social and interpersonal skills
- Verbal ability
- Teaching skills
- Listening skills
- Ability to empathize with and understand others.

### *Self-concept and values*

- Humanistic, idealistic
- Ethical, responsible
- Tactful, cooperative
- Kind, generous
- Understanding, insightful
- Friendly, cheerful
- Concerned for the welfare of others

### *Environments*

- Social service agencies
- Schools
- Religious organizations
- Human resources departments
- Medical service and health care facilities
- Mental health clinics

### *Typical hobbies*

- Entertaining others
- Attending conventions
- Doing volunteer and community service work
- Organizing social events (e.g., picnics, excursions, neighborhood parties)
- Artistic and Realistic activities (Research has shown that employees who work in social services have a propensity toward burnout [Matthews, 1990]; often they feel a need for the solitude of R-Theme and A-Theme activities as vocational pursuits.)

### *Sample Social occupations*

- S Child Care Provider
- S Elementary School Teacher
- S Public Health Nurse
- SE Community Service Organization Director
- SE High School Counsellor
- SE Home Economics Teacher
- SE Parks and Recreation Coordinator
- SR Physical Education Teacher
- SI Student Personnel Worker
- SA Occupational Therapist
- SA Social Worker
- SA Speech Pathologist
- SEA Social Science Teacher
- SCA Nurse, LPN
- SRE Agricultural Extension Agent
- SIR Physical Therapist

### *Typical S-Theme items*

- "High school teacher"
- "Social worker"
- "Special education teacher"
- "Helping others overcome their difficulties"
- "Taking care of children"

## Enterprising (E Theme): selling, managing, persuading

Enterprising people are verbally facile in selling and leading. They seek positions of leadership, power, and status. They enjoy working with other people and leading them toward organizational goals and economic success. The E Theme is clearly linked with a Work Style of working with people and a Leadership Style of directing others. Enterprising people may like to take financial and interpersonal risks and to participate in competitive activities. They are quite different from I types (opposite on the hexagon) and dislike scientific activities and long periods of intellectual effort. Scientists (e.g., physicists, biologists, mathematicians, geologists, and chemists) score low on the E Theme, reflecting that they have little interest in selling, leading, and working with people.

### *Typical work activities*

- Selling, purchasing
- Political maneuvering
- Entertaining clients
- Leading committees, groups, organizations, companies
- Giving speeches, talks, presentations
- Managing people and projects

### *Potential competencies*

- Verbal skills suited to public speaking, persuading, and selling
- Social and interpersonal skills
- Leadership skills
- Personal resiliency, high energy, optimism
- Ability to focus on organizational goals, including profit

### *Self-concept and values*

- Status conscious
- Ambitious, competitive
- Sociable, talkative
- Witty, argumentative
- Aggressive

- Adventurous, risk taking
- Optimistic, energetic, popular
- Attracted to money, power, and material possessions

### *Environments*

- Industrial and manufacturing firms
- Government and political organizations
- Seats of power and finance (e.g., large corporations, executive offices, brokerage firms)
- Retail and wholesale firms (e.g., auto dealerships, department stores, real estate firms)
- Fund-raising organizations
- Independently owned business

### *Typical hobbies*

- Belonging to clubs and organizations
- Sporting events, as participant or spectator
- Entertaining and socializing
- Political activities
- Attending conventions

### *Sample Enterprising occupations*

- E Life Insurance Agent
- E Realtor
- E Traveling Salesperson
- EC Buyer
- EC Store Manager
- ER Auctioneer
- EA Marketing Executive
- ES Sales Manager
- ECR Agribusiness Manager
- ECR Purchasing Agent
- ECR Restaurant Manager
- ECA Travel Agent
- ECS Housekeeping and Maintenance Supervisor
- EIS Dental Hygienist
- EAS Flight Attendant
- EAC Florist

### *Typical E-Theme items*

- "Auto salesperson"
- "Sales manager"
- "Stockbroker"
- "Customer service representative"
- "People who have made fortunes in business"

## Conventional (C Theme): accounting, organizing, processing data

Conventional people especially like activities that require attention to organization, data systems, detail, and accuracy. They often enjoy mathematics and data management activities such as accounting and investment management. Like Enterprising people, they work well in large organizations, but unlike Enterprising people, they do not show a distinct preference for or against leadership positions. Interest in leadership is quite variable among those high on the C Theme, making the Leadership Style scale valuable in assessing potential work roles.

The C Theme contrasts with the A Theme opposite it on the hexagon: the C Theme reflects a preference for organization, while the A Theme involves preferences for unstructured, creative tasks. Thus, many people with strong Artistic interests have low scores on the C Theme; these include commercial and fine artists, medical illustrators, advertising executives, public relations directors, and art teachers.

### *Typical work activities*

- Conducting a financial analysis
- Operating office machines
- Organizing office procedures
- Keeping records and financial books
- Writing business reports
- Making charts and graphs

### *Potential competencies*

- Efficiency, organization
- Management of systems and data
- Mathematical skills
- Persistence and patience with detailed paperwork
- Operation of office machines
- Perfectionism

### *Self-concept and values*

- Conscientious, persevering
- Practical

- Self-contained, conservative
- Orderly, systematic
- Precise, accurate
- Careful, controlled
- Careful about money and material possessions

### *Environments*

- Large corporations
- Business offices
- Financial institutions (e.g., banks, credit companies)
- Accounting firms
- Quality control and inspection departments
- Structured organizations with well-ordered chains of command

### *Typical hobbies*

- Collecting (e.g., stamps, coins)
- Home-improvement projects
- Building models (e.g., airplanes, doll houses, electric trains)
- Civic and fraternal organizations
- Games (e.g., Monopoly) with clear-cut rules

### *Sample Conventional occupations*

C Bookkeeper  
C Medical Records Technician  
C Clerical Worker  
C Proofreader  
CE Accountant  
CE Administrative Assistant  
CE Banker  
CE Certified Public Accountant  
CE Credit Manager  
CE Store Salesperson  
CI Actuary  
CSE Dental Assistant  
CES Business Education Teacher  
CES Food Service Manager  
CES Nursing Home Administrator  
CES Secretary

### *Typical C-Theme items*

- "Cashier in bank"
- "Private secretary"
- "Statistician"
- "Financial analyst"
- "Developing business systems"

Vaganka

X 'A'

07/12/2010

## My Dream Career

My dream career is to become a famous professional dancer. I choose this career as my dream career because I think I can achieve something great in this field. And especially my parents are encourageable to any career which I choose. And am very happy that my parents support me a lot to chose my career. That means, they don't force me or pressurise me to select a career which they want. They have given me full freedom to select my career. Till ninth, I really did not think of <sup>my</sup> a career. ~~For~~ From the beginning of my tenth standard my parents and teachers and my friends started to ask me what's your ambition and what you want to become after you grow up? Then only I thought of thinking of my career. I was in a great ~~in~~ confusion about what should I chose as my career? For some days I thought of like, let me think it over later. But later, my parents and some teachers told me that, this is the right time to chose your career. And you have to chose your career now for ~~betere~~ your better future. Then after listening to all of them I started to know myself - like what I like to be in future? What are all my interests? ? ? Then I asked all these types of questions to myself and tried to search answers for my questions. I consulted my parents to chose a career



to me. And I thought they are the ones who can chose a best career for me. But my parents asked me only that what are your interests and plans? I was not able to answer there questions. Then they gave me a suggestion to concentrate on dance. As I was learning classical dance from 5-6 years they suggested me to take dance as my profession. And my parents knew that I was quite good in that field and also hardworking for that. After my parents telling only I was flashed that I am good at dance as they think. As I had given 25-30 stage performance I was very much confident in taking up this career. Then I stabled my mind to become a professional dancer. As I thought I am not too good in studies I thought I can take cultural. But I had no idea of this career. I was in trouble that who can I consult for more information. But I did not remember my father!!! He had a great knowledge of this! I didn't even notice that he ~~has~~ ~~the~~ is the perfect man to guide me and make me a well safed career. Then I started asking him about this each time when we talked. I troubled him like anything to know about this. I was very keen to know what he knows in this field. And first first he told me that first you have to make your mind set this career. Think ones, twice and thrice about your career. Its fully, totally

depended on you. And remember, what you chose now, ~~in~~ in future you should not still or suffer that why I had choose this career? So for your better future you take correct decision now. Don't be under pressure by ~~of~~ me or ~~my~~ your mother or your friend or your teachers. Because they won't be their with you always. Make your own decision without anybody's force or pressure. Then you will be more happy with what you chose as your career. He remembered me again that, first of all to select a career you should ~~have~~ basically have interest towards the career, you should love your career, you should be ~~at~~ satisfied with what career you chose, and mainly you should look at the basic need for survival i.e, money, that means you should ~~have~~ <sup>get</sup> enough salary in your career you chose now. And after listening to my father, I thought art is the best field ~~to~~ for me to succeed in my life. Then I told to my father about all this and he was also happy with my decision and told me some more about it. One day in the morning my father said, "Sagarika, have you decided ~~to~~ <sup>to take</sup> dance as your career? If so the basic step to your aim is to practice daily, sincerely, with full confidence in you and you must promise me that you will do proper hardwork to achieve your goal." Then I promised him that, "I will do all the things what you said and I won't disappoint you".

And one night I thought I should not make my parents unhappy about me. They have given me everything I want before I ask only. Why should I not do this for my parents? They had kept me a lot of hope in me. So I should make their hopes and dreams come true. And I ~~asked~~ ~~my~~ ~~father~~ Then I started practising dance on the regular basis. I noticed that my parents were little more happier than before, as they saw me practice regularly. I remembered the proverb that "practice makes the man perfect". Then, I really feel that practice makes the man perfect. It really works! And later I wanted to know more and more about this field. Then again I consulted my father, ~~he~~ I asked him the ~~the~~ questions which I had in my mind. He told me generally like ~~this~~ about the criteria. And after ~~I~~ my doubts were cleared I had a quite clear view on my career. I was very much happy after that. And I came to know that first I have to ~~finish~~ finish my tenth standard and she suggested me to join the state school, i.e., state syllabus instead of centre. And later after ~~my~~ the completion of my I plus two, I have to join an art collage. I came to know that there are only some ~~to~~ art collages in ~~the~~ India. For ~~my~~ ~~spontaneous~~ ~~is~~ First my father was also not knowing where is the art collage in ~~my~~ Mysore. He ~~he~~ knew that the nearby art collage is in

Kerala! And I told him that, I won't go leaving you all after my 12<sup>th</sup> std. that too for Kerala. My father told me that, if you have a fixed goal, you should not changing your goal. So he made me to change my decision. And I thought I have to do the best for my future and I also decided to go anywhere in India for that. Later for my goodness my relative was there in an art collage which was in Mysore only! She also told me about the field. Then I came to know that after 12<sup>th</sup> I have to ~~to~~ take performing art stream in the art collage. For first ~~two~~<sup>three</sup> years, I have to ~~take~~ get graduation in performing arts and then later for two years I have to get my post graduation in performing arts. For this graduation only I would have covered 5 years. And wide by side I have to ~~take~~<sup>complete my</sup> senior and vidvath exams in dance. After completing graduation and post graduation I will be in the age of 22 years. After this I want to take a Ph.d (Doctrate) in performing arts, i.e, in dance. I have to work for three years to get the Ph.d. After three years when I ~~submit~~ submit my project on my field, this project would go to the main art collage and then 4-5 professors and who are in art field, they will go through my project. After going through my project if they like my project and if they think ~~at~~ this project is good and capable

of giving a doctrate, they will give me the doctrate. ~~to this~~ At the age of 25 I want the ~~Ph.D.~~ Ph.D. And if I complete my vidvath exams also, my name changes to Dr. Vidhushi. Sagarika Karhiyar. And my parents wish is also this, that they want to see me in a ~~&~~ great height in the society in the future.

And after all this I would like to work in a art collage as a proffesor in dance and to start my own dance school. And my ~~the~~ greatest dream dream is to build an dance school of my own in the future.

And finally my greatest dream is to achive all the above. I want my dreams to come true in the future. I don't want my dreams to be only dreams, I want it to be in reality. I hope my dreams come true in the future, for that I am ready to do hardwork for it and achive a great position in the society.

— O —

## MY DREAM CAREER.

Communication is considered the most essential part of each one's routine. And as we know, there are numerous languages in each continent, country. And each language is unique from one another. Because everyone cannot learn or know every language, there are a few people appointed by the central government of a country or different International companies which have their collaborations in different parts of the world, and those people or this occupation is termed as "Foreign Language Translation". People who work under this are known as "Foreign Language Translators".

Under one single term, 'translation', there are many kinds of jobs related to the same but of different positions. Those are :-

- \* Being a foreign language translator in MNC companies as a secretary and to translate the job related, company related printings from their own / different language to English. [Diplomatic course]
- \* Being a lecturer in an International / National Universities.
- \* Working under politics. i.e, being a translator of the printings related to the political issues and news all over the world.
- \* Grade 1 officer in state offices

..... and so on....

But when considered the whole lot of list, Being Diplomatic is considered the most prestigious occupation of translation. And of course i too dream about becoming the same in future.

As you might have already known by the above description that my dream career is being Diplomatic in Foreign language Translation, the language i want to take up is German.

There are four or five main languages which have demand for translation at present. And those are:-

- \* German.
- \* Japanese
- \* Chinese.
- \* French.

I have chosen German language keeping in mind, the factors such as

- \* Comfortability
- \* Ease of the language
- \* Scope / demand for the language.
- \* Opportunities
- \* Country that i have to work in [people, climate, etc]

Now, at present, Germany is the most demanding country for German language into English.

One of the pride factor is that, they expect mostly Indians because they think that Indians are considerably good in grammar than other English people. And ofcourse, it shows the need and demand of Indians to the world. I feel proud to be an INDIAN.

Perhaps, we have borrowed English from Eastman. But today, people believe that our ~~to~~ English is better than that of the Eastman's. And i consider this as the best compliment got to my country, my job.

I tell it as my job because i am determined that if i ever work or go into any occupation, that should be the truth of my dream.

The course that is required to attain this position is,

a three years course after +2. will be sufficient for a lecturer. And obviously the person has to appear for numerous examinations and face many interviews also.

And for my dream, that is being Diplomatic I require a ph.d in German language. My qualification should be such that, I shouldn't say "I don't know" to any German word given to me to be translated to English.

We should become a prepared dictionary. And I will succeed in it because I just love it.

And for this, I have decided to take commerce in my +2 as I require economics, English and French as basic. After that I am planning to shift to Noida which has one of the most prestigious university for Foreign languages. Do three year, basic course there and for two more years, I want to do my M.Phil and Ph.d course which is provided by the same university.

And once after I finish my ph.d, I want to take up atleast 10-15 examinations based on Foreign languages, conducted by MNC companies.

My view is that I have to be prepared for anything that I get there. So I need to learn each word.

After specialization of the language, I move on to Germany.



This course is not so exposed to everyone yet. People think that translation is not such a big position or a job that one should aim for. Even after so much of demand for this job, people do not like to go to it. But I am definite that in few more years, very sooner this field is going to bloom and then there will be much of translators and no translation jobs!

After I get a job, I will definitely expose this job as much as I can and make youths know the requirement and benefits of this.

As every job has its own positives and negatives, Translation job is also not so easy to attain.

But definitely not difficult if ~~my~~ one's aspiration is true. And if one is very determined to become so.

X'B'  
24

Sahana Sampath  
Maths  
4-12-10

Positives of my dream career :-

- \* A job that has scope, right now.
- \* Can visit and work in different countries.
- \* Timings (flexibility)
- \* Salary
- \* Ease of the job. i.e, we can even sit at home and translate things.
- \* ~~can~~ have Less stress.

Negatives :-

- \* Should go to different countries and get adjusted to that environment & people there.
- \* Yet a blooming field.

Finally, i ~~also~~ have chosen this occupation as my dream career because of :-

- \* Obviously the positives inspired me.
- \* I am considerably good in English [as people say & i too find it true]
- \* I am really dull in Maths and science.
- \* I love doing something related to English.
- \* I found it a very different job that suits me.
- \* My family wants me to be one.

~~Not but no~~

Last but not the least, i would like to thank my family specially my mother and my uncle who told me about this job <sup>from</sup> my childhood days and made me get determined. I am

Inspired of this job when I was 10 yrs of age.  
And now, I am 16 yrs old. So its my 6 yrs  
of dream, till now and I will achieve it  
for sure.

Thank you...

Careers. Open the news paper, you find news of unemployment, Articles on peer confusion, generation gap and what not. But, isn't career just about going to work and getting salary? Actually, No. There are lot of things we need to know about careers. It is a deciding factor in our lives. But to what extent? Education is to enlighten our lives and know our surroundings. But, Many do it only to get good jobs and earn lot of salary. But, in the process, are we doing justice to our Education? is a difficult question to answer.

People are pushed into hierarchy based on the salaries. But, that is not how careers are to be treated. In fact, I consider every career is precious. There are many things than what is met by the eye. There are notable things like job satisfaction, service to the people, working environment, facilities, working conditions and many more.

After all this I decided that my career would be as an Indian Administrative service officer [IAS]. This position is just like a qualification and postings may be in the form of a Deputy Commissioner, Chief executive officer and many other posts.

To pursue that career, A degree is must. It could be MBBS, B.E, B.Com, B.Sc etc. In the examination two papers are given, in a course to test our perfection in our respective fields, and in our general knowledge.

It is one of the most challenging career as it needs years of mental toning to make it as sharp as possible. As a

head of any department, the person needs to have the guts to spell out his mind and the intelligence to back it up. To control nearly hundreds of people is not an easy job. If an IAS officer is posted as a DC, it is something unique. A city may have hundreds of ~~BE~~ BT, IT professionals, Thousands of Doctors, engineers and lawyers, Lacks of working class people. But a DC is one and only one. This was one aspect which drew my attention. What may be the other aspects that may have pushed my mind towards IAS? Passing the examination itself is a matter of pride. There is a wonderful place in the society, and most of all, due to my service, I would have won a place in the citizens hearts. These words may be a bit philosophical but I say it with my bottom of the heart. People may also feel that parental compulsion has done the trick, but in my case I frankly tell you that it is ignorable. These features are very unique and very hard to resist.

As I mentioned earlier there are various channels to pursue this career and lot of decisions to make. Determination too is an important factor. You can take any degree to get into IAS, but which one?

Some of the clues to this question comes from one's interest,

confidence and various other factors. Some may feel that they need some backup just in case. They may pursue Medical, Engineering, LLB, BBA and other likely courses. But some categories of people feel that they do not need any Backup and their only aim is IAS. It may feel very fascinating but the Risk involved is very high.

In many cases, people have struggled upto five attempts to get into the career. But there are other posts involved.

In one single examination, there are many posts into which one can get in, In the Hierarchy IFS, IAS and IFS.

The first IFS stands for Indian Foreign Service, IAS stands for Indian Administrative Service and the second IFS stands for Indian Forest Service.

The first few top scorers are given the designation of Indian Foreign Service. They are mainly sent as Ambassadors of the country to other foreign countries. The people who have scored less than those designated IAS are given the designation of Indian Forest Service. They are posted as Forest officers. Hence, we can see a range of activities and professions we need to get into with a single exam.

The backup comes into action for those ~~who~~ who are considered as failures. They may get depressed. If they

have backup sort of education, they have done well for their lively hood. But if they do not have self employing professions, then they may end up leading a ~~mis~~ miserable.

With such wide range of opportunities, such consequence and a challenging task in hand, counselling plays an important role. Not only for this career but for every other career. In fact, counselling itself is a career.

I conclude, by saying that IAS is a dream career that I have chosen to pursue. It is challenging and it is difficult. But we are not to forget the fascination, the self respect, the job satisfaction opportunity to serve it gives. It has been chosen after many critical decisions and consider myself in line to pursue it.