

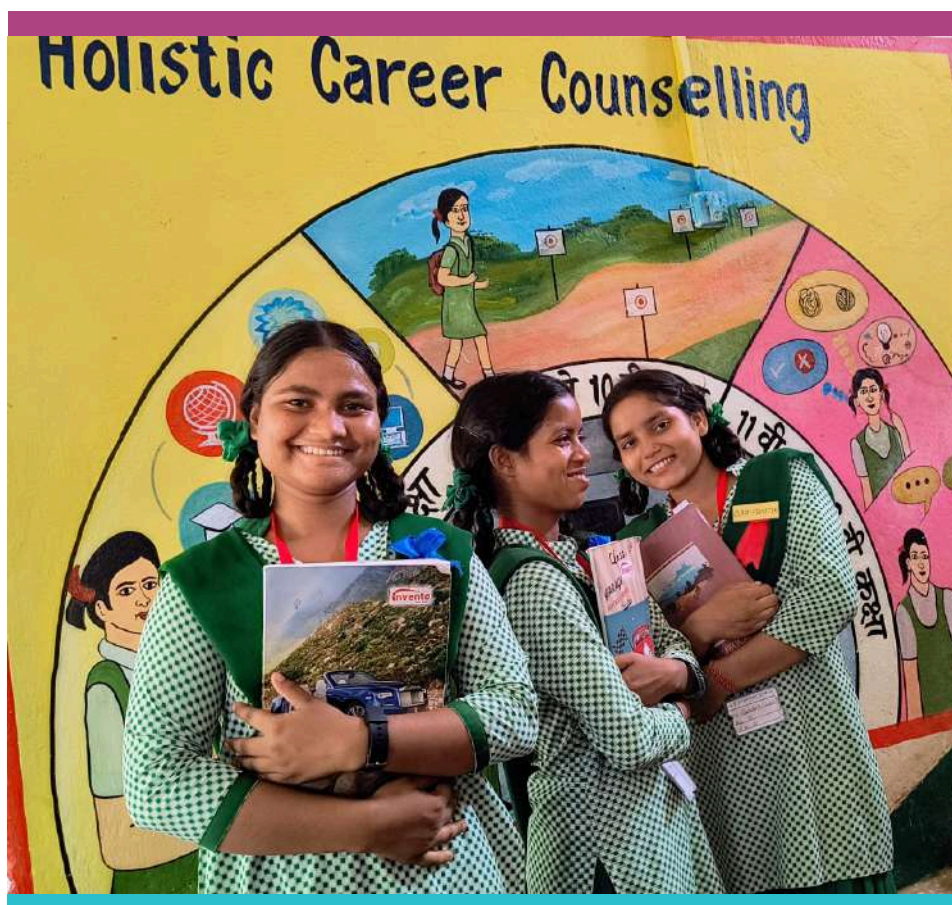


## PROCESS DOCUMENT



**HUMEIN  
BADHNA  
HAI**

*Promoting career intentionality through counselling  
among adolescent girls in Jharkhand*



**Suggested Citation:**

Monalisa, Bhatnagar, S., Mukherjee, S. (2023). Humein Badhna Hai: Promoting career intentionality through counselling among adolescent girls in Jharkhand. New Delhi: PCI India

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This publication comprises documentation of processes, learnings, best practices and recommendations curated as a part of the programme undertaken by PCI India in partnership with the Jharkhand Education Project Council to promote career intentionality among adolescent girls in Jharkhand through a holistic counselling package. The programme was supported by Cummins Foundation and RISEUP. We encourage learning from this document to be used only for non-commercial purposes by appropriately quoting/citing as given above.



# Acknowledgment

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PCI India brings this learning document to present the processes undertaken, strategies adopted, and learnings acquired during the implementation of 'Humein Badhna Hai' in Jharkhand. The initiative is promoting career intentionality through counselling among students at government residential girls schools in the state.

This process document has been made possible by the valuable contribution of all stakeholders associated with the intervention.

We are sincerely grateful to the Jharkhand Education Project Council (JEPC), Government of Jharkhand, for placing trust in us as a technical partner and for their continued guidance and support throughout the implementation period. We would especially like to thank – Sh Aditya Ranjan, State Project Director, JEPC; and Dr Avinav Kumar, State In-Charge – Quality Education, JEPC – for their trust and mentoring at all stages of the programme intervention.

We appreciate the indomitable spirit and enthusiastic participation of nodal teachers and wardens from Kasturba Gandhi Balika Vidyalaya and Jharkhand Balika Aawasiya Vidyalaya who have led Humein Badhna Hai at field level. These are the teachers who were selected by JEPC to be trained as counsellors. After receiving the trainings these teachers have played an active role in the rollout of sessions, facilitation of counselling rooms, and creating a conducive environment within the campus for career intentionality.

We thank PCI India team for conceptualisation and implementation of Humein Badhna Hai. We would especially thank Indrajit Chaudhuri, CEO & Country Director, PCI India, for sharing his vision and insight with us. We also thank team Humein Badhna Hai including Sushmita Mukherjee, Pushpa Jaiswal, Pushpa Sharma, Vina Devi, Nawab Perwez, Ankita Kashish, and Monalisa for their valuable contribution to the initiative in various capacities. We are grateful to the significant contribution of our team members in helping us identify and facilitate interviews with stakeholders and arrange photographs.

We are thankful to all other colleagues at PCI India and JEPC who have contributed directly or indirectly in successful completion of the initiative. We thank Srishti Bhatnagar for her inputs in compilation of this document.

We acknowledge our partners including Cummins Foundation for their funding support and RISE UP for their continuous support and mentoring, before and throughout the project period.

We express our humble gratitude to the wonderful students of KGBV and JBAV in Jharkhand who have been so receptive to the initiative and actively participated in all programme-related activities, sessions and events. We are glad to have helped them in setting their goals and orienting them towards career intentionality. These girls hold great potential. We wish them success for their future!

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# Acronyms

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3Ps	Person, Place, Process
CLF	Cluster Level Federation
IDI	In-depth interview
JBAV	Jharkhand Balika Awasiya Vidyalaya
JEPC	Jharkhand Education Project Council
KGBV	Kasturba Gandhi Balika Vidyalaya
MIS	Management Information System
NEP	National Education Policy
NFHS	National Family Health Survey
PTA	Parent Teacher Meeting
RIASEC	Realistic, Investigative, Artistic, Social, Enterprising and Conventional
SMART	Specific, Measurable, Achievable, Relevant, and Time-Bound
SRHR	Sexual and reproductive health and rights
TLM	Teaching Learning Material
ToT	Training of Teachers

# Contents

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1.Executive Summary .....	06
2.Background .....	08
3.Introduction .....	11
<b>4.Intervention Model .....</b>	<b>13</b>
4.1 Cohorts .....	13
4.2 Project Components .....	14
4.3 Theory of Change .....	15
4.4 Approach .....	16
4.5 Journey of Self-efficacy .....	17
<b>5.Tools Development .....</b>	<b>18</b>
5.1 Modules .....	18
5.2 Other TLM: <i>Compendium, Career Options Book, Facilitator's Guide</i> .....	20
5.3 RIASEC Test form. ....	21
5.4 Digitised MIS .....	21
6.Project Team .....	22
7.Training of Teachers .....	23
8.Modular Sessions Rollout .....	27
9.Counselling Sessions Rollout .....	30
10.Events and Activities .....	32
11.Learning and Recommendations .....	33
12.Way Forward .....	35
13. Stakeholders Speak .....	36

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# 1. Executive Summary

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As India is expected to be \$5-trillion economy by 2025 and is working towards its vision of Viksit Bharat by 2047, there is an increased focus on enhancing the quality and level of female workforce participation. Women's contributions to the economy must shift from underreported and unrecognised caregiving roles to more tangible, income-generating roles. This requires investment in adolescent girls, particularly in their education and career aspirations, enabling them to become productive human resources for their families and the community, thereby contributing to the nation's GDP.

In Jharkhand, where indicators for girls' education, marriage, and workforce participation are concerning, counselling can play a decisive role in guiding girls, particularly those from underserved communities. The National Education Policy (NEP) 2020 has also emphasised on the need for integrated counselling to promote a career-oriented mindset among students.

'Humein Badhna Hai' initiative aims to enhance career intentionality among girls in government residential schools in Jharkhand by providing holistic counselling. Residential girls schools include Kasturba Gandhi Balika Vidyalaya (KGBV) and Jharkhand Balika Awasiya Vidyalaya (JBAV).

It is being implemented by PCI India in partnership with the Jharkhand Education Project Council (JEPC), Government of Jharkhand, with support from Cummins Foundation and RISEUP.

Through a comprehensive approach that includes modular sessions, group counselling and individual counselling sessions, students from grades 6th-12th are being provided guidance on educational pathways, career options, life skills, and on issues related to emotional well-being. It covers essential topics like goal setting, life skills, and awareness of gender norms.

By starting counselling as early as grade 6th, 'Humein Badhna Hai' seeks to empower girls with knowledge and skills, thereby helping them set goals, improving their self-esteem and enabling them to resist pressures of child/early marriage and school dropout.

Key objectives of the initiative include enhancing:

- Quality of leadership and classroom participation
- Career aspirations and goal-setting among students.
- Likelihood of girls continuing their education

This process document compiles the processes adopted, activities undertaken, and lessons learned during the implementation of the initiative, along with points to be considered for practitioners and implementers during design and implementation of career counselling interventions. It provides the rationale and detailed process of selection and adoption of each of the strategies. It also mentions the challenges faced and mitigation mechanism, how they were overcome and learnings from the intervention.

It explains the strategic framework of designing the counselling package for cohorts of students, with each catering to age-specific developmental needs and of adopting intensive and non-intensive approaches in programme implementation. It also delves into the processes involved into the making of various teaching-learning materials (TLMs) including – modules, course compendium, RIASEC test form, digitised MIS, etc – developed under the initiative to support teachers and wardens of KGBV and JBAV (who have been trained as counsellors) in delivering effective guidance.

For ensuring that the counsellors offer correct and scientific career advice to students, the initiative has relied on RIASEC (Realistic, Investigative, Artistic, Social, Enterprising and Conventional) – a psychometric test that assesses a student’s aptitude towards career options.

The initiative has focussed extensively on capacity building of teachers as counsellors. More than 100 teachers have been trained under Humein Badhna Hai, who are now conducting modular and counselling sessions within their respective campus. This document mentions the processes undertaken in curating training of teachers in a phased manner under Humein Badhna Hai.

Teachers and students have shared their lived experiences of modular sessions rollout, and counselling sessions. So far the initiative has facilitated more than 1,800 modular sessions and nearly 1,000 counselling sessions. Students are increasingly becoming confident about their career choice and life goal after undertaking RIASEC test during individual counselling. Teachers view this initiative as a decisive intervention that can play a pivotal role in shaping the future of their students.

A major highlight of the document is the recommendations section that calls for strengthening structured mechanism for field implementation, multimedia tools and refresher trainings of counsellors.



### Dr Avinav Kumar

State In-Charge – Quality Education, JEPC, Government of Jharkhand

“ Perspective of education has expanded. Even talented children may experience lack of confidence if they are not guided properly, Hence, it is crucial to motivate students towards academic excellence while also offering career guidance and interpersonal counselling.

### Indrajit Chaudhuri

Chief Executive Officer & Country Director, PCI India



As the nation is working towards Vikasit Bharat 2047, it is becoming essential to invest on adolescents. If we aspire to increase female workforce participation, we need to build a strong foundation for girls’ education and introduce career intentionality.”

## 2. Background

India is progressing towards fulfilling the dream of Vikasit Bharat 2047 and reach 5 trillion dollar economy by 2025, This calls for amplifying efforts towards increasing meaningful and respectful female workforce participation. Women need to shift from unpaid care and support role that often go underreported and unrecognised as their contribution to the economy to more quantifiable income-generating role. Hence, it is increasingly becoming essential to focus and invest on adolescents. If we aspire to increase female workforce participation, we need to build a strong foundation of girls' education and introduce career intentionality from early years of secondary education.

Adolescence is a one of the most vulnerable, yet crucial phases of life that determines the future for individuals. Grades 6th-12th are the pivotal years for most students as they shape their inclination towards favourite subjects, aptitude, and career choices. A key decision point occurs after grade 10th when students choose their academic stream, and again after grade 12th when they contemplate their future professions. These crucial decisions leave a lasting impact on their career trajectory in the coming years.



### Career choice and factors

However, a host of factors influence education and career decisions of adolescents. Family background, income and educational status of parents, influence by peers and community members, and salary expectations play sizeable role along with academic achievements and personal interests of students in opting for an educational stream or career choice[1]. Pal and Banerjee (2009) conducted a study on career choice among adolescents. They observed that family imposition, their self-interest, teacher's guidance, friend's suggestion etc. play significant roles in career choices during adolescence.

Further, cultural beliefs contribute to gender socialisation of career choices in India, especially among girls and women[2]. The study indicates on the role of internalisation of gender stereotypes on the part of women in shaping their explicit and implicit career preferences. Furthermore, factors like parenting, maintenance of work-life balance, and familial obligations to transform and contribute to their career-decision making. This indicates towards the need for career guidance and counselling that can offer educational pathways to girls and also address socialisation of career choices among girls.

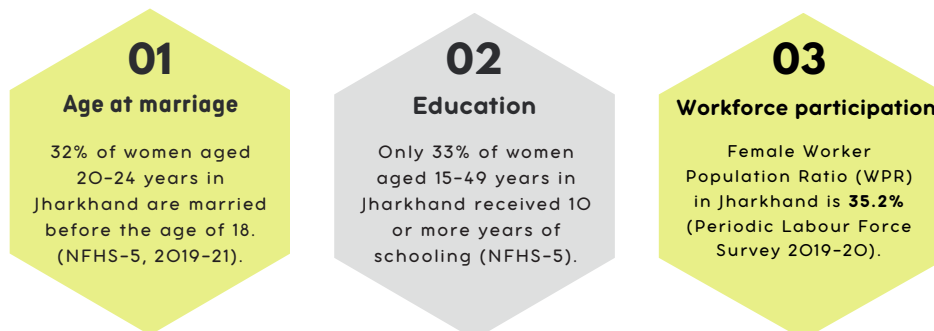
### Status of girls in Jharkhand

Career choice and aspirations among girls become even more challenging in a state like Jharkhand that stands poor on the indicators of girls' education, marriage, and women workforce participation.

Nearly one third adolescent girls in Jharkhand are still getting married before attaining 18 years of age. According to NFHS-5 (2019-21)[3] data, 32% women aged 20-24 years in Jharkhand were married before turning 18. This is higher than the national average of 23%. This has a direct impact on education, as child/early marriage of girls often leads to school dropouts, which jeopardises their chances of attaining career or economic independence and makes them highly vulnerable to gender-based violence, early pregnancy and other forms of exploitation. The data further reveals that only 33% of women in Jharkhand claim to have received 10 or more years of schooling. This lesser percentage of women with formal and complete education in the state is indicative of the poor value associated with girls' education among community members. With poor qualification, women are less likely to attain aspirational careers or have meaningful and respectful workforce participation. Hence, in terms of workforce participation too, Jharkhand has a poor female worker population ratio at 35%.



## Status of girls in Jharkhand



Counselling can play a decisive role in guiding such adolescent girls, especially those from underserved communities, enhance the value of education and career among them. By promoting career intentionality among such students, especially from early years of secondary education like grade 6th onwards can significantly help in improving their self-esteem and lead them on pathways of career and economic independence. With a stronger and focussed vision for career goals, such girls are likely to resist early marriage pressures imposed by family members.

### Learning from Project Umang: Realisation of need for counselling

PCI India is implementing Umang in partnership with the Jharkhand State Livelihood Promotion Society since 2019, to address the issue of child/early marriage of adolescent girls in Jharkhand and to nurture their aspirations.

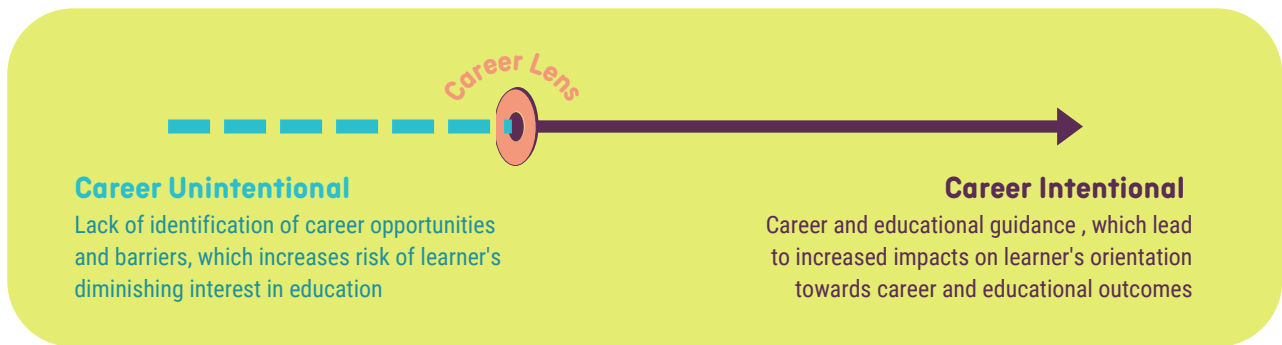
- A Baseline Study with 373 adolescent girls was conducted under Umang in 2021.
- The study identified a major gap in educational and career aspirations among adolescent girls.
- A key reason for this mismatch was found to be lack of information and career guidance among girls.
- This indicated a strong requirement for regular educational guidance and meaningful career counselling to adolescent girls, which led to the facilitation of 'Kishori Help Desks' - counselling centres for adolescent girls and their parents - at CLF (cluster level federation) offices in rural Jharkhand.



### Career Intentionality Education for Adolescent Girls

An approach for improving career intentionality is to integrate career counselling within the mainstream education. Integration implies counselling to be made part of design of the overall education framework, implementation plan and gradation. Thus, career intentionality integration is part of the holistic development of adolescents, preferably starting from grade 6th till 12th. The model of career intentionality is adapted from 'Gender Intentional Strategies to Enhance Health Social Enterprises in Africa: A Toolkit'[4] by Sarah Harrison.

### Career oriented perspective in education



For facilitating adolescents to be career intentional and having the right perspective about career in their future life; the role of teachers is crucial. It is important to understand the kind of career-oriented education perspective teachers hold and mentor them to be able to transfer the right perspective among the learners.

The National Education Policy (NEP) 2020[5] has also placed emphasis on the significance of counselling and promoting a career-oriented mindset among students in both school education as well as higher education institutions. It places the criticality of counselling and community connect in ensuring continuity of students in schools level of participation, attentiveness, and successful learning from school lessons. It states: "Counsellors or well-trained social workers connected to schools/school complexes and teachers will continuously work with students and their parents and will travel through and engage with communities to ensure that all school-age children are attending and learning in school."

[1] A Study on Deciding Factors Regarding Career Choice of the Students in Higher Secondary Level, International Journal of Research and Analytical Reviews, Oct-Dec 2018 issue

[2] Career Choice of Girl Child in Contemporary India Suruchi Bhatia and Nandita Babu, Indian Journal of Psychology and Education, 2019

[3] National Family Health Survey (NFHS-5), 2019-21 Ministry of Health and Family Welfare, Government of India

[4] Gender Intentional Strategies to Enhance Health Social Enterprises in Africa: A Toolkit

[5] The National Education Policy 2020 Ministry of Human Resource Development, Government of India

## 3. Introduction

'Humein Badhna Hai' is an initiative that offers holistic counselling package, with a stronger emphasis on career counselling, to students from grades 6th-12th at government residential girls schools across the state of Jharkhand. Residential girls schools include Kasturba Gandhi Balika Vidyalaya (KGBV) supported by the Central Government, and Jharkhand Balika Awasiya Vidyalaya (JBAV) supported by the State Government.

These residential schools are meant for girls from rural, vulnerable socio-economic backgrounds, and accommodate all expenses pertaining to their education, food, and accommodation. These act as an effort by the government to promote higher education among girls from rural and disadvantaged groups, impart quality education to them, offer opportunity to dropout girls for re-entering mainstream education, and reduce gender gaps in education.

As an effort to contribute towards enhancing quality of education, Humein Badhna Hai initiative aims to promote career intentionality among adolescent girls in Jharkhand, helping them grow up into productive human resources with clear set goals and developed agency to pursue them. By doing so, the initiative is empowering adolescent girls to become valuable assets for their families, communities, and the economy.

### Objectives

- Enhance value of education among girls and improve their level of classroom participation.
- Offer holistic counselling to girls on career and education, based on their aspirations and aptitude, with a scientific approach of psychometric tests.
- Enable girl students to set their goals independently and act towards their fulfilment.

Humein Badhna Hai is being implemented in Jharkhand by PCI India in partnership with the Jharkhand Education Project Council (JEPC), Government of Jharkhand, with support from Cummins Foundation and RISEUP. Through a holistic package including modular sessions, group counselling and individual counselling sessions, students are provided guidance on educational pathways, career options, life skills, and on issues related to emotional well-being and mental health.

### Expected Outcomes

- Increased number of students having set career goals and knowledge on the pathways to pursue those goals.
- Enhancement in the quality of leadership and classroom participation among girls across all grades.
- Higher possibility of girls continuing their education at least till grade 12th; and ability to reject events of child/early marriage or school dropouts.

### Reach of Humein Badhna Hai



Project Humein Badhna Hai is evenly spread to all five divisions of Jharkhand, covering the entire state in intensive and non-intensive modes.

**41% Schools Coverage:** There are 260 govt residential schools for girls in Jharkhand (203 KGBVs & 57 JBAVs). Out of these, the project is reaching out to 106 schools, thus comprising 41% coverage.

**Intensive districts (with additional component of supportive supervision, school visits and counselling by PCI team members along with the regular components of modular and counselling sessions)**

## The concept of 'start early' counselling

In the journey of shaping bright futures, the importance of laying strong foundations cannot be overstated. Humein Badhna Hai places significant emphasis on commencing early – engaging girls from grade 6th onwards – to nurture a sense of direction and purpose within young minds during their formative years of secondary education.

The process of career exploration among students in India, especially those from rural communities, often begins much later – mostly after grade 10th, when they choose their academic stream, and or after grade 12th, when they opt for courses contemplating their future professions. Unfortunately for girls, these are also the grades

when they are dropped out of education and are married early. With little or no agency to resist such regressive social norms, girls succumb to parental pressures and discontinue their education, thus limiting their prospects of having a career or attaining economic independence in future.

However, by introducing career discussions and aspirations as early as grade 6th, the initiative aspires to orient girls in advance with the awareness and comprehension needed to make informed decisions about their educational pathways in the future, thus mitigating chances of ambiguity or confusion later. A career intentional approach, imbibed early, also prepares girls to resist unwanted incidents such as school dropout, discontinuation of education, and pressure of child/early marriage.



### Counselling topics covered

Some of the topics covered in the holistic counselling package include:

- Goal setting
- Life skills (personal problem-solving skills)
- Gender and social norms
- Barriers and enablers
- Pathways to achieve goals
- Sexual and reproductive health rights
- Child rights and legal awareness

## Why 'Start Early' Counselling?

- **Offers time to explore:** It's during these formative years that students begin to develop their interests, strengths, and aspirations. By providing career counselling early on, students have more time to explore various career options, understand their own preferences, and make informed decisions about their future pathways.
- **Offers time to prepare:** Starting early counselling allows for the gradual development of essential life skills and awareness about educational and career pathways. Students can learn about different professions, educational requirements, and skill sets needed for various careers, enabling them to plan and prepare for their academic journey accordingly.
- **Addresses gender socialisation for education and career:** Early counselling helps in addressing any misconceptions or biases girls may have about certain professions or industries. It also addresses gender socialisation among girls towards education and career that often compels them to associate poor or low value to their education and career, and to opt for only certain conventional career options. By exposing students to diverse career options and relevant information early in life can broaden their perspective and encourage them to pursue unconventional career options as well.
- **Builds agency among girls:** Imbibing career intentionality and career counselling from early years can help develop agency among girls to realise their fundamental rights and voice their opinion against regressive social norms. Such girls are likely to be better equipped to negotiate with parents for pursuing higher education and delaying age at marriage.



## 4. Intervention Model

Humein Badhna Hai is being rolled out across KGBVs and JBAVs in Jharkhand through a pool of local resources – nodal teachers and wardens from each school – who are trained as facilitators and counsellors by PCI India under the guidance of JEPC. These trained teachers are then offering mentorship and guidance to students of grades 6th-12th at their respective campus in the form of a holistic counselling package comprising modular sessions, group counselling and individual counselling sessions.

### 4.1 Cohorts

The intervention model of Humein Badhna Hai has been designed keeping into consideration that counselling needs vary at different stages of education and age. As the initiative caters to a wide range of students from grades 6th to 12th, the counselling package has been segregated into three graded cohorts to address the age-specific requirements and abilities of students.

Each cohort has a specific focus and all components, including modular sessions and counselling sessions are primarily meant to offer age and class-specific graded inputs in shaping and realising career choices among students of that cohort. The three cohorts along with their focus area comprise:

#### *Cohorts and their focus area*



#### *Cohort 1*

Cohort 1 for students of grades 6th-8th focuses on offering orientation to girls towards self-realisation and enhancing value for education and career. This cohort comprises students who are in the foundational years of secondary education. They are new to the school environment and come from diverse challenging backgrounds. Some are school dropouts, or orphans, others come from poor socio-economic communities and rural areas. Often due to their low-resource circumstances, lack of conducive environment within families and communities, and gender socialisation for education and career, these girls lack purpose and vision to be self-reliant in future. For many parents and students, the government residential schools merely act as a means of survival that offer safe space for accommodation and education to girls till they get married.

Hence, Cohort 1 focuses on enabling students to look beyond the social norms and consider their years in KGBV and JBAV as an opportunity to shape a better future for themselves. The purpose in this cohort is to trigger a shift in the mindset of girls that encourages them towards self-exploration and the realisation that they can set life goals that are independent of marriage. Hence it places thrust on career exploration, educational pathways, and planning.

## Cohort 2

Cohort 2 for students of grades 9th-10th has a keen focus on goal setting & addressing possible challenges along the way. The thrust shifts towards refining goals and developing practical strategies for achieving them. Students learn the concept of SMART[6] Goals (Specific, Measurable, Achievable, Relevant, and Time-Bound) and begin to set short & long-term goals for themselves, with actionable steps, prepare for exams, and explore topics such as understanding discrimination and building resilience. Moreover, this cohort also prepares girls to explore career options with possible enablers & disablers, existing social issues and equips them to address or overcome them. This cohort imparts skills and confidence (along with self-awareness) among girls that are needed for navigating hurdles of higher education and the workforce in future.

## Cohort 3

Cohort 3 for students of grades 11th-12th is the final group before girls leave school and choose their future paths. These crucial years focus on providing students with pathways to achieve their goals and raising their awareness of relevant schemes and scholarships to support their career choices. The cohort aims to build resilience, enhance communication and management skills, and help students handle emotions and relationships with reasoning. It also prepares girls to negotiate with their parents about higher education, career choices, and delaying marriage, equipping them holistically for adulthood. The goal is to ensure that, as they complete their secondary education, girls leave school with clear career and life goals, empowered with the knowledge, skills, and agency needed to become productive and economically independent.

## 4.2 Components of Humein Badhna Hai

The holistic counselling package under Humein Badhna hai encompasses three major components as follows:

### 4.2.1 Modular Sessions

Modular sessions set the tone of the initiative among students as they deliver consistent guidance to them, orienting them towards goal setting and education. Graded modular sessions are conducted with students across the three cohorts by trained staff (teachers and wardens) of KGBV and JBAV who are capacitated as facilitators by PCI India through three rounds of Training of Teachers (ToT) in Ranchi. These sessions focus on strengthening agency and capability of girls to enable them to strive for attainment of tertiary education and achievement of economic independence. They are activity based to encourage participation of the students in discussions. The sessions are conducted through engaging medium comprising games, storytelling, role play, and other activities, which help adolescent girls to relate with the topic as well as engage in the session. Topics covered under modular sessions endeavour to develop innate capacities of girls to understand their aspirations and act towards achievement of chosen career goals by recognising enablers and strategically handling the disablers. Students receive graded modular inputs around topics including:

- ▶ Goal setting
- ▶ Life skills (personal problem-solving skills)
- ▶ Gender and social norms
- ▶ Barriers and enablers
- ▶ Pathways to achieve goals
- ▶ Sexual and reproductive health rights
- ▶ Child rights and legal awareness

### 4.2.2 Group Counselling Sessions

The group career counselling sessions have been designed to help students in developing thorough understanding on various career options specific to popular subjects as well as on commonly preferred career choices. These group sessions are conducted by teachers at KGBV and JBAV, who are trained as counsellors. These make students aware of choices available to them with respect to specific education and career options. Also, these sessions enable teachers to resolve .

doubts that arise in these young minds. A compendium of ten most popular courses has been specially designed under the initiative to assist counsellors in conducting group counselling sessions smoothly. Students receive group counselling around topics including:

- ▶ Career options specific to popular subjects
- ▶ Commonly preferred career choices

### 4.2.3 Individual Counselling Sessions

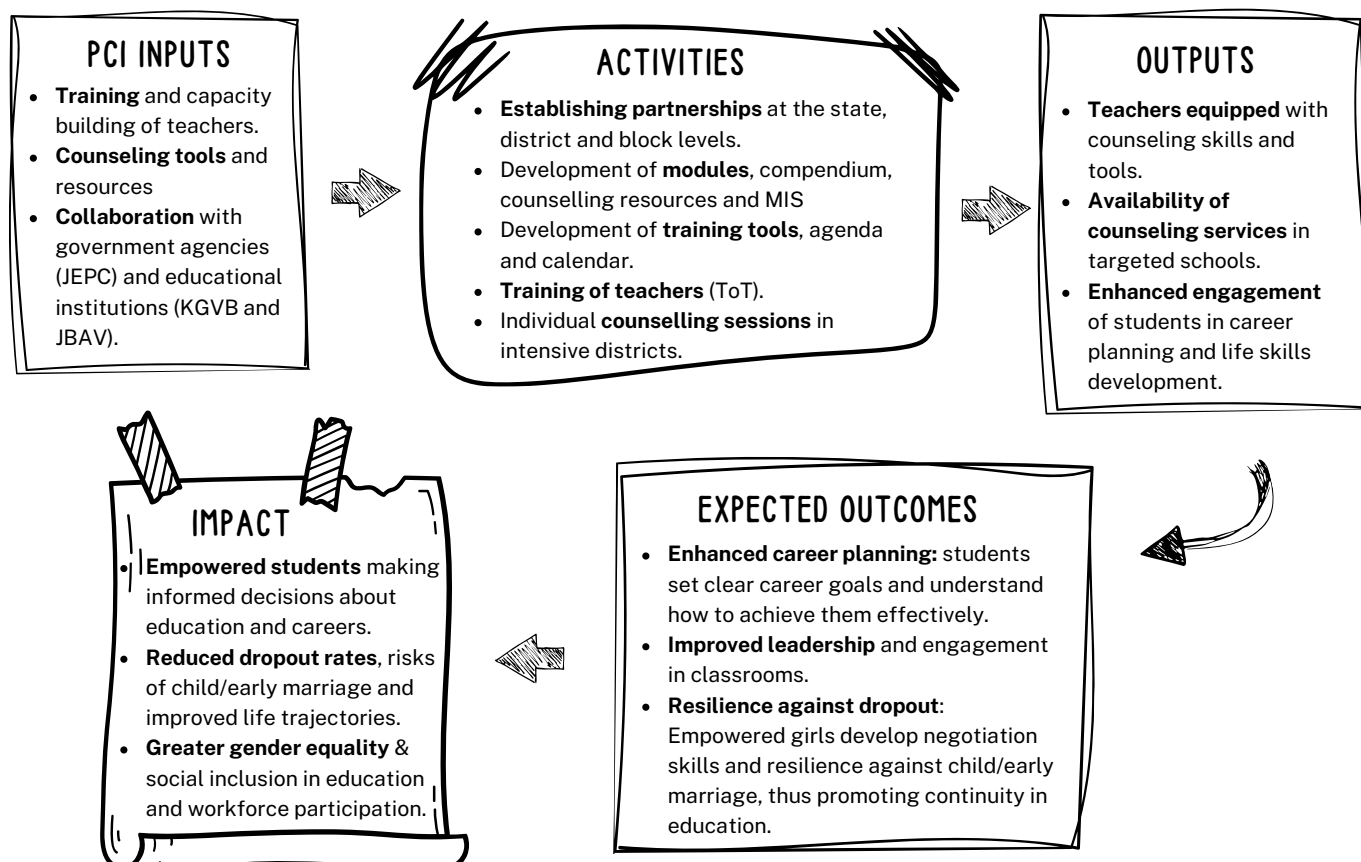
For addressing further query of students related to their career or educational pathways, or on any other issue relating to their well-being or skills, Humein Badhna Hai offers provision for individual counselling sessions. Every school is expected to facilitate a counselling room that acts as a designated, safe, and confidential space for girls to seek individual counselling. These sessions are held on-demand basis and cater to individual interests and needs of students.

To offer students the most relevant information and guidance on career options that are aligned with their interests and aptitudes, counsellors have been trained to offer career guidance through a scientific approach with psychometric RIASEC[7] test. Moreover, counsellors are also trained on the use of Course Compendium that acts as a directory with detailed mention of all courses available after grades 10th and 12th. Individual counselling sessions are not just limited to career guidance, but also focus on overall wellbeing of girls and their increased interest and participation in learning.

Counselling sessions, combined with structured modular inputs, address the questions young people have about their future, helping them set informed career goals and take steps toward achieving them. This approach is likely to guide girls toward economic independence after school.

### 4.3 Theory of Change

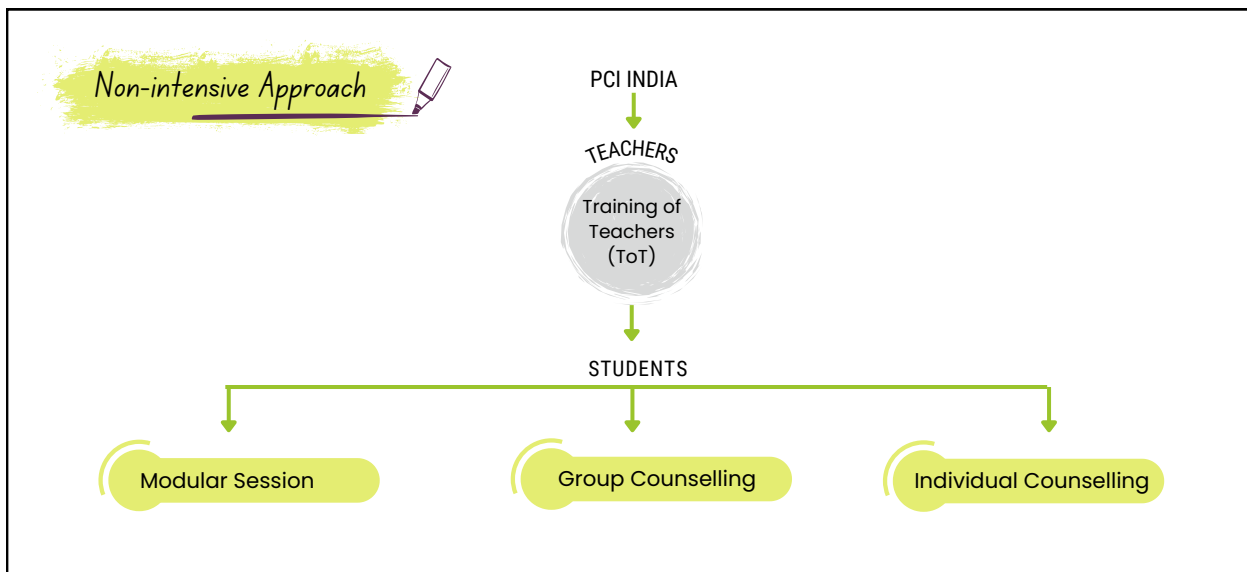
Following is the Theory of Change for Humein Badhna Hai:



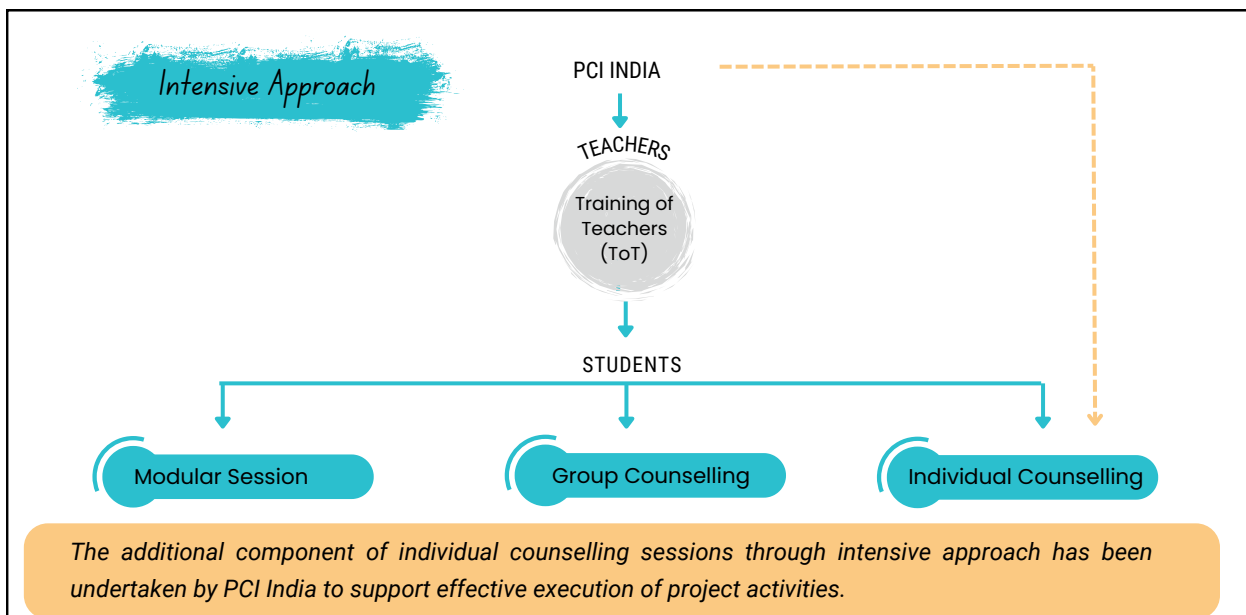
[7] John Holland's RIASEC Test is a psychometric analysis of understanding aptitude & personality types as Realistic, Investigative, Artistic, Social, Enterprising and Conventional.

### 4.4 Approach

Humein Badhna Hai is being rolled out across the state of Jharkhand through two approaches, namely Intensive Approach and Non-Intensive Approach. Both the approaches have all the three components of modular sessions, group career counselling and individual counselling sessions. The strategy for flow of graded inputs to students across the three cohorts also remain the same for both. Designated or nodal teachers from all KGBVs and JBAVs are capacitated as facilitators for conducting modular sessions and as counsellors for conducting group and individual counselling by PCI India under the guidance of JEPC. These capacity building sessions on counselling package and skills along with modules are imparted through three rounds of ToT in Ranchi, following which the teachers roll out the components in their respective schools.



Additionally, the initiative has adopted an Intensive Approach in four districts – Ranchi, Latehar, Dhanbad and Godda – where an additional component of school visits is being undertaken by PCI India team for efficient and smooth execution of project components. Under intensive approach, PCI India team helps to intensify the efforts of teachers in providing career guidance to students and offers girls further guidance through group discussions, individual counselling sessions, and feedback on project components. In each intensive district, the team visits all KGBVs and JBAVs periodically and spends a day in school premise. PCI India team members provide individual counselling on demand basis to students in camp mode.

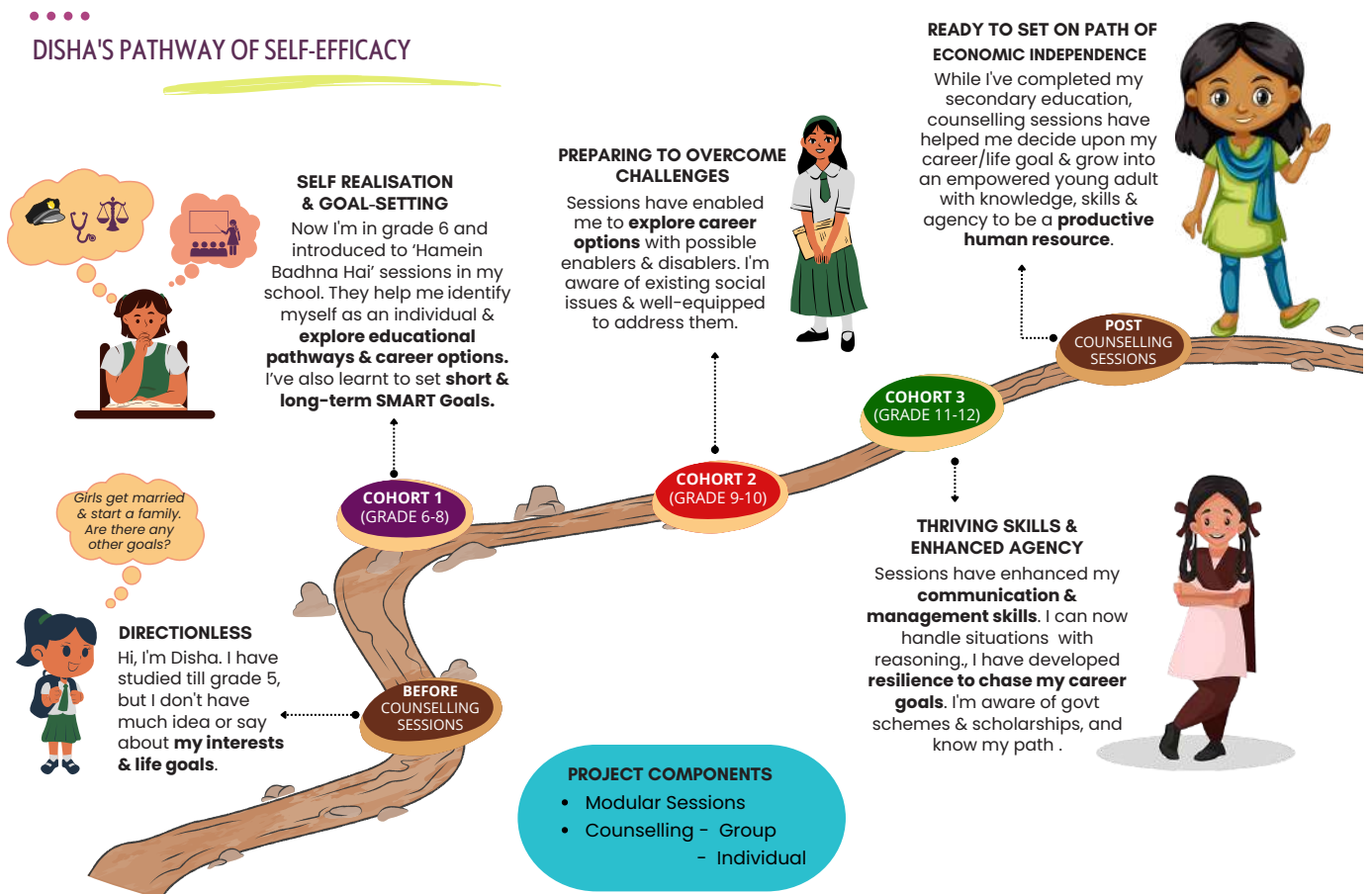




They interact with students at any designated place like spare classroom, under a tree, in playground, etc, to understand their take on the initiative and guide them on their overall wellbeing and increased interest and participation in learning. Moreover, they interact with nodal teachers and take status of the rollout of modular sessions, facilitation of counselling room in the school and try to address any challenges. These visits are fixed on days mutually decided by state and district education department and PCI India.

## 4.5 Journey of Self-Efficacy

Humein Badhna Hai facilitates a journey of self-evolution and gradual progression of a girl from being clueless about her future or life goals initially, to the development of a confident adolescent with clear set goals and ability to pursue them and move towards pathways of economic independence.



## 5. Tools Development

Various teaching-learning materials and tools have been developed under Humein Badhna Hai initiative, to offer comprehensive guidance to trained counsellors for efficient transaction of project components. These include:

### 5.1 Modules

Modules – graded into three cohorts – act as the primary reference material for teachers in facilitating modular sessions. Teachers are provided training on the use of modules that equips them with skills and subject matter expertise required for conducting orientation and sensitisation sessions with students for improving their career intentionality.

These modules have been carefully crafted by experts on education, life skills and adolescents, in consultation with all stakeholders of Humein Badhna Hai including teams from JEPC and PCI India, teaching staff at KGBV and JBAV, and students. After going through extensive processes of demographic and socio-economic studies with rights holders, in-depth interviews (IDI) with all stakeholders, brainstorming and consultation with experts on framework design, a draft module was prepared.

#### Field testing

Following this, field testing of draft module was conducted with students at KGBV Namkum in Ranchi and KGBV Fatehpur in Jamtara district during August 2023. In each school the field test was done for five days, conducting mock sessions in all three cohorts. The purpose was to test the efficacy of module – whether the content was relevant and comprehensible for girls, whether the IEC materials and picture cards developed under the module were meaningful, whether all this together were making sense to students. This was a crucial exercise as it gave the project team first-hand account of the kind of guidance girls need, and the real gaps in their career & educational aspirations. This insight helped in modifying the module, thus making it context-driven & relevant.

*Glance*



Mock sessions conducted during field test revealed that they did not elicit the expected level of responses or introspection from the girls. Participants provided repetitive, pre-defined answers even after the sessions, indicating that the tone of the module was too instructive rather than interactive and exploratory. For instance, the module overly emphasised on goals, whereas the girls needed to discover their unique goals themselves rather than being instructed. Consequently, the flow of content was redesigned to be more engaging. Additionally, it was found that the sessions were too long, sometimes stretching to two hours. The team addressed this by reducing the duration of each session and making them more concise. Activities within the sessions were streamlined, by reducing to one major activity per session. Some sessions were split into two, while others were removed entirely. An introductory session was also added to set the context of the initiative and emphasise on self-realisation before proceeding with the main sessions.

## Module finalisation

After multiple rounds of deliberations, modules were finalised by PCI India in consultation with JEPC. Each session is of 60 minutes duration and includes interactive activities such as games, picture cards, quiz, discussions, etc, to elicit maximum participation from students. To keep the module comprehensible for students and teachers, references of local and cultural contexts have been integrated in its layout as well as in the content, keeping the language simple, yet interesting. For stronger retention among students, every session concludes with a summary of take away message and this is again taken up as a quick recap in the next session.

### Cohort 1



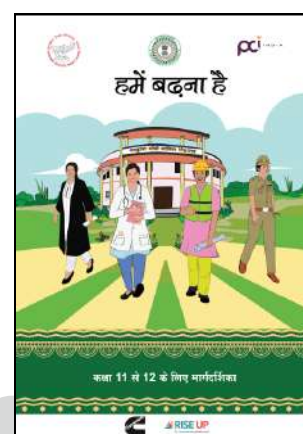
- Session 1:** Adolescence - An opportunity
- Session 2:** Identifying own strengths, weaknesses, interests and situations
- Session 3:** Exploring own ambition of life
- Session 4:** Planning for goal setting
- Session 5.1:** Steps of reaching goal
- Session 5.2:** How to handle challenges
- Session 6:** Enablers and disablers in achieving goals
- Session 7:** How to stay focussed and motivated for meeting goals

### Cohort 2



- Session 1:** Revisit of the goals set earlier
- Session 2:** SMART goal and its stages
- Session 3:** SMART planning to achieve goals
- Session 4:** Preparation for attaining goals
- Session 5:** Preparation for exams
- Session 6:** Identifying discriminations
- Session 7:** Identifying risks and ways to avoid them

### Cohort 3



- Session 1:** Emotions in tough circumstances
- Session 2:** Managing emotions and anger during resistance
- Session 3:** Linkages to government educational and scholarship schemes
- Session 4:** Relationship management
- Session 5:** I am empowered

## 5.2 Other Teaching-Learning Materials (TLMs)

For providing effective counselling to students with accurate and relevant information, counsellors often need some handy content – teaching-learning materials (TLMs) – that can be used as reference material. This helps in addressing the issue of ambiguity and minimises the risk of misguidance by counsellors. This is especially relevant for an initiative like Humein Badhna Hai where school teachers have been trained as counsellors. Despite their high levels of enthusiasm and commitment to the initiative, it was important to keep into consideration the expectation from them filling the dual role of teachers and counsellors and their possible limitations. Hence a host of TLMs other than moduls have been developed to assist counsellors during group counselling and individual counselling sessions. These include:

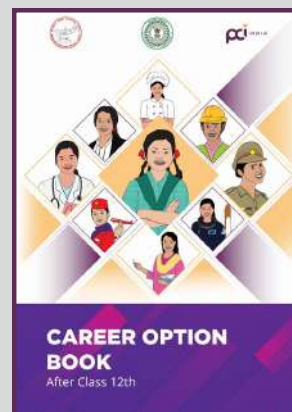
### 5.2.1 Course Compendium



A detailed directory comprising all available courses, scholarships, and schemes that can be availed by girls after grades 10th and 12th. This has been designed to assist counsellors during individual counselling sessions when students seek queries on educational pathways. This detailed document includes information on more than 350 courses available in Jharkhand, Odisha and West Bengal (Kolkata) with the course duration, cost, qualification required, selection criteria, job prospects, etc. This acts as a useful tool for counsellors in offering but relevant course options to students who are able to choose the right course based on their interests, capacities, and available resources.

### 5.2.2 Career Options Book

A guide on ten popular career options with detailed information on courses available, cost of course, application processes, exams required, scholarships or schemes available, etc had been prepared under Humein Badhna Hai. This guide is essentially used as a reference material for conducting group counselling sessions. This has been designed keeping into consideration the most popular and conventional career options that girls from government residential schools prefer in Jharkhand. Their preferences are largely governed by socialisation of education and career, peer pressure, family background, resources available to them, etc.



### 5.2.3 Facilitator's Guide for counsellors

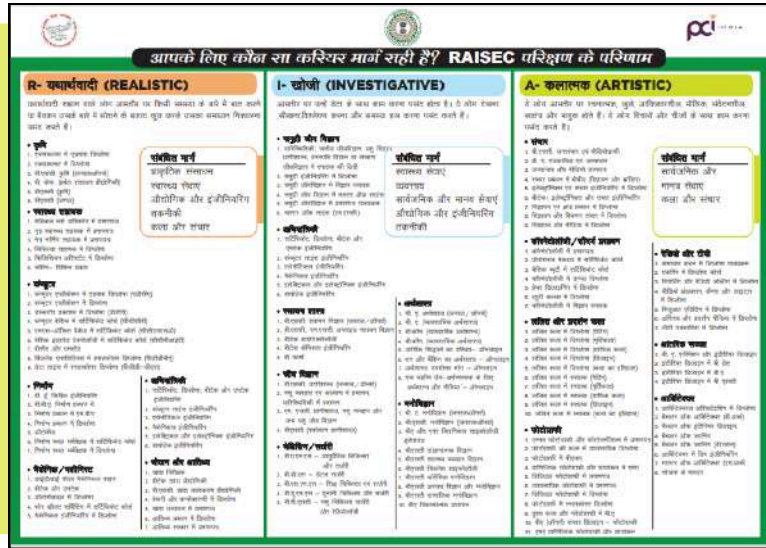
Apart from the above-mentioned tools, a Facilitator's Guide has been designed that traces the journey of counselling including its relevance, processes, do's and don'ts of counselling, along with essential steps required during counselling, etc. This acts as documented evidence of counselling as a process and helps nodal teachers in further dissemination of knowledge to fellow teachers and staff members within the school campus. Humein Badhna Hai envisages a cascade mode of training, whereby nodal teachers (trained as counsellors during ToT) are expected to build capacities of other teachers and staff members in their respective schools as counsellors. The idea is to strengthen and institutionalise counselling within the education system in government residential schools in Jharkhand. Facilitator's Guide has been designed to assist nodal teachers in offering such capacity building exercise with other staff members.



### 5.3 RIASEC Form

#### RIASEC

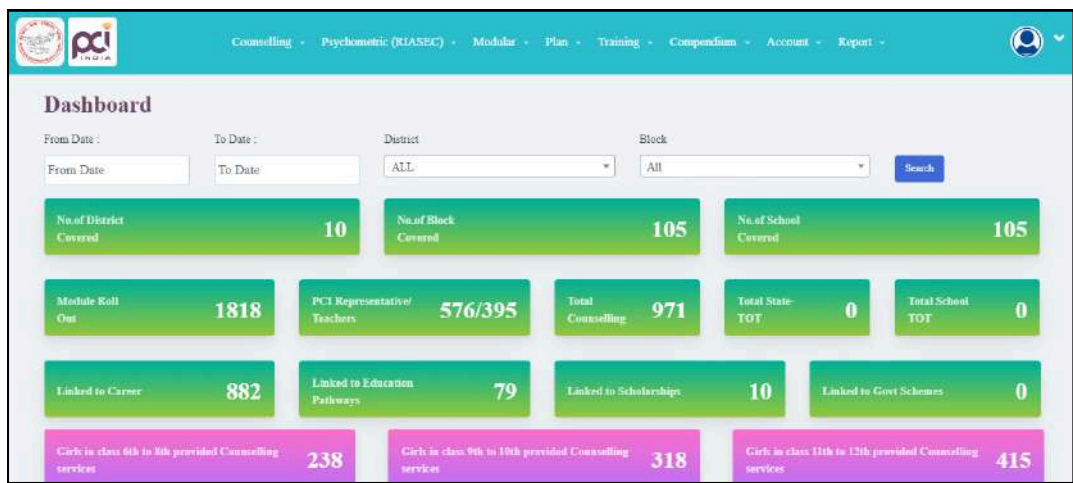
- R** Realistic
- I** Investigative
- A** Artistic
- S** Social
- E** Enterprising
- C** Conventional



For providing students with career guidance through a scientific method that offers options to students according to their proven areas of interest and aptitude, teachers have been trained to conduct RIASEC test. RAISEC is a psychometric test to identify and explore strengths of a student and assess their inclination towards a certain stream. This test helps counsellors in understanding personality types as Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. Based on the test results, counsellors suggest students on their choice of subjects and career accordingly.

Among all the tests available in public domain, RIASEC was chosen for the initiative as the team needed a test that was scientific and proven, yet easy to be used by teachers and students. RIASEC is a tool that is simple, readily available, and quick.

### 5.3 Digitised MIS



For maintaining a robust mechanism of tracking the status of modular sessions, digital career counselling and individual counselling across all schools and districts, a digitised management information system (MIS) has been developed under the project. The digitised MIS - 'Humein Badhna Hai' – can be accessed both as a mobile app as well as web-based portal via <https://hbh.pcidigitals.in/>. It includes a feature of maintaining case history of all students with details of the counselling sessions undertaken and queries or doubts raised by them. Moreover, schedule of all teachers and adherence can be accessed in real-time.

## 6. Project Team

A project team jointly led by JEPC and PCI India is dedicated for the implementation of Humein Badhna Hai. Following are the roles and responsibilities:

Key Roles / Responsibilities	JEPC / Education department	PCI India
<b>MoU signing</b>	Documentation of agreement and signing Memorandum of Understanding between JEPC and PCI India	
<b>TLM finalisation</b>	Share feedback and suggestions for improvisation as per need	<ul style="list-style-type: none"> <li>Develop modular sessions for group sessions with students. (These sessions will mainly cover topics around goal setting, aspiration, problem solving life skills).</li> <li>Adapt counselling package.</li> </ul>
<b>Capacity building of counsellors</b>	<ul style="list-style-type: none"> <li>Select and appoint teachers/warden to be trained as counsellors</li> <li>Prepare a roster for counselling sessions for each class</li> <li>Teachers/warden to conduct counselling of the students</li> </ul>	Capacity building of counsellors to conduct group sessions and individual counselling
<b>Official communications/ orders</b>	Issuance of official communication regarding the partnership to respective district, block officials and channel down the line	Develop working relationship at state, district, block, and school
<b>Operations</b>	Finalisation of day and time for group and individual sessions with respective classes	Team formation and lead the activities in school with students
<b>IEC Development</b>	Approve IECs to be used and designate space in schools for placement of IEC	Develop and print adolescent relevant IEC materials

## 7. Training of Teachers

Three rounds of residential training of teachers (ToTs) from all 106 schools were conducted in Ranchi in a systematic and phased manner, that focused on comprehensive skill development and capacity building as counsellors. Initially, a training plan was designed by PCI India in consultation with JEPC. Next, a rigorous selection process was undertaken by JEPC and schools authorities for identifying nodal teachers from each school to serve as counsellors.

While the original plan aimed for one designated counsellor per cohort, logistical constraints necessitated the appointment of a single nodal teacher from each school to cater to all the three cohorts.

A training schedule was issued by JEPC, following which teachers were capacitated as counsellors/ facilitators equipped with the necessary skills and knowledge on counselling and modules to cater to the needs of students across the three cohorts. Each round of training was held with its own set of objectives and priorities and included pre and post assessments, feedback by teachers, etc.

### 1st Round of ToT

1st Round of ToT was held during 4th-22nd December 2023 in multiple batches in Ranchi. It was structured into two segments: a comprehensive 5-day session and a subsequent 4-day session, organised into batches of six. It focussed on introducing Project Humein Badhna Hai to teachers and their expected role as facilitators and counsellors, methodologies, etc. Teachers were also given foundational understanding of counselling, the 3P model (Person, Place, and Process) of counselling, types, do's and don'ts, etc. Teachers were also guided on the relevance and use of various tools developed under the initiative (modules, compendium, RIASEC form, MIS, etc).

### Glance





## 2nd Round of ToT

2nd Round of ToT was transacted during 19th April – 6th May 2024 following the same structure and format as the first round. The 2nd ToT covered all sessions (4-7) of cohort 1 and sessions 3-4 of cohorts 2 and 3. Apart from training on modular sessions and counselling topics, MIS related queries were addressed in detail during this round. As teachers had started uploading data in the digitised MIS after 1st ToT, they had considerable experience to share and raise concerns regarding initial hiccups of the digitised system. Apart from discussing these during the ToT, the project team also conducted regular virtual updates and reviews to offer hand-holding support in transitioning to digitised system.

### Glance



## 3rd Round of ToT

3rd Round of ToT was held during July 2024 for 36 teachers from Ranchi, Dhanbad and Latehar, and in September 2024 for the remaining 70 teachers from other districts. This round comprised only 4-day training. It covered sessions 5, 6 and 7 of cohort 2 and session 5 of cohort 3 as well as training on counselling.

### Glance



## Exposure Visit



A key highlight of this round was **exposure visit** of the participants to KGBV Sonahatu, KGBV Silli, and JBAV Rahe within Ranchi district. The teachers were taken around the well-developed infrastructure of the campus including classrooms, counselling room, school library, laboratories, hostel, gym, kitchen, etc. This was beneficial as it gave perspective to teachers regarding small initiatives they could possibly make within their campus to promote an enabling environment for students. Participants were impressed with the collective efforts of teachers and students towards creating a conducive environment for career intentionality and career counselling in these schools and were motivated to imbibe such practices within their campus as well.

This also helped them overcome mental barriers in leading such efforts. “We often hesitated in initiating changes in our campus assuming that we are not allowed to undertake such activities, or we are not responsible to undertake them, or we have resource crunch, we are overburdened with other tasks etc.,” recalls Jyoti Sagar, nodal teacher at KGBV Potka, East Singhbhum. “However, this visit has proven that small actions are doable and can create lasting impact. Not all initiatives are resource-intensive or time-consuming. A simple poster by students or wall painting in the corridor can be helpful in conveying message across all students. It is all about our will and commitment. If these schools can do it, so can we,” she adds.

**Exposure visit during 3rd round of ToT gave perspective to teachers regarding initiatives they could possibly make within their campus to promote an enabling environment for counselling and career intentionality among students**





## Structural Framework of ToT

Following is the structural framework of the three rounds of Training of Teachers that were designed in a phased manner that included training on modules, counselling and digitised MIS.

1st Round ToT – 2023			
Training Segment	Duration	Focus	Coverage
Part 1: 5-Day Training	3 Days	Cohort 1 (1st 3 sessions)	Batch 1: 36 teachers from 3 districts (Ranchi, Latehar, Dhanbad) Batch 2 and 3: two simultaneous batches with total 70 teachers from remaining districts
	2 Days	Counselling techniques (group and individual)	
Part 2: 4-Day Training	2 Days	Cohort 2 (1st 2 sessions)	Batches repeated as 4, 5, and 6 respectively
	2 Days	Cohort 3 (1st 2 sessions)	

2nd Round ToT – 2024			
Training Segment	Duration	Focus	Coverage
Part 1: 5-Day Training	3 Days	Cohort 1 (all remaining sessions)	Batch 1: 36 teachers from 3 districts (Ranchi, Latehar, Dhanbad) Batch 2 and 3: two simultaneous batches with total 70 teachers from remaining districts
	2 Days	Counselling (group and individual) + MIS Training	
Part 2: 4-Day Training	2 Days	Cohort 2 (sessions 3-4)	Batches repeated as 4, 5, and 6 respectively
	2 Days	Cohort 3 (sessions 3-4)	

3rd Round ToT – 2024			
Training Segment	Duration	Focus	Coverage
4-Day Training	4 Days each	Cohort 2 (sessions 5,6,7)	Batch 1: 36 teachers from 3 districts (Ranchi, Latehar, Dhanbad) Batch 2 and 3: two simultaneous batches with total 70 teachers from remaining districts
		Cohort 3 (sessions 5)	
		Exposure visit	
		Counselling +MIS	

## 8. Modular Sessions Rollout



After receiving one round of ToT, teachers go back to their respective school campus for field transaction of inputs of that round, including modular sessions and counselling sessions. Every nodal teacher prepares a detailed monthly plan and posts it on digitised MIS for maintaining accountability and transparency. This feature was introduced in the MIS later. Initially, teachers were creating their monthly plan on paper and sharing with project team members. “That was a cumbersome process with no uniformity in format and with lesser accountability. After shifting to the MIS, our monthly plans are more organised and clearer and we also adhere to our plan closely owing to quick reminders, greater transparency, and scrutiny,” says Anjali Ganguli, nodal teacher at KGBV Kanke, Ranchi district.

Next, teachers create a weekly schedule for the school. For instance, Urvashi Gupta, nodal teacher at JBAV Mahuadanr, Latehar district aspires to conduct at least one session for all cohorts across all grades every week. Anjali Ganguli has fixed Wednesdays and Saturdays for modular sessions, in which she prefers Wednesdays for Cohort 1 and Saturdays for cohorts 2 and 3. The purpose is to conduct the sessions within school timing, without disrupting academic learning of students. Hence, these sessions are mostly conducted during free period.

“To break monotony, we prefer to conduct the sessions outside classrooms, preferably in playground, assembly hall, etc. We want the girls to relax and learn with a free mind. Also, the sessions are designed with a host of activities, games, group work, discussions, etc, that require an interactive and open platform,” says Urvashi Gupta. Each session is designed for a duration of an hour.

### Activities



Girls enthusiastically participate in the sessions. A student from cohort 2 at JBAV Mahuadanr, Latehar informs that some activities and games such as dumb charade for goals and bottle walk are particularly popular among them. “We divide girls into teams, asking them to write their goals and then invite one girl to enact while the opponent team must make guesses. This triggers thinking and creativity among students for career options. Similarly, we blindfold girls to walk towards a certain goal without touching any bottles on the way and later explain them how to work towards goal without getting affected by barriers, how to deal with barriers, and most importantly, how we create some barriers in our minds while they do not exist in reality,” explains Urvashi.

The modules have been designed in the manner to elicit maximum participation from students. Every session begins with a recap of key messages from the previous session, followed by energiser and meditation for concentration and then other activities start. “Our focus is on making girls talk more,” says Urvashi. “We encourage girls to re-iterate key messages, think of possible solutions to a situation and arrive at the answers themselves. The purpose of the modules is not to preach a topic, but make students understand that topic and develop thinking abilities,” she adds.

“ We have been trained to conduct sessions in a manner where girls can relax and learn with a free mind. The one-hour sessions are designed with a host of activities, games, group work, discussions, etc, that facilitate an interactive platform.



Urvashi Gupta, Teacher (trained as Counsellor), JBAV Mahuadanr, Latehar district



I like the sessions because they are about us. I love the songs, games and activities during the sessions. These give us a break and also help us in realising our goals. I used to be so confused earlier about my aspirations, but now I have set my goals.

Sanjivni, Grade 9th student, JBAV Ratu, Ranchi



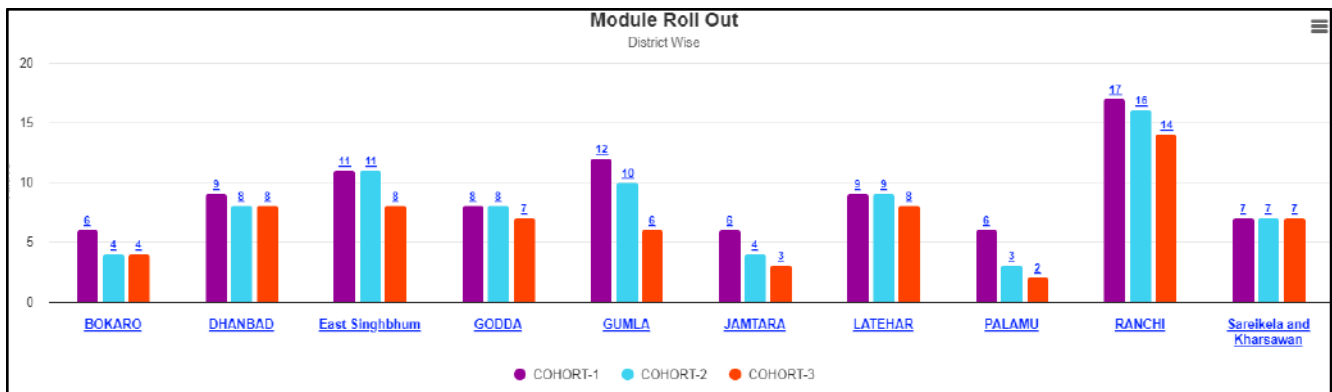
### Rollout

Anjali Ganguli recalls that the rollout of modular sessions was initially slow across many schools as teachers experienced initial hiccups in planning and prioritising sessions within the academic schedule of students. “Students and school authorities had partial understanding of Humein Badhna Hai which led to a casual approach. Many times modular sessions were not taken seriously. It was also difficult to make girls talk, especially students from grades 6th and 7th in Cohort 1. Most were new to the school environment with little or no understanding of gender, career, etc. Hence, they lacked articulation. However, as we continued to conduct more sessions with students, their acceptance as well as participation levels improved significantly,” says Anjali Ganguli.

She adds that modular sessions have given girls the realisation that disablers or challenges exist everywhere, not just in their communities, and that one needs to find a way out to pursue their goal.

***So far, nearly 1,800 modular sessions have been facilitated across KGBVs and JBAVs under Humein Badhna Hai***

School-wise detail of module rollout in each district



Source: Humein Badhna Hai MIS. data till 31st August 2024



## 9. Counselling Sessions Rollout



Every round of ToT has been designed in a manner that allotted a separate segment solely dedicated to training on counselling. This is because teachers needed to be oriented separately for counselling and understand the nuances of group and individual counselling, the specialty of career counselling, etc.

Humein Badhna Hai has built capacities of nodal teachers from KGBVs and JBAVs as counsellors by training them on:

- Types of counselling
- Skills required for counselling
- Process of counselling
- Required tools & techniques
- Do's and Don'ts of Counselling

### Career Counselling



Training has been imparted on the following topics for career counselling:

- Stages of Career Exploration
- Benefits of Career Planning
- Psychometric Tests (how to conduct RIASEC test)
- Life Skills, 21st Century Skills
- Type of Life Skills - Social, Thinking and Emotional



### Counselling Room

Humein Badhna Hai relies on the 3P Model that advocates for 3Ps essential for a successful counselling session, namely Person, Place, and Process. While the initiative has identified adolescent girl/student as ‘Person’ and capacitated teachers on counselling as a ‘Process’, development of the 3rd element – ‘Place’ was much needed. Hence, after the 1st round of ToT, nodal teachers were asked to lead the facilitation of a counselling room as ‘Place’ within their respective schools with support of school warden and other staff members. It could be a spare room, school library, computer lab, or any other area that could offer a dedicated and safe space to address queries of girls while maintaining



Humein Badhna Hai relies on 3P Model that advocates for **Person, Place, and Process** as three Ps essential for a successful counselling session



confidentiality. Teachers were also encouraged to redesign this space with posters, slogans, wall art, etc to create an ambience of a counselling space.

However, facilitation of counselling rooms was initially slow in many schools owing to lack of resources, lack of motivation among teachers, dynamics between nodal teacher and the warden, etc. Gradually, some of the issues were addressed and now most of the schools have successfully established a counselling room.

### Designated schedule for individual counselling

Teachers allot particular days of the week for individual counselling at a designated time. For instance, Urvashi Gupta, nodal teacher at JBAV Mahuadanr, Latehar has made herself available as counsellor during 12-3 pm at school library on every Saturday. “Individual counselling requires time and patience, hence I conduct not more than 3-4 counselling sessions every Saturday. Most of the students who come for individual counselling session are from Cohort 3. Maximum girls come for career related questions, scholarships available, nearby colleges, fee structure, hostel facilities, etc,” she says.

The initiative has also offered tools such as RIASEC form, Compendium, Career Options book, etc. to nodal teachers for effective and accurate counselling. Teachers have been trained to make students feel comfortable. “We start with generic questions about their family, their idea about education career, then move on to their aim, and other serious questions. Students gradually start sharing their queries,” says Urvashi.

**Nearly 1,000 counselling sessions have been imparted under the initiative so far. Girls have primarily enquired about career (910), followed by educational pathways (79) and scholarships (10).**

### Group Counselling



Besides individual counselling, teachers are also trained to conduct group counselling on popular course. This can be conducted across a cohort combining all grades or in smaller groups. Anjali Ganguli recalls one such session conducted recently with grade 12th students. “The group comprised girls from arts and science stream. Among the diverse career aspirations, ‘teacher’ emerged as a popular career choice. So I conducted a session on it and provided all relevant information on the courses available, selection criteria, training required, job prospects, etc,” she says.

# 10. Event and Activities

A host of Experience Sharing Events were organised at various KGBV and JBAV campus in Jharkhand in May 2024, under Humein Badhna Hai initiative. It was a fun week for girls as they enjoyed quiz, art contest, elocution, poem competition, group discussions, etc in their campus just before summer holidays began. Winners of every competition were also felicitated in the school with a prize to motivate the girls. The main purpose of the events was to assess how well girls have received key messages of Humein Badhna Hai and to reiterate those messages and remind the girls to stay focussed on their education and career goals as they headed home for summer vacations. It has often been observed that after summer vacations a few girls do not return to schools as they are either married off early or their parents decide to discontinue their education. Hence, it was a crucial time to hold such an event. Discussions on gender and social norms were also held to help students build resilience against regressive practices.



# 11. Learning and Recommendations

## 11.1 Learning

### 11.1.1 Learning - What worked?

#### ✓ *Identification of counsellors*

Identification of counsellors is very crucial for such initiatives. The counsellor needs to possess a learning attitude and empathy. One of the reasons for successful uptake of 'Humein Badhna Hai' is that teachers were selected to be counsellors. They were already educated and self-driven to work for the betterment of students. Moreover, they were tuned to the needs of students and wanted a structured and scientific platform through which they could guide their students better. 'Humein Badhna Hai' offered that platform. **Unless the counsellor has a learning attitude and the right temperament, counselling initiatives cannot be successful.** However, one must consider that teaching and counselling require contrasting abilities. While the former requires expressive skills, the latter needs listening and receptive abilities. Hence, teachers cannot be a replacement to counsellors in the long-run.

#### ✓ *Training of teachers in a phased manner*

Three rounds ToT model has helped teachers in gradually picking up project components. This has allowed teachers to transact the learning from every ToT in a graded manner. Imparting the complete package at one go wouldn't have resulted in deeper understanding and retention of Humein Badhna Hai initiative among teachers.

#### ✓ *Digitised MIS, especially teachers' monthly plan*

The additional feature of posting teachers' monthly plan on MIS has added transparency and accountability in rollout of modular sessions. It has helped in assessing the progress of the initiative as against the plan, identify reasons for delay in schedule (if any) and address them a timely manner, thus setting momentum to the rollout of modular sessions.

#### ✓ *Virtual review meetings with teachers*

Virtual review meetings with teachers for update of project implementation, cross-learning on thematic areas have proven to be beneficial. Also, regular feedback was taken by them on MIS and the project team worked closely with digital experts for resolving technical glitches in the portal in a timely manner.

### 11.1.2 Learning - What didn't work?

#### ✗ *Planning 1st Round of ToT just before exam season*

The last quarter of academic year (January-March) is the peak period for schools as teachers are overwhelmed by pressures of exam season, upcoming admission processes, year-end reporting, mock test, etc. This engagement is even higher in residential government schools such as KGBV and JBAV. During this period likelihood of modular sessions rollout or other activities is low. Hence, such periods need to be kept into consideration while designing project activities and components.

### 11.1.3 Considerations

For career counselling interventions

- 1 *Counselling Room is a must*  
Place of counselling is very important. It should be a safe space where students can share their thoughts and feel motivated with its enabling environment. Hence facilitation of a counselling room that is easily accessible to students should be a mandate for such initiatives and a priority during the planning phase.
- 2 *Maintain sensitivity and respect towards rights holders*  
The programme design must keep into consideration the socio-economic background and vulnerabilities of students into consideration. Hence, the language and tone of modules, training plan, counselling approach, etc must be mindful and sensitive towards students' background.
- 3 *Offer actual and doable guidance*  
It is crucial that counselling offers realistic and handholding support to girls, considering their vulnerabilities and lack of conducive environment and support at home. Hence, counsellors must also guide the girls towards actual solutions such as offering awareness of scholarships and government schemes available and guidance on how to actually leverage such existing platforms.
- 4 *Plan programme design in alliance with academic calendar*  
All programme activities and components, trainings, and rollout plan should be designed in accordance with academic calendar of schools for smooth functioning and successful implementation. The initiative needs to be carefully crafted and avoid major activities during exam seasons, vacation period, festive seasons, etc when students and teachers are likely to be unavailable.

## 11.2 Recommendations



- ▶ *Strengthening structured mechanism for field implementation*  
The initiative has successfully designed an effective model, whereby selection and training of teachers are being done in a time-bound manner under the guidance of the government partner. However, after ToT, field implementation within the school campus, including rollout of counselling and modular sessions, facilitation of counselling room, cascade training of other teachers, etc, get impacted owing to availability of resources, work priorities of nodal teachers, attitude and professional dynamics with wardens and other staff, etc. For overcoming such challenges, it will be beneficial if guidance is issued by the government partner for system adherence. This will strengthen and institutionalise mechanisms, bring uniformity and ensure effective implementation.
- ▶ *Multimedia tools*  
Along with the multiple tools developed, it would have been helpful to aide teachers with a multimedia or audio/visual tool on popular courses. Self-explanatory video can help teachers in explaining a particular course with creativity while keeping the students interest and attention intact. Similarly, some creative and short videos on key messages of modular sessions, career options, educational pathways, career intentionality, etc can be developed under the initiative and occasionally screened in schools with selected cohorts, following group discussions and deliberations on them.
- ▶ *Refresher trainings needed*  
Facilitators feel that apart from the three rounds of residential ToT, one short refresher training will significantly help them in retaining key pointers and initiating cascade model training of other teachers.



## 12. Way Forward

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### Strengthening Enabling environment through Parent-Teacher Engagement

Parental involvement is crucial in supporting and guiding girls in their educational and career journeys. When parents are actively engaged in their daughters' schooling, it fosters a sense of partnership between home and school, which is essential for student success. Efforts should be made toward system strengthening of Parent-Teacher Meetings (PTMs) through quality engagement of parents, creating opportunities for meaningful dialogue and collaboration.



### Potential for Scale up

Tools and a model are ready and experience in implementing the initiative suggests that this model can work towards promoting career intentionality among students. It should not be limited to only government residential schools for girls, but scaled up to all government schools. The Humein Badhna Hai model has the potential to benefit both boys and girls and promote career intentionality among adolescents across all schools.



### Institutionalisation and Sustainability

To ensure the long-term sustainability of Project HBH, it is essential to institutionalise its practices and principles within the education system. This involves preparing Standard Operating Procedures (SOPs) and other documented evidence for the JEPC for overseeing educational initiatives in the state. These resources will serve as guiding frameworks for JEPC to continue and expand the efforts initiated under Project HBH.

By formalising the project's methodologies, protocols, and best practices, SOPs provide clarity and consistency in implementation, ensuring that the project's objectives are effectively communicated and upheld. This would enable scalability and broader reach. This institutionalisation process is critical for embedding career intentionality within the school system, thereby creating a sustainable framework for empowering girls and fostering their development in the long run.



# 13. Stakeholders Speak

## Dr Avinav Kumar

State In-Charge – Quality Education, JEPC

Counselling is a highly skilled job. Students often consider counsellors as role models who can offer solutions. 'Humein Badhna Hai' provides tools and skills to counsellors that enables them to offer solutions with a scientific approach.



## Indrajit Chaudhuri

CEO & Country Director, PCI India

'Humein Badhna Hai' is equipping adolescent girls to look forward to adult life with a new vision, where they are much more prepared to survive amidst real-life challenges and have agency and ability to nurture their aspirations.

## Rupa Kumari

Grade 11th student, KGBV Chanho, Ranchi

Humein Badhna Hai has guided me in setting my goal. My younger sister Rani, who is in grade 7th, will benefit more as sessions have begun from an early grade. It will make her base stronger and vision clear from early years and refine her.

## Kavita Kumari

Grade 7th student, JBAV Latehar

I hadn't aspired for a career earlier. I considered school as just a means of getting education, till I got married. I was not thinking beyond that. But 'Humein Badhna Hai' has given a roadmap where I can see a future for myself.



The concept of 'start early' counselling is great as orienting girls early, from cohort 1 onwards, gives them a lot of time and scope to prepare themselves for their desired career pathway and work on the respective subject areas and strengths.

**Mannu Kumari** - teacher at KGBV Chanho, Ranchi

Introducing career intentionality and counselling among girls is much needed considering the challenging background they come from. Owing to lack of guidance or conducive environment at home, it is crucial that we instil value of education and career among students. This initiative will definitely bring a shift in mindset of girls and their parents

**Ranjita Singh** - teacher at JBAV Latehar



## Anjali Ganguli

Nodal teacher at KGBV Kanke, Ranchi

Phase-wise rollout of ToT into three rounds has been helpful. In the in 1st phase we were introduced about the programme and its various components and were also trained on a few sessions and tools. Any further information beyond this would have confused us. It was only after the 2nd round of ToT when we realised the depth and also came up with our own challenges in modular sessions rollout and MIS. Had the entire training been clubbed together, we wouldn't have been able to grasp things. We now feel confident as counsellors



## Urvashi Gupta

Nodal teacher at JBAV Mahuadanr, Latehar

“We often tell children ‘padho aur kuch bano’ (study hard and be successful in life) but fail to address what it truly means. I had never realised how my own goals and career were shaped by external factors such as social conditioning, family influence, peer pressure, financial circumstances, my academic skills and aptitude, etc. Humein Badhna Hai gave us that perspective and made us understand career counselling in depth. I truly feel every adolescent student must be offered career intentionality and counselling

## Shruti Kumari

Grade 12th JBAV Ratu

The initiative started when I was in grade 11th. I underwent RIASEC test that shaped my goal to be an IAS officer. I wish this had started earlier. Students from junior batches are likely to benefit more as they will get ample time to explore options and get clarity. Currently counselling is done every Saturday at 2-4 pm in our campus. We wait for it the entire week. This should be done regularly, not weekly.



## Rani Kumari

Grade 7th, KGBV Bundu

I took admission last year. I wasn't aware of many career options earlier. ‘Humein Badhna Hai’ sessions were an eyeopener. Through games and activities, I learnt so much about myself. Counselling sessions gave further clarity. I have now started thinking of my goals, interests and capabilities, My classmates too have started talking about SMART goals (Specific, Measurable, Achievable, Relevant, and Time-bound).

“

I want to become an IAS officer. I know it requires years of hard work and dedication, but I am ready to work towards my goal. Humein Badhna Hai has helped me get a direction in life.

Sanjivni, Grade 9th student, JBAV Ratu, Ranchi



“

I had a mental block against educational expenses and assumed that my family's financial constraints will stop me from pursuing my aspirations. But Humein Badhna Hai has shown that it is feasible to pursue higher studies irrespective of one's financial status. It has made me aware about various government schemes and scholarships. taught me how to tackle challenges and whose help we can take.

Aarti Kumari, Grade 11th student, KGBV Chanho, Ranchi



I will complete my education, have a job and and resist all pressures of early marriage (if the situation arrives). This initiative has made me realise the significance of life goals, career and financial independence. It has also given me the courage to speak up for my rights.

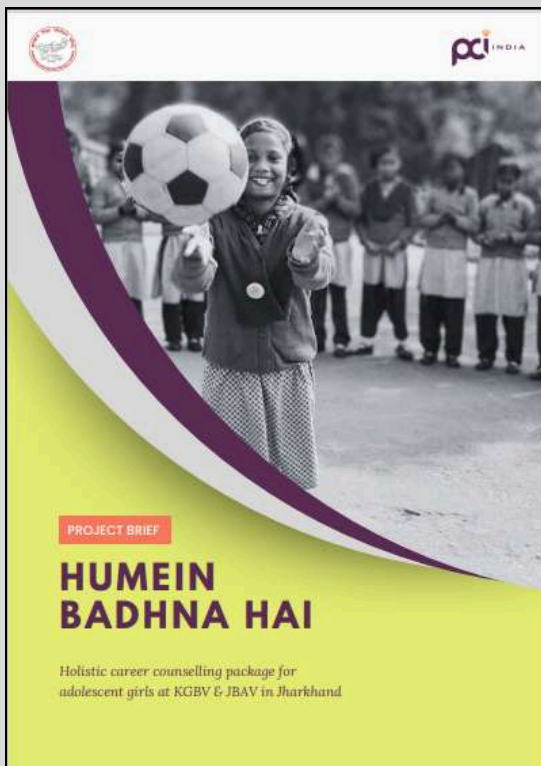
Sonam Kumari, Grade 9th student, JBAV Ratu, Ranchi

“

One year ago I had entered the school with a different mindset. In my village, girls are meant to look after family, while boys/men earn money. So, education wasn't my priority, let alone having career goals. But my perspective has totally changed now. Humein Badhna Hai sessions have given an opportunity for self-reflection and shown why girls need to be economically independent.

Madhubala Kumari, Grade 8th student, JBAV Latehar

Know us more



## HUMEIN BADHNA HAI

Project Brief



Scan to access *Project Brief*



*Our journey continues*



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