

**Diploma Course in Guidance and Counselling
2024**



**Programme Report
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Introduction

The increasing complexities and stresses of modern day living, everyday reports of lack of interest in studies, low achievement, truancy, aggression, behavioural problems, suicide, drug abuse and the like call for provision of guidance and counselling for children and youth in schools. Teachers and other school personnel need to equip themselves with helping skills to promote students' personal, social, educational, career development and adjustment throughout the school years.

Mental health concerns have been addressed by the National Education Policy (NEP), 2020. The involvement of well-trained social workers, counsellors, and community involvement into the schooling system has been emphasised to optimise student's learning. Mental health issues among individuals have been a rising concern. The National Education Policy (NEP), 2020 puts fourth this concern and highlights the urgent need for ensuring "not only cognitive development, but also building character and creating holistic and well-rounded individuals equipped with key 21st century skills". This, however, requires professional orientation and training.

In this context, NCERT is offering a Diploma Course in Guidance and Counselling. The course of one-year duration with a unique blend of distance and face-to-face modes is open to candidates from India. Candidates from different regions of India will be admitted at DEPF, NCERT, New Delhi and Regional Institutes of Education at Ajmer, Bhopal, Bhubaneswar, Mysuru and Shillong.

OBJECTIVE

The course aims to train in-service teachers, teacher educators, school administrators and untrained guidance personnel as counsellor's /teacher counsellors to guide and counsel students in school and other related settings.

COURSE CONTENT

Theory: The course consists of core components in guidance and counselling processes and procedures, major theories of human adjustment and career development, and their application in counselling, psychological assessment and appraisal, and use of career information in guidance and counselling practices. The content also includes counselling for special groups of students, crisis situations and other issues arising from multicultural forces, globalisation, industrialisation etc. that have implications for guidance and counselling practices.

Practical Work: The course includes intensive training in practical work integrated with the theory components which is later conducted and supervised in schools. Enrichment lectures, seminar, workshops, demonstrations, self-study and reflective sessions are also important features of the practical training. Field visits and tours are also arranged to provide candidates with the first-hand experience of working of guidance institutions and professionals.

Internship: Internship or 'on-the-job experience' is an important component of this course. Trainees undergo internship in actual work setting to try out and further refine the understanding and skills acquired from theory and practice.

DURATION AND PHASING

Phase I Guided Self-learning

Phase II Intensive Practicum

Phase III Internship 6 months (Distance) 3 months (Face-to-Face) 3 months (in Home Town)

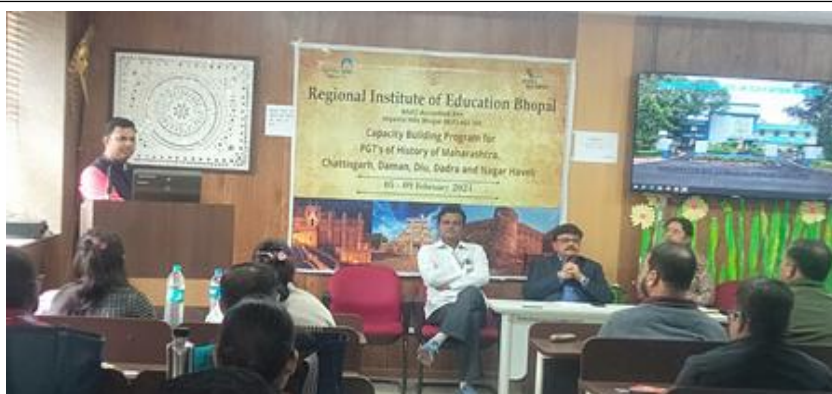
Overview of the admission

- **Advertisement calling application:** An advertisement has been released on the NCERT website for the 2024 session, calling for applications from suitable candidates. All eligibility criteria for the course are included in the advertisement.
- **Scrutiny of documents for entrance test:** In response to the above mentioned advertisement, all together 129 were received and scrutiny for eligibility was done by Coordinators along with the faculty members. The eligible candidates were intimated for taking entrance exam.
- **Entrance test and interview:** DCGC Entrance test of candidates for the session 2024 was held on 05.12.2023 at the institute at 10 am. The duration of the test was 1 hour (10.00-11.00 a.m.). The duration of the test was 1 hour (10:00–11:00 a.m.). Document verification was also conducted. After the completion of the entrance test, an interview/viva was held in rooms 101 and 102 in the presence of the Chairpersons, Prof. Ratnamala Arya, Prof. I. B. Chughtai, and the members of the committee.

A total of 50 candidates enrolled in the DCGC-2024 session, including 14 from JNVs, 2 from KVS, 13 from EMRS, 5 from State Government institutions, and 16 pre-service candidates

Phase-1

Orientation Cum Tutorial-I The Orientation cum Tutorial-I programme, conducted from February 12th to 14th, 2024, at the Institute. Dr. Saurabh Kumar, the coordinator, led an insightful discussion, providing candidates with a comprehensive understanding of the DCGC course and addressing their queries. The orientation session also witnessed active participation from esteemed figures, including Prof. I. B. Chughtai, the I/c principal of RIE, Dr. Sanjay Kumar Pandagale, I/c Head of Education, and Dr. Chitra Singh, Head, DEE who took the opportunity to personally interact with the students.



Dr. Saurabh Kumar engaging in a thoughtful discussion with the trainees



Prof. I. B. Chughtai having an insightful conversation with the trainees.



Dr. Sanjay Kumar Pandagale having an insightful conversation with the trainees.



Dr. Chitra Singh having an insightful conversation with the trainees.

The next session was skilfully led by Dr. Kiran Mathur, who infused Modules 105 and 112 with her enthusiasm. She shared invaluable insights on creating a remarkable portfolio and explained the intricacies of the Distance Mode and Contact Phase of the course in detail. With a strong emphasis on the commitment needed for success in Distance Mode, she inspired participants by highlighting the transformative power of self-learning. Dr. Mathur underscored the vital importance of dedication to studies and assignments, motivating everyone to embrace their educational journey with passion and determination.

After the lunch break, the third session was energetically conducted by Dr. Ratna Sharma. With her approachable style, she introduced Modules 102 and 109 in simple, relatable language, making the material engaging for all candidates. Dr. Sharma provided insightful guidance on creating assignments and delved into important topics such as psychology, teenage challenges, and their solutions. Through two interactive activities, she vividly illustrated the role of a counsellor, helping participants truly understand the depth of responsibility that comes with this vital profession. The session concluded on a high note, leaving candidates with a rewarding and enriching learning experience that they could carry forward.

Second Day of Tutorial-

The session commenced with Dr. Saurabh Kumar, who warmly welcomed the trainees and introduced them to Modules 107 and 114. He began by tracing the origins of statistics, offering a clear definition and emphasizing its significance as a vital subject in the DCGC course.

Dr. Saurabh Kumar then delved into the different types of statistics and highlighted three key topics from Module 107:

- a) Measures of Central Tendency: We explored the concepts of mean, median, and mode, with Dr. Kumar providing insightful explanations and practical examples to enhance our understanding.
 - b) Series, Frequency, and Class Interval Types: He outlined the various types and demonstrated how to effectively apply them in different contexts.
 - c) Measures of Deviation: This topic was introduced with the promise of a more in-depth exploration in upcoming sessions, ensuring we grasp its importance thoroughly.
- Furthermore, Dr. Saurabh Kumar distinguished between the roles of teachers and counsellors, offering valuable insights into their unique functions and contributions.

The second session of the day was led by Dr. Nidhi Sahu, who will be guiding the trainees through Modules 101 and 108. She initiated the session with an interactive exercise, encouraging each student to introduce themselves along with a brief personal insight. This not only fostered connection but also helped everyone recognize and appreciate the diverse, complex, and challenging backgrounds from which each participant hails.

Dr. Nidhi Sahu effectively used this exercise as a springboard to introduce the topic of Guidance and Counselling. By facilitating this experiential learning, she highlighted essential concepts such as acceptance, unconditional positive regard, active listening, and effective communication.

The session was rich in engagement, allowing trainees to reflect on their own experiences while developing a deeper understanding of the key qualities necessary for effective counselling. Dr. Nidhi Sahu's approach laid a solid foundation for the modules ahead, igniting enthusiasm for the journey of learning and personal growth.

The third session was led by Dr. Noorjahan Khan, the mentor for Modules 106 and 113. Her engaging and interactive approach captivated the trainees as she guided them through essential themes such as intelligence, mind, IQ, ability, personality, and interests. Dr. Noorjahan Khan skilfully illustrated how these elements interconnect to shape one's vocational, academic, and creative pursuits.

By utilizing captivating storytelling techniques, Dr. Noorjahan Khan highlighted the importance of understanding individual differences and how these insights can shape one's career choices. She emphasized the need to pursue paths that align with our authentic selves, fostering both personal fulfilment and professional success.

She also encouraged the trainees to delve deeply into the module books and actively seek resources within their communities. Her advice on making the most of this course and crafting thoughtful assignments was both practical and inspiring.

Overall, Dr. Noorjahan Khan session fostered a rich dialogue about self-discovery and personal growth, laying a strong foundation for the trainees as they embark on their professional journeys.

Third Day of Tutorial-

The first session was led by Dr. M.S. Kariyappa, who focused on Module 103: Guidance for Human Development and Adjustments.

1. Nature of Human Development: Dr. Kariyappa began by explaining the distinction between development and growth, emphasizing their unique roles in human progress.
2. Overview of Developmental Stages: He provided a comprehensive overview of the eight stages of development, outlining the key characteristics and challenges at each stage.
3. Understanding Personality: The session explored two primary approaches to understanding personality: the type approach and the trait approach.

Dr. Kariyappa highlighted the characteristics of Type A Personality (The Director) and Type B Personality (The Socializer), discussing how these types manifest in behaviour and interactions. He then introduced Gordon Allport's Trait Theory, which categorizes personality traits into three main types:

1. Cardinal Traits: Traits that dominate a person's life, often becoming apparent in later stages.
2. Central Traits: Fundamental qualities that shape a person's character, such as intelligence.
3. Secondary Traits: Traits that are situational and may vary in different contexts.

The discussion also included four key terms related to consciousness:

1. Consciousness: The state of being aware of one's thoughts and feelings.
2. Precociousness: Information that can be recalled effortlessly, even if it's not currently in focus.
3. Sub consciousness: Hidden memories or dreams that may influence behaviour unconsciously.
4. Unconsciousness: A lack of awareness that can affect thoughts and actions.

Dr. Kariyappa concluded the session by outlining several important coping mechanisms: regression, denial, projection, displacement, repression, and sublimation. He emphasized the significance of understanding these mechanisms in promoting healthy psychological adjustment.

The next session was conducted by Dr. Anupama Maheshwari, who covered Modules 104 and 111. The session began with a thought-provoking question from Dr. Maheshwari: "Do trainees choose their careers by choice or by chance?" After a variety of responses, she emphasized the importance of acceptance and satisfaction in one's career, noting, "A career can't be wrong; our choices can be."

Several key points regarding career counselling were discussed:

1. Career Counselling as a Process: It is a structured procedure.
2. Directive Nature: Career counselling tends to be more directive than other forms of counselling.
3. Overlap with Behavioural Counselling: While career counselling and behavioural counselling share similarities, they are distinct fields.

4. **Difference between Counsellors:** A career counsellor differs from an academic counsellor in focus and approach.
5. **Required Knowledge and Skills:** Specific knowledge and skill sets are essential for effective career counselling.
6. **Myths and Facts:** Common myths and realities surrounding career counselling were addressed.
7. **Career and Identity:** The relationship between career choices and personal identity was explored.
8. **Role of Skills:** Skills play a crucial role in shaping one's career path.

Finally, Dr. Maheshwari explained Ginzberg's Theory, which outlines three stages of career development:

- **Fantasy Stage:** In this stage, we dream of various jobs in childhood, often without full awareness of the implications.
- **Tentative Stage:** Here, individuals begin to think more seriously about their career options, exploring jobs that align with their interests and understanding.
- **Realistic Stage:** In this final stage, individuals make conscious career choices based on their experiences and preferences.

The final session was conducted by Prof. B. Ramesh Babu. In his discussion, he explored how the challenges faced by a single child differ from those experienced by children with siblings. He highlighted the significant changes in family structures within our culture, noting the shift from joint families to nuclear families and now to single-member households. This transformation has profound effects on our overall well-being.

Prof. B. Ramesh Babu emphasized the vital role of a guide in navigating these complexities and filling the gaps left by these changes. To effectively serve as that guide, he stressed the importance of cultivating a positive inner environment. Only by fostering this positivity within ourselves can we create a supportive atmosphere for others.



Tutorial-II

The second tutorial for this batch was held at the Institute from June 6th to 7th, 2024. This engaging session centered on portfolio discussions, skilfully facilitated by our resource persons. A subject expert meticulously reviewed student portfolios and provided valuable guidance, significantly enhancing their understanding of effective portfolio development. Through practical examples and interactive activities designed by the mentors, trainees gained comprehensive insights into the essential requirements for creating standout portfolios.

Additionally, trainees received vital information about the contact phase. This included thorough discussions that addressed all their questions regarding the structure and expectations of their upcoming classes. They explored details about practicum activities, ensuring they understood how to apply their learning in real-world settings. The session also covered the examination process, clarifying assessment criteria and preparation strategies. Finally, discussions included information on how results would be communicated, empowering trainees to feel more prepared and informed about their academic journey



Contact Phase

The contact phase, which took place from July 1 to September 30, 2024, was an intensive three-month program conducted in a face-to-face format. This structure enabled meaningful interactions between instructors and DCGC trainees, fostering a collaborative learning environment. During this period, trainees participated in a diverse range of classes, workshops, and practicum activities, all carefully designed to build both practical skills and theoretical understanding. The classes focused on key concepts, while workshops offered opportunities for hands-on practice and group discussions, encouraging active participation.

In addition to these activities, trainees explored the theoretical aspects of the curriculum, engaging in discussions and activities that reinforced their learning. This approach ensured that trainees could connect classroom knowledge with real-world applications, enhancing their overall educational experience. By the end of the contact phase, the DCGC trainees were equipped not only with essential skills but also with a deeper understanding of their field, preparing them for future challenges and professional growth.

1st July

Inauguration / First Session

The inaugural day of the DCGC 2024 Contact Phase was an exciting and inspiring event. It started with a warm welcome from the program coordinator, Dr. Saurabh Kumar, who encouraged all the trainees to embrace the learning journey ahead. The highlight of the day was the course inauguration, featuring the honourable Principal, Prof. Jaydip Mandal. His speech emphasized the institution's commitment to high-quality education and the importance of each trainee's growth.

Distinguished faculty members, including the Head of the Education Department, Prof. B. Ramesh Babu, Prof. I. B. Chughtai, Prof. Ayushman Goswami, and Dr. Manju, also addressed the trainees. They expressed their commitment to supporting the trainees and creating an engaging learning environment. The day was filled with enthusiasm as trainees connected with one another, building valuable relationships. Interactive sessions and discussions further heightened the excitement, leaving everyone motivated and eager to dive into their studies. Overall, it was a memorable beginning to a promising educational journey, characterized by inspiration, support, and a collective dedication to excellence.



Second Session

Following the inauguration of the DCGC contact phase, the second session was conducted by Dr. Saurabh Kumar, the course coordinator and mentor for modules 104 and 114. In this engaging session, Dr. Saurabh Kumar provided a comprehensive orientation on the contact phase, detailing the various activities that participants can expect. He emphasized the significance of these activities in enhancing learning outcomes and fostering practical skills.

Additionally, Dr. Saurabh Kumar encouraged an interactive atmosphere by addressing all questions from the trainees. He clarified any uncertainties about the structure and objectives of the contact phase, ensuring that everyone felt informed and prepared for the journey ahead. His insightful guidance aimed to motivate the trainees and underscore the value of their participation in this critical phase of the program.

Third Session

The session was led by Dr. Ratna Sharma, the instructor for GC-119: Practicums in Counselling. True to her dynamic teaching style, she kicked off the session with an interactive activity designed to energize the class. This engaging start infused the room with enthusiasm, and the students were instantly motivated and ready to dive into the lesson.

Dr. Ratna Sharma then provided a thorough orientation on the GC-119 practicum, clearly outlining its goals and the various activities participants would engage in. She emphasized the importance of hands-on experience in counselling and how the practicum would enhance their practical skills. Throughout the discussion, she encouraged questions and fostered an open dialogue, ensuring that every student felt supported and prepared for the challenges ahead.

Forth Session

The fourth session of the day was expertly led by Dr. Saurabh Kumar. During this engaging session, he addressed the doubts and confusion that trainees had regarding Module 7. Dr. Kumar provided clear explanations and practical examples to help participants overcome the challenges they faced while navigating the course in a distance learning format. His approachable style and thorough insights not only clarified key concepts but also boosted the trainees' confidence in applying what they learned. Overall, the session was a valuable opportunity for participants to deepen their understanding and enhance their learning experience.

2nd July

First Session

The session began with a series of organizational activities designed to set the tone for the day. Dr. Saurabh Kumar then introduced a straightforward and effective method for calculating the mean, median, and mode, using two practical examples. He made sure that the concepts were easily understood by simplifying the explanations. Afterward, Dr. Saurabh Kumar demonstrated how to construct frequency and cumulative frequency graphs, emphasizing their importance in data analysis.

He reiterated the formulas for mean, median, and mode to ensure that all students were clear on the mathematical concepts. To further simplify the calculation of the mean, Dr. Saurabh Kumar introduced the Kelvin Mean Method, a technique that allows for a faster and more efficient computation of the mean in certain data sets. The students were encouraged to follow along with Dr. Saurabh Kumar as he guided them through the calculations, providing both clarity and practical application.

Second Session

As usual, Dr. Ratna Sharma filled the room with energy and enthusiasm. She provided an in-depth discussion on the "Basic Skills" involved in the counselling process. Through various activities, Dr. Ratna Sharma explained how a counsellor should initiate communication with a client. She emphasized that "the most important quality of a counsellor is insight."

The session also covered the importance of both verbal and non-verbal communication. Through activities, participants learned to interpret a client's posture and other non-verbal cues. Dr. Ratna Sharma demonstrated how a counsellor should adapt their approach to better understand the client's behaviour, using solar activity as an example to illustrate this process.

Third Session

Dr. Nidhi Sahu's session, titled "The Counsellor as a Milestone," was both insightful and engaging. She facilitated a detailed discussion on modules 101 and 108, encouraging students to share their thoughts. Dr. Nidhi Sahu explained, through a case study, which client information counsellors should keep confidential and not disclose to the public. She also gave an in-depth overview of the guidance and counselling programs for PGTs in schools.

Following this, Dr. Nidhi Sahu assigned the task of selecting a topic for the "Class Talk" activity and provided a thorough explanation of the activity's format.

Forth Session

In the final session of the day, Dr. Saurabh Kumar once again took the floor, guiding the students through an engaging activity focused on drafting speeches.

Dr. Saurabh Kumar emphasized the importance of efficiency and quick thinking when composing a speech or presentation. He encouraged the students to work quickly but thoughtfully, helping them draft a talk that was both clear and impactful. The session allowed students to practice condensing their ideas into concise, effective drafts while adhering to the format they had learned earlier. Dr. Saurabh Kumar provided feedback as students worked through the activity, offering suggestions to improve clarity and structure. His interactive approach helped to inspire the students to focus on their writing skills and hone their ability to craft engaging speeches.

3rd July

First Session

The students went on a field visit to the library of the Regional Institute of Education (RIE) in Bhopal, where an orientation program was held in the library's conference hall. The event was attended by respected Dr. P. K. Tripathi, Deputy Librarian, RIE Bhopal, and Dr. Saurabh Kumar, along with other faculty members.

Dr. P. K. Tripathi explained the significance of libraries in student life and their role in society. He also provided valuable insights into various courses in library science. The RIE Bhopal library houses a collection of 72,000 books.

Dr. P.K. Tripathi further introduced the students to innovative technologies such as the RFID (Radio Frequency Identification) detection system for books, the Institutional Repository, the Tab Library, the Inclusive Library, Smart Attendance systems, Cloud Library, as well as Augmented Reality (AR) and Virtual Reality (VR) applications. These cutting-edge technologies were new to the students, who listened with great curiosity and attentiveness to Dr. P.K. Tripathi's guidance.

Second Session

After the engaging orientation program in the library hall, all the students proceeded to the DCGC department's classroom. Respected Dr. Ratna Sharma delivered a lecture on the 102 and 109 modules. She began by dividing the students into five groups. Then, she guided them on how to build reports, encouraging active participation in the teaching and learning process to promote experiential learning. Dr. Ratna Sharma also provided a demonstration of the report-building process to further enhance the students' understanding.

Third Session

The session, led by Dr. Nidhi Sahu, focused on "Class Talk", where she provided guidance on selecting topics and structuring presentations. Dr. Nidhi Sahu explained how to organize content effectively and engage an audience. She addressed students' questions, offering advice on overcoming challenges like nervousness and time management. A live demonstration of a class talks showcased key presentation techniques. To conclude, Dr. Nidhi Sahu instructed students to prepare write-ups for their class talks. The session ended at 5:30 PM, leaving students better prepared and more confident for their upcoming presentations.

4th July

First Session

Dr. Saurabh Kumar conducted the first session, where he began by explaining the concept of skewness in statistical distributions. He then introduced two important measures of data spread: **kurtosis** and **standard deviation**. Dr. Saurabh Kumar provided clear examples of different statistical methods used to identify score deviations, emphasizing how these deviations can significantly impact the calculation of average scores. He also highlighted the importance of understanding these measures when interpreting data. Furthermore, the session included an in-depth discussion on the **normal probability curve**—its key characteristics, such as symmetry and the bell-shaped distribution—and a detailed explanation of how the curve is formed, with real-world applications to demonstrate its relevance in data analysis.

Second Session

The next session was conducted by Dr. Ratna Sharma at 11:00 AM. She began by revisiting the concepts covered in the previous class, where she discussed various coping mechanisms for stress management. Dr. Ratna Sharma then introduced the trainees to progressive muscle relaxation, guiding us through the exercise to help us experience its benefits first-hand. She also covered key concepts related to positive attitude and general coping strategies, explaining methods like ASK (Active Support and Knowledge), counselling, and the SQR3 technique (Survey, Question, Read, Recite, Review) for effective learning and stress management. Finally, Dr. Ratna Sharma provided clear guidelines on the activities that trainees will need to carry out when they visit schools as part of School Practicum activities, emphasizing the importance of applying these strategies in real-world settings.

Third Session

In a session led by Dr. Nidhi Sahu, she provided a thorough explanation of how the group discussion would be conducted. She outlined the process step by step, emphasizing that each trainee would be assigned a specific role during the discussion, along with the expectations for presenting their reports effectively. Dr. Nidhi Sahu also detailed how various activities would be organized and carried out, ensuring that everyone understood their individual responsibilities. To conclude the session, she reviewed the Class Talk topics, offering valuable insights and constructive feedback to help the trainees.

improve their presentations. Her guidance clarified the objectives for the upcoming discussions and activities, giving the trainees a clearer direction for preparing their reports.

5th July

First Session

The first session, led by Dr. Kiran Mathur, served as an orientation for the Practicum (GC-117), focusing on the Collection, Management, and Dissemination of Information. She provided an overview of the practicum activities, explaining the process trainees would follow during this phase, including how to gather relevant data, manage it efficiently, and share it with the appropriate audiences. Dr. Kiran Mathur outlined the key skills trainees would develop, such as data analysis, critical thinking, effective communication, and teamwork. She also clarified the assessment criteria, including expectations for report submissions, presentations, and group work. The session concluded with a Q&A, where Dr. Kiran Mathur addressed any questions to ensure that trainees were clear about the upcoming tasks and objectives.

Second Session

The session, led by Dr. Ratna Sharma, focused on introducing key counselling techniques, particularly how to build rapport with students or clients. Dr. Ratna Sharma emphasized the importance of establishing trust and creating a comfortable environment for open communication. She provided several real-life examples to illustrate how these techniques can be applied effectively, helping trainees to better understand their practical use. Additionally, Dr. Ratna Sharma demonstrated the counselling techniques, guiding the trainees through the process so they could observe and practice them. Her approach made the concepts more relatable, ensuring that the trainees could easily apply these strategies in their own future counselling sessions.

Third Session

This session, led by Dr. Saurabh Kumar, focused on the challenges faced by teachers and counsellors in schools. The session began with a discussion on icebreaker activities, which are crucial for helping educators and counsellors establish rapport with students. Dr. Kumar emphasized the importance of these activities, especially during assignment periods, as they help create a comfortable and open environment, fostering trust and communication between students and staff. He provided practical examples and strategies for using icebreakers to ease student anxiety and build positive relationships in the classroom.

8th July

First Session

In the first session, Dr. Kiran Mathur conducted an informative class where she introduced the trainees to the process of creating write-ups for charts and posters for the upcoming Career Exhibition. She emphasized that these visual materials—charts and posters—would play a crucial role in presenting career-related information and would be one of the key elements of the exhibition. Dr. Kiran Mathur explained that the Career Exhibition is an important activity of the practicum GC-117 of the course, designed to help trainees develop practical skills in research, presentation, and visual communication.

During the session, Dr. Kiran Mathur outlined the specific objectives for the trainees, setting clear expectations for what their charts and posters should accomplish. She guided them through the process of selecting a suitable theme or topic that would engage the audience and convey meaningful information. Dr. Kiran Mathur also provided advice on how to structure their content effectively,

helping each trainee organize their ideas in a visually appealing and informative way. She encouraged the trainees to think creatively while ensuring that the information was clear and easily understandable.

Second Session

This session was conducted by Dr. Saurabh Kumar, where he revisited and expanded on the topic discussed in the previous class: Art Integrated Learning in Teaching. Dr. Saurabh Kumar began by providing a brief review of the key concepts introduced earlier, emphasizing the importance of integrating art into the teaching process. He explained how Art Integrated Learning can enhance student engagement and understanding by connecting academic content with creative expression. During the session, he encouraged trainees to explore different ways in which art could be used as a tool for teaching various subjects, allowing students to express their learning through different artistic forms, such as drawing, music, drama, or dance. He also highlighted the benefits of this approach in fostering critical thinking, creativity, and a deeper connection with the material.

Third Session

The session, led by Dr. Nidhi Sahu, was highly informative and interactive. During this session, Dr. Nidhi Sahu finalized the topics for the trainees' upcoming group discussions, which they would conduct at the school. She carefully selected and explained the topics to ensure they aligned with the objectives of the training. Additionally, Dr. Sahu demonstrated the structure and approach for conducting an effective group discussion, offering practical tips and guidance to the trainees on how to facilitate and manage such discussions in a real-world classroom setting.

9th July

First Session

This session was led by Dr. Kiran Mathur, who conducted an in-depth discussion on the importance and structure of a career talk, as part of the GC-117 practicum activity. During the session, Dr. Kiran Mathur guided the trainees on how to effectively design and deliver career talks aimed at helping students in schools explore various career paths. The trainees were shown how to prepare content, engage the audience, and present information in a way that would inspire and inform students about different professional opportunities. Dr. Kiran Mathur also provided valuable tips on effective communication skills and the key aspects to focus on when giving a career talk.

In addition, she assigned the trainees the task of preparing a write-up for their career talk, which they were instructed to submit for review. This assignment allowed them to refine their ideas and organize their thoughts more clearly, ensuring they would be well-prepared for future presentations. The hands-on training and the assignment will help the trainees confidently organize and deliver career talks in schools, making a meaningful impact on students' career choices.

Second Session

Dr. Anupama Maheshwari led the session, providing a comprehensive introduction to the Career Development Practicum (GC-118). In this practicum, trainees will have the opportunity to engage in a range of hands-on activities designed to deepen their understanding of career development theories and practices. Key activities will include conducting individual career case studies, analysing career patterns, and evaluating career maturity. These exercises will help trainees gain practical experience in applying career development principles to real-world situations. Additionally, Dr. Anupama Maheshwari outlined the core objectives and anticipated outcomes of the GC-118 practicum, as well as the competencies trainees are expected to develop throughout the course. This session provided valuable

insight into how these activities align with the overall goals of the program, emphasizing the importance of fostering career readiness and maturity in individuals.

Third Session

In the third session, Dr. Saurabh Kumar provided guidance to the trainees regarding the upcoming school practicum, scheduled to take place from the 24th of July to the 6th of September. He explained the structure of the practicum, where each group of 8-9 trainees will be assigned to a single school. During this time, trainees will engage in various activities, including class talks, career talks, workshops, group discussions, administering tests, and observing classrooms.

Dr. Saurabh Kumar also outlined the key objectives of the practicum, which include developing professional teaching skills, collaborating with school staff, and applying theoretical knowledge in real-world settings. He ensured that all trainees fully understood their roles and responsibilities and addressed any questions they had in preparation for the upcoming assignments. Additionally, supervisors were assigned to oversee and evaluate the trainees' practical work, providing continuous feedback and support throughout the duration of the practicum.

10th July

First Session

The first class was conducted by Kiran Ma'am, who began by revisiting the career talk topic that she had covered in the previous session. She took the time to elaborate on the key concepts, providing a deeper understanding of the career talk process. While guiding the trainees through this process, Kiran Ma'am also reviewed the assignments from the last class. She carefully went over each one, making necessary corrections and offering constructive feedback to ensure that the trainees were on track with their learning.

To further enhance the trainees' understanding, Kiran Ma'am conducted a live demonstration of a career talk, encouraging the trainees to actively participate. This hands-on activity provided them with the opportunity to practice their presentation skills in real time, receive immediate feedback, and gain a better understanding of how to deliver effective and impactful career talks in the schools.

Second Session

In this session, Dr. Noorjahan Khan led an orientation on the (GC-116) Practicum in Psychological Testing and Qualitative Assessment. She began by explaining the core components of the practicum, emphasizing its focus on psychological assessments and their application in educational settings. Dr. Noorjahan Khan introduced various types of psychological tests that the trainees would be working with during the practicum, including intelligence tests (IQ), personality assessments, and tests for measuring interests and aptitudes.

She provided an overview of how these tests are designed to help understand individual differences in cognitive abilities, personality traits, and career preferences, which are essential for providing tailored guidance to students. Dr. Noorjahan Khan also discussed the process of administering these assessments in schools, outlining the protocols and ethical considerations that trainees would need to follow.

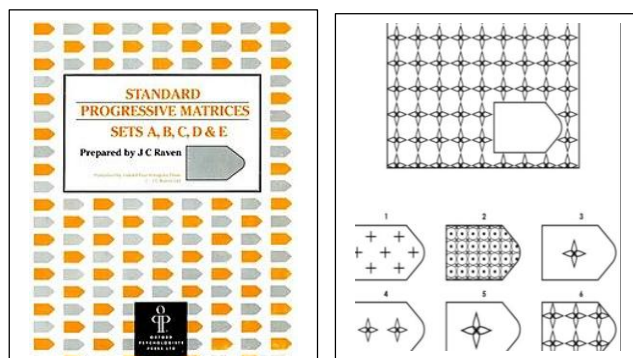
Throughout the session, Dr. Noorjahan Khan ensured that trainees were clear about their roles and responsibilities in administering these tests, explaining how they could use the results to gain insights

into students' academic and personal development. The session gave the trainees a solid foundation for understanding the practical applications of psychological testing in the school environment.

Third Session

In this session, the trainees were taught how to administer the Standard Progressive Matrices (SPM) test, under the guidance of Dr. Saurabh Kumar, Mrs. Shilpa Gupta, and Ms. Ranjeeta Barla. The session began with an introduction to the test, during which the faculty explained its purpose, structure, and significance in measuring cognitive abilities. The trainees also received clear instructions on how to properly conduct the test, ensuring they understood each step involved in its administration.

Under supervision, the trainees practiced administering the test, learning how to set up the environment, explain the instructions to test-takers, and manage the timing and flow of the test. Next, the trainees were taught how to score the test correctly, which included understanding the scoring system, interpreting results, and providing feedback based on the outcomes. This step was crucial in ensuring that the trainees could confidently assess the results and use them to draw meaningful conclusions.



Additionally, the trainees received guidance on the ethical considerations and precautions that must be observed during test administration. This covered ensuring a comfortable, distraction-free environment for the test-takers, maintaining confidentiality, and being sensitive to the individual needs of the students being tested. The trainees were also briefed on common mistakes to avoid and how to handle any unusual situations that might arise during the testing process.

By the end of the session, the trainees were equipped with both the practical skills and theoretical knowledge necessary to administer the SPM test effectively in schools. This ensured they could carry out the process smoothly and accurately in real-world educational settings.

11th July

First Session

The session was led by Dr. Nidhi Sahu, who provided a comprehensive introduction to the "workshop" activity that the trainees would later implement in school settings. She began by explaining the purpose and objectives of the workshop, ensuring that the trainees understood its significance and the impact it would have on students' learning.

To ensure the trainees had a clear understanding of how to execute the workshop, Dr. Nidhi Sahu demonstrated the entire process in class. She modelled the activity, illustrating how to effectively engage participants, manage the flow of the session, and ensure the learning objectives were met. Her demonstration offered the trainees a valuable opportunity to see the skills and techniques in action, providing them with a hands-on, practical learning experience.

Throughout the session, Dr. Nidhi emphasized the key skills necessary for successful implementation, including communication, organization, time management, and adaptability. By the end of the session,

the trainees had acquired both theoretical knowledge and practical insights, which equipped them with the confidence and competence to carry out the workshop activities successfully in their future classrooms.

Second Session

In this session, trainees were introduced to the MAP (Multi-Dimensional Assessment of Personality) test, a tool designed to evaluate various aspects of an individual's personality. Led by Dr. Saurabh Kumar, Mrs. Shilpa Gupta, and Ms. Ranjeeta Barla, the session began with an overview of the test's purpose and its significance in psychology. The instructors explained how the MAP test assesses personality traits across multiple dimensions and its relevance in educational settings.

After providing a theoretical foundation, the instructors guided the trainees through the practical steps of administering the test. They covered key topics such as preparing the environment, giving clear instructions, and maintaining a neutral, non-judgmental demeanour to ensure participants felt at ease. The session concluded with a live demonstration, allowing trainees to observe the correct techniques for managing the test and effectively engaging with participants.

Third Session

In this session, trainees not only learned the scoring procedure of the MAP test but also gained hands-on experience in constructing the personality profile based on the test results. They were guided through the step-by-step process of calculating scores for each dimension, and then how to plot these scores to create a comprehensive profile of the individual's personality. Additionally, the trainees were taught how to interpret the results, understanding the implications of each score and what they reveal about the individual's traits, behaviours, and tendencies. This allowed them to grasp the full process from administering the test to analysing and providing meaningful feedback based on the results.

12th July

First Session

In this session, led by Dr. Kiran Mathur, the trainees focused on finalizing their chart and poster write-ups. Dr. Kiran Mathur took the time to carefully review each trainee's work, providing personalized feedback and making necessary corrections. She helped clarify any points of confusion and suggested improvements to ensure the write-ups were both clear and accurate. Her feedback was aimed at strengthening the overall presentation, ensuring that each chart and poster effectively communicated the intended message. The trainees gained valuable insights from Dr. Kiran Mathur's corrections, which

allowed them to refine their work and better understand the importance of precision and clarity in creating professional, impactful visual aids.

Second Session

In this session, the trainees were introduced to the CIS (Comprehensive Interest Schedule) test, an essential tool used to assess an individual's interests, motivations, and preferences. The session, led by Dr. Saurabh Kumar, Mrs. Shilpa Gupta, and Ms. Ranjeeta Barla, began with a detailed overview of the CIS test, explaining its foundational principles and its significance in understanding human behaviour.

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CIS (MALE FORM)

COMPREHENSIVE INTEREST SCHEDULE

Name: _____ Date: _____

Age: _____ Education: _____

INSTRUCTIONS

In this schedule you are asked to express your preferences for different occupations. These occupations are given in pairs and you are asked to check them to indicate your preferences. This is not a test of intelligence or special abilities. You just have to mark your responses in each box, considering both the occupations irrespective of the income or status involved in it.

For each pair of occupation, mark as follows:

Draw a circle around 1 (Judge) if you prefer the first in this pair of occupations.

Draw a circle around 2 (Actor) if you prefer the second in this pair of occupations.

Draw circles around both 1 and 2 (Physician and Poet) if you like both the occupations.

Circle out both 1 and 2 (Statistician and Dramatist) if you dislike both of them.

Ask now if anything is not clear.

DO NOT TURN THE PAGE UNTIL TOLD TO DO SO

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The instructors provided a thorough explanation of the test's design, emphasizing how it evaluates various aspects of an individual's interests. They also highlighted the test's relevance in the field of psychology, particularly in educational settings. In these environments, the CIS test can serve as a valuable tool for educators to assess student engagement, guide career counselling, and support personalized academic and personal development.

The session underscored how the CIS test results can be used to identify career preferences, academic strengths, and areas for improvement, making it a critical resource for fostering both personal growth and educational advancement. Trainees not only gained a deep understanding of the theoretical foundations of the CIS test but also explored its practical applications. This hands-on learning allowed them to grasp how the test can be used to support students' psychological well-being and guide their academic journeys.

Third Session

In the earlier session, trainees had the opportunity to administer the CIS test, which allowed them to gain hands-on experience with the test's structure and format. Building on this practical foundation, the third session focused on teaching them the critical skills of scoring and interpreting the results. The trainees were guided through the specific procedures for assigning scores and interpreting the data, with an emphasis on accuracy and consistency. By the end of the session, they had developed a comprehensive understanding of how to evaluate the test outcomes effectively, ensuring that their interpretations were both reliable and valid, which is crucial for making informed decisions based on the test results.

15th July

First Session

This session, led by Dr. Manju, focused on Super's Theory of Career Development, a key framework for understanding how individuals make career choices over the course of their lives. Dr. Manju provided an in-depth overview of the theory, explaining its core concepts such as self-concept, life stages, and the idea that career development is a lifelong process. Through engaging discussions and practical

examples, trainees were introduced to how Super's theory can be applied in career counselling and guidance, helping them understand the dynamic nature of career choices and how personal identity and life experiences influence career paths.

Second Session

In this second session, Dr. Saurabh Kumar engaged directly with the trainees, taking the time to interact with them and address any questions or concerns they had. The session focused on clarifying key aspects of the upcoming practicum activities, ensuring that the trainees fully understood what would be expected of them.

Dr. Saurabh then gave the trainees the opportunity to select their preferred school from five available options. Afterward, he organized the trainees into five distinct groups, each assigned to a specific school for the practicum. This hands-on experience would allow the trainees to apply their skills in real-world settings, preparing them for future professional challenges.

Third Session

In this session, led once again by Dr. Manju, the focus was on continuing the discussion from the previous session regarding Super's Theory of Career Development. Dr. Manju revisited the core concepts introduced earlier, diving deeper into the key elements of the theory. She elaborated on how individuals go through various stages of career development over their lifetime, from growth and exploration to establishment, maintenance, and eventual disengagement.

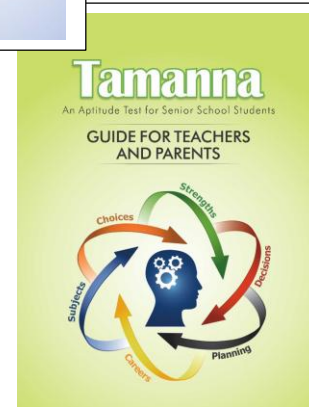
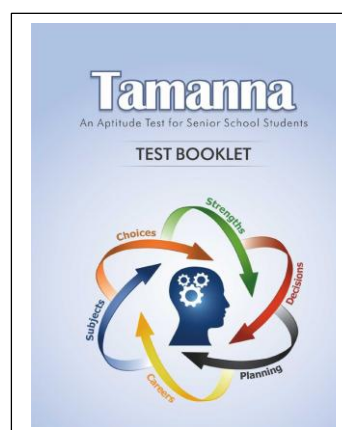
Building on the foundation laid in the first session, Dr. Manju used real-world examples to illustrate how Super's theory applies to career choices and transitions. She encouraged the trainees to reflect on their own career paths and consider how the theory could help them understand their personal development and career goals. This session aimed to provide a comprehensive understanding of the theory, offering trainees the tools they need to apply it in both their professional and personal lives.

16th July

First Session

In the first session, Dr. Noorjahan Khan introduced the TAMANNA aptitude test, which evaluates seven key areas: Language Aptitude (LA), Abstract Reasoning (AR), Verbal Reasoning (VR), Mechanical Reasoning (MR), Numerical Aptitude (NA), Spatial Aptitude (SA), and Perceptual Aptitude (PA). She explained the test's structure and its purpose in assessing various cognitive abilities relevant to career counselling.

Dr. Khan then demonstrated how the test is administered and how to interpret the results for practical use in career guidance. The trainees practiced administering the test and interpreting the outcomes in a supportive environment, gaining hands-on experience. Throughout the session, Dr. Khan offered personalized feedback, ensuring that each trainee was well-prepared to use the test for effective career development.



Second Session

In the second session, Dr. Khan led a focused training on interpreting and integrating the results of multiple psychological and aptitude assessments, including the SPM, MAP, CIS, and TAMANNA tests. She explained how each assessment offers unique insights into an individual's cognitive abilities, interests, and areas for development.

Dr. Khan demonstrated how to combine the results of these tests to create a comprehensive individual profile. The trainees were taught how to analyse data from each test and synthesize it to gain a holistic understanding of a person's strengths, preferences, and areas for growth. This integrated approach enables more informed career counselling and better guidance for personal and professional development.

Third Session

In this session, Dr. Manju led an insightful discussion on Holland's Theory of Career Choice. She explored how this theory categorizes individuals and work environments into six personality types: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional (RIASEC). Dr. Manju explained how understanding these types can help individuals align their career choices with their personal interests and strengths, leading to greater job satisfaction and success. Throughout the session, she provided examples and practical applications of the theory, helping participants grasp how they can use it to make informed decisions about their careers.

18th July

First Session

The first session was conducted by Dr. Kiran Mathur, who guided the trainees through an in-depth review of their write-ups for charts and posters. Dr. Kiran Mathur carefully examined each trainee's submission, offering personalized feedback to improve clarity, accuracy, and presentation. She emphasized the importance of structuring information effectively to make it both informative and visually appealing.

In addition to reviewing the content, Dr. Kiran Mathur held an interactive discussion with the trainees on the visual elements of the charts and posters. She explained how to select appropriate font sizes and styles for readability, the significance of using complementary colour schemes that enhance the overall design, and the importance of choosing the right dimensions to ensure that the charts and posters are both eye-catching and easy to interpret. Through this session, the trainees gained valuable insights into not only writing and presenting information but also the art of designing professional, visually engaging materials.

Second Session

This session was conducted by Dr. Saurabh Kumar, who provided a detailed orientation on the job interview activity for GC-117. He walked the trainees through the essential components of the task, including where the interviews should take place and the timeline for completing the activity. Dr. Saurabh Kumar emphasized the significance of thorough preparation, effective planning, and understanding the expected outcomes of the exercise.

Further, he guided the trainees on how to approach the assignment by encouraging them to research and identify suitable employers, industries, or business organizations where they could conduct the mock job interviews. Dr. Saurabh Kumar stressed the importance of selecting the right setting to simulate a real-world interview experience, helping trainees gain practical exposure in a professional context. He urged them to think critically about their choices, ensuring that they chose appropriate employers or companies to facilitate the interview simulation.

Third Session

In this session, the trainees had the opportunity to explore the 16 Personality Test in depth, a powerful tool for understanding human personality traits. Under the guidance of Dr. Saurabh Kumar, Mrs. Shilpa Gupta, and Ms. Ranjeeta Barla, they not only learned how to administer the test but also developed invaluable skills in interpreting its results. Through practical, hands-on experience, they delved into the various personality traits identified by the test, gaining a deeper understanding of how these traits influence behaviour, decision-making, and interpersonal dynamics.

The session was designed to be highly interactive, with the trainers providing real-world applications of the test. They demonstrated how personality assessments can be used to enhance personal development, improve communication skills, and guide career decisions. By actively engaging in both the administration and interpretation of the test, the trainees connected theoretical knowledge with practical insights, leading to a more profound understanding of themselves and others.

19th July

First Session

The first session was a profoundly enriching experience, led by Prof. Ayushman Goswami, who introduced the trainees to the concept of Guidance & Counselling in India's Intellectual Traditions. He began by emphasizing that guidance and counselling are far more than theoretical concepts; they are deeply woven into the fabric of our daily lives, shaping the decisions we make and the paths we choose to follow. Prof. Ayushman Goswami also shared his perspective on the New Education Policy, describing it as a ground-breaking initiative with the potential to transform India's educational landscape. The policy, he explained, is focused on holistic development and prioritizes the well-being of students, marking a significant shift toward a more balanced and inclusive educational system.

But the session wasn't limited to theory and policy alone. Prof. Ayushman Goswami sought to connect with his audience on a deeper, more personal level. To do so, he shared a touching story his grandmother used to tell him — The Story of the Crows and the Birds. This simple yet profound narrative left an indelible impression on the trainees, offering timeless wisdom passed down through generations. The story wasn't just about the differences between species; it served as a powerful metaphor for understanding and nurturing the unique qualities of each individual, a cornerstone of guidance and counselling practice.

Taking a reflective turn, Prof. Ayushman Goswami spoke about the ways children were raised in earlier times. He highlighted how traditional values — such as close-knit family support, respect for elders, and a deep sense of community — played a crucial role in shaping well-rounded individuals. However, he lamented that many of these practices are now fading in the face of modernity and technological advancements. Prof. Ayushman Goswami emphasized the importance of reconnecting with these enduring values, not out of nostalgia, but as a vital way to foster a more balanced, compassionate, and mindful future for the generations to come.

Second Session

In the second session, Dr. Anupama Maheshwari delivered a deeply insightful and thought-provoking lecture on career patterns. With both clarity and expertise, she skilfully guided the trainees through the various types of career paths, helping them understand the vast array of opportunities that await them. Dr. Anupama Maheshwari emphasized the dynamic and evolving nature of career growth, introducing the concept of career mobility — the idea that careers are not static but shift and adapt over time. She explained how career mobility allows individuals to move across roles, industries, or levels of responsibility, opening up countless avenues for personal and professional development.

What truly resonated with the trainees was Dr. Anupama Maheshwari's emphasis on the importance of not just understanding these patterns but actively reflecting on them. She encouraged the trainees to gain a deeper insight into the different career trajectories available to them and to develop the skills to articulate these patterns clearly and effectively. By understanding the nuances of career mobility, Dr. Anupama Maheshwari highlighted that one can make informed decisions, set achievable goals, and navigate their professional journey with purpose.

Third Session

This insightful session, led by Dr. Manju, provided an in-depth exploration of the various stages of career development as proposed by Donald Super. She walked the audience through Super's theory, which outlines five key stages in an individual's career progression: development, exploration, establishment, maintenance, and decline.

Dr. Manju began by discussing the 'development' stage, where individuals develop self-awareness and start to form their career interests. Moving on to the 'exploration' stage, she highlighted the importance of exploring different roles and opportunities to discover one's strengths, preferences, and potential career paths. In the 'establishment' phase, individuals typically secure a stable position within their chosen career, while the 'maintenance' stage involves sustaining and advancing in that role, adapting to changing environments, and continually honing one's skills. Finally, the 'decline' stage signifies a gradual disengagement from active work, often due to retirement or a shift in personal priorities.

Throughout the session, Dr. Manju enhanced the learning experience by providing real-life examples to illustrate each stage, making the theoretical concepts more relatable and accessible. Her engaging and insightful explanations not only clarified the stages of career development but also offered practical guidance for individuals seeking to navigate their own professional journeys with greater awareness and purpose.

22nd July

First Session

During this session, trainees actively engaged with the previous day's reflection report, which set the stage for deeper learning. They were then guided by Dr. Saurabh Kumar, Mrs. Shilpa Gupta, and Ms. Ranjeeta Barla in mastering the administration of the Multi-Factor Interest Questionnaire. With hands-on experience, they not only learned the intricacies of scoring but also developed the skills to interpret results, making the process both insightful and practical.

Second Session

In the second session, Dr. Anupama Maheshwari led an inspiring and interactive discussion on career maturity. She guided the trainees through the key stages of career development and highlighted how self-awareness and strategic decision-making can shape their professional paths. The session not only deepened their understanding of career maturity but also included practical insights on how to design a questionnaire to assess career patterns. Dr. Anupama Maheshwari equipped the trainees with valuable tools and strategies to understand career interests and trends. This knowledge will not only help them navigate their own careers with greater clarity but also empower them to assist students by providing guidance and support in shaping their career paths.

third Session

In this dynamic session, Dr. Kiran Mathur expertly guided the trainees through essential job interview skills, empowering them to approach interviews with confidence and professionalism. She covered critical techniques for effective communication, understanding body language, and mastering responses to common and challenging interview questions. In addition, Dr. Kiran Mathur introduced the trainees to powerful tools for gathering vital information during interviews, teaching them how to create structured questionnaires and interview schedules. These practical tools are not only invaluable for conducting insightful interviews but also enable the trainees to assess candidates more effectively. By the end of the session, the trainees were equipped with the knowledge and hands-on skills necessary to excel in job interviews and use these techniques to enhance their own professional practice.

23nd July

Today was a crucial day for the trainees, marking the final preparation before they begin their practical work in schools. The day was structured into three key sessions, each focused on different aspects of their upcoming practicum.

First Session

In the morning, Dr. Saurabh Kumar led a session where trainees were asked to reflect on their experiences from the previous day. This allowed them to review and evaluate what they had learned so far. After the reflection, Dr. Saurabh Kumar addressed any doubts or concerns the trainees had, particularly around the job interview activity they had undertaken. This session was important for ensuring that the trainees felt confident and clear about their skills before moving forward.

Second Session

In the next session, Dr. Saurabh Kumar provided an orientation on the practicum activities that the trainees would begin the following day. He explained the expectations, roles, and responsibilities they would have while working in schools. This was an essential part of the preparation, as it ensured the trainees understood the practical application of their training and were ready to transition from theory to hands-on experience.

Third Session

The final session focused on completing the formalities necessary to begin the school practicums. The trainees worked through administrative tasks and prepared for their upcoming school visits. This included meeting with school principals, who would oversee their practicum activities. This session

aimed to ensure that the trainees were fully prepared to start their work in schools the following day, with all logistics and paperwork in place.

12th August

On this particular day, the first session was led by Dr. Kiran Mathur. The primary focus of the session was to review and refine the questionnaires that the trainees had created as part of their job interview preparation. Dr. Kiran Mathur carefully examined each questionnaire, offering valuable feedback and making necessary corrections to ensure they were appropriately tailored to the specific job profiles the trainees were aiming for. These adjustments were made according to the trainees' individual preferences and career choices, helping them fine-tune their interview approach. Afterward, the trainees participated in a workshop that had been organized for them.

Job Interview

From **August 15th to August 19th**, the trainees participated in an intensive job interview simulation designed to enhance their interviewing and research skills. Over the course of five days, they conducted mock interviews in a variety of real-world environments, including schools, industries, non-governmental organizations (NGOs), and police stations. This hands-on experience gave them valuable insights into different sectors and the diverse career opportunities within each.

As part of the activity, the trainees also collected critical career data using a range of survey methods, such as follow-up surveys, community occupational surveys, educational surveys, and job market surveys. The objective was to gain a deeper understanding of local employment trends, industry demands, and the educational qualifications required for various fields.

Throughout the program, the trainees took the initiative to visit their chosen locations, engaging directly with their target groups. This proactive approach not only strengthened their professional skills but also helped them develop essential research and communication competencies.



20th August

First Session

The first session was led by Dr. Kiran Mathur, where she provided valuable feedback and guidance to the trainees. During this session, she reviewed and finalized the charts and posters that the trainees had created in preparation for the upcoming exhibition. Dr. Kiran Mathur carefully assessed each piece, offering suggestions for improvement and ensuring that the materials met the exhibition's standards before they were finalized for display.

Second Session

In the second session, Prof. Ayushman Goswami continued the discussion from the previous class, delving deeper into the topic of 'Guidance and Counselling in India's Intellectual Traditions.' He explored the historical and philosophical foundations of guidance and counselling within the context of India's rich intellectual heritage, examining how traditional practices have shaped contemporary approaches in the field.

Third Session

In this session, a detailed discussion was held with the trainees on how to write their practicum files and internship proposals. The focus was on guiding the trainees through the process of structuring their documents effectively, ensuring they met both academic requirements and professional standards. Key aspects such as outlining objectives, reflecting on practical experiences, and setting clear goals for future work were emphasized, helping the trainees gain the skills needed to present their work clearly and thoughtfully.

27th August

First Session

The first session of the day was led by Prof. Ayushman Goswami, who started by engaging the trainees in a discussion about their recent school practicum activities. He asked each trainee to share their experiences, encouraging a reflective conversation that allowed them to reflect on their learnings and challenges. This interactive approach helped establish a strong rapport with the group and set a positive tone for the session.

After this, Prof. Ayushman Goswami shifted focus to one of the most significant events in the DCGC calendar: The Career Exhibition cum Conference. He provided an in-depth orientation, explaining the purpose and importance of the event, which serves as a platform for students to connect with professionals and explore potential career opportunities. He detailed the logistics, including the event's scheduled time and location, ensuring that all trainees understood the key information.

Furthermore, Prof. Ayushman Goswami outlined the structure of the event, emphasizing the role of various committees in ensuring its success. He explained the responsibilities and tasks associated with each committee, encouraging trainees to consider how they could contribute based on their interests and skills. Afterward, he asked each trainee to indicate which committee they would like to join, fostering a sense of responsibility and involvement in the planning process.

Second Session

The session, led by Dr. Anupama Maheshwari, provided valuable insights into conducting a career case study. Throughout the session, Dr. Anupama Maheshwari guided trainees step-by-step on how to approach and analyse career-related scenarios. She shared best practices, methodologies, and practical examples to help participants understand the key components of a successful case study. By the end of the session, trainees gained a deeper understanding of how to structure, research, and present career case studies effectively, equipping them with the skills needed to assess career paths, challenges, and opportunities for individuals or organizations.

Third Session

In this session, Dr. Ratna Sharma conducted an evaluation of a role-play activity, where trainees actively participated in demonstrating various role-play scenarios. These scenarios were specifically designed to address common challenges faced by students in educational settings. The trainees were tasked with portraying different situations and problem-solving approaches, showcasing how to handle student-related issues effectively. Dr. Sharma provided valuable feedback on the techniques used, helping the trainees refine their skills in managing real-world classroom dynamics.

2nd September

Internship Proposal Final Presentations

In this session, led by Dr. Kiran Mathur, trainees had the opportunity to present their internship proposals, which are a crucial part of the course. These proposals outlined the projects and activities they plan to carry out during their internship in schools, scheduled for the third phase of the course, spanning from October to December. The trainees shared their plans, including objectives, methodologies, and expected outcomes, and received valuable feedback from Dr. Kiran Mathur to help refine their approach. Following this, the trainees participated in a practice session to prepare for the upcoming counselling seminar, where they will further develop their skills and strategies.

3rd September

Counselling Seminar Presentation

On this day, the first session began with a detailed discussion about the Career Exhibition, which was organized and carried out by the trainees. The session provided an opportunity to reflect on the planning, execution, and outcomes of the exhibition, highlighting the roles and responsibilities undertaken by the trainees. Following this, a counselling seminar was conducted, aimed at equipping the trainees with essential counselling skills. Dr. Ratna Sharma, evaluated the seminar, offering valuable feedback to help the trainees refine their counselling techniques and improve their overall approach to student guidance.

9th September

The first & second session of the day involved an important event for trainees whose internship proposals had not yet been finalized. These trainees participated in a presentation where they shared their pending internship proposals. During the presentation, not only were the proposals discussed, but the specific topics for their internships were also finalized. This session was conducted under the supervision of Dr. Ratna Sharma, who played a key role in facilitating the process. By the end of the presentation, the trainees' internship topics were confirmed, marking a significant step forward in their internship journey. Dr. Ratna Sharma's involvement ensured that the session ran smoothly and that the essential details of each trainee's internship project were finalized.

In the final session of the day, Prof. Ayushman goswami held an important discussion with all the committee members regarding the upcoming career exhibition. The focus of the meeting was to go over all the aspects of the event and ensure everything was on track. The trainees were given the responsibility of coordinating the invitations, and they made sure to send formal invitations to all the faculty members, chief guest, speakers, and other important attendees from the institute. Additionally, they took charge of finalizing all the remaining tasks related to the exhibition. This included confirming logistical details, arranging resources, and ensuring that everything was in place for a successful event.

The session marked a significant step toward the smooth execution of the career exhibition, with all key elements now organized and ready for the event. Prof. Ayushman goswami 's involvement ensured that the discussion was productive and that all committee members were aligned on the final preparations.

10th September

On this day, Prof. Ayushman Goswami conducted an informative orientation for the trainees, focusing on the upcoming visit/tour. This tour was designed to offer the trainees an invaluable opportunity to observe the day-to-day work and work environment of professionals in their respective fields. They were given the chance to interact directly with both the workers and their employers, which allowed them to gain insights into real-world work dynamics, the challenges faced by professionals, and the skills required in various industries.

The purpose of the visit was not only to observe but also to engage in meaningful conversations with the professionals, helping the trainees understand the practical aspects of their career paths. Moreover, Prof. Ayushman Goswami emphasized the importance of organizing such field trips to educational institutions and other relevant locations. The session also covered how to effectively plan and execute field visits, ensuring that such experiences are both educational and impactful for the trainees.

In the last session, trainees submitted the charts and posters they had prepared for the career exhibition. These materials, which showcased their research, projects, and career-related topics, were designed to be displayed at the exhibition. The submission process allowed trainees to reflect on their work, develop presentation skills, and take ownership of their learning. The charts and posters would later be used to engage and inform visitors, marking an important step in their preparation for the exhibition.

12th September

Preparation of Career Exhibition cum Conference - The preparations for the Career Exhibition cum Conference event began promptly at 9:30 am. During this event, Prof. Ayushman Goswami engaged with all the committees, including the Invitation Committee, Decoration Committee, Display of Materials, Media Publicity, Report Preparation, Refreshment Committee, Transportation Committee, Anchoring and Recording, Photography Committee, etc. Every individual was expected to participate in a collaborative manner to ensure the success of the event.



Subsequently, all trainees gathered in the PSSCIVE auditorium and the parking area behind the auditorium, where the exhibition would take place. The DCGC trainees collectively organized the seating, charts, and poster displays. This meticulous process required significant effort, including

decorating the stage. The anchors practiced their speeches, and Dr. Kiran also joined to inspect all the arrangements. Each trainee conducted a thorough inspection of the auditorium to ensure that all aspects of their assigned tasks were well-prepared and in place for the upcoming event.



DCGC Written Exams & Viva- Voce

A written examination and viva-voce for the DCGC program were conducted from **September 23rd to September 27th, 2024**. During this period, students likely underwent both written assessments and oral examinations, which are essential components of the program's evaluation process. These examinations are crucial for assessing the students' knowledge and skills in their respective areas of study, and they play a significant role in determining their performance and progress within the program.



SUPERVISION OF GUIDANCE & COUNSELLING ACTIVITIES IN SCHOOL

The School Practicum activities unfolded from July 24 to September 6, 2024, occurring every Wednesday, Thursday, and Friday. During this period, trainees immersed themselves in a dynamic blend of theoretical knowledge and hands-on practice, enabling them to apply their learning in real-world settings.

The primary objective of the practicum was to provide trainees with a closely supervised and integrated counselling experience as part of the DCGC program. Candidates were divided into small groups, typically consisting of 8 to 10 individuals, and assigned to different schools for supervised practical work.

The participating schools included:

1. Kendriya Vidyalaya No. 1
2. Kendriya Vidyalaya No. 2
3. Govt. Subhash Hr. Sec. School
4. Demonstration Multipurpose School
5. Govt. Kasturba Girls Hr. Sec. School



These following activities were done by the trainees in the schools.

1. Meeting with School Principal and class teachers along with the Supervisor to orient them about the guidance and counselling activities in school and allotment of classes.
2. Meeting the class and orientation them about the guidance and counselling activities.
3. Identification of topics for class talk, career talk, group discussion workshop.
4. Identification of counselling cases (personal-social and career) through discussion with class teachers

- Administration of test of General Mental Ability (group administration)
- Delivery of Career talk
- Delivery of Group discussion
- Delivery of Class Talk
- Conducting Workshop
- Conducting Group discussion
- Completion of incomplete work & Presentation of Principal Report

Guidance and Counselling Activities in School: Individual or small group counselling Cases

- Administration of Student Information Blank,
- Family Information Blank,
- Problem Checklist and on counselling cases
- Comprehensive Interest Schedule (CIS)
- Multidimensional Assessment of Personality / 16 PF
- Tamanna Test
- Collecting data using any of the qualitative techniques
- Conducting sessions for Personal, Career and Peer counselling
- Collecting Student Information – CRC



Each day was filled with dynamic interactions, where the trainees collaborated with experienced educators and engaged directly with students. This comprehensive approach not only enriched their understanding of counselling principles but also enhanced their practical skills in addressing the needs of diverse student populations.

The experience was profoundly rewarding for the counsellor trainees, who found the opportunity to impact students' lives both exciting and fulfilling. By the end of the practicum, they emerged more confident and prepared to take on their roles as future counsellors, equipped with valuable insights and first-hand experience in the field.

Practicum activities have been assigned to trainees for completion on the following days.

S. No.	Date	Day
1.	24/07/24	Wednesday
2.	25/07/24	Thursday
3.	26/07/24	Friday
4.	31/07/24	Wednesday
5.	01/08/24	Thursday
6.	02/08/24	Friday
7.	07/08/24	Wednesday
8.	08/08/24	Thursday
9.	09/08/24	Friday
10.	14/08/24	Wednesday
11.	15/08/24	Thursday
12.	16/08/24	Friday
13.	21/08/24	Wednesday
14.	22/08/24	Thursday
15.	23/08/24	Friday
16.	28/08/24	Wednesday
17.	29/08/24	Thursday
18.	30/08/24	Friday
19.	04/09/24	Wednesday
20.	05/09/24	Thursday
21.	06/09/24	Friday

The following supervisor has been assigned to oversee the practicum activities in the schools

S. No.	Name of Supervisor	Name of School
1.	DMS, RIE, Bhopal	Dr. Avani Parasar
2.	KV No. – 1	Dr. Adnan Hamid
3.	KV No. – 2	Dr. Arpeeta Anand
4.	Govt. Subhash Excellence Hr. Sec. School	Dr. Poonam Aggarwal
5.	Govt. Kasturba Girls Hr. Sec. School	Ms. Ranjeeta Barla

Workshops

Workshop-1 on Cognitive behavioural therapy

The first workshop for the DCGC trainees took place on July 29 and 30, 2024, centered around Cognitive Behavioural Therapy (CBT). This two-day event aimed to equip trainees with foundational knowledge and practical skills in CBT techniques. The workshop was conducted by Dr. Ratna Sharma, a psychologist and counsellor with a doctorate in psychology, a Master of Philosophy, and a Master's in Psychology.

In the first half of the workshop, Dr. Ratna Sharma introduced the trainees to the fundamentals of psychotherapy, covering its psychological and theoretical bases, types of psychotherapy, and key concepts such as classical and operant conditioning, all illustrated with examples. She also discussed various psychological problems and disorders, sharing relatable anecdotes and her own experiences from therapy sessions.

After a short break, Dr. Ratna Sharma explained several techniques, including token economy, systematic desensitization, social modelling, time-out, aversion therapy, construction of hierarchy, and flooding. She clarified which techniques fall under classical conditioning and which belong to operant conditioning.

In the second half of the workshop, following lunch, Dr. Sharma delved into CBT in detail. She introduced the ABC components of CBT: A (activating event), B (belief system), and C (consequences). The trainees learned about irrational beliefs and common self-defeating thought patterns.

Finally, the trainees explored the steps for applying CBT with clients, focusing on essential techniques such as rapport building, goal setting, and providing an overview of the therapy process. In goal setting, they identified 13 activities and techniques applicable within the CBT framework.

On the second day, Dr. Sharma continued to teach trainees additional techniques, including journal writing, distorted thought records (DTR), playing the script to the end, introspective measures, reframing cognition, role play, and coping statements, all supported by relevant examples.



Workshop-2 on Gestalt Approaches

The second workshop for the DCGC trainees took place on July 30, 2024, during the afternoon, and focused on Gestalt approaches. Led by Dr. Arpeeta Anand, an Assistant Professor (Contractual) in the Education Department at RIE, Bhopal.

Dr. Arpeeta Anand began by explaining the notion of perspective, including its definitions, types, and its three main components in education: philosophy, psychology, and sociology. She then introduced the concept of core selling and its various types within the context of intervention. Following this, the trainees explored different types of counselling related to various issues and challenges.

The workshop also delved into a range of counselling approaches, including Cognitive Behavioural Therapy (CBT), psychodynamic therapy, humanistic approaches, family systems therapy, existential therapy, dialectical therapy, solution-focused therapy, and narrative therapy. Dr. Arpeeta Anand taught the fundamental

principles of Gestalt theory and therapy, highlighting techniques such as the empty chair, role play, body awareness, and dream analysis, along with their intended outcomes.

Furthermore, the trainees learned about client-centered therapy, emphasizing essential aspects such as unconditional positive regard, empathy, congruence, and self-actualization. They practiced techniques like active listening, fostering growth, and adopting a non-directive approach.



Workshop-3 on Career Counselling, Adolescent Counselling & Learning Disability

The third workshop for the DCGC trainees was held on August 5 & 6, 2024, focusing on Career Counselling, Adolescent Counselling, and Learning Disabilities. The session was led by Dr. Tripti Sakhuja, a Career Counsellor Psychologist, Psychotherapist, Parenting Expert, and Cognitive Hypnotic Psychotherapist based in Delhi.



Dr. Sakhuja's workshop offered a comprehensive exploration of key areas, starting with Career Counselling, where she provided strategies for guiding individuals through their career development process. She emphasized the importance of self-awareness, identifying interests, strengths, and values, and using those insights to make informed career choices. Practical exercises were included to help trainees assess career interests, conduct aptitude testing, and create personalized career plans for students and young professionals. The workshop also covered techniques for supporting clients during career transitions, offering tailored guidance for those struggling with career indecision or dissatisfaction.

In the segment on Adolescent Counselling, Dr. Sakhuja addressed the unique emotional and

psychological challenges faced by teenagers. She provided tools for building rapport with adolescents and strategies for addressing issues such as identity formation, peer pressure, academic stress, and family dynamics. Special attention was given to effective communication techniques, helping counsellors foster trust and create safe spaces for adolescents to express themselves. Dr. Sakhuja also discussed approaches to managing anxiety and depression in young people, as well as how to offer career guidance tailored to the adolescent's stage of life.



The workshop also delved into Learning Disabilities, offering an in-depth examination of various conditions such as dyslexia, dysgraphia, and dyscalculia. Dr. Sakhuja highlighted effective strategies for supporting individuals with these learning challenges, both in academic settings and in their day-to-day lives.

The session included practical exercises, such as diagnostic tool demonstrations and creating Individualized Education Plans (IEPs), enabling participants to develop customized support plans for students with learning disabilities. Role-playing activities helped attendees simulate real-life scenarios, brainstorming accommodations and modifications to enhance learning outcomes.

Throughout the workshop, Dr. Sakhuja emphasized the critical role of early intervention and the importance of fostering an inclusive, supportive environment—whether for career planning, adolescent development, or addressing learning difficulties. The workshop provided invaluable insights, practical tools, and hands-on experience to better support individuals at different stages of life and learning.

Workshop - 4 on Family Counselling

The fourth workshop for DCGC trainees took place on the afternoon of August 6, 2024, and focused on Family Counselling. It was led by Dr. Arpeeta Anand, an Assistant Professor (Contractual) in the Education Department at RIE, Bhopal.

Dr. Arpeeta Anand's session on family counselling was dynamic and informative, concentrating on resolving conflicts through therapeutic techniques. The workshop explored various family therapy models, including Structural Family Therapy and the Solution-Focused Approach.

Participants engaged in several activities, such as role-playing family therapy sessions and analyzing case studies to better understand different family dynamics. Small group discussions allowed attendees to actively apply therapeutic techniques to real-life scenarios, helping them develop strategies for effective family counselling. Additionally, Dr. Arpeeta Anand facilitated interactive exercises that demonstrated how to create a safe and supportive environment for families and work collaboratively toward solutions.

The workshop emphasized practical skills like active listening and empathy, providing participants with tools to manage and resolve family conflicts effectively. Dr. Arpeeta Anand's hands-on approach ensured that attendees gained both practical experience and a deeper understanding of family counselling therapy.

Visit & Tour

The field visit/tour conducted for all the trainees of DCGC proved to be a highly enriching and informative experience. It provided the trainees with valuable insights, not only into the activities and community centres that offer various services, but also in the engagement of children and adults with specialized needs, fostering fair growth and development. Additionally, the trainees learned how to conduct field visits for school students themselves.

During the tour, they visited the following centres and institutions in Bhopal on the specified dates:

CRC, Bhopal – 11th September 2024

SOS, Bhopal – 11th September 2024

PSSCIVE, Bhopal – 18th September 2024

Composite Regional Centre for Persons with Disabilities

CRC stands for “Composite Regional Centre for skill development, rehabilitation and empowerment of persons with disabilities (Divyangjan)”. CRC is a service model initiated by the Ministry of Social Justice & Empowerment, Government of India. CRCs are working as extended arms of national institutes to ensure disability rehabilitation for all types of disabilities under one roof. At present, there are 20 CRCs in 19 states across India.

CRC, Bhopal was established on 14 August 2000 by NIEPID, Secunderabad under the Scheme of Implementation of the Rights of Persons with Disabilities Act (SIPDA). It was realigned in February 2006 to Ali Yavar Jung National Institute for the Hearing Handicapped (Divyangjan), Mumbai: an autonomous body under the Department of Empowerment of Persons with Disabilities, Ministry of Social Justice & Empowerment, Government of India. From August 2024, CRC Bhopal is under administrative control of National Institute of Mental Health Rehabilitation (NIMHR) Sehore, Bhopal Madhya Pradesh.

CRC Bhopal has been working for the development of rehabilitation services for persons with disabilities in the central India region. This center is focusing on providing comprehensive disability rehabilitation services for all categories of persons with disabilities. The center is conferred with the national award for barrier-free environment in the year 2006.



With Dr. Indrabhushan Kumar, Officer Incharge CRC Bhopal

The SOS Children's Village in Bhopal was established in the year 1987. Once a child is welcomed in an SOS Family, he/she is placed under the care of a loving SOS Mother and an SOS Aunt, who assists the mother with her work and daily activities.

All children are regarded as brothers and sisters in an SOS Family Home. They grow up together and are nurtured in a healthy family environment. At present, the total number of children at our facility is 160.

All children under our care attend regular schools and are motivated to be better performers in both academics and co-curricular activities. Various awareness sessions and skill development trainings/workshops are organized for children within the village in order to keep them up to date with the current social issues and for their overall growth and development.

All festivals of national and international importance are celebrated in the children's village with great fervor. This is also regarded as a good opportunity for the child to bond and gel up well with his family members and other village caregivers.



With the staff members of SOS

PSS Central Institute of Vocational Education

The Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE) is an apex research and development organization in the field of vocational education. It is a constituent unit of National Council of Educational Research and Training (NCERT), established in 1993 by the Ministry of Education (MoE), Government of India. The Institute has a picturesque 38-acre campus at Shyamla Hills in Bhopal. It comprises six academic disciplines, namely Agriculture and Animal Husbandry, Business and Commerce, Engineering and Technology, Health and Paramedical Science, Home Science and Hospitality Management and Humanities, Science, Education and Research with 05 Centres.

The Institute is also a UNEVOC (International Project on Technical and Vocational Education) Network Centre in India, which coordinates all the activities, including communication with UNESCO-UNEVOC International Centre, Bonn, Germany. Through the network, the Centre shares knowledge and experiences related to all aspects of VET, exchange country experiences, and discuss issues of common relevance.



With the faculty members of PSSCIVE, Bhopal



Career Exhibition cum Conference

The DCGC aspirants of 2024 organized a Career Exhibition and Conference at the PSSCIVE auditorium on September 13, 2024, under the guidance of their course in-charge, Prof. Ayushman Goswami. The events of the day included:

- **Career Exhibit Displays:** Presented by the DCGC 2024 aspirants.
- **Poster Exhibition:** Focusing on life values and skills.
- **Career Conference:** Exploring career opportunities at Doordarshan Kendra.
- **Evaluation of Displays**



The program began at 10:00 AM with an inauguration ceremony, led by the Chief Guest, Prof. Deepak Paliwal, JD, PSSCIVE, Bhopal. The dignitaries present at the event included the Guest of Honour, Ms. Vidhu Bajapai, DC, NVS, Bhopal; Prof. Jaydip Mandal, Principal of RIE; Prof. Chitra Singh, Head of DEE; Prof. Rashmi Singhai, Head of DESM; Shri Mahesh Assudani, Administrative Officer, RIE Bhopal; and Dr. Kiran Mathur. Students from classes 9 and 11 of DMS were invited to attend and witness the exhibition.



Prof. Deepak Paliwal, JD, PSSCIVE,
Bhopal.



Ms. Vidhu Bajapai, DC, NVS,
Bhopal



Prof. Jaydip Mandal, Principal, RIE

The program began with the lighting of the lamp by the dignitaries while the DCGC trainees sang Saraswati Vandana. The guests were welcomed with the presentation of plant saplings. Prof. Ayushman Goswami provided a brief explanation of the day's significance. The main focus of the event was on the displays of life values and skills, as well as career charts, followed by speeches from the dignitaries. DCGC trainees presented reports on their school practicum, including:

- KV 1, Bhopal, presented by Ms. Shikha Upadhaya
- KV 2, Bhopal, presented by Ms. Veenarani Dalvi
- Govt. Subhash Excellency Higher Secondary School, presented by Mr. Umashankar Saini.
- Demonstration Multipurpose School, presented by Mr. Sanjay Choudhary
- Govt. Kasturba Girls Hr. Sec. School, presented by Mr. Omprakash Chandravanshi

Each of them detailed the work they had done in their respective schools, including guidance and counselling activities to meet the students' needs. Prof. Deepak Paliwal and Ms. Vidhu Bajapai praised the success of the event and stressed the importance of reaching students at all levels.

Career Conference - A comprehensive career talk on 'Exploring Career Opportunities at Doordarshan Kendra' was presented by Mr. Jayant Shrivastava, the Programme Head and PEX at Doordarshan Kendra. During the session, Mr. Jayant Shrivastava shared valuable insights into the various career paths available within Doordarshan, the country's leading public service broadcaster. He discussed the different roles in television production, broadcasting, and programming, highlighting the skills required for success in these fields. The talk provided students with an in-depth understanding of the opportunities and challenges in the media industry, along with practical advice on how to pursue a career in this dynamic sector

Evaluation of Displays- The evaluation of the charts and posters was conducted by Dr. Kiran Mathur. During the evaluation, Dr. Kiran Mathur assessed the creativity, clarity, and relevance of the displayed materials, providing constructive feedback to the participants. Her expertise helped in recognizing the most effective presentations and highlighted areas for improvement, ensuring that the students gained valuable insights into the design and presentation process.

After the career conference, students had the opportunity to visit the exhibition, where they explored a range of career opportunities across different fields. The exhibition also focused on the importance of mental health, with posters created by the trainees that highlighted various skills related to mental well-being. These posters provided valuable information on coping strategies, stress management, and emotional resilience, helping students understand the significance of mental health in their personal and professional lives. The exhibition served as an informative and interactive platform for students to gain practical insights into both career development and mental health awareness.

The event was executed flawlessly, showcasing the exceptional teamwork and dedication of the entire group of DCGC trainees. Each trainee played a vital role, working collaboratively and with great attention to detail to ensure every aspect of the event ran smoothly. From organizing the career conference to coordinating the exhibition, their collective effort was evident in the seamless execution. Their diligence and commitment to the event's objectives ensured that all tasks were completed efficiently, allowing the program to achieve its goals of providing valuable insights into career opportunities and promoting mental health awareness. The success of the event truly reflected the hard work and coordination of the entire team.





कैरियर प्रदर्शनी सह कैरियर कांफ्रेंस का आयोजन आज

विदिशा। क्षेत्रीय शिक्षा संस्थान द्वारा पंडित सुंदरलाल शर्मा केंद्रीय व्यवसायिक शिक्षा संस्थान भोपाल के ऑडिटोरियम में कैरियर प्रदर्शनी सह कांफ्रेंस का आयोजन आज 13 सितंबर को सुबह 10.30 बजे से शाम 4 बजे तक किया जा रहा है। जिसमें विभिन्न रोजगार विषय से संबंधित जानकारी उपलब्ध कराई जाएगी तथा कैरिया कांफ्रेंस में दूरदर्शन केन्द्र में कैरियर के अवसर विषय पर विशेष वक्ता का अभिभाषण रहेगा। जिसका विद्यार्थियों एवं इस क्षेत्र के आकांक्षियों को लाभ मिलेगा। इस अवसर पर क्षेत्रीय शिक्षण संस्थान के प्राचार्य प्रो. जयदीप मंडल, मुख्य अतिथि के रूप में डॉ. दीपक पालीवाल, संयुक्त निदेशक विशिष्ट अतिथि के रूप में विधु बाजपई, उपायुक्त नवोदय विद्यालय समिति क्षेत्रीय कार्यालय भोपाल उपस्थित रहेंगे। विद्यार्थियों के लिए दूरदर्शन केन्द्र में रोजगार के अवसर विषय हेतु जयंत श्रीवास्तव कार्यक्रम प्रमुख एवं कार्यक्रम अधिशासी मार्गदर्शन प्रदान करेंगे।

विद्यार्थियों ने प्रदर्शनी का किया अवलोकन



क्षेत्रीय शिक्षा संस्थान के डिप्लोमा कोर्स इन गाइडेंस एंड काउंसलिंग के प्रशिक्षुओं द्वारा कैरियर प्रदर्शनी सह कांफ्रेंस का आयोजन पंडित सुंदरलाल शर्मा केंद्रीय व्यवसायिक शिक्षा संस्थान (पैसिव) के सभागार में किया। कार्यक्रम में डिप्लोमा कोर्स के 50 प्रशिक्षुओं ने सौ से अधिक

करियरों के बारे में बताया। विद्यार्थियों ने प्रदर्शनी का अवलोकन किया और कौशल विकास तथा व्यावसायिक चयन से जुड़ी जानकारी प्राप्त की। मुख्य अतिथि प्राचार्य प्रो. जयदीप मंडल, विशिष्ट पैसिव के संयुक्त निदेशक डा. दीपक पालीवाल उपस्थित रहे। ● सौ : आयोजक



कैरियर प्रदर्शनी सह कांफ्रेंस का हुआ आयोजन

विदिशा। क्षेत्रीय शिक्षा संस्थान भोपाल राष्ट्रीय शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद के तत्वाधान में मार्गदर्शन एवं परामर्श डिप्लोमा पाठ्यक्रम के अंतर्गत 13 सितंबर को कैरियर प्रदर्शनी सह कांफ्रेंस का आयोजन किया गया। इसके अंतर्गत प्रशिक्षणार्थियों ने विभिन्न कैरियर से संबंधित जानकारी का प्रदर्शन किया। कार्यक्रम की शुरुआत प्राचार्य आरआई भोपाल प्रो. जयदीप मंडल के आशीर्वाद वचन से हुई। इस अवसर पर मुख्य अतिथि डॉ. दीपक पालीवाल संयुक्त निदेशक पीएसएससीआई वीड ने कार्यक्रम की प्रशंसा करते हुए सभी प्रशिक्षणार्थियों की उज्ज्वल भविष्य की कामना की तथा एनईपी 2020 में काउंसलिंग का विशेष प्रावधान है से अवगत कराया। विशिष्ट अतिथि विधु बाजपई उपायुक्त नवोदय विद्यालय समिति भोपाल द्वारा छात्रों को सदैव प्रयासरत रहने की सीख दी गई। मुख्य अतिथि प्रो. चित्रा सिंह अध्यक्ष विस्तार शिक्षा आरआई भोपाल द्वारा अपने छात्र जीवन के अनुभव साझा किए गए कि कैसे शिक्षक ही सारी समस्याओं के हल बता दिया करते थे परंतु वर्तमान परिवेश में छात्रों की समस्याओं भी विशेष है तो काउंसलर्स आवश्यक है। इसी क्रम में मुख्य अतिथि जयंत श्रीवास्तव कार्यक्रम प्रमुख एवं कार्यक्रम अधिशासी दूरदर्शन द्वारा दूरदर्शन केन्द्र पर रोजगार के अवसर विषय पर व्याख्यान दिया गया।





After the completion of the contact programme the 47 students appeared in written exam from 23rd to 26th September 2024, and Viva- Voce was on 27th September 2024.

valedictory session

The valedictory session of the program was held on September 30th, serving as a culmination of the trainees' hard work and commitment throughout the course. The event was graced by several distinguished figures, including course coordinator Prof. Ayushman Goswami, Principal Prof. Jaydip Mandal, and Head of the Education Department Prof. Ramesh Babu, who all addressed the trainees with inspiring words and heartfelt best wishes for their bright futures. Each of the speakers emphasized the importance of continuous learning, personal growth, and the impact that the trainees would have in their respective fields.

Prof. Ayushman Goswami also took the opportunity to engage with the trainees by collecting their feedback. This allowed them to reflect on their experiences, share valuable insights, and discuss areas of improvement. The open feedback session not only highlighted the trainees' development but also offered them a chance to express their views on the course content and structure.

As the contact phase of the program came to a close, all trainees transitioned into the third internship phase of the DCGC program. This marked a pivotal moment in their journey, as they moved from theoretical learning into practical application, preparing to apply their knowledge in real-world scenarios. This transition was an essential milestone in their educational and professional development, equipping them with the tools and experiences necessary for success in their future careers.

In addition to the formal proceedings, the trainees were honoured with the opportunity to meet Prof. Dinesh Prasad Saklani, the Director of NCERT. This interaction provided them with valuable insights from a leader in the field of education and further motivated them to pursue excellence in their studies and future endeavours.

