

**INTERNATIONAL DIPLOMA IN GUIDANCE &
COUNSELLING (IDGC),2009**

Minimum Guidance Programme

INTERNSHIP PROJECT

(OCT 2009-DEC 2009)

Submitted By

MRS.TARA RAJAGOPALAN

TGT(English)

Reg.no. IDGC M08

Supervisor:

Mr.Ramakant Dubey

REGIONAL INSTITUTE OF EDUCATION

(National Council Of Educational Research & Training)

MYSORE-570006

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Minimum Guidance Programme

(Write here Your Internship Project Title)

INTERNSHIP PROJECT REPORT

Submitted for

INTERNATIONAL DIPLOMA IN GUIDANCE & COUNSELLING (IDGC), 2009

TARA VIKRAM RAJAGOPALAN.

By

Your Name

Designation

Reg.no. *IDGC M 08*

MR. RAMAKANT DUBEY.

Supervisor:

(Name of the Supervisor)

REGIONAL INSTITUTE OF EDUCATION
(National Council of Educational Research & Training)
MYSORE – 570006
December, 2009

DECLARATION

I do hereby declare that the present internship report entitled (Your internship project Title) "MINIMUM GUIDANCE PROGRAMME" was carried out by me during the year 2009 as a part of the International Diploma in Guidance & Counselling (IDGC)" Course offered by the NCERT, New Delhi at 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: *Bangalore*

Date: *10/01/10*

Tara Vikram Rajagopalaw
Signature
TARA VIKRAM RAJAGOPALAW
(Name)

CERTIFICATE

This is to certify that Mr/Mrs Tara Rajagopalan has undertaken the internship project entitled "Minimum (your project title) Guidance Programme & implemented in our institution during the year 2009 as a part of the "International Diploma in Guidance & Counselling (IDGC)" course offered by the NCERT, New Delhi at the Regional Institute of Education (RIE), Mysore.



(Office Seal)

Lale

Signature of the Head of the
institution
Name &
Address of the Institution
Principa,

*Parachute Regiment School
I, C, Nagar, Bangalore*

Place: Bangalore

Date: 08.01.10.

CHAPTER-I ABOUT THE PROJECT

(The following are the sub-headings on which you will provide detailed write-ups. You may write the same as presented in your Internship Proposal)

1.1 Introduction: (Write at least 2 typed pages)

(General aspects, which are related to the Title/Problem)

1.2 Need/Importance /Scope of the Project: (Write at least 2 typed pages)

(Detailed information related to the Justification for undertaking the Problem)

1.3 Objectives:

(Same as Mentioned in the Internship Proposal)

1.4 Description of the Target Group:

(Class and number of Students)

1.5 Description of your school (Context):

(Detailed information about the school, locale, students, teachers, resources etc.)

INTERNSHIP

MINIMUM GUIDANCE PROGRAMME

(PARACHUTE REGIMENT SCHOOL, BANGALORE)

Introduction/Background/Conceptual Framework.

Development is a complex process and each stage of development is a testing phase and has crisis situation involved in it. In order to move forward the crisis of the current stage has to be resolved. Failure to do so may lead to problem behaviours.

Keeping this in mind, it is the duty of the guidance counselor and the parents to help the child through the various stages in terms of positive learning and preparing the child to accomplish his/her task. For this need the parents and the counselors need to have a deeper understanding and interaction with the child.

There is a need for a broader understanding of children and adolescent in specific contexts. We as counselors should be able to help them to develop strong identities, secure self-image, ability to cope with stresses and solve problems, deal with joys and sorrows of life, feel loved and cared of, treat others with care and compassion.

We the counselors have to help the children to acquire knowledge of their competencies, resources, have goals so as to make choices which would lead to growth in personal, educational, career and vocation and professional spheres.

RATIONALE/IMPORTANCE/SCOPE OF MY PROJECT

Guidance is a continuous process, recognizing the need for help at all school stages.

OBJECTIVE 1:

- The purpose of my project is to promote and enhance the learning processes viz. Academic development/career development and personal/social development.
- Provide them individual/group counseling to facilitate problem-solving and decision making and
- Consultancy to the staff/students/parents to make them more effective.

Objective 2:

- Assess typical guidance needs and problems of students to facilitate their personal/social and/career development.
- Plan, organize and manage guidance programme for different student population.
- Plan guidance programme in consultation with teachers to meet assessment and career development needs of students.
- Provide individual/small groups counseling to the students' facing development/career/crisis related issues.
- Provide consultation to school faculty (teachers), parents regarding the developmental and adjustment needs of students.

OBJECTIVE 3:

- To use communication skills for facilitating healthy classroom atmosphere.
- To identify counseling needs and problems and refer children for specialized assistance.
- Utilizing group processes for problem resolution in the classroom and for subject teaching.

TARGET GROUP.

Minimum Guidance Programme for Parachute Regiment School, Bangalore.

The needs assessment revealed that students had a number of educational, personal/emotional and social needs which had to be addressed by a school guidance and counseling programme

Recommendations:-

Based on the findings, the following key recommendations to be considered for action were presented.

Objectives:-

The purpose of my project is to promote and enhance minimum guidance programme.

- Orient the teachers and train them in basic Guidance.
- Consultation and orientation to parents on guidance.
- Enhance students' skills I memory, test taking skills, Time management, Study skills, communication and interpersonal skills
- Provide students career awareness on new and emerging careers.
- Provide the students individual and group counseling to facilitate problem solving and decision making.
- Facilitate their personal, social and career development.

TARGET GROUP - Between the ages of 10 to 15 years .

EACH CLASS STRENGTH - 40-45 Students .

DESCRIPTION OF THE SCHOOL
THE PARACHUTE REGIMENT SCHOOL
(AFFILIATED TO CBSE BOARD)

- **Location:** J C Nagar, Near Mekhri Circle, Bangalore - 560 006
- **Established:** In 1976 by Ms. Sheila Hyde as the "*Mysore Lancer's School*"
- Rechristened "*Pioneer Corps School*" in 1980
- Rechristened "*The Parachute Regiment School*" in 1992. Expanded upto the 8th Standard
- Got formal recognition & affiliation to **CBSE** in 1995. Expanded upto the 10th Standard
- Present Strength is **1,700 students**
- Student profile mix: **80%** from the civilian background; **20%** from the Defence background
- Family background profile: **Middle Class** Background with working parents

**MINIMUM GUIDANCE PROGRAMME
FOR PARACHUTE REGIMENT SCHOOL, BANGALORE.
(CBSE AFFILIATED)**

Schedule of Work during Internship.

(Oct2009-Dec2009)

Grades	Activities	Remarks
Week-1 Seventh Grade A & B Rapport Building	Class Talk On Improving communication Skills And study skills L/S/R/W	Development of communication skills and study skills
Eighth Grade A&B Rapport Building	Class Talk-Life skills-Decision Making. Formulate Academic goals by relating to School subjects.	Helps students in decision making
Week 2- Grade Seven Grade Eight	Class-Talk-How to tie in hobbies and careers. Group Guidance-How to improve memory skills/Test taking skills.	Learn about the world of work. Improvement in the competence, capability and confidence.
Week-3,		

Grade Seven-C	Group Counselling Teach skills of good communication	Understand the importance of good communication skills
Grade Eighth-B	Group Counselling. Techniques to manage examination stress and conflicts at home. Identification of Individual Counselling cases	Learn coping skills Help students with personal/emotional/behavioral Problems
Week-4		
Grade-GradeVII C	Individual counseling-profiling Student Blank, Family Blank and problem checklist Class-Talk. Importance of developing hobbies & interests. Music/Art/Dance/Drama. How they contribute to self-Development	To get a better understanding of the student Promotes self discipline and lead a more meaningful life.
Grade-IX-B	Career-Talk- Brainstorming different ,New and emerging careers. Discuss famous personalities. Teach importance of punctuality, Time Management, group dynamics, work ethics etc.	Learn about the requirements of career. Things they need to know to become successful.
Week-5	Information gathering for individual counseling cases. Interview parents.	To get insight into the problems
Grade VIII C	Class Talk on Physical Education & Sports and child development. How they are linked and interdependent.	Importance of Physical Education in a person's life.
Grade VII C	Group Counseling-Personal Health & hygiene	Learn the importance Of hygiene and healthy living
Week-6	Interview individual counseling cases	To reach a conclusion
Grade VII-C	Group Counseling-Discipline and indiscipline, Anger control, Role play, activities etc.	Managing different emotions and promote discipline. Helps to lead a productive

Grade-IX B	How to improve self confidence & Self-esteem	&successful life.
Week-7	Remedial measures for counseling cases.	To help the students overcome their problems
Grade-VII C	Group Workshop-Food habits & T.V viewing	Developing healthy habits
Grade-VIII B	Group workshop- How to Make stress work for you-Stress Management	Learn to cope with pressure & stress.
Week-8		
Grade VII-C	Career and subject relations Project work-Interviewing family members, Relatives on their jobs. Preparing posters & charts Making them familiar with many careers	Enhancing career awareness
Grade IX-B	Class Talk-Identification and understanding of different personality traits/Values for effective living.	Learn to approach the problems of life I the right way.
Week-9		
Grade-IX-B	Group discussion- What is peer pressure? What can be done to reduce peer pressure?	Identifying personal strengths and assets
Week-10		
	Individual counseling cases-Follow up	Learn ways to cope with problems
Grade-VII-C	Group discussion-Encouraging students to develop and establish a study routine to avoid getting anxious during examinations. Make students to to space studying over days and weeks	Students learn to take pride in work and achievement. Students feel relaxed at the time of examinations.
Grade-VIII C	Career Group discussion-Make an analysis of his/her interests in academics & related fields. Providing	

	information of the educational and occupational nature.	
Week-11	Individual counseling cases- Termination, Recommendations and follow-up actions for teachers and parents	The students and parents get an insight into how to cope with problems
Grade-VII	Class Talk-Anger management. Brainstorming to deal with anger without fighting. Helping students to resolve conflicts with parents.	Attitude towards violent & non-violent behavior.
Grade-VIII	Class Talk-Create Awareness about their duties toward society which increase their responsibility(Role Play) & activity	Understands and learns about laws and safety and individual rights.
Week-12	Orient and sensitize the teachers towards Guidance.	They understand the importance of guidance in the school context
	Developing A Career Awareness corner in the school library to create awareness among students	Students become aware of new and emerging careers.

Conclusion:

Report To The Principal

APPENDICES

(Enclose the copies of the following)

- Appendix-I :** Students' Profile (If any)
- Appendix-II :** Class Talks / Summary
- Appendix-III:** Career Talk / Summary
- Appendix-IV :** Family Black Copy
- Appendix-V:** Problem check list copy
- Appendix-VI:** Counselling Identification Data (for each Individual)
- Appendix-VII:** Questionnaire (if any)
- Appendix-VIII:** Photographs of Events
- Appendix-IX:** Psychological test (used Copy)
- Appendix-X:** Report of Career Exhibition/Career Day/Schedule
- Appendix-XI:** Any other materials supplied to the Students/Parents/Teachers etc.,

CLASS-TALK

Class:VII-C

REPORT

Duration: 40min

School:PRS

IMPROVING COMMUNICATION SKILLS

DATE : 19th OCT '09

Executive Summary:

The purpose of this class talk was to educate the children on the importance of developing good communication skills; what are the qualities required to be a good communicator, Verbal and non-verbal communication, the different aspects of communication, Viz. Listening, speaking, reading & writing. Why is it important to develop good listening skills; ways to improve listening, speaking, reading&writing skills etc.

The class comprised of forty boys and girls. The session began with a dumb charade by 2 students and others found it very difficult to decode the message. Then the topic was introduced. Why was it difficult understanding non-verbal messages? Brainstorming session included what is communication what is the role of medium and distortions etc. students answered that it is 2 way communication

A girl then read a passage and asked everyone to pay attention and then asked questions to test the listening skills and concluded that God has given us 2 years and one mouth to hear twice as much to listen than talk

Students were given a topic to speak for a minute on a given topic to test their speaking skills and how it could be developed.

Students were then given one passage to read to understand the text and to find meanings of new words.

To test their writing skills, students were asked to write 25 words of message and few were read aloud.

A handout on "How to enhance your speaking skills" was given which mentioned how to develop one's voice;

Right pronunciation, eye contact and posture etc.

Conclusion & reflection:

The talk was well received and the participation was overwhelming. They realized that they never took communication seriously and promised to speak in English always. The students took an active role in various activities. Wish I was able to take them to call centre to show them how they worked.

27th Oct '09.

ORIENTATION PROGRAMME FOR PARENTS

An orientation programme was conducted by me for the parents of my class students on Open-day. I began the talk by impressing upon them the importance of parent teacher partnership.

I requested them to be involved in their child's studies so that the child can perform better in school.

I talked about the steps to take to improve their children's education

- Read Together.
- Get them library cards and encourage them to visit the library and get books.
- Let them read and talk about the books.
- Tell stories to your children
- Ask them to write letters to grandparents and other relatives.
- Use T.V. Wisely. Some good programmes can be discussed. Limit their viewing.
- Create and maintain family routines. Make sure your child goes to school every day.
- Establish regular time for homework.
- Talk to your children and teenagers and listen to them too.
- Teach them the importance of setting and meeting challenges in school.
- Make sure they never settle for doing less than their best.
- Keep in touch with the school.
- Teach kids right from wrong.

The parents appreciated this interaction with them and promised to cooperate with the teachers in every possible ways for the betterment of their children.

I was extremely satisfied by the response that I got from parents. However, I was able to cover only few parents of my class. I hope to do this for the entire school in the next academic session. Also I wish I had made some handouts to be given to the parents.

4th Nov '09

Orientation Programme For Teachers

I conducted an orientation programme for Kindergarten teacher as they are responsible for laying strong foundation. 13 teachers were invited but the head in charge of Kindergarten sent only nine teachers for this orientation programme.

It was meant to be an interactive session but somehow they were all quiet during the presentation.

I began by telling them how important their job was in a school system. Tips were given for laying strong foundation upon which a strong building can be built.

Respecting the child and giving them unconditional love is the most important job of a Nursery teacher. Ways and means to introduce discipline and techniques for maintaining discipline were discussed and examples from life and experience were narrated to impress upon them their important role.

The question/answer session was very interesting. Some of them aired the constraints under which they worked and some of the practical problems they faced. The teachers feedback was very good. I got to know from many other teachers that these teachers really enjoyed the orientation programme. They felt it was very educative and thought provoking.

These remarks from fellow teachers was very encouraging for me to conduct other activities.

There wa some problem in the AV room so I could not show the presentation on a big screen. I had to be content with showing them in the library.

4th NOV'09

CLASS-TALK
IMPROVING STUDY SKILLS

Report and Summary

The objective of this presentation was to motivate students to think about their realistic goals in life so that it creates interest in studies and hold their attention and will also help in time management, thereby reducing unnecessary stress.

The talk began by a warm-up session followed by brainstorming. Being just in the seventh grade many of them were not even aware as to what they wanted to become in life. Brainstorming on what is expected of them in school generated varied answers,. At home none of them even made a schedule so that they could manage their time well or had a fixed place to study etc. They also gave very interesting answers to the techniques they used for learning etc. Then they were shown a ppt on the things they should remember while in school and at home to improve their study skill and get good marks in the examination.

SQ5R learning techniques were explained to them and each one was given a comprehension passage from which they had to survey the content and ask questions. They were asked to learn by 5R method of reading, reciting, recalling, revising and retaining. They were taught how to learn History, Math, science and English etc. There was an enthusiastic response from the students for doing the activity. In the question/Answer session they had lots of queries and doubts. They were all given hand-outs at the end of the presentation on learning techniques. Being very bright and sincere students they all enjoyed the Class-Talk,

Study Habits and Homework

Many of the issues concerning success in school revolve around developing good study habits and expectations regarding homework. Parents can certainly play a major role in providing the encouragement, environment, and materials necessary for successful studying to take place.

Some general things adults can do, include:

- Establish a routine for meals, bedtime and study/homework
- Provide books, supplies, and a special place for studying
- Encourage the child to "ready" himself for studying (refocus attention and relax)
- Offer to study with the child periodically (call out spelling words or do flash cards)

An established study routine is very important, especially for younger school age children. If a child knows, for example, that he is expected to do homework immediately after supper prior to watching television, he will be better able to adjust and ready himself than if he is allowed to do homework any time he pleases.

Connected to the idea of a study routine is the concept of a homework chart. This type of visual system tends to work very well, especially with children ages 9-12. The chart might look something like this:

Day	Reading	Math	Science	Spelling
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

All children need their own place at home to do homework. The space does not need to be big or fancy, but it needs to be personal so that they feel it is their "study place."

Remember, learning styles differ from child to child, so the study place should allow for these differences. Parents can take a walk through the house with their child to find that special corner that is just right.

Group discussion

School: PRS

Duration: 40 min

Class:

9th Dec'09

Date: Importance of Physical Education

Summary:

The purpose of this group discussion was to inculcate good healthy habit which may result in healthy life style.

The class was divided into small groups of eight students each

The warm up exercise included students talking about why we should exercise and what are its benefits.

Students took turns to enact different roles one acted as Jack always studying, another one who we always in sports field; missing classes and going home late and another striking a balance between studies and physical exercise. All students agreed that Phy.Edn should form an integral part of education.

The group co coordinator gave those tips and importance of Phy.edn.

Confidence booster.

Improves team spirit

Enhances interpersonal skills

Development of motor skills

Helps in spotting talents and nurturing them

Promoting healthy life style among individuals.

I was satisfied with the students' response to the group discussion. They were quite well informed and asked intelligent questions and participated enthusiastically.

A visit to some sports academy would have been more exciting. Perhaps some expert in the sports field could have been invited to give a talk.

Promoting Mental Health and Hygiene

Class-Talk

School:PRs

Duration:40 min

Class: IX

Date: 18th November

Summary:

The objective of the talk was to emphasise the importance of promoting mental health among children. The need to stay mentally positive and healthy is important for a person's well being.

The topic was started by asking students about positive and negative attitude. What's the difference? How does a person with positive self-esteem behave and how does a person with negative attitude behave. Why is it important to have positive self image.

How to develop work-life balance etc. How to relax and enjoy life etc were covered in the class talk.

A hand out was given giving tips for positive mental health

The talk generated enthusiastic responses from the students.

I wish I had invited an expert to give them a talk on Positive mental Health. No time because of exams.

CAREER TALK

School:PRS

Duration:40 minutes

Class:VII-C

REPORT

DATE: 18th Nov.'09

Career in the Defence Forces (ARMY)

Executive Summary:

The purpose of the presentation was to create awareness about careers in the Armed Forces to the students in the age group who are aware of the meaning of career. This field has enormous opportunities, a different lifestyle and competitive pay packages. However not many especially in the South are interested in joining the Armed Forces. The aim was to familiarize young people to an eventful career.

In today's recession scenario, Armed forces are a recession proof career. Thanks to the sixth pay commission the pay scales are at par with the corporate and give a great lifestyle, subsidized housing, free rations, club facilities etc.

The class comprised of twenty four boys and twenty girls. Most of them were interested in becoming either a doctor or an engineer. They were told of the opportunities open to doctors and engineers in the Army.

Career talk was presented in power point presentation to create an interest among the students.

The presentation covered the History of Indian Army; the three major training Institutes, NDA, IMA, OTA; eligibility criteria, modes of entry, age limit; dates for the examinations Leave facilities, Medical facilities, subsidized housing, leave travel concession ,pay and perks etc.

There was pin drop silence while they were watching the presentation. There was an air of excitement and said they never realized Army could offer so much in the form of career and lifestyle. Many of them especially girls showed lot of interest and posed a lot of questions and being from the Army background I was able to clarify a lot of their doubts and apprehensions

In the end the students were given handouts which outlined all the relevant information of joining and training.

The presentation was very well received and appreciated. I was able to impress upon them to look beyond conventional careers and be adventurous. The absence of talk by a high ranking official and an expert was felt. Perhaps a visit to any of the army units would have been beneficial for the students. Overall it was a huge success

CAREER CORNER

2ND Dec'09.

A Career corner was set up in the library to create awareness among students about various careers available to them; the choice of subjects they could pursue to do the course of their choice.

Since the school is only till the tenth grade, I thought giving them information about all the courses and careers available under Science, Commerce, and Arts would be highly beneficial for the students

Students were first asked to interview their relatives and friends about their jobs and modes of entries etc. This exercise gave students an opportunity get information many different varieties of jobs. These were discussed in the class. Students were excited about so many new careers about which they had absolutely no clue.

The students showed immense interest in the career information available to them.

Students were exposed to the various careers in science for e.g. Energy management, Nano technology, Bio technology, Medicine, traditional medicine, sports medicine, aviation medicine to name a few and Nursing, Physiotherapy, Psychotherapy etc.

The commerce group had careers like Accountants, Chartered Accountants, ICWA, Accounting and Finance, Auditors, Company Secretary Etc.

In the Arts section students were exposed to careers in Economics, Translators, Fine Arts, Teaching, Psychologists, Journalists, Media, Public Relations, translators etc

In the class as part of career awareness a talk was given by me introducing the greats like APJ. Abdul Kalam, Tata, Ambani, Mittal, Narayana Murthy, about their passion commitment and vision. Students were mighty impressed by these personalities and their achievements and promised to follow their footsteps

The students were happy to get familiarized with so many careers. They had many queries and doubts which were answered.

I was more than happy with the kind of response I got from the students.

I was disappointed that I could not conduct a Career fair because of lack of time and examinations etc. Hope to conduct all these next year.

30th Oct 09.

GROUP COUNSELLING

School:PRS

Duration:2classperiods

Class:IX

REPORT

Resisting Peer Pressure

Executive Summary:

The purpose of this counseling session was to teach students to resist bad peer pressure. Three students were given a situation and they had to enact and other students had to guess what the topic was. The situation was that one of them wanted bunk maths exam and wanted his friends to join him. One was weak and reluctantly joins him to bunk. The 3rd one stands firm and says no. The 1st student threatens him of leaving his friendship and still the 3rd boy says no.

The students were able to guess that it was some sort of pressure but did not get the word "Peer Pressure". After this ice-breaking students were divided into groups.

I as a moderator introduced the topic saying peer pressure affected all age groups from small kids to grownups. The first group was given few situations and was asked to write consequences.

The second group was asked to suggest alternatives and. the next group did role play showing social situations. Two friends go to restaurant one order drinks and persuade the other to try drinks. He resists and says No and finally walks out. The last group spoke about the importance of strong family ties. They said if the family was supportive and instilled right values then students will be able to resist.

It was hearkening to see students having such mature views on peer pressure. Many of them spoke responsibly.

The session ended with a promise to resist peer pressure and be responsible

4th Dec'09

Group Counselling

Time Management and Punctuality

Summary:

The purpose of this group counseling was to familiarize the students with famous personalities their attributes and their success mantra. To be successful one has to manage time well and be punctual.

The session started with warm-up session. Students were asked to speak about their personal favorite of successful people. They spoke about Narayana Mrthy, tata, Abdul Kalam etc. After this the class was divided in 5 groups of 8 students (Girls & boys)

The first group enacted a scene where friends had decided to go to a movie. One goes to book the tickets and waits for other 4 to arrive. By the time they arrive half an hour movie is already over. A fight erupts and they go back in a huff without seeing the movie. Each gives an excuse for reaching late.

Next two groups made a chart showing a person who manages his time well and one who doesn't. How the former is a role model for his class and gets what he wants and how the others avoid the latter.

The last two groups gave tips to manage time and be punctual

The power point presentation was well received and students were busy noting down the points.

I forgot to make the handouts. The students copied from the hard copy.

GROUP COUNSELLING

CLASS-VIII B

Duration: 40 minutes

School:PRS

REPORT

9th Dec'09

Techniques to manage examination stress

Summary:

The aim of this counseling session was to make children aware of good stress and bad stress and harmful effects of stress.

Physical and emotional toll stress takes on people

Strategies to cope with stress

Relaxation techniques and diet

The class was divided in groups. The students were asked to write about the things that created stress among them. Many wrote exams, some said public speaking etc.

One of the groups gave the distinction between good stress and bad stress

Another group did role-play on how different people reacted differently to different stressful situations.

Yet another group talked about Yoga and meditation and exercises to bring down stress.

A doctor's son from one of the groups spoke about the right kind of diet one should take to mitigate stress level

The presentation was very well received. Students enjoyed the session and promised to keep stress at bay.

19th Dec'09

Group Workshop

Class: VII C

Duration: 40min

School: PRS

REPORT

DATE: 19th Dec'09.

STRESS AND STRESS MANAGEMENT

Executive Summary:

Today's children are living in a complex world. They need to cope with parental expectations, academic pressure; peer pressure etc. Stress is thus unavoidable in the modern world. So the aim of this workshop was to bring about changes in attitudes and behavior by adopting the desired behavior in a simulated situation. The group members acknowledged that they do feel stressed and wanted to learn the coping skills.

The group comprised of equal number of girls and boys. They talked about various stressors and how they cope. By doing various activities they became familiar with bad stress and good stress. They felt that it was ok to have stress for a short duration to perform well in competitions etc. The class was then divided into five groups of eight members each.

The workshop started off with a warm up exercise to motivate group members. They came up with interesting answers. Various aspects of stress. One group did a Role-play to show good stress another made a poster to show bad stress. Another group talked about the harmful effects of stress and their physical and emotional symptoms. Yet another group spoke about ways to cope with stress through diet and lifestyle changes like doing exercises breathing exercises and meditation.

The class leader then summarized the talk and concluded that "no man is an island." And he is bound to confront stressful situations but an intelligent person would know how to deal with it and live a healthy life.

The class enjoyed the workshop and enjoyed doing the activities and realized what stress can do to a healthy person if it became a habit to worry. They also became aware that stress can really ruin a person both mentally as well as physically.

The class had an opportunity to interact with an expert on Stress Management who had come to address the school. Perhaps a good movie on stress would have been beneficial



COUNSELLING PRESENTATION

27th Oct'09.

Case1. Prashanth (Name and class changed)

- Introduction:

Prashanth is a 13 year old boy studying in grade seven in a co-educational CBSE school. He is a short and active boy. He is very high strung, fidgety and speaks very fast. His eyes dart here and there frequently and are visibly restless.

- Family Background:

Prashanth is the first born child of Ravi and Lakshmi. He has a younger brother who is seven years old. Ravi works as the Assistant Manager in a private company and mother is a home maker. Both are graduates. Theirs is a middle class nuclear family. Ravi keeps long hours at work and Lakshmi looks after their school work etc. Mother has health problems. She is a thyroid patient and remains highly irritable and quick tempered. She is over ambitious and right from the time Prashanth started attending school, she ensured that he participated in all the extracurricular activities and pressured him to do very well and get prizes. Coming first and winning prizes was her soul aim.

Prashanth's brother was born after six years of gap and mother's attention turned towards him and Prashanth's performance was affected and there was always tension at home.

- Client's problem:

Remains tense always. Wants to be the one to answer all the questions in the class

Friends tease him for this and they generally dislikes him and is not friendly. He has no friends either in school or at home. Basically a loner. Resents his mother for pressurizing him and always comparing him with his classmates who are better than him in academics and also to his own brother who is better than him in studies'

Hates going home because the mother is always asking him to study. She doesn't make much conversation and even if she does it is only regarding studies. Every day after study time the mother would ask questions and if he didn't give correct answer she would beat him. This became a routine which Prashanth dreaded.

- Behavior Manifestation: All this made Prashanth very tense. He was emotionally upset and started becoming selfish and aggressive. He wouldn't allow anyone to give answers and always wanted to hog the show. Slowly friends stayed away from him. If he got less marks in the examinations he would hound the teachers to find out why he got less marks. Where he went wrong etc. He would really get agitated.

- Teachers' complaints:

Always questioning them for his marks, being suspicious that teacher likes others more than him for him getting less marks, not getting along with classmates.

- His confessions:

Friends don't talk to him. He has no friends; his mother always telling him to study; doesn't get to play with his friend; mother snoops around to see whether he really goes to play or gossips with friends. If she finds him chatting with friend she beats him and he has developed hatred towards studies and wants exams to be banned.

- **PERSONAL DATA**

Name: Prashanth
Age: 13 years
Grade: Seventh
School: Parachute Regiment school
Type: CBSE, Urban Co-ed School
Birth Order: First born. Has a younger brother
Hobbies& Interests: Plays the key board, reads Novels
Ambition: Wants to become an Astronaut after completing engineering

- **Current Life setting:**

Home-school-home
Studies
Doesn't go out to play much
Watches TV
Reads story books sometimes

- **Family Background:**

Father: Graduate and works as Finance Manager for a private Company

Mother: A graduate and a home Maker

Brother: 7 years old, studying in 3rd grade.

Religious Setting: Neutral

Social setting: Not many friends. Busy with their own lives.

Family SES: Middle class

- **Medical Background:**

Mother: Thyroid problem. Not under proper treatment. On Homeopathy has emotional problems. Highly irritable and Anxiety

Father: Diabetic. Also irritable and short tempered.

- **Primary Problems:**

Remains tense, high strung, quarrelsome
Aggressive, attention seeking

- **Secondary problems:**

Friends find him selfish, don't mix with him

Started hating studies.

- **Problem components:**

Remaining tense
Hatred towards studies
Quarrelling with friends

Affective: Sad and upset when mother scolds and beats

Cognition: No one likes him, his mother, and friends

Inter-personal: Fights with friends. Friends shun him.

Duration of problem: over six months

Intensity of the problem: hates studies, hates getting scolded and beaten by the mother

Contributing Factors: Mother's overbearing nature and her nagging to study

Client's coping skills: Desire to change, his ability to take to key board when tense

INTERVENTIONS:

- **Changes desired by the client:** wants to tension free
- and be able to get along with friends
- And be free like them.
- **Choice of Goals Set by the Counselor:**
Stop being tense by relaxing and meditating
Get along with friends
Have better relationship with mother
- **Joint goals by counselor and the client:**
- To be less tense
- To improve relations with mother & friends
- To start enjoying life and studies

Counseling approach selected and rationale:

Affective and Interpersonal theory

Because he is emotionally affected by his mother's behavior towards him which is resulting in sour relationship with his friends.

Duration: 8 weeks (meeting-once a week for 40 minutes)

3 meetings with the mother, one meeting with the father

Outcome:

Has been practicing Yoga and meditation.

Less agitated. Says mother is going for thyroid treatment and is less irritable.

Friends have sensed a lot of changes in his attitude.

He is more free with his friends.

Again there is an upward swing in his marks in the third unit test

Termination:

As the counseling sessions moved ahead, I felt he was relaxing a bit and was coming out with his problems easily. I told him about the progress he was making and that he may not require my help any longer and he is smart enough to manage his problems now. This encouraged him a lot and from week 5 I was preparing him for termination.

Follow-up and recommendations:

Since I am also his subject teacher I am planning to have regular follow-up and recommended to the parents that they should continue what they are doing now and they should stop comparing the siblings and also not to set unrealistic expectations from the child and he should be allowed some space and freedom.

Skills Acquired:

Information gathering

Note taking

Asking questions

Inquiry

Skills of empathy

Listening

Looking for non-verbal clues

Paraphrasing

Immediacy

Confidentiality etc

Positives:

Ability to make Prashanth understand the ill-effects of remaining tense. Understand help him cope with his problems.

Shortcomings:

To convince the mother to go for a treatment for thyroid.

To stop being over ambitious. She was in a denial mode.

How important it is to enjoy life with the kids so that they grow into a well adjusted individual.

The father too resisted saying they never put pressure on their kids.

Students Information Blank

1. Name : Prashanth (Name changed).

2. Class / section VII - A

3. School Ponachuti Regiment School.

4. Age 13 Yrs

5. Gender: a) Boy Girl

6. No. of brothers/sisters one

7. Parents Qualifications

a) Father BCom

b) Mother BCom

8. Parents Occupation

a) Father Finance Manager

b) Mother Home Maker

9. Guardians Name _____ Relationship _____

10. Which are the subjects you like most? Science, Maths, English.

11. Which are the subjects you do not like (put a cross in the box, it could be more than one)

a) English b) Maths c) Science d) Social science e) Kannada

f) Sanskrit g) Hindi

12) How many hours do you study at home? Six hours on an average.

12 a. In what extra-curricular activities such as games, sports, debates, etc do you take part?

I take part in debates.

13. What are your leisure time activities?

(Mention hobbies & interest, if any)

Playing keyboard, Reading novels, playing on the computer.

14. Write below if you have any difficulty in participating in the activities of your interest?

I like to play games but my mother seldom allows me to play. She is always telling me to study.

15. Which degree you would like to pursue?

a) Pure science b) Arts c) Commerce d) Engineering e) Law

f) Medicine g) Agriculture h) Not decided i) Any other

Astronaut / Also To teach keyboard to mentally challenged children.

16. What job you would like to take up after completing your studies? May be Astronaut

17. What job you do not like to take up after completing your studies? Teaching.

18. What do you expect from the job (Assign 1 to 5 ranks, first rank to the first preference?)

Preference	Rank
a) Money	<input type="text" value="4"/>
b) Status in the society	<input type="text" value="5"/>
c) Stability	<input type="text" value="3"/>
d) Happiness	<input checked="" type="text" value="1"/>
e) Power	<input checked="" type="text" value="2"/>

19. Where do you want to work (put a tick)

- A
- a) Out door
 - b) Indoor
- B
- a) With in the state
 - b) Out side the state but within the country
 - c) Out side the country

Family Information Blank

1. Child's Name: Prashanth (name changed)

2. Class VII-A

3. Age 13 yrs

4. Gender Male

5. Educational Qualification Occupation Income

Mother B com Home Maker _____

Father Finance Manager 10 Lacs/annum _____

Guardian _____

6. Relationship of the Guardian to the child. —

7. Number of brothers and Sister

Age Gender Grade

1 7 Boy

2

3

4

8. Leisure time activities (hobbies, interests etc) of your child. Playing keyboard,

Reading Novel, Playing on the computer.

9. Number of hours spent at home in study by your child. Six hours.

10. Any special behavior/quality/ability of the child (you have noticed)

very good in debates and plays the keyboard very well.

11. Have you thought of any future education and occupation plan for your child Yes or No Yes

If yes to the above, please mention the plan. We want him to become a software Engineer.

12. Do you subscribe /buy newspaper if yes, please mention the name of the newspaper. yes, The Times of India.

12 a. Number and name of the newspaper subscribed at home. One but on Sundays too ^{Deccan Herald and} The Times of India.

13. Average Number of hours spent by you with the child in a day.

a) Mother 8 hrs.

b) Father 9 hrs.

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="text" value="5"/>
g) Status in the society	<input type="text" value="4"/>
h) Stability	<input type="text" value="1"/>
i) Happiness	<input type="text" value="3"/>
j) Power	<input type="text" value="2"/>

REGIONAL INSTITUTE OF EDUCATION
MANASA GANGOTHRI, MYSORE

(NCERT, NEW DELHI)

INTERNATIONAL DIPLOMA
IN
GUIDANCE AND COUNSELLING

RELATIONSHIP ORIENTED
COUNSELLING INTERVIEW

TARA RAJAGOPALAN
Trainee Counsellor :

DETAILS OF THE RELATIONSHIP ORIENTED INTERVIEW WITH THE CLIENT

I) Identification Data

- a) Client's name : Prashanth
- b) Address : 16/2, Wilson Garden
R.T. Nagar
B'lore.
- c) Contact No. : 9845 954678
- d) Age : 13 years
- e) Sex : Male / Female
- f) Marital status : Married / Unmarried
- g) Occupation : Student

II) Primary / Secondary Problems

- a) Nature of the problem : Anxions / Hyper
- b) How much does the problem interfere with the client's everyday functioning? : It affects to a certain extent
- c) How does the problem manifest itself?
(thoughts / feelings/ observable behaviour) : is high strung, always
anxions, sulking and
crying
- d) How often does the problem arise? : Almost everyday
- e) What are the patterns of events surrounding the problem?
(When does it occur? / With whom? / What happens before and after its occurrence?) : It happens in the classroom
when any assignment is given
during examination time. He is
always very tense
- f) What caused the client to decide to enter into counselling at this time? : I decided to counsel him
on my own.

III) Client's Current Life-Setting

- a) How does the client spend a typical day / week? :
 It is Studies, Studies and Studies. There is too much pressure on him to study. He hardly spends time to play or interact with friends. Studies and a bit of Tv watching.
- b) Client's social / religious / recreational activities :
 He likes to play the keyboard and play computer games. Yes, he believes in God but doesn't get into any kind of rituals.
- c) Client's educational / vocational situation :
 He is a student

IV) Client's Family History

- a) Family members' details :

SL No.	Name of the family member	Age	Occupation	Relation with the client	Personality description
1	N. Rangaswamy	35	Finance Manager	Father	Short tempered.
2	Sarisha kumar	37	Home Maker	Mother	Very short tempered.
3	Akshith	7 years	Student	Brother	Playful.

- b) Is there any history of mental disturbance in the family : Yes / No
- Mother is a thyroid Patient,
 Father is a diabetic Patient
- c) Description of family stability (Jobs held / family moves) : Stable. live in a rented flat.

VI) Description of the client during the interview
(Physical appearance / gestures / expressions / reponses / abilities displayed / thoughts)

Prashanth is short, bright and very high strung.
He speaks very fast, doesn't stand still - Uses gestures excessively.
Body language is that of a highly anxious person. Expressions not very clear because of his rapid speech.

Responses are quick and seems to be quite intelligent. He reads a lot so he has answers for questions from varied fields. He wants to do well in studies and gets anxious even if he loses few marks. He is afraid of his parents especially the mother who is very strict and has high expectations from Prashanth.

VII) Summary and recommendations

(Connection between the client's expressions and the problem / type of the suitable counsellor / realistic goals for counselling / probable duration of the counselling)

Prashanth is a highly anxious child. There is too much pressure from home especially the mother for him to perform well in studies. He is always compared with kids from his class (He is scolded if his classmates get more marks) and his younger brother who is supposed to be better than him in studies.

His parents beat him, especially the mother, which he doesn't like. He resents; avoids mother. He is scared that he might forget all the answers when she asks questions.

Parents hardly talk to him other than studies.
So there is no free conversation.

He is emotionally affected and feels he can never match up to his parents' expectations. So much so now he says he hates studies.

* Short Term goal ->

- Learn to Relax: do deep breathing and Meditation.
- Learn to enjoy other things. Concentrate on his leisure time activities. Playing keyboard.

Long Term goal ->

- Talk to Parents and work out a plan of action.
- Telling Parents not to be over ambitious and improve their relationship with Prashanth.

Probable Duration -> 8 Weeks.

Counselling Case

Name: Rahul

Age: 10 yrs

Father's Occupation: software Engineer

Mother: Assistant Manager, in a Pvt. Bank

SES: Upper Middle class

Medical History: None

Status: Recently shifted to Bangalore after 6 years in Chennai.

School: Urban CBSE Co-educational School

Rahul is a bright and smart kid and academically above average student. He is the first born of two children. His younger brother is 3 years old and goes to a play school.

Both parents are ambitious about their jobs and work long hours. The grand parents live with them and take care of Rahul and his brother in their parent's absence. They are old.

Reasons for counseling:

Never completes his work and doesn't get books to class and steals things especially pens.

The case was referred to me by the class teacher as well as the subject teachers. Class Children also said he steals pens.

Academic performance:

Very high marks in Maths, science and English (99%)

Very low marks in Hindi and Sanskrit. Never completes work,. Always punished by all teachers for either not doing the work or not getting the books.

First interview: He seemed a very confident boy. No smile or sign of friendliness though.

Gave straight answers without hesitation and looking into the eyes. He was neither nervous nor was he restless. He stood calm and said he didn't like the school much and his previous school was much better where he did his 5 year of schooling.

Upon further questioning he revealed that the previous school did not give much written work so he is unable cope with the written work given here and hence the reason for incomplete work.

His daily routine from school is to go home sleep till 5pm then go out to play. Study for an hour without supervision and wait for parents to come. Have dinner and go to sleep again. Parents very tired so very little conversation takes place. Mother works even on Saturdays and hence the interaction is very less.

Then I got in touch with the parents and asked them to meet me. I met the father once and the mother 3 times. They were very cordial and respectful. Rahul's problem was discussed. The mother was surprised and said she didn't realize that her son could have adjustment problem and promised to look into it. The father too promised to spend Saturday's looking into his studies.

Rahul stated feeling neglected because of his younger brother who, he said, took most of his mother's attention. The mother took it positively and since requested her boss to allow her to work from home for few months till the boys settled down to the new surroundings. Her boss has agreed and she has been working from home. She has been setting his time table and insisting on sticking to a schedule.

He goes for Hindi and Skt tuition. His teachers are happy and say there is a marked improvement. Though he still writes very slowly, he does manage to complete his work. His fascination for cars have come down. The students have stopped complaining. May be he did all this for gaining attention???

Intervention Theory:

Mainly Affective and Behavioral: Was missing his earlier school. The teachers too did not try to address his problems. They simply kept punishing which upset him a lot.

Recommendations and follow-up:

Parents have been asked to be consistent with their routine and have been asked look into their studies and help them arrange their bags and meet the teachers regularly for feedbacks.

Since I am a teacher in the same school, follow up should not be a problem.

Students Information Blank

1st Nov '09

1. Name Rahul S (Name changed).

2. Class / section V - C.

3. School PRS

4. Age 10 Yrs

5. Gender: a) Boy Girl

6. No. of brothers/sisters one

7. Parents Qualifications

a) Father M.S. Software Engineering b) Mother B.Sc (Maths)

8. Parents Occupation

a) Father Software Engineer b) Mother Assistant Manager in a Bank

9. Guardians Name _____

Relationship _____

10. Which are the subjects you like most? _____

Maths, Science, English

11. Which are the subjects you do not like (put a cross in the box, it could be more than one)

a) English b) Maths c) Science d) Social science e) Kannada

f) Sanskrit g) Hindi

12) How many hours do you study at home? 1 to 2 hours

12 a. In what extra-curricular activities such as games, sports, debates, etc do you take part?

None

13. What are your leisure time activities?

(Mention hobbies & interest, if any)

Playing cricket with friends.

14. Write below if you have any difficulty in participating in the activities of your interest?

No

15. Which degree you would like to pursue?

a) Pure science b) Arts c) Commerce d) Engineering e) Law

f) Medicine g) Agriculture h) Not decided i) Any other _____

16. What job you would like to take up after completing your studies? Engineer.

17. What job you do not like to take up after completing your studies? Doctor.

18. What do you expect from the job (Assign 1 to 5 ranks, first rank to the first preference?)

Preference	Rank
a) Money	<input type="text" value="4"/>
b) Status in the society	<input type="text" value="✓1"/>
c) Stability	<input type="text" value="5"/>
d) Happiness	<input type="text" value="2"/>
e) Power	<input type="text" value="3"/>

19. Where do you want to work (put a tick)

A	a) Out door	<input type="text" value="."/>
	b) Indoor	<input type="text" value="✓"/>
B	a) With in the state	<input type="text" value="✓"/>
	b) Out side the state but within the country	<input type="text"/>
	c) Out side the country	<input type="text"/>

Family Information Blank

1. Child's Name: Rahul . S

2. Class V-c 3. Age 10 4. Gender Male

	<u>Educational Qualification</u>	<u>Occupation</u>	<u>Income</u>
Mother	<u>B.Sc Maths</u>	<u>Asst-Manager in a Pvt-Bank</u>	<u>6 Lacs/Annum</u>
Father	<u>M.S. software Engineering</u>	<u>Asst-Manager</u>	<u>9 Lacs/Annum.</u>
Guardian	<u>—</u>	<u>—</u>	<u>—</u>

6. Relationship of the Guardian to the child. —

7. Number of brothers and Sister

	<u>Age</u>	<u>Gender</u>	<u>Grade</u>
1	<u>3</u>	<u>Male</u>	<u>lower K.G.</u>
2			
3			
4			

8. Leisure time activities (hobbies, interests etc) of your child. —

Sports and Computer games

9. Number of hours spent at home in study by your child. 1 hour.

10. Any special behavior /quality/ability of the child (you have noticed)

Nothing special. He is very good in Maths.

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. Yes, software / Tel-communication Eng. nec.

12. Do you subscribe /buy newspaper if yes, please mention the name of the newspaper. Times of India and The Hindu.

12 a. Number and name of the newspaper subscribed at home. Two

13. Average Number of hours spent by you with the child in a day.

a) Mother 2 hours

b) Father 4 hours.

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="text" value="1"/>
g) Status in the society	<input type="text" value="3"/>
h) Stability	<input type="text" value="4"/>
i) Happiness	<input type="text" value="2"/>
j) Power	<input type="text" value="5"/>

REGIONAL INSTITUTE OF EDUCATION
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INTERNATIONAL DIPLOMA
IN
GUIDANCE AND COUNSELLING

RELATIONSHIP ORIENTED
COUNSELLING INTERVIEW

TARA RAJAGOPALAN

Trainee Counsellor :

DETAILS OF THE RELATIONSHIP ORIENTED INTERVIEW WITH THE CLIENT

I) Identification Data

- a) Client's name : Rohit
- b) Address : 16/9, Poona Nest,
15th cross -
Milleswaram
- c) Contact No. : 9008 678 980
- d) Age : 10 years
- e) Sex : Male / Female
- f) Marital status : ~~Married~~ / Unmarried
- g) Occupation : Student

II) Primary / Secondary Problems

- a) Nature of the problem :
• Never completes his class work. Punished by all teachers.
• Sneaking, especially pens.
- b) How much does the problem interfere with the client's everyday functioning? : Punished everyday, remains out of the class
- c) How does the problem manifest itself? (thoughts / feelings/ observable behaviour) : Stubborn, back answers, defies teachers, fights with classmates. classmates tease him and if anything is lost from the class, he is blamed.
- d) How often does the problem arise? : Almost everyday.
- e) What are the patterns of events surrounding the problem? (When does it occur? / With whom? / What happens before and after its occurrence?) : It occurs in the classroom with classmates. Classmates bully him, accuse him of sneaking. make fun when he doesn't finish his work
- f) What caused the client to decide to enter into counselling at this time? : c has Teacher and other subject Teachers referred him to me

III) Client's Current Life-Setting

a) How does the client spend a typical day / week? :

Both Parents go to work and return very late at night. His grandparents look after him. After school he sleeps for two hours, goes out to play, comes home, does his school work; watches TV, eat dinner goes to sleep.

b) Client's social / religious / recreational activities :

Not a religious family. Weekend are mostly spent at home. Sometimes they go out shopping or visit relatives. watching TV is the recreational activity.

c) Client's educational / vocational situation : Student

IV) Client's Family History

a) Family members' details :

Sl. No.	Name of the family member	Age	Occupation	Relation with the client	Personality description
1	Krishnan	36	Software Engineer	Father	Workaholic Short-tempered
2	Lakshmi	32	Manager in a Bank	Mother	Short-tempered
3	Pankaji Amma	70	Housewife	Grandmother	Aloof
4	Shankaran	75	Retired officer	Grandfather	friendly

b) Is there any history of mental disturbance in the family : Yes / No

c) Description of family stability (Jobs held / family moves)

The Student spent last six years in Chennai. Recently moved to Bangalore (March 2009).

VI) Description of the client during the interview

(Physical appearance / gestures / expressions / reponses / abilities displayed / thoughts)

Tall, smart Boy. There is an expression of arrogance and defiance. Responds to the point, very emphatic in his answers. Very frank too in his replies. Does not use much gestures while talking. Looks into the eyes and does not fidget. He feels that his classmates unfairly blame him for stealing etc when he says others steal his pens etc. He is very calm and composed and doesn't raise his voice. Doesn't seem anxious or perturbed. He is unable to finish his work and doesn't bring his books regularly to class.

VII) Summary and recommendations

(Connection between the client's expressions and the problem / type of the suitable counsellor / realistic goals for counselling / probable duration of the counselling)

- * The boy recently shifted to Bangalore after spending last 6 years in Chennai. May be change of place and school has affected him. Finding it difficult to adjust.
- * The Parents for want of time neglected this issue and did not address this problem. They should have mentally prepared the child for his transition.
- * Previous school did not lay that much importance in written work so finds it difficult to cope with his written work and lags behind and gets punished.
- * Getting punished almost everyday has made him stubborn and defiant.

Goals:

- Primary Goals:
- * Make him complete his work so that he doesn't get punished. That improves his confidence level. If the punishment goes down, his behaviour will improve.
 - * Improve his inter-personal relationship with his classmates.
 - * Make him comfortable in the new environment.

Secondary Goal: Talk to his Parents. Explain to them the importance of spending time with school going children. Take interest in his activities - etc.

Duration: 6 weeks.

2ND NOV/09.

Counselling case-3

Name: Suhrit

Age: 12 years

Gender: male

Father's qualifications: Boom

Mother's qualifications: MA, BED

OCCUPATION:

Father: Accounts officer

Mother: Teacher

SES: Middle class Nuclear family

School: Urban CBSE, Co-ed school

Suhrit is a single child for his parents. Both his parents are working professionals and surith stays alone in his parents' absence.

The case was referred to me by a subject teacher and fellow classmates.

Problems: He is very restless, and disruptive. disrupts the class often and doesn't complete work on time.. Uses bad language. He is always in the company of older children and watches obscene movies with them and talk's abbot love, sex with girls.

He appeared calm and kept denying that he ever spoke to the girls like that and said that it was girls who spoke in a suggestive way.

On further enquiry I gathered that he goes into an empty home after school since his parents are away at work and stays alone till they return. In the meantime he had befriended some older children and started spending time with them and got into wrong company.

I asked the parents to see me and discussed his problem with them. They were initially shocked and kept denying that their son was incapable of doing such things. They were shown the email he had sent to one girl from the same class from his friend's email ID.

Anyways the parent's co operated and said they were willing to do anything I told them to. Because of some financial constraints they both had to work.

Client's coping Skills:

His desire to change and parents' co operation

Recommendations and follow up:

Parents need to know who his friends are what are the age groups they belong to? Encourage him to join hobby classes and have surprise checks on him. Asked if they could find some trustworthy maid to take care of him when parents are not around. Look into his studies. See that he completes his work. Meet the teachers regularly or contact them over the phone and check out for problems. This kind of monitoring would help.

Period of Counselling: 6 weeks (Once a week for 40 minutes)

Termination and follow-ups: Termination was not a problem since when we had reached the fourth week I had prepared for termination and said he was doing a good progress and may not require my help. I have been following it up.

Teachers are still not very happy with his disruptive nature. Doesn't show much interest in studies but his behavior with girls is much better. There have not been many complaints.

The parents have been over indulgent from when Suht=rith was a baby. So it has become a habit with him He doesn't listen when he is told once not to something. We have to be patient. He will come around.

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INTERNATIONAL DIPLOMA
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GUIDANCE AND COUNSELLING

RELATIONSHIP ORIENTED
COUNSELLING INTERVIEW

TARA RAJAGOPALAN
Trainee Counsellor :

DETAILS OF THE RELATIONSHIP ORIENTED INTERVIEW WITH THE CLIENT

I) Identification Data

- a) Client's name : *Suhelith*
- b) Address : *5/18, Parasa Apartments,
Somyaj, Nofan
Bangalore.*
- c) Contact No. : *9465886468*
- d) Age : *12 years*
- e) Sex : Male / Female
- f) Marital status : Married / Unmarried
- g) Occupation : *Student*

II) Primary / Secondary Problems

- a) Nature of the problem : *Disrupts the class, uses
bad words; interested in
adult talks with girls.*
- b) How much does the problem interfere with the
client's everyday functioning? : *All the teachers complain
that he disrupts the class
and doesn't listen.*
- c) How does the problem manifest itself?
(thoughts / feelings/ observable behaviour) : *Bad behaviour, doesn't
get work regularly, late
in completing work,
punished by most teachers.*
- d) How often does the problem arise? : *Almost everyday.*
- e) What are the patterns of events surrounding
the problem?
(When does it occur? / With whom? / What
happens before and after its occurrence?) : *It occurs in the classroom.
With teachers and classmates.
Often girls come and complain
about him.*
- f) What caused the client to decide to enter into
counselling at this time? : *The Subject Teachers
and the class girls were
instrumental in my
taking up the case.*

III) Client's Current Life-Setting

- a) How does the client spend a typical day / week? :
 Both Parents go to work and return home late. He stays alone till they come back. No one to supervise him at home.
- b) Client's social / religious / recreational activities :
 It is school-home-school for him in the week days. Watches a lot of TV and plays cricket with friends. In the week end they go out sometime.
- c) Client's educational / vocational situation : Student.

IV) Client's Family History

- a) Family members' details :

Sl. No.	Name of the family member	Age	Occupation	Relation with the client	Personality description
1.	Srinivasa	35	Assistant Account Manager	Father	Short tempered Mild Mannered
2.	Sri Lakshmi	32	Teacher	Mother	Friendly
				Wife	10th Pass

- b) Is there any history of mental disturbance in the family : Yes / No Yes

- c) Description of family stability (Jobs held / family moves) :
 stable. Have been in Bangalore since they got married. Have not moved out.

VI) Description of the client during the interview
(Physical appearance / gestures / expressions / responses / abilities displayed / thoughts)

He is active, energetic and smart. Does not use much gestures. Clear in his answers. He shifts gaze very often. Gives round about answers. Never comes to the point immediately. He is argumentative.

He is not nervous or hyper active. Is not unduly perturbed. Feels whatever he does his right. Does not feel bad about getting punished for not completing his work. He is friendly and chatty.

VII) Summary and recommendations

(Connection between the client's expressions and the problem / type of the suitable counsellor / realistic goals for counselling / probable duration of the counselling)

He is the only child to his parents. He stays alone for long hours and used to doing his own thing. There is no proper guidance from home. No regular routines followed at home. No one to guide him with his homework. Parents can't afford to put him on tuition. Parents worry about finances and this affects the boy. He wants to earn a lot of money and keep his parents happy.

He has gotten into wrong company. Going around with older boys and has been watching undesirable movies and was involved in discussing sex with some of his classmates and girls.

Goals:

- * Talk to his parents. Make them aware that he is indulging in activities beyond his age.
- * Have to find some alternatives for his supervision.
- * Should spend a lot of time with him.
- * Keep abreast of who his friends are.

Secondary Goals:

- * Make him complete his work.
- * Counsel him on how to focus on his studies and future plans.
- * supervise his work and get feedback from Teachers/Parents.

Duration * 6 weeks

Students Information Blank

1. Name Suhriith (Name changed)

2. Class / section VI - B

3. School PRS

4. Age 12 Yrs

5. Gender: a) Boy Girl

6. No. of brothers/sisters-----

7. Parents Qualifications

a) Father Bcom

b) Mother MA, B.Ed

8. Parents Occupation

a) Father Asst. Manager

b) Mother Teacher

9. Guardians Name----- Relationship-----

10. Which are the subjects you like most? Environmental Science

11. Which are the subjects you do not like (put a cross in the box, it could be more than one)

a) English b) Maths c) Science d) Social science e) Kannada

f) Sanskrit g) Hindi

12) How many hours do you study at home? 1 to 2 hours

12 a. In what extra- curricular activities such as games, sports, debates, etc do you take part?

Games

13. What are your leisure time activities?

(Mention hobbies & interest, if any)

Playing cricket

14. Write below if you have any difficulty in participating in the activities of your interest?

NO.

15. Which degree you would like to pursue?

a) Pure science b) Arts c) Commerce d) Engineering e) Law

f) Medicine g) Agriculture h) Not decided i) Any other Chartered Accountant

16. What job you would like to take up after completing your studies? Chartered Accountant

17. What job you do not like to take up after completing your studies? Doctor

18. What do you expect from the job (Assign 1 to 5 ranks, first rank to the first preference?)

Preference	Rank
a) Money	<input type="text" value="1"/>
b) Status in the society	<input type="text" value="3"/>
c) Stability	<input type="text" value="4"/>
d) Happiness	<input type="text" value="5"/>
e) Power	<input type="text" value="2"/>

19. Where do you want to work (put a tick)

- A
- a) Out door
- b) Indoor
- B
- a) With in the state
- b) Out side the state but within the country
- c) Out side the country

Family Information Blank

1. Child's Name: Suhelth

2. Class V1

3. Age 12

4. Gender Male

5. Educational Qualification

Occupation

Income

Mother MA . B . Ed

Asst Manager

3 lac / annum

Father B com

Teacher

2 lac / annum

Guardian -

-

-

6. Relationship of the Guardian to the child. -

7. Number of brothers and Sister

Age

Gender

Grade

1 -

2 -

3 -

4 -

8. Leisure time activities (hobbies, interests etc) of your child. Watching Tv.

Playing cricket

9. Number of hours spent at home in study by your child. 1 to 2 hours

10. Any special behavior /quality/ability of the child.(you have noticed)

He is good in cricket

11. Have you thought of any future education and occupation plan for your child Yes or No Yes

If yes to the above, please mention the plan- We want him to become an Engineer

12. Do you subscribe /buy newspaper if yes, please mention the name of the newspaper. Yes, Deccan Herald

12 a. Number and name of the newspaper subscribed at home. One - Deccan Herald

13. Average Number of hours spent by you with the child in a day.

a) Mother 4 hours

b) Father 4 hours

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="text" value="3"/>
g) Status in the society	<input type="text" value="5"/>
h) Stability	<input checked="" type="text" value="1"/>
i) Happiness	<input type="text" value="2"/>
j) Power	<input type="text" value="4"/>

INTERNSHIP PROJECT REPORT TO THE PRINCIPAL

PARACHUTE REGIMENT SCHOOL, BANGALORE

Dear Ma'am,

This is in furtherance to our ongoing discussions with regard to my 3 month internship on Guidance & Counseling which I have been carrying out at the Parachute Regiment School, Bangalore.

As you may be aware, the intent of the internship was to put into practice best in class theories of Guidance & Counseling learned during the course in the subject at the Regional Institute of Education, Mysore & which are becoming an integral part of modern school curriculum as schools evolve their courses from traditional methods. The intent is also to assist students & help them provide direction in an increasingly dynamic & changing world, where parental guidance & future planning, from both a career & personal perspective is diminishing & schools and other institutes of education are stepping in to fill this crucial void.

The focus groups of the internship were primarily students of the 7th, 8th & 9th grades. This group was selected keeping in mind the crucial changes that students undergo & the pressure of decisions that need to be taken at this stage of their lives. Decisions which will dictate the course of their entire lives going forward.

The activities were primarily split into the following categories:

- Group Guidance
- Group & Individual Counseling
- Career awareness programs

Please find attached a detailed report on the above activities for your perusal. At a personal level, it was very satisfactory having worked with these children & to be able to identify personal / group problems & take measures to identify them. However, the process of learning is a continual one & I look forward to your insights & experience based inputs to better the counseling & guidance program which will be continued at the school.

Thank you once again for giving me the opportunity to carry out the internship at your school & your support throughout the entire process.

Best Regards,

Tara Rajagopalan

CAREER AWARENESS FOR GRADES

VIII IX X

Science

Biotech boom



Editor's Choice

Science students are no longer confined to traditional options, when it comes to higher education, and biotechnology tops the list of coveted course options.

Jayanti Ghose presents details.

Biotechnologists use their knowledge of plants, animals, microbial sciences, biochemistry, genetics and computing to find solutions to problems within areas as diverse as agriculture, the environment, the food industry and medicine.



Course connect

A science student can opt to pursue biotechnology after class 12. For this, the candidate should have studied science with physics, chemistry, biology and mathematics or physics, chemistry, biology/ mathematics (depending upon the requirements of targeted universities. Courses available to them include the three-year BSc Biotechnology or the four-year BTech Biotechnology or the five-year integrated MSc or six-year integrated MTech Biotechnology). Admission to BTech Biotech and the five-year/ six-year integrated master's programmes is usually on the basis of a competitive entrance test.

Alternatively, students can pursue a bachelor's degree under the 10+2+3 pattern of education in physical, biological agricultural, veterinary and fishery sciences, pharmacy, engineering/ technology, MBBS, BDS, BSc Biotechnology and allied degrees to pave the way to an MSc degree and on to PhD or employment.

Job prospects

Job opportunities for biotechnologists are abundant in the research and development departments of pharmaceutical and fermentation companies, as well as within fields like horticulture, food science, commerce, healthcare technology and teaching. You can also consider working with universities, with government agencies or research institutes, CSIR and ICAR laboratories, national institutes, institutes/ centres of excellence, DBT (Department of Biotechnology) institutes and other academic science and technology institutes, in research and diagnostic laboratories in hospitals. Jobs may include basic research, process development, production, technical services, quality control, compliance control, or technical sales. Some biotechnologists may be considered genetic engineers (utilising recombinant DNA techniques) while others are classified as bioprocess engineers (optimising enzymatic reaction systems for a desired product).

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You might also diversify into scientific writing and journalism, technical writing, or quality assurance management, patent examination, sales and marketing.

There is also scope for further training to pursue a career in biotechnology management, pharmaceutical management, hospital management or law.

Institute Watch (Indicative listing)

For B Tech Biotech/ equivalent

- * Indian Institutes of Technology (Kharagpur, Madras, Guwahati and Roorkee)
- * Anna University, Chennai (www.annauniv.edu)
- * Delhi University, Delhi (www.du.ac.in)
- * Manipal University, Manipal (www.manipal.edu)
- * VIT University, Vellore (www.vit.ac.in)
- * Padmashree Dr D Y Patil Institute for Biotechnology and Bioinformatics, Navi Mumbai, (www.dypatil.com or www.dypatil.in)
- * Dr D Y Patil University, Pune (www.dypatiluniversity.org)
- * SRM University (www.srmuniv.ac.in)

Refer <http://www.dte.org.in> for colleges in Maharashtra offering admission to Btech Biotech through MHT-CET for engineering

BSc Biotechnology

- * University of Mumbai (www.mu.ac.in)
- * Bharati Vidyapeeth University, Pune (www.bvuniversity.in)

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Science

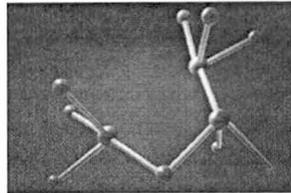
Nanotechnology - Small talks?



Nanotechnology can be used to generate a range of socio economic benefits through collaborations and interdisciplinary research.

Proyashi Barua reports

Nanotechnology is the engineering of functional systems at the molecular scale. Contrary to common perception, nanotechnology is not a new technology and has been in use since the Roman era.



“The contemporary essence and potential of nanotechnology can be understood in the context of manufacturing. Nanotechnology entails manufacturing at the nano level wherein per-capita consumption of useful materials is significantly reduced. This in turn can help in reducing costs and achieving economies of scale. Moreover, at the nano stage, matter is at its purest form. Hence, nanotechnology is all about manufacturing products that are free of defect,” says J Narayan, Department of Material Sciences and Engineering, North Carolina State University, US.

According to Narayan, current collaborations among countries in this field exist in the fundamental area of information exchange. “However, there is scope for collaborating in terms of the actual manufacturing process and for discussing future areas of application,” he shares.

Alain Cappy, Professor, University of Science and Technology, Lille, France and Chairman of C’Nano Group, France adds, “Nanotechnology has to move beyond the confines of a laboratory to make a mark in industry. Research and development in this domain has to be socially responsible. Such activities necessitate collaborations between educational institutions, policy organisations and industries at the global level.”

As to how collaborations with foreign universities can help in improving research in nanoscience and nanotechnology, MP Singh, Director, Ansal Institute of Technology says, “A nucleus of select institutes can be created through research collaborations. This nucleus should ideally facilitate scholarly interaction between international conferences, seminars and workshops.”

Nanotechnology has significantly impacted the domain of information technology by generating novel semiconductors and displays, nanologics and quantum computers. It plays a role in the food industry too. Its applications have wide ranging aspects including diagnosis and treatment of disease, drug delivery and conservation of energy and environment, to name a few areas.

Given its cost effective proposition, nanotechnology holds promise for developing countries. However, most of these countries lag behind developed nations as far as discussions and explorations in this field are concerned. Addressing this concern, Cappy says, “The best way is probably to strengthen human relations between scientists of

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underdeveloped, developing and developed nation. Education of young scientists in the best labs of developed nations is also a good idea. These scientists can eventually return to their countries to apply their learning. Also, developed nations have to multiply the number of grants to welcome students from developing nations.”

Talking about India’s immediate future and requirements in terms of nanotechnology, Singh says, “The government has recently approved a proposal to invest Rs 1,000 crore under a five-year nanoscience and technology mission. There is a growing demand for trained manpower in this field. The emphasis should be on industry-oriented postgraduate programmes in nanotechnology so that competent scholars trained in relevant areas are employable in emerging industries. In fact, active research is a priority in some of India’s research centres. More such research initiatives should be encouraged through industry tie-ups.”

So how does one encourage bright minds? “With large funds allocated to develop nanotechnology in India, we should try to promote and attract brilliant students through the National Science Talent Search scheme. Also, special funds should be allocated to focus on students who have completed their class XII examinations and waiting to be selected for higher studies in this field,” shares Singh.

Eligibility

The starting point of a career in nanotechnology would be a strong bachelor’s degree in science or engineering followed by a master’s degree in nanotechnology or integrated MSc-PhD Nanotech or an integrated MSc or MTech.

Skills required

A scientific bent of mind and an interest in research are qualities that are expected of those who want to pursue Nanotechnology. Much of the work in nanotechnology involves basic research and development (R&D) with practical, commercial applications in such diverse fields as health care, information technology, manufacturing, and national defence.

Institute watch

Postgraduate and research programmes in nano technology are offered by:

[Panjab University, Chandigarh](#)

[Maulana Azad National Institute of Technology, Bhopal](#)

[Sathyabhama University Chennai](#)

[University of Madras, Chennai](#)

(Indicative listing)

Science

The power people



Editor's Choice

As world leaders gear up to address global energy concerns at the Copenhagen Summit in December, experts predict a rise in the need and demand for energy management professionals over the next few years. Ruchi Chopda presents the various opportunities that the field of energy management proffers

The mounting pressure on developing nations like India to commit to limiting greenhouse emissions has caused immense anxiety within the energy sector in the country. Nevertheless, it is evident that like her developing counterparts, India too will have to show her resolve and solidarity in combating global climate change, while retaining her growth rate. Within such a framework of policies, focusing on optimal utilisation of energy resources, energy management is set to become one of the hottest professions in the near future. Concur Dr S Jayaraj, Professor and Course Coordinator, Energy Management, National Institute of Technology, Calicut, "Though admittedly, not many industries are aware about the need for energy management professionals in India, we are slowly catching up with the western world, where these professionals are highly sought after. As HR personnel from different industries become aware of the varied roles that energy management professionals can play, they prefer to hire them instead of mechanical engineering students, who have the technical knowledge but lack managerial skills." Adds career counsellor Jayanti Ghose, "With the increasing consciousness of the quality of our environment and with the realisation of the fact that we may soon run out of our exhaustible energy resources, energy management is being given due importance."



What is energy management?

Energy management is at a very nascent stage in India. This often leads to confusion regarding the term among laymen. Energy management refers to efficient and optimal consumption of energy by an industrial unit. Abhinav Gupta, a second-year MTech in Environment and Energy Management student at IIT-D, informs, "Contrary to what many people might believe, energy management does not focus solely on managerial skills. The job of an energy manager blends technical know-how with managerial abilities. One needs to know the technical aspects in order to be able to manage them successfully."

Job jamboree

Graduates can consider a number of options in the energy

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sector, including oil and gas, renewable energy, and power transmission and distribution firms. The major roles that these graduates can pursue are those of energy managers or auditors in various industries, or energy consulting firms.

- Must see places in Australia

- **An energy manager** is responsible for the energy policy of his/her firm. As a professional, he/ she is required to formulate a plan of optimal utilisation of energy within the firm. Other responsibilities of an energy manager include ensuring the maintenance and regular collection of accurate records and energy monitoring data, developing, coordinating, and implementing strategies and policies to reduce energy consumption, and devising policies for buying energy and helping firms in contract negotiations. The energy manager has also to furnish information related to energy consumption of the industrial unit, to the Bureau of Energy Efficiency (BEE) and state-level agency designated to keep a tab on the energy consumption of industries.

- **An energy auditor** is required to conduct a detailed energy audit of firms and identify any wastage of energy while suggesting financially viable means for possible energy savings. Other key responsibilities include identifying and prioritising energy-saving measures after analysing their technical and financial feasibility, recommending energy efficient technologies and alternate energy sources, and following up with the implementation of these technologies.

As per the Energy Conservation Act, 2001, energy intensive industries, including sugar, iron and steel, textiles, chemicals, railways, transport, petrochemicals, electricity transmission and distribution companies, and even commercial buildings/ establishments, have to designate or appoint an energy manager. Hence, the opportunities for these professionals are vast.

In order to become a certified energy manager/ auditor, candidates are required to pass the national-level certification exam conducted by BEE. Visit <http://www.aipnpc.org> for eligibility and exam details.

Elaborating on other opportunities energy management graduates should consider, Yagya Ahuja, CEO, Global Energy Talent, a leading energy talent management firm, shares, "Fresh graduates can look at a number of other roles, such as oil and gas traders for financial companies, and in industries like airlines and utilities, or as carbon credits traders, in designing, implementation, and management of energy management systems. Ahuja also adds that government organisations and regulatory bodies such as the BEE, research institutes, and other academic organisations, offer a host of roles for graduates like researchers, business development officers, auditors, traders, consultants, etc. Students with an MBA in Energy Management (currently offered only at the Management Development Institute, Delhi) can expect to be recruited at the mid-management level as consultants in various firms - both in the energy, as well as non-

energy sector, which includes companies like Infosys, Tata Power, Reliance Energy, Suzlon Energy, ONGC, BHEL, L&T, Asian Paints, etc.

Money matters

Dr Jayaraj reveals, "Like all other industries, the current financial downturn has impacted the number of jobs and salary sizes in this industry as well. However, even during the slowdown, companies have been hiring energy management professionals, albeit in lower numbers and at lower pay packets. Last year, of the 12 students we had, 10 were successfully placed." Salaries depend on your degree and experience. So, if you have an MBA in Energy Management, you can expect a salary of around Rs nine to ten lakh. This figure would obviously be lower in the case of an MTech graduate, who can expect to command around Rs four to five lakh annually. Institutes claim that before the credit crunch affected economies, MBAs had been offered sums as high as Rs 20 lakh, and MTech students were paid as high as Rs 10 lakh.

Bright future

With the number of private companies venturing into the energy sector in India, the future for professionals in this industry is indeed bright. Concurs Ahuja, "About 60 per cent of world energy needs are satisfied by the oil and gas sector that faces a major talent crunch. As the contribution of alternative energy producing sectors like hydro, nuclear, coal, wind, solar and geothermal, in the global energy pie increases, the demand for professionals in this sector will increase as well, leading to a rise in pay packets. The dearth of skilled manpower in this sector would also lead to a situation, where professionals will have opportunities to shoulder bigger challenges and responsibilities much earlier in their career. This provides a great window of opportunity for energy professionals, as they get invaluable management experience earlier in their careers."

Vouching for the immense number of global opportunities that graduates can consider, Dr Atmanand, Dean, Executive Postgraduate Programmes, School of Energy Management, Management Development Institute, Delhi, says, "The rising number of MNCs like Suzlon, Cairns Energy, Oracle Utility, and AREVA, has led to increased options abroad. Additionally, students also have the option of pursuing further education in fields like renewable energy management, energy trading and carbon financing - fields that are generating a lot of attention in developed countries."

Institute indicator

Informs Ghose, "There are no undergraduate degrees in energy management and only a few colleges have recently begun to offer engineering degrees in energy at the under graduate level. In fact, not a single batch of energy engineering graduates has passed out yet. Even the BSchools and universities offering the

MBA programme are very new."

Thus, if one wants to pursue a programme in energy management it would have to be a management, MTech or certificate programme at the postgraduate level. One needs to be an engineering graduate in order to pursue an MTech in the subject. However, for a management degree, one can be a graduate in any discipline.

* School of Energy Management, Management Development Institute, Delhi

* Indian Institute of Technology, Delhi

* National Institute of Technology, Calicut

* TERI University, New Delhi

* National Productivity Council

(Indicative listing)

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Commerce

Arts, Commerce or non-science?



Editor's Choice

With new professional courses on the rise, the arts, science and commerce streams are gradually being demarcated as the science and non-science streams. Jayanti Ghose highlights the similarities between the arts and commerce faculties and the opportunities therein



Till the 1990s, there was a clear distinction between the professional courses that were open to science students, arts students and commerce students. When a student opted to pursue commerce, it was assumed that they were keen on pursuing either chartered accountancy (CA), cost and works accountancy (CWA) or the company secretary's (CS) course. An arts student clearly did not favour these commerce choices.

In the late 80s, National Institute of Fashion Technology (NIFT) and National Law School of India University (NLSIU) at Bangalore were established. Hotel management started to grow in popularity as a professional course that students pursued after class 12. There was no clear indication of any stream of education that favoured these choices. Looking back, this was probably the time, when the distinction between what science, commerce and arts students could pursue, started to fade.

While science did not lose its relevance for professional courses like engineering, health and agricultural sciences or pure science studies, the distinction between arts and commerce blurred. Hence, the student did not necessarily choose commerce because of interest in CA, CWA or CS, but as an exploration of his/ her interest and potential for commerce, with the reassurance that moving to arts would be no problem. Of course, in states like Maharashtra or Gujarat, where trade and commerce has always flourished, commerce was given great importance, not just for CA, CS, or CWA studies, but also for children of business families. Hence, a large proportion of students opt for commerce if they are not studying science, because they feel that this is more relevant. Also, awareness of the relevance and importance of arts is very low.

Skills required

There isn't much difference in the skills required for success in commerce or arts. Mathematics is offered in both streams, and would offer broader prospects to students of arts or commerce opting for it. Accounts is distinct to commerce and not taught in the arts stream. It demands numerical aptitude and a methodical approach, but the rest of the subjects offered in both arts and commerce require broadly the same set of skills. That is, you have potential for studying commerce or arts, if you have good reading and comprehension skills, are able to express yourself clearly, are organised, and can analyse and interpret data/ information, and have presentation skills.

After class 12

Students, who have completed class 12 with arts or commerce, may opt to train as a:
Chartered Accountant with the Institute of Chartered Accountants of India (ICAI) (www.icai.org)
Cost and Works Accountant with the Institute of Cost and Works Accountants of India (ICWAI) (<http://www.icwai.org/>)

Company Secretary with Institute of Company Secretaries of India (ICSI) (<http://www.icsi.edu/>)

You have to complete your graduation simultaneously with these courses.

The other professional course options are:

The five-year integrated Law degree course

The three- or four-year Hotel Management (or hotel and tourism management) degree course

The integrated five-year foreign language course

BFA (Bachelor of Fine Arts) in fine arts/ applied art or an undergraduate programme in design (BDes), fashion design or allied programmes for students with drawing/ sketching talent.

Bachelor of Physical Education (BPEd or BPE) would be suitable for those involved in sports and athletics, and interested in physical education and sports careers

Bachelor's degree in music/ dance for those with specific talent and interest in formal education for the performing arts

Bachelor of Mass Media, BSc Animation, Bachelor of Management Studies/ Business Administration are open to commerce and arts students, but the commerce student also has the option of switching to arts after class 12.

Students of Arts or Commerce, who have studied math till class 12, may opt for Bachelor of Computer Applications (BCA) or BSc IT, and could also opt for BA with Statistics or BA with Math.

Alternately, unmarried male Indian nationals may apply for the National Defence Academy examination (<http://www.upsc.gov.in/> has the details) for admission into the Army wing of the National Defence Academy for placement in the Indian Army.

After graduation

Arts and Commerce graduates may opt for professional education in the form of:

MBA/ MMS/ equivalent

The three-year LLB

MCA (for those who had studied math till class 12)

Film editing/ direction/ cinematography/ allied programmes

Teaching

Library and information science

The dramatic arts

Postgraduate courses in travel and tourism/ tourism administration, journalism, mass communication, public relations, advertising, social work, hospital/ health administration, human resources management/ PM and IR, CA/ CWA/ CS, MA in Economics and Development Studies, etc.

The job scene

Telemarketing, insurance, banking, BPO, front office jobs in hotels, customer service representatives, media and publishing, copywriting, public relations, event management, sales and marketing, retail, cabin crew in airlines, disc or radio jockey/ video jockey in radio and television, officer trainees in private banks, probationary officers in public sector banks, executive trainees in various commercial organisations, administrative support services, and so on, are the myriad job opportunities open to arts and commerce graduates.

Entry into various services is open to arts and commerce graduates through the Civil Services Examination, Combined Defence Services Examination, CPO Assistant Commandant exam, etc., conducted by the Union Public Service Commission (www.upsc.gov.in), Combined Graduate Level Examination and other exams by the Staff Selection Commission (www.ssc.nic.in), and competitive examinations by the Maharashtra Public Service Commission (<http://mpsc.maharashtra.gov.in/english/dcmNew/index.php?departmentCode=0105>).

Commerce

ICWA: Boom time!



TNN

While the world of finance crumbled with recession, some professions within the sector witnessed a boom. The cost and works accountants (CWA) profession is one of them, claims GN Venkataraman, the newly appointed president of Institute of Cost and Works Accountants of India (ICWAI).



According to him, a cost accountant goes beyond books to analyse the actual cost involved in running a firm, manufacturing a product, and so on. "After the recession, there has been a marked increase in the salary of our final year students as compared to previous years," he says.

Over the years, CWA as a profession has been lagging behind as compared to chartered accountancy. Venkataraman feels that the reason for this is lack of regulatory support for the profession. "Since the time the institute was established under the act of parliament, there are only 44 products listed to be cost audited. In order to look into the matter and provide regulatory support, the ministry of corporate affairs (MCA) appointed an expert group last year. And that expert group has made 39 recommendations," he says.

As the new president, he says, it would be his priority to push for these recommendations. "Under these recommendations, ICWAI has also been asked to develop 20 standards for the profession. To date, we have developed six standards," he informs. The report has also recommended that regulators should move from a compliance oriented framework to a performance management framework with enterprise governance in mind. This shift becomes important in the context of the Satyam fraud, where the government hired a team of CWAs to investigate the fraud.

Talking about a future vision, Venkataraman says that he wants to increase the visibility of CWA as a profession, both nationally and internationally. "Nationally, I want CWAs to be at a level playing field with that of CAs. For this we have asked the government to recognize cost accountants under the definition of 'accountants' under Section 288 of the Income Tax Act. I feel we are equally qualified."

To get international visibility, the institute is pressing to get the name changed to the Institute of Cost and Management Accountant. "Globally, CWA professionals are known as cost and management accountants. In fact, the institute was also established by the members of Chartered Institute of Management Accountants (CIMA), UK," he says. Besides, he adds that the institute's efforts to develop standards for CWAs have been recognized by the International Federation of Accountants (IFAC), which is a global organization for the accountancy profession. We are trying to convince IFAC to adopt these standards. And in case this happens, members of IFAC would be adopting them, making India the first country to give accountancy standards to the world," he says.

When it comes to education, Venkataraman says that the institute has been updating its syllabus in keeping with industrial needs. It is for this reason that the institute is planning to introduce a course for specialization in valuation management.

CAREER AWARENESS

Commerce

Chartered Accountancy



Editor's Choice

Factors such as improved technology, constantly changing laws and the entry of foreign players in the Indian market are ensuring that chartered accountants remain high in demand. Shubha Subbaraman calculates what it takes for students to become successful CAs



The changing face of the corporate sector along with the burgeoning Indian economy has led to an increasing demand for Chartered Accountants (CA), making it one of the most lucrative career options for students today. First introduced after the Chartered Accountants

Act came into being in 1949; the professional course for this field is conducted by [The Institute of Chartered Accountants of India \(ICAI\)](#). To practice as a CA, one has to clear the examination conducted by ICAI, and can thereafter become a member of this institute.

Work track

CAs handle just about every aspect of finance – for both, organisations as well as individuals. “A CA conducts audits, provides financial advice in terms of investments, more specifically, with regard to the percentage of income that needs to be invested to minimise tax and helps in filing returns,” explains CA. P S Sanghvi. CAs specialise in accountancy, auditing, taxing, cost accountancy and law. “Updating oneself with the latest laws is very important. Although chartered accountancy is looked at as a career in finance, I would say 50 per cent of the job we do is based on law,” affirms Sanghvi.

Says Sanjeev Kapoor, CA, S P Kapoor & Company, “Today there are many new areas we cater to. For example, apart from accounting and auditing, today we also work in the areas such as loan financing and project financing.”

Furthermore, with improved technologies, changing laws, and MNCs setting foot in the Indian market, several new fields of practice are emerging. Acknowledging this, Sanjeev Vora, a CA with 20 years of experience, says, “Today software consultancy is a big thing in the industry. With everything getting computerised, we work on financial and accounting softwares. IT is now a compulsory subject in the course itself.”

Nevertheless, irrespective of these new emerging areas, the traditional work areas remain at the core of this career. Here’s a quick overview of

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each:

Taxing: Tax management forms the primary area of function. This includes suggesting investments and working out means to reduce taxes (both direct as well as indirect taxes). Tax managers have to work in accordance with various national and international tax rules, subject to clients' business or requirements. CAs also help individuals calculate their taxes and file returns.

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Auditing: Auditing includes the evaluation and assessment of financial records of companies. This is one of the most important aspects of a CA's job since according to the Company Act only professional CAs are authorised to conduct audits. Auditing can be internal or external. An auditor reviews the accounts as presented by the concerned authorities of the respective company in relation to the expenses and profit earned. Following this, they present their report on the accuracy of the same. Usually all companies conduct internal audits before inviting external authorities. Internal auditors do a thorough review of all the records and point out loop holes or inaccuracies that are fixed before external auditors are called upon.

Financial accounting: Maintaining accurate financial records is a major concern for big and small companies alike. CAs extend their service in terms managing these accounts. "Financial accounting is basically preparing the financial statements for a company based on the expenditures and income. This gives the management as well as stakeholders a clear picture of where the firm stands," elaborates Vora.

Eligibility

The professional course offered by ICAI provides the required theoretical knowledge as well as practical training. It comprises a Common Proficiency Test (CPT), Professional Competence Course (PCT) and the Final exam.

Common Proficiency Test (CPT): Although students can register after class 10, but he/she can appear for the exam only after appearing for 10+2. It comprises four subjects: Accounting, Mercantile Laws, General Economics and Quantitative Aptitude. It is an objective-type paper with negative marking. ICAI provides the required study material.

Professional Competence Course (PCT): Candidates who have cleared the CPT and 10+2 can appear for the PCT. Students are also required to register for articleship and 100 hours of computer training. In order to appear for the exam, students should have completed at least 15 months of articleship, three months before the month of examination.

Final: The final examination comprises two groups of four papers each. Group I includes Financial Reporting, Strategic Financial Management, Advanced Auditing and Professional Ethics and Corporate and Allied Laws. Group II comprises Advanced Management Accounting, Information Systems Control and Audit, Direct Tax Laws and Indirect Tax Laws.

Application forms can either be downloaded from the ICAI website www.icaai.org or can be acquired from one of its offices.

Getting started

It is always advisable to start off with a good company or a practising CA. CAs can be employed with a government office or a private firm, or choose to get into a private consultancy. Sanghvi explains, "If you are planning a consultancy firm, it could be difficult till you establish yourself and get clients. In the meanwhile pursuing a part-time job is a good idea." But once you find your place in the industry, there is no looking back.

Remuneration

The remuneration for a private consultant may be subject to the service offered and the city. "With a good, reputed company, a fresher can get up to six lakhs, per annum" says Kapoor. With experience the amount increases to as much as 30- 40 lakhs plus per annum.

Weighing the pros and cons

On the brighter side, chartered accountancy is a very respectable job and pays well. CAs provide a wide gamut of services. Thus the profession keeps you updated with the happenings in various fields. Nevertheless, the work hours can indeed be a disappointment. According to Kapoor, "Another aspect that can be looked at as a downside is the fact that the CA course gives equal weightage to all aspects like taxing, accounting, etc unlike MBA courses, wherein you have specialisations. Therefore, if a CA wishes to specialise in any particular field it's completely up to him/ her to do it."

Kapoor points out that in this profession there is considerable waste of intellect. He insists that there are many aspects of the work that are 'clerical' in nature. "For example, tasks like mere calculations," he says, "do not require a CA".

Future perfect

The rapid growth of the money markets is leading to a growing demand for CAs. Irrespective of whether a company is big or small, or even individuals in the service sector, everyone seek the assistance of CA when it comes to managing money matters. As Sanghvi says, "The laws in India are very complicated and thus, difficult to understand. Additionally, they keep changing every year. Keeping track of the constant changes is a difficult task for even literate people, and in India the literacy level is still low. Therefore, people seek the service of a CA."

Moreover, when it comes to auditing, as stated earlier, the Company Act authorises only certified CAs to conduct audits for credential certifications, as a result of which, practically all companies require the service of CAs.

While the field's future certainly seems promising, Vora warns, "It all depends on your performance. If you are good at your work, there is no

looking back. But if you are unable to cope, then things can certainly difficult.”

For more details, visit www.icai.org

 [Print t](#)

Commerce

The auditor



Editor's Choice 

Auditing as a profession has come under much scrutiny in the light of the Satyam scam. Anurag Priyadarshi takes a closer look at the changing times and the changing role of auditors and company secretaries

The Satyam scam has once again alerted the government and the corporates on the issues of professional integrity, independence and ethical behaviour of auditors. The 2009 Ernst & Young Business Risk Report states that the credit crunch, deepening recession, regulation and compliance, radical greening, cost cutting and managing organisation talent are some of the key issues confronting businesses this year.



Auditing is important

Audits are important in all businesses to determine the extent to which organisational requirements are fulfilled, and to determine the quality of their corporate governance practices. There are different types of audits such as management system audits (ISO 9001 etc), cost account audits, environmental audits, energy audits, information security audits and so on.

Business success today is governed by complex and broadening regulatory requirements and stakeholder demands. In this context, it is imperative for the auditing profession to maintain the highest ethical standards so that business continuity is assured. Auditors should be convinced that their profession is a noble one.

Changing phase

In today's dynamic environment, the changing role of auditors in promoting investor confidence, managing risks and strengthening controls cannot be underestimated. Auditors are probably the only professionals who are vested with the power of a veto. Global financial scams repeatedly highlight the fact that it takes only one diligent and courageous auditor to protect the business, the job losses and the negative image of the country.

Gone are the days when auditing was merely paperwork and a formality. Auditing, today, involves creative interpretation of facts and figures. It needs imagination and initiative to identify manipulation and fraud. It is an intellectual pursuit that helps to understand existing realities.

Required competency

Auditor competency has also grown by leaps and bounds to improve the effectiveness and efficiency of the audit. **Full subject matter expertise and experience is essential in the profession** to check the veracity of company's statements — whether financial or environmental. Auditors need to possess sound technical knowledge, and deploy the latest auditing tools and perspectives.

Scope

Professional auditing firms employ multidisciplinary teams to carry out complex audits by tracing the audit trail through a maze of byzantine processes and procedures, documents, records and interviews. The professional auditor controls the situation and maintains a sense of humour.

The scope of the audit has evolved from merely listing non-conformities and securing regulatory compliance, to sharing knowledge on emerging risk areas and performance improvement

opportunities. Credibility and faith in the judgment of the auditor transforms an auditor-auditee relation to a holistic and consultative guru-shishya relationship. The auditor is not always finding faults, but also inspiring the auditee by highlighting the noteworthy efforts.

(The writer is lead auditor for Management Systems)

Commerce

Cashing on commerce



The age old commerce faculty has witnessed a facelift with the emergence of new branches like Banking and Insurance and Accounting and Finance. Avinash Iyer explains how commerce students today, are spoilt for choice

It is true that the decisions one takes after class 10 are of utmost importance, as one's academic future depends on them. However, it cannot be denied that when it comes to one's education and career, every choice involves walking a tightrope. With every branch of education diversifying into niche territories, students have a plethora of options to choose from.



While science students are often known to dither when it comes to choosing between the engineering or medical streams, students of commerce are also facing a perplexing dilemma. The availability of new courses, followed by the host of opportunities they offer in terms of career growth, is forcing commerce students to look beyond convention. While the traditionally Bachelor of Commerce (BCom) favourite continues to find loyalists, a growing number of students are now considering courses like BCom with Banking and Insurance (BBI) and BCom with Accounting and Finance (BAF).

BCom with Banking and Insurance (BBI) To counter the surging demand for professionals in the banking and insurance sectors, University of Mumbai has crafted this three-year, full-time course, catering to specific requirements in these industries. The syllabus has been designed in a manner that permits students to acquaint themselves with the operational and functional aspects of banking, insurance and other related services. As Durgesh Kenkre, Coordinator BBI, Vivek College of Commerce, says, "Such a course helps students gain an overview of the banking and insurance sectors." Some of the subjects offered under this course are marketing in banking and insurance, financial service management, strategic management (BBI) and international business (BBI). In the final year, students are expected to work on projects, which will be reviewed by internal as well as external faculty, after which, marks are awarded. "Since the faculty who coach these students are professionals from the banking and insurance fields, it provides students with first-hand information.

Performing projects gives students a lot of exposure, as it means interacting with people employed in the concerned industries," states Kenkre. Those who wish to gain a strong foothold in the banking world after graduation, can opt to pursue the Diploma in Banking and Finance (DBF) course offered by the Indian Institute of Banking and Finance (IIBF). The DBF, preferably with a bachelor's degree in banking and insurance enhances one's chances of acquiring employment in the banking industry. ICAI also offers master's degree programmes in banking as well as insurance. As the banking and insurance sectors explode with opportunities for competent and articulate professionals, a graduation in banking and insurance, backed by the right master's degree could be the perfect springboard to scale greater heights in these fields.

BCom with Accounting and Finance (BAF)

Another three-year, full-time course created to impart accounting and finance education is the BCom with accounting and finance. The course covers topics like financial accounting, auditing, management accounting and taxation, among other subjects. "The level of accounts taught in this course is comparatively higher. Also, the focus in this course is on accounting and auditing," opines Vandana Ladha, Coordinator, BAF, Vivek College of Commerce. While it is clear that today, an MBA degree is one of the most prized academic acquisitions, a graduation in accounting and finance, teamed with an

MBA in finance could be a safe bet to make a foray in the finance sector. To further their expertise in the fields of accounting and finance, one can pursue the professional degree programmes offered by ICFAI.

Besides these, the BCom degree also offers a number of vocational subjects to choose from. "Some of them are tax procedures and practices, e-commerce, computer applications and export marketing," says Neha Shah, Professor, Jai Hind College, when quizzed on the vocational subjects.

Different strokes

The presence of the words 'chartered accountant' on your CV can indisputably enhance its value, but for those who wish to tread a different path, some of the options available are actuarial sciences and company secretarial practice. An actuary is a business professional who deals with the financial impact of risk and uncertainty. Actuaries have a deep understanding of financial security systems, their complexity, their mathematics, and the way they work. They evaluate the likelihood of events and quantify the contingent outcomes in order to minimise losses, emotional and financial, associated with uncertain undesirable events. They use skills in mathematics, economics and statistics, and business to help businesses assess the risk of certain events occurring, and to formulate policies that minimise the cost of that risk. For this reason, actuaries are essential to the insurance industry, either as staff employees or as consultants, finance, probability.

A company secretary is the vital link between the company and its board of directors and shareholders. By virtue of integrated knowledge of multiple disciplines of law, management, finance and corporate governance the company secretary acts as an in-house legal expert. A qualified company secretary has openings in employment and as practising independent professional. "Company secretarial practice provides a broad picture of corporate laws, secretarial practice, labour laws and excise and custom laws," explains Prateek Goyal, a chartered accountant, who is also a company secretary. Institute of Company Secretaries of India (ICSI) imparts training in company secretaryship by distance learning (by correspondence) enabling students to qualify as company secretaries. One can pursue company secretaryship after class 12, or even after graduation.

Just as the perfect number of permutations and combinations can solve the mind-boggling puzzle of a Rubik's cube, making the right choice when it comes to academics, can steer one's career onto the fast track and can have long-term benefits.

Arts

More than teaching



Editor's Choice

Today, the field of education offers new career opportunities, and the rewards are handsome, finds Priya Zutshi

Teaching as a profession has turned lucrative, as teachers with a sound grounding in Indian education are much sought after these days. Hindi, Sanskrit and Vedic maths, as also our current education system, are gaining the recognition of educators abroad. The biggest change in Indian education is the widening of possibilities witnessed. There is a career to be made in this field, even if you do not particularly fancy standing in front of a blackboard. Thanks to innovation in methodology and the growing emphasis on specialisation, there are jobs that require a combination of educational background as well as management and human resource skills. Read on for jobs that are just not limited to just classroom teaching or counselling errant students.



Superintendent

Your job profile requires you to function as an education executive or administrator for an educational institution. This includes recruitment and heading the day-to-day functioning of the institute. In some institutions, you would also be designing the curriculum and courses, for which it's important to be aware of the needs and requirements of students. The job will require you to not only be a good administrator but also fulfil the requirements of an educator, security expert, and a human resource specialist. This would be a challenge for your skills in resource building and allocation, since you would be the executor responsible to the institute's management council.

Communications director

The director of communications is responsible for managing and directing an organisation's internal and external communications. As the branding of educational institutes is of prime importance today, this job could require you to carve a niche for your institute through the media. You may have to supervise public relations staff, create communication strategies, and serve as the key spokesperson and media contact for the school, college or other educational organisation that employs you. This would require you to be good at public speaking, and to have a good grasp of all matters pertaining to the educational institute, as you are the public face of the institute. Also, bridging the gap between students and management would be part of your portfolio—the internal communication component.

Marketing manager

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Analysts say education is one sector where you can bet your money safely. The industry is standing on steady terrain, so people are flocking to invest in this sunshine sector. In this scenario, the new-age educators are looking for experts to raise money through public listing or finding financial partners. This job requires you to be knowledgeable about the education sector, and also to be able to handle legal and financial issues. Additionally, you would need presentation skills. You would, of course, be required to monitor markets. You would be expected to raise finances as dictated by the requirements of the institute. Investing in the market on behalf of the institute may also be part of your job profile.

technology

- Must see places in Australia

Career guidance

Pramod Phaberekar, Director of Mumbai University's student welfare department, says, "Students with changing demands and profile of the markets today need expert advice on their careers. Parents are ready to pay any price for this. A counsellor, equipped with the latest information about various fields of opportunity, can make career counselling a high-paying job."

Career counsellors are now a fixture at education institutes, so that students do not have to leave campus to avail of their services. Being a counsellor would require you to be updated with the latest in the job markets of the country and abroad, as well as the educational qualifications needed for the same. With the ever-expanding job market, you would need to be good at networking and an excellent people person.

Counsellor

Counselling is a psychological requirement in certain conditions for students. Recognising this need, institutes now have counsellors on campus for the same. This requires a background in psychology, as you would need to counsel the students on academic and personal issues.

With the trend of children resorting to drastic steps on getting unfavourable academic results, there is extra emphasis on the counsellors to ensure overall development of the students, and instil a feeling of selfreliance in them. Patience and understanding are crucial to success, as counsellors deal with the most vulnerable clients. But of course, that itself is the most satisfying aspect of the job.

Educational consultant

With the growing trend of students going abroad for higher studies, educational consultants have taken centre stage. These consultants advise students on the finer points about the necessary tests and interviews, and arrange for the applicant's study visa. Another avenue in this field is to represent a foreign university in the country and popularise it within the student community as an educational consultant. This requires good networking skills with various universities, and also a good knowledge of the best universities in different countries, as you promote overseas education. Also, services could include coaching for the TOEFL and GRE examinations, which are required by universities abroad.

Instructor or coach

The need for new methods of instruction in education has changed the profile of instructors and coaches. Physical training no longer entails just football, basketball and athletics. Yoga and dance instructors are new requirements, as these forms are gaining acceptance as alternatives for physical exercise. Also, coaches for activities like rugby and gymnastics are needed, as new-age educators seek to offer different options to attract students to their institute. Obviously, the smaller the number of instructors for your art form or game, the greater the demand for you. Also, institute managements appreciate innovative methods being adopted by coaches and instructors, because they make an institute's offerings unique.

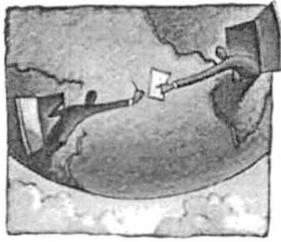
Careers abroad

If are interested in a career abroad, apply to universities abroad where such posts are open. But be sure to read the job postings carefully to ensure you have the qualifications they require.

Luckily for today's instructors, institutes are welcoming innovations that make the education process more interactive. So do your homework on the sector, and then be ready to begin a new chapter in your career.

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Careers as literary translators are popular in the UK, but the demand in India is also growing, finds Suruchi Gupta



From pamphlets and instruction manuals of MNC's to prisoners in jails to students love letters to Hollywood and Bollywood movies - all employ and need translators. A literary translator's job is more than that of an interpreter's, and very close to new literary creation.

"While earlier there were international publishers looking for Indian writers writing in English, now national and international publishers are finding that good English translation of Indian literature, can find an international market. The publishers understand this business well and are thus looking at it," says Sujata Sen, director east

India, British Council.

Nature of work

"You have to do just about everything, and it's very much like being a woman! You need to have an extensive knowledge of the source of the source and target language. You have to understand the full cultural, historical, and preferably philosophical and personal context of that everything that you translate," says Amanda Hopkinson, director, British Centre for Literary Translation, University of East Anglia.

Type of translations

Translation can be divided into scientific and non-scientific translation. "Literary translation falls under the latter and is a higher form of translation as a translation is as good as a new work. It gives one prominence parallel to primary production itself," says Pratik Kanjilal, co-editor, The Little Magazine.

Translators can find jobs in three major fields according to Amanda. "The most lucrative is the interpreter, translating when someone's speaking. There are jargon specific translators from fields like human rights, law, medicine, etc. who earn well too. Finally there is literary translation, a sphere coming together now," says Amanda.

Mode of entry

There are two ways to enter this unorganised market in India: Translate a prose or collection of poems of interest to you and approach publishers to publish them. Go to publishing houses which are ready to publish translated works and ask for work. One can also browse the web for work. Indicative list of publishing houses dealing with literary translations-Penguin Books India, Oxford University Press, Grassroots Publishing, Rupantar, Sahitya Academi, The Little Magazine, Macmillan Publishers India Ltd, Stree and Samya, D C Books, Rainbow Books, Mathrubhumi. Online websites that give work include likes of www.gotranslators.com, www.translationindia.com etc.

Courses

Courses on learning translation on-hands skills or technicalities are few. Most translators pursue the job based on knowledge of the language and following works of experienced writers. No degree in a translation or languages is needed to become a translator.

Some are - PG Diploma course at IGNOU, one-year certificate course from Centre for Translation of Indian Literature (CENTIL) - Jadavpur University, MPhil and PhD programmes from Centre for Applied Linguistics and Translation Studies - University of Hyderabad.

"In England the University of East Anglia is a great place to learn from modules in undergraduate level to full PG courses. Universities of Edinburgh, Birmingham, Manchester offer good courses on translation" says Amanda

Pay package

"The Indian translation industry is unorganised without unanimity of pay or standards. There's more work than the number of people," says Sayantan Dasgupta, course coordinator, CENTIL. While Leena Chandran, a translator and

trainee editor earns Rs 65 per page of translation done in Kerala. Sahitya Academi, world's largest publisher pays meagre 250/1000 words of prose translated . 85 pounds for 1000 words is the standard pay in England.

While expert translators believe that currently the pay for literary translations is not enough to earn bread and butter, they expect the market to improve soon as demand is increasing. "I believe market is booming with work and one can earn handsomely after proving oneself. A good Chinese translator can earn Rs 700 - 800 per A4 size sheet of translation, while French or German fetches Rs 300 - 400. Clients don't squabble over money if work is good," says Malobika Choudhuri, Mono Translation Bureau, based on her 22 years experience.

Which language to go for?

"I think it helps to have knowledge of an unusual source language if one is looking for earning . Any language with limited diffusion brings a good chance of making you a monopolist in your speciality!" says Amanda.

Hungarian, Romanian, Estonian for international market and knowledge of Chinese, Japanese, or anything from the wide plethora of Indian languages in India can get one rolling.

growing interest in the field of economics is opening up a plethora of opportunities for academicians and professionals alike. Lakshmi Krupa explores



The global economic meltdown and the way it has affected our lives speaks volumes about the importance of economics as a social science. Today the field of economics is no longer considered as an elitist academic discipline that is meant for intellectuals and scientists who work with multiple government agencies but as an essential and all pervasive subject that caters to all.

Comparative advantage

So what does the field of economics entail? "At its broadest, economics is a way of understanding how humans interact and how individual decisions produce collective outcomes," says Manu Bhaskaran, a Singapore-based Indian economist who is a Partner of the Centennial Group. Bhaskaran, who has over 20 years experience analysing political and economic trends in Asia, was also working for the Singapore government in the area of regional security. "These tools are useful for anyone entering the job market. The more specific subjects in economics like micro-credit or industrial economics also have value in teaching more specialised tools," he adds.

Current account

Dr B L Pandit, Head of the Department, Delhi School of Economics, says that there is a dire need for several institutions across India to update their syllabi and offer economics courses of higher standards. "With the revised pay commission salaries, we must now be able to attract good teaching talent," he avers. Dr U Subrahmanyam, Director, Indian Institute of Economics, Hyderabad says, "India, as a country has made a mark in the field of economics at the international level." He also maintains that every year, the Asian Development Bank, Bank of Malaysia and many other international and multilateral organisations seek young and bright economic graduates from our country to fill important positions!

Planning curve

Economics graduates have an array of options open following the completion of their courses. An increasingly popular field is that of social entrepreneurship and the business of NGOs. Informing about the aptitude one needs to pursue a course in economics, Subrahmanyam says, "A student needs to have an inclination towards financial matters and must take interest in the economic situation of the world we live in, in order to excel in the field."

As with most other disciplines, a masters or doctoral degree can help bolster a career in economics, in both, the fields of academia and the corporate sector. While a bachelor's degree helps form a foundation, it is a specialisation at the masters' level that will help in terms of job prospects. A graduate in economics can aspire to join at an entry-level position in banks, MNCs and research firms and can expect pay packages up to Rs 12,000 per month. Experts also opine that salaries for fresh graduates are largely dependent as much on the young graduate's potential as on the institute he/she graduates from. "A strong candidate can easily average a minimum of Rs 25- 40,000 per month initially during the first two years and then later based on his expertise go upto Rs 1-2 lakhs per month easily," avers Kalavathi Amarachelvam, Career Counselor, and Head- Career Division, Bodhi Organisational and People Development Consultants Pvt Ltd.

Job wise

"The core job of an economist is to research and analyse the trends in different sections of society and industry. For example, the corporate sector employs economists to analyse and predict customer demand so that they can plan their production accordingly. Economists can also act as advisors to corporate heads on future areas of development in the economy and accordingly plan their business expansions and acquisitions," Amarachelvam informs. Economists generally specialise in specific areas like finance, insurance, agriculture, econometrics, rural development, health, business development, human resource, industrial law, international economics, etc. In government and social work organisations while they are recruited as economists directly, in the corporate world they have different job titles such as Data Analyst, Financial Analyst, Research Analyst, Business Analyst, etc. While the economist at a government and social development organisation works towards finding ways of creating social wealth and collective development through empirical and case-study based research, economists working for

private firms study the markets, competition and consumer-behaviour and work towards bolstering the business practices and investments of the individual firm.

The Indian government is perhaps the largest employer of economists in the country. The Union Public Service Commission (UPSC) conducts examinations every year for recruitment into the Indian Economic Service (IES), for which any Indian postgraduate degree holder in Economics/ Applied Economics/ Business Economics/ Econometrics from a recognised university can apply. IES is a part of the Indian Civil Services and officers of this service use their expertise to analyse economic trends of the country, direct the country's policies and help in the implementation of the various policies and schemes.

While the IES helps secure a job within the prestigious administrative segment of the government, the Reserve Bank of India (RBI) the regulatory body that overlooks the monetary stability of the country conducts separate exams for recruitment to its various services including Grade A and B officers. English, economic and social issues, finance and management are some of the areas in which one needs to focus on while preparing for the RBI's exams. The Universities Grants Council (UGC) conducts NET and JRF examinations, after clearing which one is eligible for teaching at universities and applying for PhD programmes with scholarships respectively. Teaching is another area that offers immense job satisfaction. Clearing the UGC NET exam is mandatory to secure the post of a lecturer in universities.

No matter which field you choose, as you climb up the career ladder, as an economist, as opportunities from across sectors beckon you.

Catch'em young

The Asian Development Bank and World Bank, recruits young economics graduates from many countries, including India, for their Young Professionals Programme (YPP). The YPP is a starting point to a career in the development sector. A good academic record, besides other factors such as 'potential for leadership' are mandatory for this programme, for which young graduates and professionals from across the globe apply, each year. Applications are invited online on the respective organisation's website.

Institute Index

[Delhi School of Economics, Delhi](#)

[Madras School of Economics, Chennai](#)

[Indian Council of Social Science Research, New Delhi](#)

[National Institute of Rural Development, Hyderabad](#)

[Indira Gandhi Institute of Development Research, Mumbai](#)

Others

Speech-language pathologist



Online Exclusive  

Purnima Goswami Sharma listens into the career opportunities as a speech-language pathologist and audiologist



Language is an important mode of social interaction and communication. A speech and language therapist, also known as a pathologist, works with people who suffer from communication disorders.

“Speech and language pathology is the study of speech, language and voice disorders for the purpose of prevention, identification, evaluation and treatment of individuals with a wide range of complaints. These could include delayed development of speech and language, unclear speech, fluency, voice, speech and language problems acquired following a stroke,” says Maya Sanghi, in-charge of the Audiology and Speech Therapy Department at B Y L Nair Charitable Hospital, Mumbai.

Supplements Dr Samir Dalwai of New Horizons Child Development Centre, “A language pathologist treats individuals with stammering, mispronunciation, deviant speech, stuttering and developmental disorders. Problems may be congenital, developmental or acquired.”

Audiology is the study of the science of hearing and hearing disorders. The audiologist specialises in identifying, repairing and preventing hearing disorders. As hearing and speech are inextricably interwoven in our day-to-day need for communication, a single profession has emerged from these two sister disciplines.

Courses

The minimum qualification required to practice in India is Bachelor in Speech-Language Pathology (B ASLP) from an institution which has the recognition of the Rehabilitation Council of India. The degree is offered by most universities.

“Students also have the option of pursuing a Master's programme in both, audiology and speech language pathology, or specialising in any one of them,” reveals Dilnaz Wadia, audiologist / speech pathologist at DISHA Center, Mumbai.

Skills necessary

A varied skill set is necessary to work as a pathologist or an audiologist. “One needs a lot of patience, motivation to work hard, passion to interact with patients and determination to overcome all challenges,” reveals Sanghi. Concur Wadia, “One must be sensitive and possess good interpersonal skills.”

Areas of employment

Speech-language pathologists and audiologists work closely with teachers, physicians, psychologists, social workers and rehabilitation

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counsellors. Sectors of employment include hospitals, healthcare, rehabilitation centers, schools, early intervention centers, etc.

Remuneration

Speech-language therapists are well paid. "Starting salaries in private set-ups are Rs 15,000 upwards," states Sanghi. More valuable is the satisfaction that one derives from helping patients. "This is an immensely satisfying profession as one makes a positive difference in the lives of others," he adds.

Scope

There is immense scope in this field. "With growing awareness among the Indian people about the physically challenged people, job opportunities for speech therapist are on the rise. People now do not ignore speech defects; rather they want to correct them. Therefore speech therapists are in great demand in India," informs Sanghi.

Institute watch

Topiwala Medical college, Mumbai

Ali Yavar Jung National Institute for the Hearing Handicapped

University of Mysore

All India Institute of Medical Sciences

technology

- Must see places in Australia

Others

The art of writing

☆☆☆☆☆

Creative writing, as a course helps sharpen your writing skills. Harini Sriram de-mystifies the subject

Imagine being in a classroom where you could pretend you are Pablo Neruda and wield your imagination in the form of poetry, short stories. Imagine making a career out of this. That's what creative writing, as a course, promises. Although quite a few colleges in the country teach creative writing as part of the English Literature curriculum, there is a dearth of institutes that offer creative writing as a full-fledged course. Debanjan Chakrabarti, Head, Inter-cultural Dialogue Project, (which organises creative writing workshops and facilitates writer interactions) British Council, India, says, "It is this very gap that we are trying to bridge through our creative writing classes and workshops. We're trying to create a network of creative writers and we conducted a weeklong fully residential workshop in Chennai, which saw 15 participants from across the country." The British Council plans to conduct creative writing classes in its various libraries, from December.



Kalavathi Amarchelvam, a career consultant, believes that most people here do not look for writing as a career - they do not focus on writing at the initial stages. "They concentrate on their careers as engineers and bankers; it's only when they reach a point where they want to get into serious writing that they decide to do a professional course," she explains.

Shreekumar Varma, a writer who teaches creative writing at the Chennai Mathematical Institute (CMI) says, "Clarity and sharpness of writing are the most important aspects of writing. Serious writing is a time-consuming process. I once asked Arundathi Roy how the words in her book are so alive, and she said, she just uses the right words at the right place. And that's the real challenge, simple though it might seem." The writer, who has been teaching creative writing for over 11 years now, adds that the idea is to encourage students to explore the creative corners of their minds. He adds that CMI has plans of conducting courses in Humanities and Creative Writing.

Debanjan says that the perception of writing has changed over the years. "It is not just that flair for language that makes one click as a writer. This is one of the many things a student of creative writing would be exposed to," he sums up.

Ashutosh Bhuradia, who is currently pursuing his MA in Creative Writing from San Francisco State University says, "I'm an engineer by profession but have been writing for 12 years now and wanted to give writing (poetry and fiction both) a real shot."

But how does one learn creative writing "The art of story-telling relies

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vastly on the gift to observe and imagine. One has to have an eye for irony and a ear for nuance. These are things that can never be taught. Creative writing courses can help you learn the craft and polish your technique but if the basic ingredients are absent, these courses become ineffective. A creative writing course can only make you a better writer. It cannot make you a writer if you are not," says Rahul Panda, an engineer who is currently pursuing a one-year course in creative writing at the University of Edinburgh.

- [Must see places in Australia](#)

The syllabus varies from place to place. Most courses focus on workshops , creative process classes, graduate literature classes, seminars , interaction sessions with writers , seminars, electives and thesis work - some offer specialised classes on screen writing as well. The works span across all genres of writing - fiction, non-fiction, short stories, poetry, journalistic writing and plays. The colleges also create interfaces between publishers and writers. As far as job prospects go, besides making a living out of writing , one could also explore the possibilities of a career in teaching, media, advertising, theatre and films.

Offbeat

Yogic masters



Online Exclusive

Yoga as a discipline has been prevalent in India for several centuries. However, with increasing awareness of its therapeutic effects, it is now becoming a lucrative career option as well. Shubha Subbaraman explores the pros and cons of a career in this field



The fast-paced life we live and the consequent stress levels have led to a boost in the health and fitness industry in the recent past. With very little time to spare for oneself, it has become imperative for the busy masses to adopt a fitness mantra that can help them attain mental as well as physical fitness simultaneously, and Yoga, probably the oldest fitness regime existing in the world, is one of the very few methodologies that can help strike this balance. With

increasing awareness about its benefits, Yoga is now a popular remedy for several health concerns, thus making the job of a Yoga trainer a lucrative career.

What it takes?

Yoga is not about just a few body postures or breathing exercises. It is way of life that has to be learnt and absorbed. The holistic effect of Yoga evolves from the deep philosophies in which it is rooted. So before you take on teaching, it is important to realise these values.

"Yoga works at five levels: physical, mental, emotional, intellectual and spiritual," explains Shiv Kumar Mishra, Founder, Shiv Holistic Yoga, "So to begin with, a Yoga trainer has to understand the requirement/s of the individual. S/he has to understand that each individual is different, and thus, their requirements are also different. Therefore, the most significant aspect of teaching Yoga is the ability to customise the course content according to the clients' requirements."

As Hansaji Yogendra, Director - The Yoga Institute, and President - International Board of Yoga, puts it, "It deals with life, and is a science of awareness. Therefore, it's not mere theoretical knowledge."

On the job

Teaching Yoga is an art and it needs to be acquired with practice. It does not limit itself to acquiring expertise over a few *asanas* and breathing patterns. Yogendra explains "It's a process of self improvement. A good Yoga teacher should be able to improve the pupil's quality of life, and not just teach them a few body movements. It works beyond the physical level."

"The method of teaching and the approach that one adopts is very important," elaborates Mishra, "Yoga trainers should have the ability to sustain pupils' interest. The effects of Yoga are slow and gradual. Therefore, boredom creeps in and people decide to quit mid-way. So it is for the trainer to convince them of its benefits while making the sessions interesting."

It's a process of self improvement. A good Yoga teacher should be able to improve the pupil's quality of life, and not just teach them a few body movements. It works beyond the physical level.

There are several Yoga training institutes/universities across the country that train candidates on every nuances of the art, thus preparing them to become efficient and competent trainers.

However, as Mishra aptly warns, "Pursuing a course, practicing Yoga, and teaching Yoga are three different aspects. Just doing a course is not sufficient; experience is what really matters."

Yogendra adds, "It is very important to teach the psychology, philosophy as well as technology of Yoga in unison. This is where most trainers fail."

The path ahead

Like any other vocation, Yoga trainers also have to deal with their own share of challenges. As Mishra says, "This field is still disorganised and does not have a 'corporate structure'." Therefore getting a break can be indeed challenging.

To begin with, building a network and establishing oneself is the biggest hurdle one needs to overcome. Although today there are several fitness centres, gymnasiums and clubs that employ Yoga trainers, most of these prefer well-experienced people. However, asserting on the advantages of a career in Yoga, Yogendra lists down the possible areas of employment, which include "schools, colleges/universities, NGOs, corporates, hospitals, gymnasiums, spas, clubs, fitness centres and private training institutes to name some."

Advantages galore

Taking up Yoga as a career can be beneficial in more than one way. Not much needs to be said about the advantages of Yoga as a form of exercise as well as a method of healing; and today with increasing awareness about its benefits, Yoga trainers are much in demand, thus making it a lucrative career option in terms of monetary benefits as well. However, keeping the money aspect on the backburner, Hina Parikh, who runs a private Yoga class, points out, "It feels good to see others experience the benefits of Yoga. There are no age limits, and no side effects. So the scope is vast, and unlike other forms of exercises, it involves the body and the mind, thus giving you a holistic lead."

And as Mishra rightly points out, "It is one career that will get you health and wealth at the same time!"

Institute listing

University of Mumbai
Yoga Vidya Gurukul, Nashik
The Yoga Institute, Mumbai
Kaivalyadhama Yoga Institute, Lonavala
Shiv Holistic Yoga

Offbeat

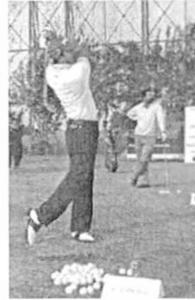
Career in golf



Online Exclusive

A career in golf looks to be a promising choice for golf enthusiasts finds Purnima Goswami Sharma

According to a recent study by worldgolf.com the number of job opportunities in golf and golf management field is expected to grow through 2016 across the world. Not surprising as golf has been, for the first time, included as an Olympic sport in the coming 2016 Olympic. Professional golf champions from the Indian subcontinent making their mark at the international level are increasingly giving many youngsters the confidence to pursue golf as a career choice.



Golf management

Apart from professionally playing the sport, golf provides other options in this field, chiefly, golf management. **Golf management is the study of all aspects pertaining to the operation and the responsibilities of the golf professional in managing a public or private golf facility.** Career paths chosen by students pursuing undergraduate studies in golf management commonly include marketing and management as part of their work load. Even students who choose not to major in golf management find that coursework in the field can improve their ability to clearly articulate issues related to problem solving.

Skills needed

To be a professional golf player the fundamental skills required are **discipline, body coordination, determination and lots of patience.** "Golf requires the student to have varied motor skills, muscle coordination, sharp mind and the physical endurance to perform for over five hours (which constitutes one round of the golf game) are essential prerequisites to become a golf professional. Not to undermine years of practice, the student is required to master his or her strokes- ranging from a full swing to a partial swing to small putting strokes," says Kiran Kanwar, Golf coach, National Golf Academy of India (NGAI).

It takes years of practice to build a sound golf swing, one, which does not fall apart under pressure. Sundeep Verma, Golf coach, Chimney Golf Academy, emphasis on good hand-eye coordination and focus to be able to master that perfect golf swing. **"One has to hit thousands of golf balls on the practice range in order to develop muscle memory,"** he says. Adaptability is another essential trade. "A competitive golf player lives out of a bag, s/he competes on different turfs and is in a different city every week, says Verma.

For golf course managers, apart from being proficient at the game of golf they need to skilfully manage and motivate people. They also need

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to be well-versed in areas such as marketing and should possess strong organisational skills.

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Entering the arena

A youngster can systematically work towards entering the professional arena. The first step for a golf enthusiast is to start training under a qualified teacher. With the essential abilities the student can start competing in the junior tournaments. These tournaments are for less than 18 years of age. S/he can then compete on the [Indian Golf Union](#) (IGU) amateur tour, which conducts around 12 tournaments across India. Under professional category the student will have to contact organisations like [Women's Golf Association of India](#) (WGAI) and [Professional Golf Tour of India](#) (PGTI). NGAI in Chandigarh is the official body recognised by the IGU where national teams get the final coaching before going for international competitions. Candidates interested in teaching golf can also register with them for a certificate course. "Golf is one of the few sports in the country which is structured, there is the IGU which is the governing body for amateur golfers in India and they conduct the amateur, ladies and junior golf tour in the country. The PGTI is the official body responsible for the professional golf tour in India for men and WGAI promotes golf tournaments for women, says Kanwar.

Challenges

The average age of the top hundred players on the **European Tour is 32 years and the average age of the players on the Challenge Tour is 27 years.** That's the average age of most of the best players. This makes the professional game a lot tougher than one can imagine.

Another challenge is the expense involved. **Golf is an expensive sport,** and equipments, instruction classes and the playing facility all come at a huge price. Getting the proper golf tutoring in India still remains one of the biggest challenges.

Locally run golf tournaments in India are dismally low. "There is an almost non-existent effort at school level and no support from the government as far as golf is concerned. The biggest names in golf Jeev Milkha Singh, Arjun Atwal and Jyoti Randhava have pursued their interest without any governmental support," informs Verma.

Scope

Even in today's economy, India, China, Korea, Dubai, and other locations are building championship courses. They are all looking to host top tournaments and grounding their place in a worldwide game. "International schools in India are offering golf training, and with the corporate showing interest in the sport there now exists a platform for local tournaments," says Verma. **"We now have international level professional players, a growing league of good teachers, green keepers, golf course designers and specialised golf event management companies,"** adds Kanwar. All this adds up to a good future for this game.

Institute listing

With the sport getting tougher and the players getting better it is advisable to consider gaining qualifications before chasing your dream.

Some of the institutes that offer training in golf are:

[Delhi Golf Club, Delhi](#)

[Tollygunge Golf Club, Kolkotta](#)

[KGA Golf Course, Bangalore](#)

[Bombay Presidency Golf Club, Mumbai](#)

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*Mandatory Fields

RESULTS & CONCLUSIONS

I had grand Plans for my Project internship but things did not work the way I had expected.

I started my internship at KV, MEG, Bangalore but for some personal reasons I changed school after a fortnight. I was taken as TGT English teacher since they were in desperate need of one.

Internship work got interrupted due to Diwali holidays (5 days) followed by half-yearly examinations etc. I did not get enough time to do my internship.

In the meantime I started with my Power-Point Presentations. Whenever I got the opportunity in between my classes, I went and gave class Talk and Career Talk. Was able to conduct few Group Counselling sessions and one group workshop.

As far as Career Counselling goes, I made a career corner in the library and brought brochures and articles to promote awareness about various courses and careers available to them. Since the school is only till tenth standard, I decided to stick to giving awareness. There was no infrastructure or man-power to conduct a career fair.

It is difficult to convince most Principals that Guidance & Counselling is a full time job and it is impossible for a subject teacher to handle both; like I found in my case.

The school has a major issue of discipline problem among the students and needs to be addressed.

I hope I am able to convince the school authorities that the school indeed needs a full time guidance and Counsellor and hopefully I am able to carry out all the intervention Programmes in the next year.

These school would not be willing to spend so much money on Psychological assessment.

I have not been very satisfied with the kind of work that I had done during my internship. I would have done things in a more scientific and methodical way. Too many holidays and examinations also added to the problem.

In the end, it was a great learning experience; doing things alone without the help of teachers and guides. I was quite happy with the way the class-talks, career talks, group discussions, group counselling and workshops was received by the students.



INTERNSHIP PROJECT REPORT TO THE PRINCIPAL

PARACHUTE REGIMENT SCHOOL, BANGALORE

09.01.10.

Dear Ma'am,

This is in furtherance to our ongoing discussions with regard to my 3 month internship on Guidance & Counseling which I have been carrying out at the Parachute Regiment School, Bangalore.

As you may be aware, the intent of the internship was to put into practice best in class theories of Guidance & Counseling learned during the course in the subject at the Regional Institute of Education, Mysore & which are becoming an integral part of modern school curriculum as schools evolve their courses from traditional methods. The intent is also to assist students & help them provide direction in an increasingly dynamic & changing world, where parental guidance & future planning, from both a career & personal perspective is diminishing & schools and other institutes of education are stepping in to fill this crucial void.

The focus groups of the internship were primarily students of the 7th, 8th & 9th grades. This group was selected keeping in mind the crucial changes that students undergo & the pressure of decisions that need to be taken at this stage of their lives. Decisions which will dictate the course of their entire lives going forward.

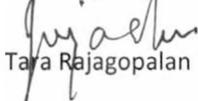
The activities were primarily split into the following categories:

- Group Guidance
- Group & Individual Counseling
- Career awareness programs

Please find attached a detailed report on the above activities for your perusal. At a personal level, it was very satisfactory having worked with these children & to be able to identify personal / group problems & take measures to identify them. However, the process of learning is a continual one & I look forward to your insights & experience based inputs to better the counseling & guidance program which will be continued at the school.

Thank you once again for giving me the opportunity to carry out the internship at your school & your support throughout the entire process.

Best Regards,


Tara Rajagopalan

Month	Orientation	Counselling needs	information	Personal/social Development	Theme or the month
Jun	Class-School Orientation -Teacher orientation -Setting up of Guidance committee	Rapport building(8-10) Group counseling on adjustment-IX	Workshop on study skills and focus on L,S,R,W for IX,X	Class talk on Use of leisure time VIII	Decision making -handouts -displays -group discussion, VIII, IX.
July	Orientation to competitive exam VII, IX.	Identification of slow learners and counseling needs	Class talk on Time management And preparation for different exams VIII,IX,X	Inauguration of Reading club for VIII,IX,X.	Problem solving -thought for the day. -Book Reading -Workshop VIII,IX
Aug	Career streams available for subjects of interest	Group counseling Peer pressure- VIII,IX - Problemstatement & definition of slow learners& counseling	Need for life&Career planning Class talk-VIII,IX,X	Guest lecture by doctor on health&hygiene and its importance to students(8-10)	Conflict resolution -handouts -displays -group guidance IX, X.
Sept/Oct	Memory management for exams and exam tips-Class	Group counseling Life skills-IX Intervention for counselees	Group discussion. How to tie in hobbies & careers,VIII-IX	Raven's/Intrest abilities test/HSPQfor VIII,IX	Interpersonal skills -Role plays -Displays

GUIDANCE CALENDAR
(2010 - 2011)

PARACHUTE REGIMENTAL SCHOOL
BANGALORE.

	talk				-Group discussion VIII,IX
Nov	Orientation of parents for Class X exams	Intervention for counselees & referrals	Guest Lecture- Careers in Science VIII	Workshop/Group discussion on personality development IX,X	Ethics -Displays -Thought for the day,anecdotes IX,X
Dec/Jan	Orientation to learning styles & corresponding methods VIII, IX.	Intervention for counselees & referrals	Charts,posters,job interviews materials etc.	Guest lecture by Psychologist on adolescence VIII,IX,X	Peace & harmony Short films -Book reading -Thought for the day VIII,IX,X
Feb	Guest lecture by alumni on college life & implication of decision made today.	Evaluation & termination of Counselling	Career Bulletin-IX Field trip-VIII,IX,X.	Workshop-stock taking and preparation of bio-data IX-X.	Social Responsibility - Questionnaires -Role plays VII,IX
Mar	Role plays/workshop- Peer pressure	Evaluation & termination of counselling	Career Exhibition with the help of Rotary clubs or Employment exchange.	Class talk.How to make best use of your vacations IX,X	Stress Management -Displays -Class Talk -Handouts