Career Counselling Workshop

Government Degree College, Bemina
Srinagar
May 8 – 9, 2013

Shilpi Shabdita
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Acknowledgments

This report is based on the proceedings of a workshop that was organized in Srinagar on May 8 – 9, 2013. It was part the Hum Kadam: Education for Peace initiative of Women in Security, Conflict Management and Peace (WISCOMP) and its partner the Foundation for Academic Excellence and Access (FAEA). We thank the Board members of FAEA for their unwavering support and Prof. V. R. Mehta for mentoring the initiative.

WISCOMP is grateful to Mr. Rajiv Mehrotra and the Foundation for Universal Responsibility of His Holiness the Dalai Lama for their constant guidance and encouragement. Special thanks to Dr. Meenakshi Gopinath, Founder and Director, WISCOMP for her vision and ideas that have shaped the Hum Kadam: Education for Peace Initiative.

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Shilpi Shabdita
Introduction

As part of the *Hum Kadam: Education for Peace* initiative, WISCOMP (Women in Security, Conflict Management and Peace) organized a consultative roundtable in January 2013 on ‘Equity, Access and Quality in Education: Challenges before Jammu and Kashmir’ which brought together experts from the field of education. At this roundtable, several senior educationists shared the need for career counseling for youth in Srinagar that was tailored to the current economic conditions of the state. It was noted that the protracted conflict in J and K had adversely impacted the state’s economy which had triggered massive unemployment and squandered precious human resources. Furthermore, the conflict had thwarted the ability of educational institutions to focus on the needs of young students and provide career guidance services to them.

To this end, WISCOMP organized a *Career Counseling Workshop* in Srinagar on May 8-9, 2013, in collaboration with FAEA (Foundation for Academic Excellence and Access) to increase access to career guidance services for the Kashmiri youth. The first day of the workshop witnessed participation of over 150 third year college students and recent graduates of different disciplines from higher educational institutions in Srinagar. The second day brought together 31 students which were selected from the larger group for a more intensive workshop. Participants included students from Government Degree College, Bemina, College of Education, Government Women’s College, Islamic University of Science and Technology, and KCEF (Kashmir Creative Education Foundation) College of Education.

Exploring New Avenues

Madan Mohan Pant, Founder and Mentor at a new age education corporate Planet EDU, Gurgaon, facilitated the workshop. Foregrounding the importance of adaptability in a dynamically evolving world, Pant disseminated information about new and emerging career opportunities and avenues for skill enhancement. Establishing the idea that ‘success happens when opportunity meets preparation’, he stated that for education to lead to success, individuals must hone their skills.
in preparation for opportunities constantly unfolding in this era of technological evolution and innovation.

Noting that the workshop can be most productive when the session touches upon the concerns of the participating students, he asked the participants what they desire and built a narrative around the needs expressed by them. In this context, he elicited questions from the floor at the outset of the workshop.

Several participants raised questions and shared concerns commonly experienced by most young people in Kashmir. A student aspiring to pursue a Masters’ degree at University of Kashmir expressed helplessness at the situation where ‘only 60 seats are offered for around 10,000 applicants to a course’. He noted that the **scarcity of seats available at credible educational institutions in Kashmir made access to quality education exclusionary and disproportionate to the demands** and growing aspirations of the youth in the state. Consequently, young students were being compelled to relocate to other states to pursue higher studies in courses of their choice, quite often against their wishes. This also meant that they had to incur relocation costs.

Echoing a similar sentiment, a young female student holding a Bachelors’ degree expressed a desire to pursue higher studies. However, she voiced a sense of **discomfort and insecurity emanating from her identity as a girl (and more importantly as a Kashmiri), in moving outside the Valley**. Hence, she inquired about avenues for pursuing a specialized degree while staying in Srinagar.

Another participant expressed interest in pursuing a career in research and pure sciences, but criticized the **paucity of quality research opportunities available in Kashmir**, specifically, and India more generally. Choosing against investing exorbitant sums of money to travel to premier research institutes abroad, he inquired ‘What are my options for research in Srinagar?’ Several other students further highlighted the dearth of employment opportunities in the state, candidly stating ‘we don’t want to go outside the state’. They also enquired ‘Why does Kashmir have lesser opportunities than other states?’ indicating **concern over the perceived lack of parity of J and K with other states in India**. Thus, a common concern which resounded
in the points raised by most participants was their reluctance to relocate outside the state for employment and higher studies, and an eagerness to build their careers while residing within the state.

During the proceedings of the workshop, participants shared several other concerns often experienced by students across different contexts standing at the threshold of making career choices. One participant stated that his interaction with different people continuously exposes him to multiple viewpoints and suggestions, and this induces confusion, preventing him from making a decisive choice. In such situations, he asked, how should students recover agency and objectively plan their career? What were the parameters that a young person should use to make the right choice of career?

Sharing a dilemma from his personal experience, a participant inquired that if while studying a course one is offered a job, would it be sensible to terminate the academic degree and take up the job opportunity. Another question was voiced by a student who was pursuing a Masters’ degree in English. She questioned the facilitator whether her degree would confine her choice of career opportunities to being an English teacher, or whether she could use her subject knowledge to diversify into other careers and excel in those fields.

Responding to the questions raised by the participants, Pant encouraged them to understand that if things were not good, that was a great opportunity. Don’t lament over the adverse situation and instead mobilize resources to tap the unrealized potential from the prevailing situation to your benefit, he asserted.

Addressing the problem of reluctance to relocate to another state in light of limited access to quality higher education and poor research opportunities in Kashmir, Pant explained that with technological advancement, studying courses was becoming independent of location and research outsourcing was emerging as a preferred choice of corporates. He noted that not getting formally admitted into a college must not hinder us from acquiring knowledge about the course/subject we aspire for. Explaining that learning is not a spectator’s sport, rather it is a participative sport, Pant encouraged the workshop participants to enrich their knowledge as autodidacts. In this context, he introduced the concept of Massive Open Online Courses (MOOCs) which are
open education resources available online that offer the finest quality of education in myriad disciplines by learned scholars from across the globe. This saves students the trouble of relocating to other states in search of better education opportunities.

Further responding to the participants’ concern over lesser opportunities and dearth of jobs in Kashmir, Pant stated that the brand image that is created for any state is very influential in shaping perceptions and expectations. He stressed the need to bolster a brand image of J and K which suggests that the youth of the state are professionally trained and are willing to share their intellectual abilities with different industries and investors. Pant noted that in Srinagar, if you decide to form a network of youth, connect with people located strategically for investment and promote your idea innovatively, there is a strong possibility that ‘2014 could be the year of Kashmir playing a role as knowledge resource’.

He further shared with the participants information about innovative employment opportunities offered by emerging fields of Digital Manufacturing, 3-D Printing and Mobile Applications for young aspiring individuals. Engaging with these avenues, he noted, only requires elementary training easily available through educational modules online. Highlighting the merits of these opportunities, Pant shared that they save the hassle of relocating to a different city and infuse an entrepreneurial spirit in young individuals.

Delving deeper into the issue of massive unemployment and squandered human resources in the context of J and K, it becomes critical to acknowledge that while the state possesses tremendous economic potential, its education system has not adequately built upon this potential. The kind of education that the Universities are providing to the students in the state is of little relevance to the economic activities in the region. For example, while Kashmir has a flourishing tourism industry and a strong traditional handicraft industry, there is massive dearth of professional academic courses for young people who seek careers in these sectors. These industries have enormous potential to become the largest employers in J and K and promote indigenous entrepreneurship. Yet, the state does not offer adequate courses at the Bachelors’ and Masters’ level of education to prepare trained professionals to work in these key industries.
Recently, the state has taken cognizance of the lack of such academic programmes in the structure of its Universities as a critical impediment to skill enhancement of youth and a key factor in perpetuating unemployment. Consequently, in 2012, University of Kashmir launched two Maters’ degree programmes in Travel and Hospitality Management and in Craft Management and Entrepreneurship. The hope is that trained and motivated human resources will find avenues for employment in the tourism and handicrafts industry in J and K, and positively contribute to their development. Thus, it is imperative that education in universities be relevant to the local context if students are to participate in the development of the state and at the same time benefit from its progress.

Proceeding further, Pant responded to the query raised by a participant regarding use of a Masters’ degree in English to diversify into other fields and careers of choice, besides English teaching. Stating that ‘Degrees do not get jobs; it is people who get jobs’, he explained that value lies not so much in the degree one holds, as in how one can apply knowledge from that degree and draw meaning from it. This understanding offers flexibility to use one’s knowledge to engage with diverse fields of interest. He then illustrated through several examples how individuals holding Masters’ degree in English were using stories and plays from English literature as case studies and had become Leadership coaches and Management teachers.

Discussing the parameters that a young student should use to make the right choice of career in today’s world, Pant stated that what you decide to do must be governed by your own interests and abilities. To this end, it becomes imperative to increasingly doubt, question, introspect and experiment, to develop a sense of self. He further stated that there are multiple forms of personalities, intelligences and natures explained by eminent psychologists, which we must bear in mind while deciding our inclination towards certain areas of work. At the same time, your priorities and what keeps you content and happy must be given due importance too. Pant underscored that it was important to consider all these parameters as very influential factors in shaping our choice of career.

It is critical to note that most of the concerns raised by the participants such as indecisiveness regarding career choices, dearth of quality research opportunities, limited seats at premier academic institutions,
are not unique to the state of J and K, and are common across all regions and contexts in India. Yet, in the minds of young Kashmiris these issues get magnified and entrenched as systemic problems unique to J and K. The experience of growing up in the deeply troubled context of protracted conflict in Kashmir induces feelings of isolation in the individuals, coupled with a sense of uncertainty and hopelessness. For the young Kashmiris, the situation gets further exacerbated by lack of access to reliable sources of information and absence of channels of communication with people from other states and regions. Consequently, an image gets created of Kashmir being isolated and singularly embroiled in all these issues. Thus, in the state of J and K there is a need not only of career counseling, but also of life skills counseling and greater constructive interaction with youth from different parts of the country.

Concluding the workshop, Pant asserted that we are living in times of change and the future is very bright. In such an atmosphere young people who are willing to learn are poised for success; only those who fail to adapt will fail to succeed. On this note, he encouraged the workshop participants to denounce the sense of helplessness, recover agency and constructively engage with constantly emerging opportunities.
Programme

DAY 1
March 11, 2013 (Monday)

10:30 am – 11:00 a.m.  Registration
11:00 am –12: 30 p.m.  Exploring New Avenues

Lecture and Discussion
Speaker: Prof. M.M. Pant

Participants: 150 Senior/ 3rd year college students from any discipline from Srinagar

Objectives:
• Provide information on new and emerging careers
• Skills required to improve Employability
• Avenues available for Skill enhancement

Structure:
• Learning is not a spectator Sport
• What does it mean to be an educated person in the future?
• The mismatch between education and employability: ‘Bridging the gap’
• The reasons for the mis-match
• The Hexagon of Success
• Acquiring and improving English Language Skills
  * What and why English language skills are important?
  * The Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) framework
  * Learning resources and programmes to move up the levels of CEFR
  * Free resources for continuously improving your English language skills
• Learning Skills
  * First you learn to read, then you read to learn
* Becoming a self-learner
* Asking the right questions
* How to learn anything?

- Learning useful IT Skills
  * Knowing how to use Tablets and Smartphones
  * Familiarity with some basic Apps (Office Productivity, Photo, Video, Music etc.)
  * Apps development Skills (for Android as well as iOS)

- Information Skills
  * Information Seeking Skills
  * Information Organization Skills
  * Information Presentation Skills

- Generic Thinking and Problem Solving Skills

- Soft Skills: Personality
  * Grit
  * Perseverance
  * Optimism
  * Responding to failure
  * Integrity

**DAY 2**
**March 12, 2013 (Tuesday)**

10:30 a.m. – 12:30 p.m.  Facilitator: Prof. M.M. Pant

**Participants:**
40 students from Colleges in Srinagar (subset of those who attended the Day 1 orientation). Counseling Cell, Bemina College will select students from the larger group.

**Objective:**
Intensive workshop on enhancing employability and choosing the right career based on abilities and interest.

**Structure:**
This will be interactive and spontaneous, responding to inputs from observations and aspirations of the participating group.
Profile of Facilitator

M.M. Pant is an internationally renowned expert specializing in pedagogy, technology and the development of tools and curricula for 21st century education. He has been known for developing working models that enhance pedagogy using the latest available technologies. He is especially noted for his efforts in leveraging social media for improving learning and bringing the mobile and handhelds into the classroom. Pant’s current work and interests revolve around the development, delivery and promotion of educational products, processes and services that cater for the needs and interests of future learners, a framework that is named “Learning 221: Learning for the 2nd Decade of the 21st Century”. His past roles include being the Former Pro-Vice Chancellor, Indira Gandhi National Open University (IGNOU) and being on the Faculty of IIT, Kanpur and MLNR Engineering College; and Faculty as well as Visiting Professor, University of Western Ontario, Canada. He has been a Visiting Scientist at European research centers in Italy, England, Germany and Sweden. Prof. Pant is the founder of the LMP Education Trust, an organization that promotes new age learning and supports underprivileged learners.
### List of Participants

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Sabreena Majeed
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Nisar Ahmad Teli
Aamir Rashid
Waseem Ahmad
Ab. Qeyoom Ganse
Intiyaz Ahmad Bhat
Syed Basit
Ishfaq Ashraf
Musaib Nazir
Aijaz Ahmed Hania
Shabnam Jabeed
Palleeza Akhter
Saima Akhter
Nargis Rasool
Shahzadah Bano
Nasib Khatoon
Naziya Rehman
Sumaira Jan
Jabasum Bashir
Ishrat Bashir
Tanneela Khalia
Saima Mir
Neelofar Jabeen
Aijaz Ahmad
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Gh. Mustafa
Sajad Hussain Dar
M. Rais Ahmad
Mohammad Furkan Mir
Kamran Saleem
Showkat Ali Rakkaf
Khaelim Hussain
Ali Mohd Bhat
Fayaz Ahmad Bhat
Tawfeeq Ah. Pandith
Mohd Owais Lone
Ferdous Ahmad Bhat
Shahid Ahmad Bhat
Abib Nabi
Firdous Bilal
Saqib Mushtaq Lone
Javid Ahmed Resir
Adil Bashir
Ishfaq Dar
Asnia Hussain Chahan
Samreer Ahmad Dar
Samair Mohiruddin Bhat
Ali Moha. Bhat
Aarif Hussain Sheikh

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Sumaira Mushtaq  Government College of Education M.A. Road
Dakhshan Whalid  Government College of Education M.A. Road
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Snober Gowhee  Islamic University of Science and Technology
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Imtiyaz Ahmad Wanie  Government Degree College Bemina
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Manzoor Ahmad  Government Degree College Bemina
Sayad Ahmad Wani  Government Degree College Bemina
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Gh Hassan Khanday  Government Degree College Bemina
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