

Module 12

Career Information in Guidance and Counselling-II



DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND
FOUNDATIONS OF EDUCATION

NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

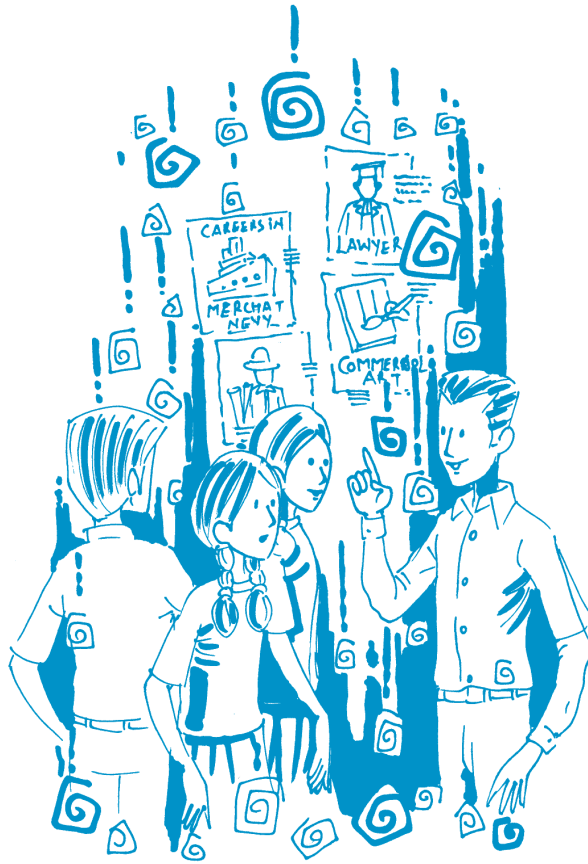
“Be patient ... with the type of mind that cuts a poor figure in examinations. It may, in the long examination which life sets us, come out in the end in better shape than the glib and ready reproducer, its passions being deeper, its purposes more worthy, its combining power less commonplace, and its total mental output consequently more important.”

—WILLIAM JAMES



Career Information in Guidance and Counselling-II

Module 12



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NCERT

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

ISBN 978-81-7450-955-0

First Edition

May 2009 Jyaistha 1931

Reprinted

January 2017 Pausha 1938

January 2021 Pausha 1942

PD 1T RPS

© National Council of Educational
Research and Training, 2009

₹ 95.00

Printed on 80 GSM paper

Published at the Publication Division
by the Secretary, National Council of
Educational Research and Training,
Sri Aurobindo Marg, New Delhi 110 016
and printed at Berry Art Press, A-9, Mayapuri
Industrial Area, Phase-I, New Delhi 110 064.

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About the Module

This module on Career Information in Guidance and Counselling-II is aimed to provide you an understanding of ways of organisation and dissemination of career information. The emphasis is also equipping you with the knowledge of setting up need based career information service and its evaluation which is the responsibility of the counsellor.

Effective dissemination of career information to students and even teachers requires organisation or classification of career information collected for various sources in some systematic manner. The systematically classified career information also facilitates the task of up-dating and supplementing the information. Unit-1 provides a brief account of schemes available for classification of career information and their uses and limitations. Some of the schemes are very simple and easy to use in school setting.

Unit-2 is devoted to describing methods of dissemination of career information to students with a special focus on planning and organisation of various group activities. Involvement and co-operation of students, teachers, principal, alumni, community etc. in planning and organisation of activities has been emphasised to make dissemination more effective.

Career information also forms important part of career education programmes in schools. Unit-III is aimed at creating an understanding of concept and objectives of career education, main features of a career education programme and role of career information in the career education programme. Discussion of various models of career education can help in designing model suitable for implementation in a given work setting.

The effectiveness of career information activities to a great extent depends upon well-established need based career information service in the school. This service is provided through a well equipped career information centre and is evaluated for its utility and efficacy. Unit-4 focuses need and importance of career information service, establishing the career information centre including its requirements such as space, budget materials and equipments etc. and encouraging its use by students and teachers. It also provides an understanding of the process of evaluation, and sharing of results with school staff, administrators and community.

Self-check exercises and activities given in every unit will help you evaluate your progress through the module. Summary at the end of each unit provides an overview of the unit, and references and suggested readings provide additional sources of information.



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Acknowledgement

National Council of Educational Research and Training (NCERT) gratefully acknowledges the partnership and support of Commonwealth of Learning (COL), Vancouver, Canada for development of course material. This has been a gigantic task which has been possible with the help and cooperation of a large number of persons whose contribution we wish to acknowledge.

We gratefully acknowledge the continued support and encouragement provided by Professor Krishna Kumar, Director, NCERT all through the different stages. Special thanks are due to Professor Sushma Gulati, Head, DEPF, NCERT for her constant guidance and leadership in steering the work through its various stages and to Professor D. K. Bhattacharjee the former Head of the Department for his help in initiating this work.

Besides the contributors thanks are also due to Shri V. B. L. N. Rao, Planning Commission (Retd.), New Delhi, Shri R. Singh, Central Institute for Research and Training in Employment Service (CIRTES), New Delhi, and Ms. Manju Karmeshu, Directorate of Employment, Delhi for reviewing and revising the units in workshop. Thanks are especially due to Mr. A. K. Khanna, Deputy Director (Retd.), DGE&T, Delhi for his painstaking efforts for editing two units of this module. We are also thankful to Dr. Kiran Mathur, Reader, PSSCIVE, Bhopal and Dr. Indrani Bhaduri, Reader, DEME, NIE, New Delhi for their contribution in revising some of the units.

We wish to express appreciation and thanks to Dr. P. K. Mishra, Senior Lecturer, DEPF for coordinating the printing work.

We thank Mukesh Kumar, Computer Assistant and Tanveer Ahmed, DTP Operator for typing, formatting and preparing graphics for this module.

Our grateful thanks are also due to Mrs. Usha Nair for language editing. The help provided by the Publication Department for preparing illustrations, layout and designing, and getting the material printed is also gratefully acknowledged.



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Classifying Career Information

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Classifying Career Information 1

1.0 INTRODUCTION

From the various units of Module V, you have gained an understanding about the nature and functions of career information. By now you are also familiar with various sources of career information, different types of career information material available and some of the methods of collecting information from various sources. When you have collected a lot of career information, the next step for you will be to store it in a systematic manner so that you can use it whenever required. For a meaningful storage of career information, you need to know the different ways of classifying career information and then you can choose one that suits your purposes. This unit exposes you to various standard schemes of classifications available, such as, classification by occupation, by industry and by interest. You will also be exposed to some other classifications which are simple and easy to use by a counsellor in a school situation.

1.1 OBJECTIVES

After completion of this unit, you will be able to—

- *explain* the need for and the importance of a classification of career information.
- *describe* schemes of classification by occupation, industry and interest.
- *discuss* some simple and easy to use classification systems: classification by alphabetic system, educational level, academic subjects, etc.
- *explain* the uses and the limitations of various classification schemes.

1.2 NEED AND IMPORTANCE OF CLASSIFICATION OF INFORMATION

At work, you probably arrange different items that you frequently require in some systematic manner. This arranging is basically classifying your items. You do this because it helps you to retrieve any one of these items whenever required without wasting time searching for it. Similarly, you will need to classify the variety of career information you collect. It not only helps you to retrieve and use any piece of information quickly but will also help students and teachers to consult it independently.

The classification of information is important as it facilitates your work. You can supplement classified information with more information. You can remove information whenever it gets obsolete and replace it with up-to-date information.

A classification system can also help you identify gaps in information or look for information required under a few different categories. You can use the occupational descriptions of different classification systems to develop an understanding of the world of work for students.

In the following section you will read about major classification systems. For each of these systems you will learn about the conceptual framework, design and structure, and the uses and limitations of each system.

1.3 CLASSIFICATION BY OCCUPATION

Under this heading, you are being introduced to two classification systems based on occupations. First is the International Standard Classification of Occupations (ISCO – 88) published by International Labour Organisation (ILO) and the other is the National Classification of Occupations 2004 (NCO–2004) developed in India on the lines of ISCO–88.

1.3.1 International Standard Classification of Occupations (ISCO-88)

The International Standard Classification of Occupations (ISCO-88) is a revision of ISCO-68, which it supersedes. ISCO-88 provides a system for classifying and aggregating occupational information obtained by means of population censuses and other statistical surveys, as well as from administrative records. It has been developed to facilitate international comparisons of occupational statistics and to serve as a model for countries developing or revising their national occupational classifications.

- **Conceptual Framework**

ISCO-88 has been designed on the basis of two main concepts: (i) the concept of the kind of work performed or job, and (ii) the concept of skill. Below are the definitions of “job” and “skill” as used in this classification.

Job—It is defined as a set of tasks and duties executed, or meant to be executed, by one person. A set of jobs whose main tasks and duties are characterised by a high degree of similarity constitutes an occupation.

Skill—It is defined as the ability to carry out the tasks and duties of a given job. The ISCO-88 skill has the following two dimensions.

- a) *Skill level*—This is a function of the complexity and range of the tasks and duties involved.
- b) *Skill specialisation*—It is defined by the field of knowledge required, the tools and machinery used, the materials worked on or with, as well as the kinds of goods and services produced.

On the basis of the skill concept thus defined, ISCO-88 occupational groups were delineated and further aggregated. However, the skills necessary to perform the tasks and duties of a given job can be acquired through formal education or informal training and experience.



In view of the international character of classification, only four broad skill levels have been used. These skill levels are more or less based on the educational categories and levels which appear in the International Standard Classification of Education (ISCED).

- **Design and Structure**

The conceptual approach adopted for ISCO-88 resulted in a pyramid whose hierarchical structure consists of ten major groups at the top level of aggregation, subdivided into 28 sub-major groups, 116 minor groups and 390 units groups. (Table - 1.1)

Table 1.1: *ISCO-88 major groups with number of sub-groups and skill levels*

Major groups	Sub-major groups	Minor groups	Unit groups	ISCO skill level
Legislators, senior officials and managers	3	8	33	—
Professionals	4	18	55	4th
Technicians and associate professionals	4	21	73	3rd
Clerks	2	7	23	2nd
Service workers, and shop and market sales workers	2	9	23	2nd
Skilled agricultural and fishery workers	2	6	17	2nd
Craft and related trades workers	4	16	70	2nd
Plant and machine operators and assemblers	3	20	70	2nd
Elementary occupations	3	10	25	1st
Armed Forces	1	1	1	—
Total	28	116	390	

Source : International Standard Classification of Occupations (ISCO-88), 1990, ILO, Geneva.

- **Codification**

For each of the groups at the four levels of aggregation of ISCO-88, a code number, a title and a brief description of the content is provided. In the case of Unit Groups, the main tasks of occupations belonging to each of them are briefly described. The Major Groups are identified by the initial digit in the code number and the sub-major groups are identified by the first two digits of the code number. Further the Minor Groups and Unit Groups are identified by the first three digits and first four digits of the code number respectively.

- **Understanding the Scheme**

Look at an example from the ten major groups listed in Table 1.1. Our example is Major group 2: Professionals. This major group has been divided into four sub-major groups, 18 minor groups and 55 unit groups reflecting differences in tasks associated with different fields of knowledge and specialisation.

The following are the four sub-major groups in Major group - 2.

21. Physical, Mathematical and Engineering Science Professionals.
22. Life Science and Health Professionals.
23. Teaching Professionals.
24. Other Professionals.

Now, you might be curious to have a complete picture up to the four-digit level of the teaching profession. Look at the further divisions of sub-major group 23 Teaching Professionals (two digit level) into Minor Groups (three digit level) and Unit Groups (four digit levels) as given below:

231. *College, University and Higher Education Teaching Professionals* (Minor Group)
 - 2310 *College, University and Higher Education Teaching Professionals* (Unit Group)
232. *Secondary Education Teaching Professionals* (Minor Group)
 - 2320 *Secondary education teaching professionals* (Unit Group)
233. *Primary and Pre-primary Education Teaching Professionals* (Minor Group)
 - 2331 *Primary education teaching professionals* (Unit Group)
 - 2332 *Pre-primary education teaching professionals* (Unit Group)
234. *Special Education Teaching Professionals* (Minor Group)
235. *Other Teaching Professionals* (Minor Group)
 - 2351 *Education methods specialists* (Unit Group)
 - 2352 *School Inspectors* (Unit Group)
 - 2359 *Other teaching professionals not elsewhere classified* (Unit Group)

This is the complete picture of further divisions of sub major group. After reading this you must have found that almost all types of workers involved in the teaching occupations have been covered in these categories. You have also seen that a minor group may be sub-divided into one or more than one unit group. In order to give you an idea about the description of main tasks of the occupation in this classification up to the last digit level i.e., unit group, consider unit group 2320 as reproduced here.

Example: 2320 Secondary education teaching professionals

Secondary education teaching professionals teach one or more subjects, for educational or vocational purposes, at some or all levels between the termination of primary education and the beginning of studies at colleges or universities.

Tasks include:

- (a) Designing and modifying curricula and preparing educational as well as vocational courses of study in accordance with requirements.
- (b) Giving lessons in their subjects and supervising pupils' class work and discipline;
- (c) Preparing, assigning and correcting exercises;
- (d) Administering and marking tests and examinations to evaluate pupils' progress;
- (e) Preparing reports about pupils' work and conferring with other teachers and parents;



- (f) Teaching, reading, writing and other primary subjects to adults;
- (g) Participating at meetings concerning school's educational or organisational policies;
- (h) Organising or assisting with extra-curricular activities such as debating societies or hobby clubs;
- (i) Giving private lessons;
- (j) Performing related tasks;
- (k) Supervising other workers.

Examples of the occupations classified here:

Teacher, secondary education

Teacher, secondary education/adult education

Teacher, secondary education/vocational training

- **Uses**

ISCO serves as a model for countries developing or revising their national classifications.

It facilitates international comparisons of occupational statistics which could be used in specific decision-making and action-oriented activities.

Knowledge of the classification provides a global picture of the world of work to the counsellors.

However, one drawback to this classification scheme is—

The classification being international in character is complex and it is difficult to use for classification purposes at a local level.

1.3.2 National Classification of Occupations (NCO-2004)

National Classification of Occupations, 2004 (NCO-2004) is the Indian scheme of classification of occupations. It is a revision of NCO-68 on the lines of ISCO-88.

- **Design and Structure**

The occupations in NCO-2004 have been categorised into the following nine Divisions and skill levels defined to suit Indian conditions (Table 1.2).

Table 1.2 : NCO-2004 divisions with skill levels

Division	Title	Skill Level (Details may be seen on the website dget.nic.in .)
1.	Legislators, senior officials and managers	Skill not defined due to the large variation in tasks and duties
2.	Professionals	IV
3.	Technicians and associate professionals	III
4.	Clerks	II
5.	Service workers and shop and market sales workers	II

6.	Skilled agricultural and fishery workers	II
7.	Craft and related trades workers	II
8.	Plant and machine operators and assemblers	II
9.	Elementary occupations	I

Parallel to the nomenclature for the different levels of aggregation in ISCO-88 i.e., Major Group, Sub-major Group, Minor Group and Unit Group, in NCO-2004, the levels are Division, Sub-division, Group and Family.

- **Codification**

NCO-2004 groups together 2945 occupations. Each occupation has been assigned a six-digit code, a distinct title (alternative titles in some cases are listed) and a definition. The occupations have been first assigned to ten occupational divisions (identified by the initial digit in the code number) that are comprised of 30 Sub-divisions (identified by first two digits of the code number). The Sub-divisions have 116 Groups (identified by the first three digits of code numbers) and the Groups include 439 Families (identified by the first four digits of the code number). Though ISCO-88 is not codified at the occupational level, NCO-2004, following its previous versions, retained a codification of occupations. Occupational codes at double digit are added to the family code and shown separately from the family code by a decimal point. The classification also provides scope for accommodating any new occupations that may be identified later without disturbing the code structure. Grouping at all the levels is based on the affinities between the occupations, families, groups, sub-divisions and divisions.

The classification also provides concordance tables for all occupations showing new codes against old NCO-1968 codes and vice versa.

- **Uses**

- NCO is used in the employment exchanges for registration of employment seekers and for providing guidance to them.
- It is used to represent statistics on different aspects of occupations by Ministry of Labour, for use by various government bodies.
- The statistical information compiled using NCO is sent to the International Labour Organisation (ILO) for international comparisons.
- Counsellors use the classification to know about duties and tasks of various occupations and to create awareness among students about the world of work.
- Counsellors can use the less detailed level, preferably the four-digit Family level of NCO, for purposes of classification of career information.





Self-check Exercise 1

Fill in the blanks with appropriate words—

1. The ISCO-88 has been published by _____.
2. ISCO-88 has been designed on the basis of two concepts (a) _____ (b) _____.
3. ISCO-88 serves as a model for countries for _____ their occupational classifications.
4. The occupations in NCO-2004 have been categorised into _____ divisions.
5. Counsellors use NCO-2004 to know about _____ of occupations.



Activity 1

Like NCO-2004 in India, most countries have their own occupational classifications. See the occupational classification of your country available in published form or on internet. Go through its structure and codification scheme and compare it with the structure and codification scheme of NCO-2004 which you have just read. List the similarities and differences.

1.4 CLASSIFICATION BY INDUSTRY

Under this section you will be exposed to two industrial classifications: (i) the International Standard Industrial Classification (ISIC, Rev. 3.1) developed by the United Nations Statistical Commission, and (ii) the National Industrial Classification (NIC-2004) structured in India on the basis of ISIC, Rev. 3.1.

1.4.1 International Standard Industrial Classification (ISIC, Rev. 3.1)

The International Standard Industrial Classification of All Economic Activities was developed in 1948 for the first time by the United Nations Statistical Commission. Since, then it has been revised from time to time taking into account the significant changes taking place in various kinds of economic activities. The present ISIC in use is the ISIC, Revision 3.1. All the member governments either use the classification as it is or adopt the ISIC, Rev 3.1 with necessary modifications required to meet national requirements, without disturbing the framework of the classification.

ISIC has been developed to foster international comparability of data according to the kind of economic activity and is not a classification of industries, or goods and services. The activity carried out by an individual unit is the type of production in which it engages. An industry is defined as the set of all production units engaged primarily in the same or similar kinds of productive economic activity.

- **Structure of Classification**

ISIC, Rev. 3.1 is a four level structure. It uses a hierarchical system of structure consisting of 17 “Tabulation Categories”, 62 “Divisions”, 161 “Groups” and 298 “Classes”.

- **Codification**

ISIC, Rev. 3.1 is a four-digit classification. The number assigned to a given category of the ISIC is read as follows: Tabulation categories are indicated by one letter alpha code (A to Q). The first and second digits, taken together, indicate Division; the first three digits identify the Group and all the four digits indicate the Class. ISIC uses an entirely hierarchical system of categories, which are coded in terms of Arabic numbers, arranged on a decimal system. ISIC, Rev 3.1 also provides the correspondence tables linking ISIC Rev. 3 and ISIC Rev. 3.1. (The detailed classification up to four digit level has been mentioned.)

ISIC Rev 3.1 and National Industrial Classification-2004 developed in India are same up to the four-digit level.

- **Uses and Applications**

- The ISIC is utilised by the United Nations, ILO, UNESCO, WHO and other national and international bodies in classifying data according to kind of activity in the fields of population, production, employment, gross domestic product and other economic activities and in bringing out publications.
- ISIC is a basic tool for studying economic phenomenon, fostering international comparability of data and for promoting the development of a sound national statistical system.
- ISIC serves as a useful guide to countries developing their own industrial classification for the first time or those revising an existing one.
- Counsellors can use this classification to create awareness among students about the world of work.
- Knowledge of this classification helps the counsellors to understand the data and literature brought out by various organisations and be able to use it for purposes of providing career guidance and information to students.
- Being an international classification, it is highly complex and consequently counsellors may find it difficult to use it at a local level for classification of career information.

- **ISIC, Rev. 4**

ISIC, Rev. 3.1 is under revision. ISIC, Rev. 4 (draft) is available on the UNSD website. Its hierarchical structure consists of 21 Sections, 88 Divisions (two digit code), 238 Groups (3-digit codes) and 420 Classes (4-digit codes). It is likely to be published soon.

Activity 2



See the website of UNSD (United Nations Statistics Division) for detail of ISIC, Rev 3.1 or latest update to have a complete picture of the world of work with respect to industries.

1.4.2 National Industrial Classification-2004 (NIC-2004)

The Central Statistical Organisation (CSO) that is responsible for setting up statistical standards has developed the National Industrial Classification-2004 (NIC-2004) in India. NIC-2004 is an update of previous classification NIC-98 on the lines of ISIC, Rev. 3.1.



This revision was done in order to meet the national requirements on account of changes in the structure of the Indian economy after the release of NIC-98 and to maintain consistency with ISIC, Rev. 3.1 released by UNSD.

- **Structure**

The updated NIC-2004 has 17 Sections, 62 Divisions, 161 Groups, 310 Classes and 1191 Subclasses. It is comparable with ISIC Rev. 3.1 up to four digits in totality. The only differences are the sub-classes at the five-digit level that have been introduced in NIC-2004 wherever necessary to meet the national requirements.

To give you an idea of the broad structure of NIC-2004, the description of 17 sections (known as Tabulation Categories in ISIC, Rev. 3.1) are listed below:

- A : Agriculture, hunting and forestry
- B : Fishing
- C : Mining and quarrying
- D : Manufacturing
- E : Electricity, gas and water supply
- F : Construction
- G : Wholesale and retail trade; repair of motor vehicles, motorcycles, and personal and household goods
- H : Hotels and restaurants
- I : Transport, storage and communications
- J : Financial intermediation
- K : Real estate, renting and business activities
- L : Public administration and defense; compulsory social security
- M : Education
- N : Health and social work
- O : Other community, social and personal service activities
- P : Activities of private households as employers and undifferentiated production activities of private households
- Q : Extraterritorial organisations and bodies

- **Codification**

In this five-digit classification, the first two-digits indicate Division, the first three digits represent Group, four-digits indicate Class. Wherever Sub-classes exist, they are indicated by all the five-digits. Sections are indicated by one letter alpha code from A to Q as given above.

In order to help you understand the classification up to the five-digit level an example is given below. It has been taken from Section M, Division 80, Group 802.

Section	M	Education
Division	80	Education
Group	802	Secondary/Senior Secondary education
Class	8021	General Secondary/Senior Secondary education (including special school-type education for handicapped students)

Sub-class	80211	General Secondary/Senior Secondary education, generally designed to qualify students either for vocational and technical education or for university entrance without any special subject pre-requisite
Sub-class	80212	General Secondary/Senior Secondary school-type education for handicapped students.
Sub-class	80213	Adult education, Secondary/Senior Secondary level.

- **Uses**

The National Industrial Classification has been used in India for various purposes:

- It has been in use for a long time in population census, industrial surveys, labour statistics, national income estimates etc.
- The National Sample Survey Organisation (Ministry of Statistics and Programme Implementation) uses the NIC in surveys relating to consumer expenditure, employment and unemployment, and non-agricultural enterprises and the Annual Survey of Industries.
- The Registrar General of India followed NIC-98 in the Population Census conducted during Feb-March, 2001.
- The Reserve Bank of India has developed a coding system for use in Banking Statistics Returns (BSRs) based on NIC-1998.
- NIC-1998 is also being used to collect data in surveys of Small Scale Industries Sector.
- NIC-2004 provides a model to the counsellors for classification of career information industry wise.
- The classification also helps counsellors to create among students work awareness with a perspective based on industries (see NIC-2004).

Activity 3



Visit the website of Central Statistical Organisation (CSO) and try to know more about classification in relation to your present economic activity up to five-digit level as you have learned in the above example. Write the details in the same way as given in the example.

1.5 CLASSIFICATION BASED ON INTEREST

In this third classification scheme, occupations are grouped according to interest areas. You have already read about interest inventories in the first unit of module XIII 'Assessment and Appraisal in Guidance and Counselling-II'. You will also learn to use interest inventories in your practicum classes. Interest inventories like Strong Vocational Interest Blank and the Kuder Preference Record have been used in many countries. Interest inventories are widely used to measure patterns of interest as they relate to career aspirations of individuals. While choosing an occupation, it is difficult for an individual to survey the whole range of occupations. The classification based on interests helps to narrow down this exercise to quite a large extent. Here is an example of this classification inventory i.e., Comprehensive Interest Schedule by Vohra (1993).



1.5.1 Comprehensive Interest Schedule

This schedule classifies occupations into eight broad interest areas. Given below are interest areas, corresponding type of occupations and some examples of occupations in each area. After reading this, you will understand how this classification would help students in exploring occupations in the area of his or her interest.

Interest Area	Type of Occupation	Example of Occupation
1. Influential	a. Administrative	IAS officer, judge, hotel manager/manager, executives, VCs, diplomats, chairman/ directors of boards.
	b. Enterprising	Pilot, politicians, manufacturer, store broker, real estate/travel agent, exporter, restaurant, dealer, building contractors.
2. Venturous	a. Defence	Army, navy, security officers/ commandos, home guards, police, NCC officers.
	b. Sports	Athletes/players, judo-karate, gymnasts, archers, trekkers etc.
3. Artistic	a. Creative	Beauticians, designers, cartoonists, artists, painters, interior decorators, make-up artists etc.
	b. Performing	Musicians, actors, dramatists, folk/ classical singers.
4. Scientific	a. Medical	Doctors, specialists, technicians, pharmacists.
	b. Technical	Engineers and engine technicians, mechanics, press workers, foremen.
5. Analytical	a. Expressive	Journalists, reporters, editors, correspondents of print/media, historians, authors, Radio/T.V. announcers, T.V. show organisers, news readers and writers.
	b. Computational	Accountants, bankers, statisticians, auditors, mathematicians, sales/ income tax consultants, chartered accountants, company secretaries, finance managers, bank cashiers etc.
6. Social	a. Humanitarian	Guidance, marriage counsellors, social workers, missionary/

b. Education	charitable workers, psychologists, welfare officers, priests, community workers etc. Teachers of all subjects and at all levels from pre-primary to university.
7. Nature	Zoologists, agriculturalists, farmers, florists, forest officers, botanists, veterinarians, poultry/zoo managers, horse breeders, landscape gardeners, sheep farmers etc.
8. Clerical	Stenos, receptionists, personal assistants, typists, house keepers, telephone/counter sales persons, reservation clerks.

Now you have understood interests based classification of occupations. You can consult some more interest inventories available to you. However, while selecting an interest inventory for the purpose of classification of career information, you need to keep two things in mind. First, the inventory should be useful to your students for understanding their interests. Secondly, it should help them to find out the related courses of study or finding employment aligned with their relevant interests.

Activity 4



Read the popularly and commonly used interest inventories available to you. Select the one which you find useful for purposes of classification of information. Write 3-4 reasons why you would select this inventory.

1.6 OTHER CLASSIFICATION SCHEMES

By now, you have seen that occupations can be classified in a number of ways. Some of the classifications are in wide use by different agencies for reporting data on various aspects of occupations or are used in studies, while other classifications are used basically in research. However, there are some methods of classification that are simple and easy to use in a small set up like a school or for counsellors in private practice. In this section a brief description of some of these classifications is given which you can use or modify according to your needs. Most of these schemes are planned by the counsellor. Therefore, they are also known as plans.

1.6.1 Alphabetic Classification

In this simple system, career information is classified according to the first alphabet of each occupation.

- **Design and Structure**

In an alphabetic classification scheme, folders are opened on different occupations



or occupational groups and are listed alphabetically. All the information and references pertaining to a particular occupational heading, such as, educational and training courses, job opportunities, pay scales etc., are placed in a single folder. These folders may or may not be numbered.

To establish such type of classification system, you should adopt occupational headings from occupational or industrial classification of your country. You may feel free to include industries as well as occupational or the broad fields of work in the occupational headings.

You will find that this scheme is quite easy to devise and use. Once you have collected the material, you can draw upon the above classifications to prepare an alphabetical list of occupations or industries. You can even invent new occupational headings according to your need. In fact, your primary purpose should be to create a system that fulfills your needs as a counsellor and the needs of your students for information.

Once your files are ready you can prepare an Index Case as in the pattern shown below.

Alphabet	Occupation
A - 1	Architecture
A - 2	Armed Forces
E - 1	Engineering Civil
E - 2	Engineering Mechanical

The minimum level of education required for entry into an occupation forms the basis of this classification system.

- **Uses and Limitations**

The alphabetical plan has many advantages. As the plan is simple, it is easy to operate and maintain. Students and faculty members besides the counsellor can make use of the material directly. It has scope for expansion.

However, this scheme has some limitations. As the occupations are listed alphabetically, no relationships are established between various occupations. Sometimes, an occupation may carry more than one title or the nature of work in few occupations may vary under a particular title. In that case, it requires utmost care to group the occupations or file the material. Once the decision to group the material in certain occupational category is taken, it should be recorded for future reference in filing the material.

1.6.2 Classification Based on Educational Level

Students need to make career related decisions at different levels of education. Therefore, you can also classify career information according to education level.

- **Design and Structure**

Under this scheme of classification, occupational files should be opened according to various levels of education. Thus each file contains information on education,

training and job opportunities open to students at a particular level of education. The following levels of education or any terminal levels should be used for this purpose:

- Elementary School
- Secondary School
- Higher Secondary School
- Post School Diploma/Certificate
- Graduation
- Post Graduation
- M.Phil./Doctorate

- **Uses and Limitations**

You will find that this classification scheme is particularly useful as most of the students who pass a particular level of education want to know the educational and occupational opportunities available to them. For some students, it may be the terminal stage of their formal education and they are only looking to enter the world of work. You can meet this requirement by using separate folders for entry occupations as well as for educational opportunities at each educational level in a file.

Filing career information according to level of education has its own limitations. It is not possible to file all the information related to a particular level in one file because some occupations may be open to all the students irrespective of the subject studied while some occupations may be available only in specific subjects at that level. Hence, while filing the information for a particular level of education, you should also file information according to specific subjects in addition to information suitable for that general level.

1.6.3 Classification Based on Academic Subjects or Curricular Streams

Specific requirement of subjects of study for particular occupations is the basis of this classification system.

- **Design and Structure**

Generally, students are interested to know the occupations that are available in their academic subject of interest or the courses pursued by them. Even many teachers sometimes wish to tell students about courses/careers related to their teaching subjects. Filing career information according to academic subjects can be meaningful. The files can be opened according to the subject or group of subjects or curricular streams.

- **Uses and Limitations**

This system is quite useful to students, teachers and counsellors as they can find the information related to their subject of interest in a single file. However, this scheme becomes a little complicated for the counsellor because many occupations cannot be clearly identified with any one subject. Similarly, so many occupations are related to more than one subject and some occupations are not related to any subject at the school level.



After going through the above simple classification plans, you may be wondering, “What plan am I going to use for my school?” In order to decide this, write down what you think your requirements are. Match your requirements with the classification plans and decide which is the best plan for you. Write 2-3 reasons supporting your decision. Be careful; whatever plan you select it should be easy to understand and operate and facilitate updating. You can try out the plan selected and on the basis of your experiences you can modify or adopt the plan to suit your purposes. You can also devise a classification system according to your requirements.



Self-check Exercise 2

State whether the following are True (T) or False (F) :

- | | |
|--|-----|
| 1. ISIC, Rev. 3.1 is a four level structure. | T/F |
| 2. NIC-2004 has been developed by UNSD. | T/F |
| 3. Classification based on academic subjects is simple as many occupations can be clearly identified with any one subject. | T/F |
| 4. NIC-2004 is comparable with ISIC, Rev. 3.1 till four digit in totality. | T/F |
| 5. Interest inventories are mainly used to classify career information. | T/F |

1.7 Summary

Counsellors need to classify a variety of available career information material so as to be able to use it whenever required. Classifying and organising this information helps them in supplementing and up-dating the information. The knowledge of various classification systems such as classification by occupation, by industry, by interests or by some other simple scheme helps the counsellor to choose a plan suitable for his/her work setting.

The knowledge of classifications also helps counsellors to create awareness among students of the requirements and diversity in occupations and about the world of work.

1. Why is the classification of information important?
2. Describe two uses and two limitations of the alphabetic classification scheme.
3. How would you help students in exploring careers using the classification based on interests?
4. What are the practical difficulties in using Occupational and Industrial classifications for the purposes of classification of career information in schools?
5. What is the categorisation scheme of NCO-2004/ISCO-88?
6. Identify the tasks of Secondary Education Teaching Professionals as included in ISCO-88.

Answer Key to Self-evaluation Exercises

1. Your answer should include: can use information quickly, helps students and teachers, facilitates work of supplementation, updating, filling gaps and developing understanding of world of work.
2. Main points in answer should be: simple, easy to use and maintain, scope for expansion, no relationship established between occupations, requires utmost care in filing material.
3. Your answer should cover interest areas with examples of type of occupation and names of a few occupations as examples.
4. Your answer should focus on the purpose for which these classification are developed, user agencies and elaborate code structure not fit for use at school level.
5. Your answer should cover the broad structure and further divisions.
6. Mention all the tasks listed from 'a to h' as an example of ISCO classification up to four-digit level.

Answer Key to Self-check Exercises

Self-check Exercise 1

1. ILO
2. (a) Job (b) Skill
3. Developing or revising
4. 9
5. Duties and Tasks

Self-check Exercise 2

1. True
2. False
3. False
4. True
5. False





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2

Dissemination of Career Information

- 2.0 Introduction
- 2.1 Objectives
- 2.2 Objectives of Dissemination of Career Information
- 2.3 Methods of Dissemination of Career Information
 - 2.3.1 Objectives of Group Methods
 - 2.3.2 Advantages of using Group Methods
 - 2.3.3 Limitations of using Group Methods
 - 2.3.4 Principles of Organising Group Activities
- 2.4 Organisation of Group Activities for Dissemination of Career Information
 - 2.4.1 Career Talk
 - 2.4.2 Group Discussion
 - 2.4.3 Plant Tours/Field Trips
 - 2.4.4 Career Conference
 - 2.4.5 Display of Career Information
 - 2.4.6 Publications
 - 2.4.7 Career Information through Subject Teaching
 - 2.4.8 Dissemination through Published Literature
 - 2.4.9 Mass Media and Electronic Media
- 2.5 Use of Career Information in Counselling
- 2.6 Summary
 - Self-evaluation Exercises
 - Answer Key to Self-evaluation Exercises
 - Answer Key to Self-check Exercises
 - References
 - Suggested Readings





Dissemination of Career Information 2

1.0 INTRODUCTION

You are aware by now that students need to be provided career information to promote their career development and to help them in making career related decisions and adjustments. You also know that the world of work is growing rapidly and becoming increasingly complex due to which vast and varied career opportunities are available to students. It is very difficult, both for the parents and the students, to be fully acquainted with various careers and the vast amount of career information available.

As a trainee counsellor of this course, you are already aware of different aspects on which career information needs to be collected, various sources of career information and variety of methods of collecting this information. You also know different types of career information materials and criteria to evaluate the usefulness of these materials. The information thus collected and classified has to be provided to the students in a meaningful and effective manner to meet their career information needs. Career information can be effectively disseminated through group methods as well as through individual techniques. Both the methods have their own merits and limitations. In this unit, group techniques of dissemination of career information to students are discussed in detail as you will be organising some of these activities in your institution after completing this course. The unit also discusses the objectives, principles, and advantages and limitations of using group methods in disseminating career information. You will also find a brief description of the use of career information in counselling to help individual students in meeting their specific career related needs as it has been discussed in detail in Unit 2 titled 'Career Counselling' of Module IX 'Special Concerns in Counselling.'

2.1 OBJECTIVES

After going through this unit, you will be able to –

- *explain* the objectives of dissemination of career information to students

- *explain* individual and group methods of dissemination of career information
- *describe* the objectives, advantages and limitations of group methods of dissemination of career information
- *describe* the principles of organising groups activities for dissemination of career information
- *describe* planning and organisation of various groups activities to disseminate career information to students
- *explain* the use of career information in counselling for self understanding and career choice.

2.2 OBJECTIVES OF DISSEMINATION OF CAREER INFORMATION

Dissemination of information about various educational and occupational opportunities and their requirements is necessary to give exposure to students. The perceptions and preferences of students about different careers are generally influenced by the kind of information they are exposed to. Therefore, the basic assumption behind disseminating career information is that if the students are well informed about different careers, they will be able to make an appropriate career choice and to apply the information to solve various career related problems arising at any time. Dissemination of information at any stage of education influences the vocational thinking of a majority of students. It also encourages them to think about relatively new and upcoming careers. Therefore students need to be provided career information right from the elementary school stage to promote their career development and adjustment.

During the first trimester, in Module V, Unit 1 entitled ‘Place of Career Information in Guidance and Counselling’ you have learned objectives of career information and various inputs required to be introduced at various school stages. To recapitulate in brief, the objectives of disseminating career information are to –

- create awareness among students, especially at the elementary school stage, about the world of work and the tasks performed by people in their jobs.
- introduce them to a variety of courses and occupations, and acquaint them with the associated requirements, advantages and rewards etc.
- acquaint them with new and emerging occupations in the job market and their linkages with specific subjects of study.
- help students make realistic appraisal of their abilities, interests, personal qualities and financial background in order to make the right selection of subjects in school and to pursue further studies or training to reach the chosen goal and be successful in it.

After learning the objectives of dissemination of career information, you will now gain insight into methods of dissemination of career information to students.

2.3 METHODS OF DISSEMINATION OF CAREER INFORMATION

Career information can be effectively disseminated to students through group methods as well as individual techniques. Both the methods have their own merits and limitations. In some situations, group techniques may be more appropriate whereas other situations may require the use of individual methods.





Individual methods

Individual methods of dissemination of career information are used to help different types of students to develop an understanding of themselves, and make career related decisions and adjustments. Some students need career information to set the career goal while others may require more specific and detailed information about a particular career to finalise their career choices. Providing career information to a particular student based on his/her needs may require one-to-one deeper interaction between the counsellor and the student. In such cases the counsellor has to plan individual career counselling sessions.

Group methods

In schools much of the information on careers in general is disseminated through group activities. You would also use group methods to disseminate information to groups of students or to students in the regular classes because such students generally have some common needs and problems. You may disseminate information to groups with two purposes (a) creating awareness about various conventional and emerging careers to larger groups and (b) providing specific information to a small group of students based on their specific needs. However, the size of the group varies according to the activity to be organised. There are certain activities which can be organised more effectively in a group. The group activities include delivery of class/career talk, conducting group discussion/workshop, visiting a plant/industry, organising career exhibition/career conference, etc., Such activities help a larger number of students at one time, which not only saves time and effort but also are economic. The following discussion focuses on group methods of dissemination of career information as these require prior planning and involvement of many people. The details of some important aspects of group activities such as nature of group dynamics, factors influencing group cohesiveness, effect of social climate on the individual and behaviour of the leader etc., have already been covered in Unit 6 'Group Guidance' of Module I.

2.3.1 Objectives of Group Methods

The main objectives of using group methods in guidance or dissemination of career information, according to Joneja (1997), are more or less same i.e. to help the individuals to understand themselves, acquire information, learn to analyse and solve the problems in order to make intelligent and realistic educational, vocational and personal choices and adjustments. More specifically, some of the objectives of using group methods for disseminating career information are –

- (i) To utilise the cooperative and supportive values of group situations to help students to identify their career needs and to explore common career related needs, issues and concerns of fellow students.
- (ii) To provide opportunity to students to understand and relate their own motives, strengths and limitations to various educational career, and social activities.
- (iii) To help students make wise educational career and personal-social choices and adjustments.

- (iv) To help students to develop standards, values, attitudes, and habits appropriate to the life activities especially to future career roles.
- (v) To orient students with the career information activities in the school and the assistance available.
- (vi) To provide opportunities to students to share their attitudes, experiences and problems with other students in order to facilitate their interpersonal relations.
- (vii) To identify other common career related concerns of students, and those students who may need counselling or other guidance services.


The above objectives are common to all the group methods of dissemination of career information. However, when you organise group activities in your school or institution, you will determine specific objectives of organising a particular activity for a given group of students.

2.3.2 Advantages of using Group Methods

The previous discussion must have given you an idea of why group methods are preferred to individual method. Some of the advantages of using group methods for dissemination of information are –

- (i) Group methods are economical in terms of time and efforts, and the facilities required, as common needs and interests of a relatively larger group of students can be taken care of.
- (ii) Group methods help in identification of individual cases requiring career counselling. During career talks, exhibitions, field visits and conferences, students are exposed to various careers. They may like to know more about such careers and their potentialities to choose any one of them. This requires individual counselling by the counsellors.
- (iii) Group methods can build respect and openness between a counsellor and the students and end up establishing individual relationships. As a result of such activities more and more students may seek help to further explore their career ideas.
- (iv) During group activities, besides providing information about different aspects of a career, students are provided the opportunity to raise questions, to interact and discuss among themselves and with the counsellors. The process helps the students to understand their strengths, limitations, and problems as well as those of the other students. It also helps the counsellors to observe the student's behaviour.
- (v) Group delivery allows effective use of most of the aids such as audio-visuals, TV, radio and films although their use may require more planning and preparation than a simple career talk to make these effective.
- (vi) Certain kind of information meaningful to all or most of the students can be better presented in groups. For example, factual information about careers and courses, admission notices and scholarships are useful for many students. Similarly,





filling in application forms, preparing curriculum vitae, preparing for interviews etc., are common needs of almost all the students at a particular stage and can better be discussed in a group situation.

- (vii) Group methods provide opportunity for involvement and active participation of many people such as students, other staff members, parents, the community, educational functionaries and various organisations. Therefore, these help in creating awareness about the importance of career information service among all of them. They also provide opportunity to students to establish relationship with the community which further helps them seek more information from various sources in the community.

2.3.3 Limitations of using Group Methods

Beside many advantages of group methods, you also have to keep in mind some limitations in using these methods.

- (i) It is difficult to form a homogeneous group in terms of common needs, interests and maturity level. Therefore, group methods may not be very effective in situations dealing with concerns of a few students.
- (ii) Group methods are not equally effective with all the students. While some students may feel confident to ask questions or seek clarification, others may not be comfortable in a group setting.
- (iii) Effective organisation of group activities needs sufficiently trained personnel.
- (iv) Group methods require a lot of coordination and cooperation of many people. These also require proper planning, sufficient time and funds for organisation in the school setting.

2.3.4 Principles of Organising Group Activities

Although group methods of disseminating career information are preferred over the individual method in a school setting, certain principles have to be kept in mind while using group methods. These are briefly discussed here.

- (i) The main objective of organising group activities to disseminate career information is promoting students' career development and adjustment. Therefore, each activity should be meaningful and directed towards this objective.
- (ii) Group activities for dissemination of career information should be adapted to the needs, interests, background and maturity level of the students.
- (iii) Effective use of group activities in disseminating career information implies that members of the group have a common purpose. Therefore, the first thing is to resolve the individual motives into a common purpose shared by a majority of group members.
- (iv) While organising group activities, you have to keep in mind that using career information is only one of the tools in the total adjustment process. Though in these activities the emphasis is upon career information, one ultimate concern

has to be the total development of the students. So the career information should be imparted in a holistic manner.

- (v) All group activities should be properly planned and coordinated, and related to each other so that students understand that each activity is designed as a step towards their life adjustments.
- (vi) Active participation of students in planning and organisation of various activities should be sought to increase their interest and motivation.
- (vii) Group activities should be supplemented by follow-up and individual counselling interviews. This helps students with particular career related concerns in further understanding themselves and careers, and make decisions.

Keeping in mind the above principles you have to organise group activities to achieve certain objectives.



Self-check Exercise 1

Fill in the blanks with appropriate words –

1. Group activities for dissemination of career information should be adapted to the _____, _____, _____, and _____ of the students.
2. Group activities should be supplemented by _____ and _____.
3. Group methods are economical in terms of _____ and _____.

Effective organisation of group activities needs _____ personnel.

2.4 ORGANISATION OF GROUP ACTIVITIES FOR DISSEMINATION OF CAREER INFORMATION

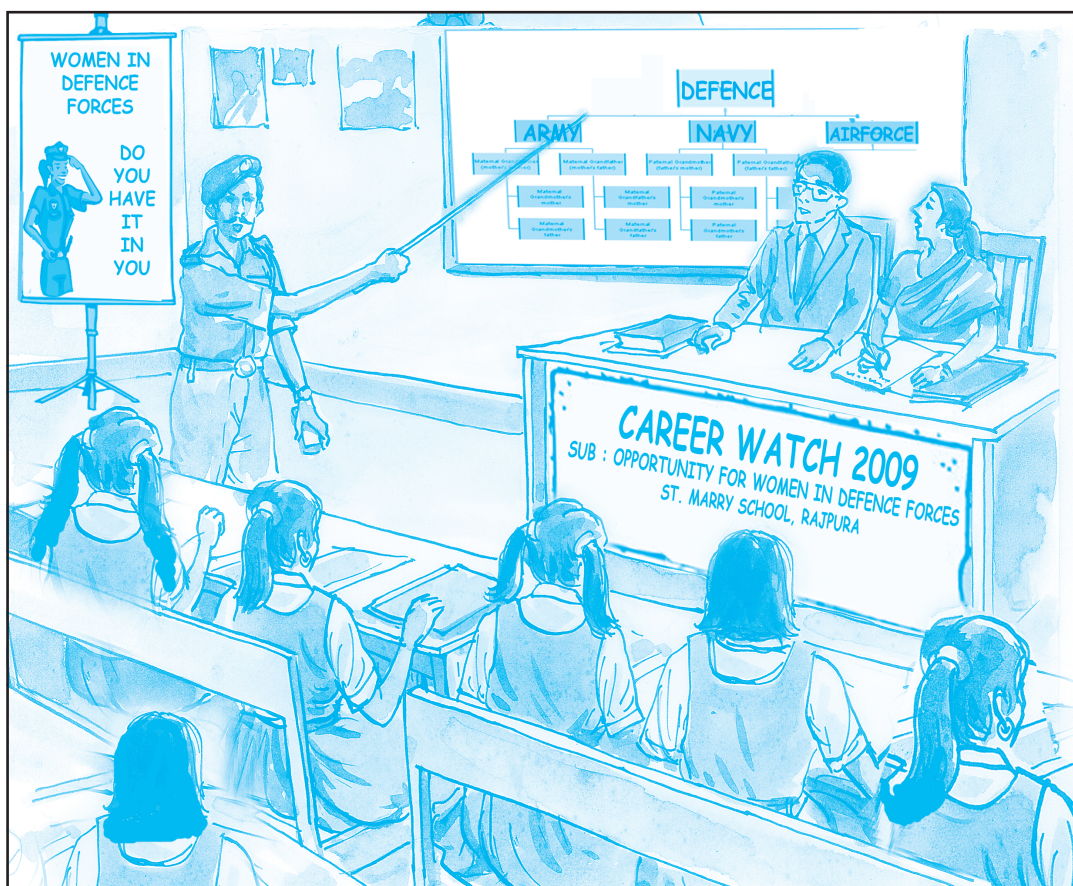
After having understood the objectives and methods of dissemination of career information, you may desire to organise some activities to serve your students. You already know the advantages and limitations of using group methods, and the principles of organising group activities. Now you will learn various techniques of dissemination of career information to groups of students, such as career talk, career conference, group discussion, field trip, display, publications, published literature, media, integration of career information into teaching of subject matter etc. These activities range from presentation of career talk by the counsellor in a classroom to organisation of career conference and field trip involving large number of students, teachers and the community. There are many options open to counsellors to choose how best to get information into the hands of students and help them in their decisions.



You will find that planning and organisation of group activities for disseminating career information is useful not only in the school setting but also for those involved in working with different educational and training institutions, parents and community groups.

2.4.1 Career Talk

Career talk is one of the most popular and effective techniques used by the school counsellors and guidance professionals for disseminating career information. The counsellors can very easily plan and organise career talks in the regular classrooms. They can also use audio-visual aids during presentation of career talk. However, sometimes as per the students' needs professionals from various fields are also invited to talk to the students to enable students to get information about careers directly from them. It gives students the opportunity to clarify their doubts related to the careers through direct interaction with the experts. Alumni of the schools who are well placed in different fields can also deliver career talks. In order to make the career talk effective three aspects – selection of topic for the career talk, content coverage and organisation of talk – are required to be taken care of.



Career talks by guest speakers provide students opportunity to get direct information from them and clarify their doubts

Selection of topic: The topic of the career talk should be carefully decided keeping in view the age group, common interest, and needs of the students and their educational level. The students can be asked about the careers of their choice on which the information could be provided through career talks.


For example, some of the topics or themes for career talks for High School stage may be “Careers after Class X”, “Careers in the field of Science/Humanities or Commerce”, “Career in Armed Forces” and “Opportunities for self-employment.” It is very important to ensure that the relevance of various subjects (studied by the students) is explained with reference to the topic of the career talk. For example, if a talk is to be organised on Careers in Medicine, students should be made aware of the relevance of subjects like Physics, Chemistry, Biology which are essential for pursuing a career in this field.

Content Coverage: The career talk on the selected topic should be complete in itself. Generally, a career talk should contain the following–

1. Introduction : brief history of occupation and its importance to society (a paragraph)
2. Nature of work (duties) : general and specific
3. Conditions of work : work environment, hours of work, and health and/or accident hazards, if any.
4. Earnings
5. Qualifications required: age, education, special skills/training
6. Preparation and training for the career
7. Scholarship and financial assistance available
8. Methods of entering the job
9. Personal attributes required for entry or to be successful
10. Advancement/promotions
11. Typical places of employment/self employment
12. Employment outlook
13. Sources of further information

The above points will give the students a comprehensive picture of a particular career. However, all the above mentioned components are not equally applicable to different types of topics or even for the students at different stages of education. For example, a career talk on ‘Career in Armed Forces’ for Higher Secondary students may include all the above mentioned aspects as the students need to use information to make choices. However, for the elementary school stage students, as the aim is to create career awareness, the contents may focus on introduction to Armed Forces, its importance to Army personnel and society, working conditions, personal qualities required, satisfaction drawn, etc.





Organisation of talk: As the career talks are generally organised in the regular classrooms they should be of about 30 minutes of duration leaving 5-10 minutes for answering students' queries. The date and time scheduled for the talk should be convenient to the students and the speaker. It should be scheduled at time when most of the interested students can attend.

The students should be briefed about the topic and points to be covered beforehand. When a guest speaker is invited to deliver the talk, it is necessary that he/she should be apprised in advance of the background of the institution, language (medium) to be used, number of participating students, their age group, class, subject or stream, common interests, job aspirations, etc. The speaker should also be informed of the total time of the talk including the duration of delivering the talk and time for answering students' questions. The speaker may be requested to supplement the talk with some visuals, Power Point presentations, slides on projector, reading material, etc. to make the talk interesting and realistic. Whether the career talk is presented by you or the guest speaker, allow some time after the talk for a discussion period when the students can ask questions and clarify their doubts. The talk should motivate the students to seek and explore information on their own, clarify their concepts about the nature of work and opportunities available. Invite comments and suggestions from students to bring further improvement.

Activity 1



Ask the students in your class to write on a piece of paper three careers of their choice on which they would like you to deliver career talk. Compile/tabulate the information to look for three careers listed by most of the students. This will help you to select the topics of common interest of students.

2.4.2 Group Discussion

Group discussion is an established method for disseminating career information to groups of students. This is a good setting to clarify pre-conceived notions and beliefs towards the world of work. Like career talk, selection of the topic for group discussion should also be based on the needs of the students. You can ask the students about the topic or career on which they want discussion. The topic may also be selected on the basis of your own observation or experiences, or feedback from other teachers regarding common interests of students. Group discussion is effective from upper primary school stage onwards, as students are mature enough to think about the careers. While organising Group Discussion you should keep following points in mind.

- (i) Limit the size of the group to one that is manageable and easy to facilitate. If the group is very large, it will be very difficult to give a chance to each member to actively participate in a discussion.
- (ii) The students should be informed in advance about the topic or career to be discussed during group discussion.

- (iii) Relevant information on the topic selected for discussion should be available and the students should be guided to collect information from different sources. Sufficient time should also be given for the same.
- (iv) To initiate the discussion, the group leader (you can act as group leader) can provide a brief introduction on the topic or career to be discussed and major points of discussion.
- (v) The discussion will evolve through the student interaction as well as the opportunities to gather information about different careers, and will clarify misconceptions or misperceptions about those careers.
- (vi) In the end, the achievements of group discussion should be summed up.

The main advantage of using Group Discussion for dissemination of information is that the group members share information collected by each one of them and therefore gain more insight about a particular occupation. Experts can also be invited to participate in a group discussion to clarify any points or further queries of the students.

2.4.3 Plant Tours/Field Trips

Plant tours and field trips provide counsellors and the students a chance to observe workers in actual work situation and get first hand information about different aspects of the work place or industry such as nature of work or activities involved, working conditions (physical/social/ psychological), educational qualifications, skill/training and personal qualities required, tradition of work culture, organisational hierarchy, facilities, hazards, etc. This in turn brings about greater awareness amongst students as they “see, hear, smell and feel” the work environment in which they may enter later on. They not only gain first hand information about the working place but also get an opportunity to come in contact with future employers and industries. Therefore, plant tours are a very useful method of providing career information to students.

Planning and Organisation of Plant Tours/Field Trips

In order to organise plant tours/field trips for dissemination of career information, a lot of advance planning and preparation is required. You should keep the following points in mind when organising a tour to a plant or a work place.

- (i) Selection of institution/organisation/industry: while selecting the place for field trip the following points should be considered.
 - Select the plant, industry, company or organisation depending upon the purpose of the visit and the nature of the group that is going. If possible, select the place of visit in the locality. It will minimise the time, budget and efforts involved in organising the tour.
 - Select the places where ex-students are working, because they will be able to provide more information and help in making the tour effective and meaningful.
 - Select the places having a variety of jobs and where a large number of people





are working. This will give an idea to students about the employment opportunities available in a particular organisation/industry.

- Select the places where most of the students would like to seek employment. This will help them to obtain information required to make career related decisions.
- Visit the place once prior to the trip to ascertain whether the trip would be useful to students or not.

(ii) Preliminary arrangements

- Prepare a comprehensive plan with date, time, target group and place of visit.
- Arrange prior permission from the Principal, other concerned authorities and the parents of the students involved.
- Contact or approach the concerned manager/Public Relations Officer (PRO) of the industry or work place for seeking permission. Brief them about the purpose, date, time, and the group size and educational level of students. This helps them in making arrangements.
- Personally visit the industry or workplace to make arrangements, if required.
- Seek support from school staff to accompany students.
- Make arrangement for transport.
- Try to collect related literature, if any, (pamphlet or information brochure) of the industry or workplace for students to study before the visit.
- Confirm all the arrangements including those with the place of visit a day before the visit.

(iii) Preparing students

- Explain to the students clearly the purpose and place of visit in advance so that they can draw maximum benefit from the visit.
- Guide them to prepare in advance a broad outline of questions to be asked to the workers/officials.
- Instruct them to observe rules of the organisation during the visit. They should be told to move in a group or small groups and not wander away or touch anything or enter into areas not allowed for visitors.
- Ask the students to show respect to workers, guides or officers. This may mean no talking amongst themselves, no argument with the workers or the accompanying guide.
- Instruct the students to quietly observe the workers in their working situations and record the information.

(iv) During visit/trip

- Observation, interview schedule or questionnaire method may be used to collect/seek information.

- You as an organiser have to remain watchful that students observe and understand technical work, record the information, avoid subjectivity, collect and complete information.
- If the group is very large, the students may be divided into small groups and each sub-group may be given opportunities to observe the activity and also to interact with the workers.

(v) After the visit

After the visit, before leaving the place, you should express appreciation for the time and trouble taken by the organisation, company guide and other staff for making the visit fruitful. After you return to your institution –

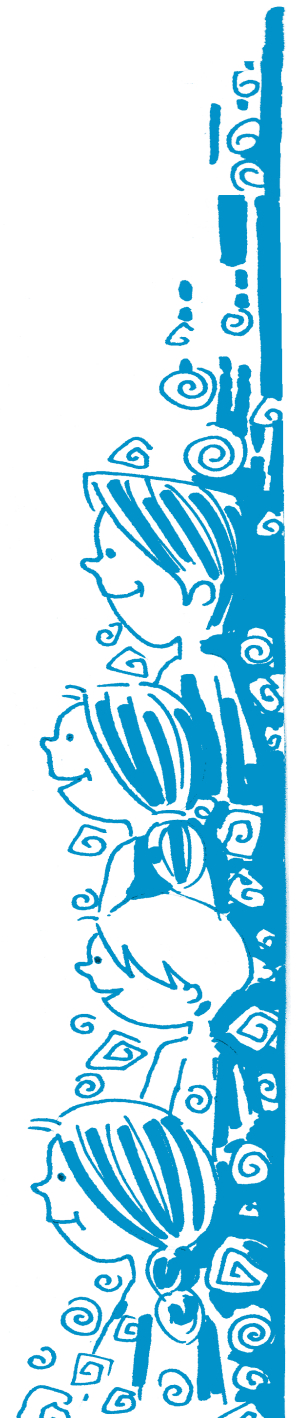
- Send formal letter of thanks to the industry/work place visited.
- Express thanks to the Principal, staff, parents and students for their cooperation.
- Obtain feedback from each student in the form of a short report.
- Organise group-wise presentation/discussion by the students on gains from the visit.
- Invite the students' comments and suggestions.

You have learned that plant tours/field trips provide a useful and interesting method of dissemination of career information. However, it requires a lot of planning and preparation.

2.4.4 Career Conference

Career conference is one of the most effective techniques of disseminating career information to large number of students. Career conference provides an opportunity for students to meet and interact with employers (government and private), business and industry heads. During a career conference, experts from different occupational fields and educational institutions are invited to the school to provide detailed information about the occupations and courses respectively in their organisations. It provides students an opportunity to learn practical information about jobs or training institutions directly from persons in that job or institution. It also helps in motivating students to plan, review or modify their career plans.

The career conference should be preceded by a self-analysis study in order for students to have some idea of their interests, aptitudes and abilities in relation to different occupations. For additional sources of information, the conference should be followed by classroom discussion with the counsellor. Career conferences may be of various types; one is where a series of weekly or monthly talks are held during or after school, each devoted to a single field of endeavour. It may be an annual or semi-annual activity of the school. Sometimes, career conference is organised jointly by neighbourhood schools. Any type of career conference requires careful and advance planning.

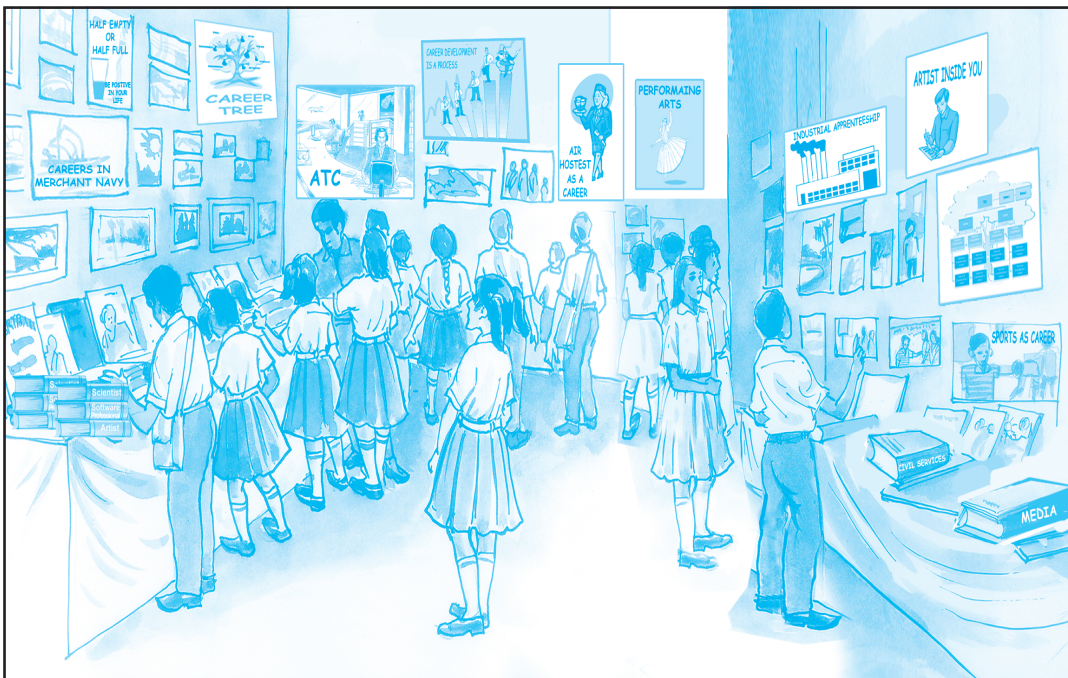


Planning and Organising Career Conference

While planning and organising a career conference, you should keep in mind the following points –

- (i) The planning of a career conference should be a co-operative effort on the part of the counsellor, the school staff, parents and students. Planning committee consisting of representatives of all these groups should be formed. This serves to make the entire school feel involved. More importantly, it draws upon expertise for organising a large-scale activity. A well-organised and interested group can share the workload. Besides, it serves as a valuable learning experience for the students and helps to bring the students and staff closer.
- (ii) The timing of the career conference should be so planned that it should not be scheduled at the very beginning or end of the academic year. It should be organised at a time when maximum number of students can take active part in its planning and organisation.
- (iii) Career conference should be organised in the school auditorium or any big hall used by the school for such purposes. Some posters and charts should be displayed in the hall to set the mood for the event.
- (iv) Wide publicity should be given to the conference by displaying the topics on which the guest speakers will be speaking, on notice board of the school, neighbourhood schools and public places, even in local newspaper, radio/T.V. channels.
- (v) The counsellor should also assign duties and responsibilities to students to ensure their active involvement in the activity.
- (vi) Initial planning is important to achieve the objectives of a career conference. It is essential that the details of the conference be worked out with care. Some planning steps are outlined below –
 - The students' career interests, the careers being seriously considered by them, should be determined in advance.
 - Students should be oriented about the purpose and goals of career conference, and their roles and contribution to make it successful.
 - Students should be involved in planning the conference, and assigned duties such as preparation of posters and charts, designing invitations, organisation of display and conference hall, attending to guest speakers, etc.
 - A letter is to be sent to Principals of schools in the neighbourhood and to the parents inviting them to participate in the event. The invitation letter should highlight the objectives of the career conference, the need for cooperation between the school guidance committee and the community, the programme schedule, venue, date, etc.
 - A detailed programme of the activities such as career talks, group discussions, film show and career exhibition needs to be chalked out.


- A list of expert speakers for each career talk should be prepared. It is advisable to have speakers who are experienced, successful, well informed and impressive. This will attract student attention.
- Speakers should be briefed about the purpose of the conference. An outline in preparing the career talk should be enclosed with the letter so that they may provide the students with complete information, covering the essential features of the occupation.
- A career exhibition of posters, charts and suitable print and audio-visual materials obtained from different source agencies may also be organised to make the career conference effective and motivating.



A large number of students can participate and benefit from career exhibition

- After each career talk, sometime may be kept for discussion and a question-answer session.
- After the conference, it is a good idea for the counsellor to carry out an evaluation of the conference through written responses or through group discussion. In this way weaknesses in planning can be discovered and avoided in future programmes. So a counsellor should have in mind what they would like to have evaluated ahead of time as part of the planning. You may prepare a feedback questionnaire and get feedback from students, parents, teachers, etc.
- Counsellors should maintain a well-documented file of the planning, execution, participation and evaluation of their career conferences so as to make the succeeding conferences easier to plan and organise.





Of late, career exhibitions, career days and career fairs are gaining a lot of popularity. These are being organised at school, district, state, national levels and even at international level. For example, countries like U.S.A., U.K., Australia organise career fairs in India where they impart information about different courses run by their universities to facilitate the opportunities of study and employment abroad. You may also have heard of career exhibition or conference or fair being organised by different government and non-government organisations in your state. In these fairs or exhibitions, people from industries, educational institutions and business houses are invited to put up display stalls and disseminate information about their respective organisations and various courses and job opportunities available. As a counsellor, you must actively participate in such programmes and also inform students about such activities. Schools may also organise student visits to such exhibitions or fairs.

2.4.5 Display of Career Information

As you have already learned in the first trimester, a great variety of career information material is available from various sources. A display of the career information materials may be arranged by the counsellor and students in the school library, guidance room, school hall, corridors, in classroom or at any other place where students are likely to see them. For display of career information you may use display board or bulletin board. Beside display boards, effective displays can also be arranged on display racks. If racks are not available, an ordinary table may also be used for displaying career literature in the guidance room. The display material needs to be frequently updated. Outdated and old reading material, chart, poster and other material do not attract students. The posters and charts should be made attractive with the help of colours and pictures. Too much crowding with printed matter or reading material should be avoided. You must remember the following points to make an effective display of career literature –

- Display should be built around one theme according to the interest and needs of the students.
- Display should be attractive and innovative with pictures, photographs and cartoons.
- The display should contain relevant, meaningful and up to date information which could be read by the students.

Get help from your school art teacher or students for ideas regarding effective displays. Students who have artistic skills can prepare the charts and posters. Through their involvement in preparation of material and organisation of display they very easily learn and absorb career information.

2.4.6 Publications

In addition to published career literature available, you may bring out a “Guidance Newsletter” periodically for teachers and students of your institution. If this is not possible, you could at least have a guidance section or column in the regular school magazine. The “Newsletter” or the guidance section or column in the school magazine

deals with many areas of special interest to students and their parents. For example, preparing for examinations, reducing stress, coping with peer pressure, bullying, emerging careers, occupational forecasts, educational facilities in the community, admission deadlines, scholarships for students, etc. You could make a survey of local employment opportunities and training facilities and circulate the report in your school and share with other counsellors or schools. Lot of information on careers and occupations is available through printed material in the form of books, leaflets, brochures, handbooks etc. Leading newspapers bring out special weekly issues on career guidance. You may also bring out a computer print out on admission notices, vacancies, scholarship and fellowships and any other relevant information based on your students' needs. All these types of career information can be disseminated in the classes or displayed. This requires lots of effort and you may want to ask for help from students, teachers, staff members, and parents to supply such information.

2.4.7 Career Information through Subject Teaching

Often dissemination of career information in schools is considered to be the duty of the school counsellor or career teacher. However, all the teachers can contribute towards dissemination of career information to students while teaching their subjects. In order to do this, they are required to be oriented and well informed about careers related to subjects they teach in the school. They should also be motivated enough to make efforts to disseminate career information to students through their subjects.

While taking example of school subjects like language, science, mathematics and social studies, Joneja (1997) has demonstrated the scope of dissemination of career information. You may like to recall that occupations directly linked to language were mentioned in the first unit of module V as an example of relevance of school subjects to work. As a trained counsellor, you can motivate the teachers to make the subject matter more meaningful, and related to life and the world of work. You may invite them to visit your Career Information Centre for any kind of information they need to know about careers related to their subjects. You should bring to the notice of subject teachers any new information available in the centre. You can also encourage and guide them to collect information on their own. The teachers can also be involved in arranging career exhibitions and visits to industries and institutions of higher education.

The dissemination of career information by subject teachers motivates the students to learn the subject matter with interest and to explore further information.





Activity 2

You can conduct a brainstorming session for Classes XI and XII in which you can ask the students to name as many occupations as possible related to following exemplar subjects. Prepare a list of relevant occupations and use for dissemination purposes during group activities.

Subjects	Related Occupations
Languages	
Economics	
Biology	
Physics	
Chemistry	
Commerce	
Mathematics	
History	
Sociology	
Political Science	
Geography	

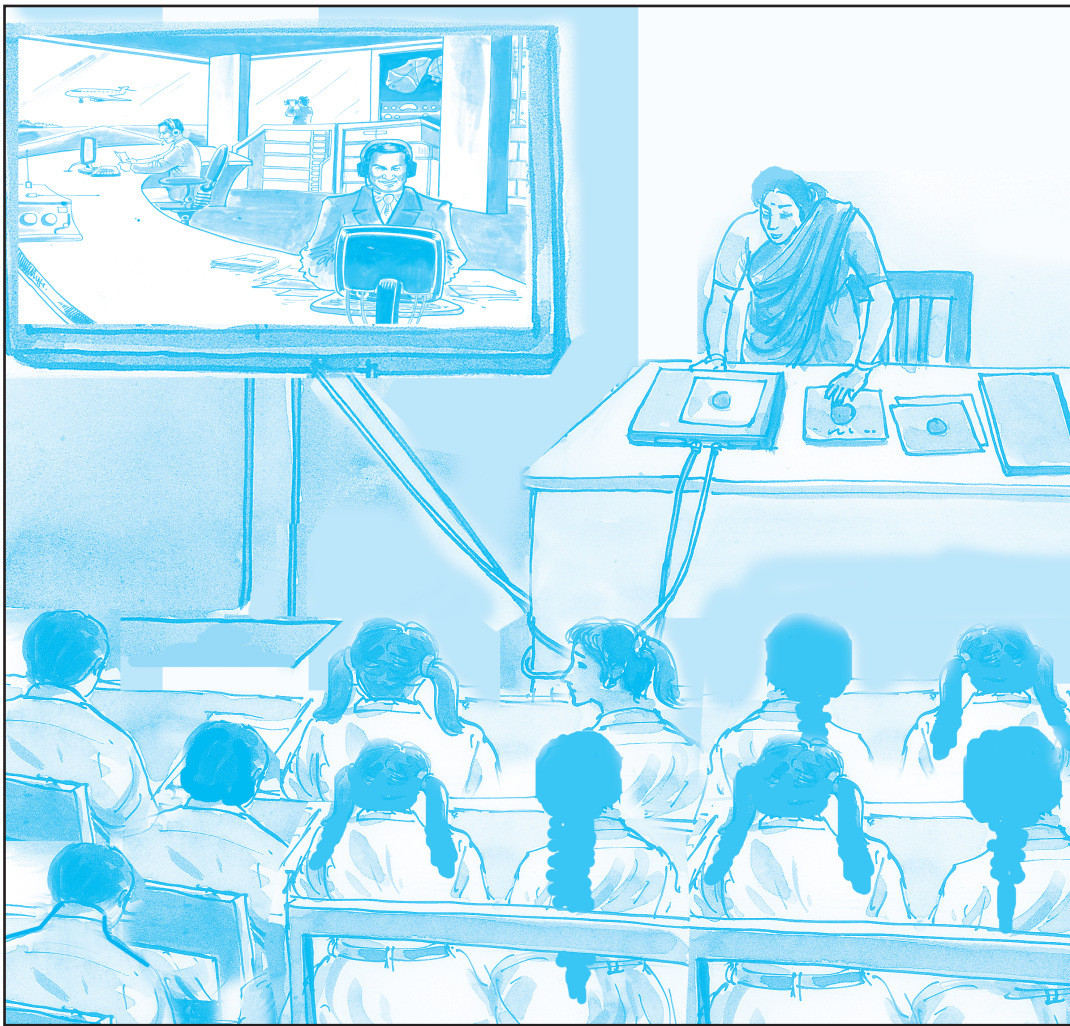
2.4.8 Dissemination through Published Literature

As mentioned earlier you have already learned about different types of career information materials in the Unit 4 titled 'Sources of Information' of Module V in the first trimester. These include published literature such as career guides, occupational monograph/brief/review/abstract, handbook, world of work series, classification of occupations and industries, directories of occupations, career fiction, biographies, employment news, survey reports and audio-visual materials. These publications give information about various occupations, nature of work, earnings, working conditions, training and advancements, entry, employment opportunities and outlook, and many more. You have also learned about their uses in dissemination of career information. Though the counsellor and subject teachers can use these diverse forms of materials to provide career information to students, the students should also be encouraged to read these materials. This will motivate students to acquire further or essential information on their own and save the counsellor's time. However, while providing students any material the reading ability and suitability of material to his/her choice and educational level, etc. need to be considered.

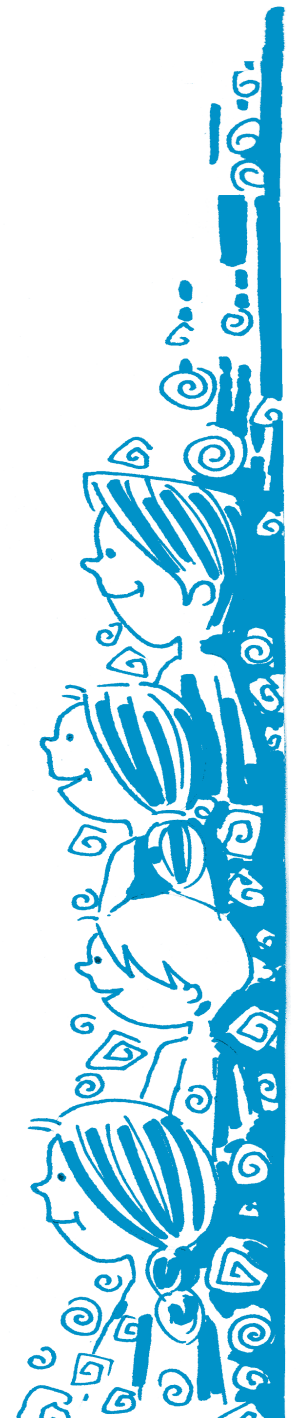
2.4.9 Mass Media and Electronic Media


The role of mass media has assumed great significance in dissemination of career information to the masses in general. We watch special programmes being broadcast on various bands of radio and T.V. channels to arouse general awareness on courses and careers, specific information about careers, subjects to be pursued at school or college level, training required and institutions imparting such training, job opportunities available, emoluments offered, etc. There are many other programmes and shows on T.V. that include a great deal of career information.

Feature films, tele-films and tele-serials also show people of all segments engaged in a variety of occupations such as lawyer, journalist, doctor, police officer, poet, singer, dancer, writer, scientist, defense personnel, businessman, etc. As a counsellor you can discuss such programmes with students and guide them to observe their roles and responsibilities. Discussion can be held in the classroom to assist students to clarify their perceptions and attitudes about the future career options. There are Video CDs



Films on people engaged in various occupations present information in interesting, enjoyable and sound manner and have prolonged effect on students.





and cassettes on careers that are available in libraries, institutions and market. You can explore such material in your area.

A lot of information is available on the internet also and can be downloaded as per the requirement and interest of students. Cutshall (2001, p 32) has mentioned various websites providing huge volumes of career information.

2.5 USE OF CAREER INFORMATION IN COUNSELLING

In the beginning of this unit you have learned that information can be disseminated to groups as well as individual students. Career information is provided to individual students as per their specific needs. However, some students need to be helped in their career related concerns during counselling. For example, students confused about their goals, having conflicting career choices, having inappropriate or unrealistic choice or socially disadvantaged students who need to deal with their contexts and traditional perceptions, etc. The use of career information in counselling is related to the career development process and self-understanding. Though the broad purpose of using career information in counselling or providing career counselling is to enable the individual to make realistic career choice and adjustment, yet career information has more functions in any counselling situation.

Isaacson (1966) has classified functions of career information in counselling as originally proposed by Brayfield (1948) into four categories: motivational, instructional, adjustive and distributive. Baer and Roeber (1964) have analysed and indicated three broad categories of functions or uses of career information in counselling. These are to motivate the individual; to inform the students of specific educational and occupational requirements; and to test the self-concept of the individual.

The transition from school to work is a crucial step, linked to a key developmental task of “preparedness” for entry into the world of work. You may realise that career counselling is not just about providing individuals the information about different careers suitable for them but also to enhance their knowledge and skills in “career preparedness” and “career choices.” Career preparedness and career choices are often limited to the careers that the young person knows or has heard about.

Dissemination of career information is necessary to expose youth to various courses, occupations, requirements, opportunities and trends. The career preferences of an individual depend upon the kinds of information he/she is exposed to. The importance of dissemination of career information lies in its being able to empower the individual to make a realistic career choice and also to be able to solve the difficulties arising at any point of time during his/her career. An effective career-counselling programme does not provide prescription for career choice. Instead it helps the person discover career paths and take responsibility for his/her decisions. The social cognition of an individual sometimes limits his/her “preparedness” for a career. An effective career-counselling programme helps the individual to look beyond the conventional ways of thinking that restricts setting career goals.

You will learn more about career counselling, especially ways to conduct career-counselling and tools and techniques used for career-counselling, in Unit 2 titled ‘Career-Counselling’ of Module IX ‘Special Concerns in Counselling’.

2.6 Summary

The world of work is growing more and more complex and it is very difficult for students and parents to be fully acquainted with the latest career information without help from trained counsellors. Career information can be effectively disseminated through group as well as individual methods. Both the methods have their own advantages and limitations. Most of the information can be disseminated through group techniques to students having common needs and interests. However, students in need of special help are provided information during individual interaction or counselling interviews. As counsellors generally disseminate most of the career information to groups of students, group methods have been described in detail in this unit. Description of principles and objectives of group methods and their advantages and limitations will guide you in planning any of the group activities for disseminating career information. Discussion on planning and organisation of group activities such as career talks, career conferences, plant tours/field trips, group discussion, display, publications, published literature, dissemination through teaching of subjects, mass media and electronic media will help you in conducting these activities effectively. It has been emphasised that effective dissemination of career-information through group methods requires cooperation and involvement of students, school staff, parents and community members. Use of career-information in counselling to help individual students in their career related concerns has been briefly described as this part has been dealt in detail in Unit 2 titled 'Career Counselling' of Module IX 'Special Concerns in Counselling.'

Self-evaluation Exercises

1. Why would you prefer using group methods for dissemination of career information? Discuss.
2. Prepare a list of activities for dissemination of career information and discuss any two activities in detail which you would like to conduct in your institution.

Answer Key to Self-evaluation Exercises

1. Your answer should include the following advantages of group methods –
 - Group methods are economical
 - Group methods help in identification of counselling cases
 - Group methods help in developing relationship between counsellor and the students.



- Group methods help the students understand themselves and the counsellor to observe student behaviour
 - Group delivery allows use of various aids
 - Certain kind of information can be better presented in group
 - Group methods provide opportunity for participation and involvement of many people
2. Activities for dissemination of career information
- Career talks
 - Career conferences
 - Plant tours/field trips
 - Display of career information material
 - Group discussion
 - Career information through subject teaching
 - Publications
 - Published literature
 - Mass media and electronic media

Second part of the exercise has to be attempted by you.

Answer Key to Self-check Exercises

Self-check Exercise 1

1. needs, interests, background, maturity level
2. follow-up, individual counselling interviews
3. time and effort, the facilities required
4. sufficiently trained

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Suggested Readings

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- Kidd, J. M. 2006. *Understanding Career Counseling: Theory, Research and Practice*. Sage Publications, New Delhi.
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3

Career Education

- 3.0 Introduction
- 3.1 Objectives
- 3.2 Career Education – Concept and Objectives
 - 3.2.1 The Concept of Career Education
 - 3.2.2 Objectives of Career Education
- 3.3 Features of Career Education Programme
 - 3.3.1 Integration of School Education and Work
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- 3.4 Career Education Models
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 - Answer Key to Self-check Exercises
 - References
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Career Education 3

3.0 INTRODUCTION

In the first module you studied the importance of career information in a guidance and counselling programme. Career information can be made a part of career education in schools. But what is career education and how is it related to career information? The concept of “career education” is relatively new, having emerged during the early seventies. It has assumed special significance due to the fast changing labour market scenario with some jobs vanishing from the labour market and new jobs emerging. There is also an increasing demand for personnel with upgraded and multiple skills. What exactly do we mean by career education and what is its place in the existing system of education? What is the importance of career information in career education? This unit attempts to answer these questions.

In this unit you will learn about the concept of career education, its emergence, objectives and importance. You will learn about the differences between career education and vocational education. This unit will also help you to understand the main features of a career education programme. You will be exposed to the various models of career education to enable you to develop your own model, appropriate to your situation.

3.1 OBJECTIVES

After completion of this unit, you will be able to–

- *explain* the concept and objectives of career education.
- *identify* characteristic features of a career education programme.
- *describe* various models of career education available, in brief.
- *compare* various career education models and list out their limitations.
- *develop* a career education model suitable for your own setting/country.
- *describe* the importance of career information in a career education programme.

3.2 CAREER EDUCATION – CONCEPT AND OBJECTIVES

You might have faced situations where people look for work without success. There are people who find a place in the job market but are not satisfied. Some others hop from one job to another for a better working environment or salary or for some other reasons. Some may go for academics without any planning for the future. Academic education by itself may not make them employable. A number of people are not sufficiently prepared to face the challenges of jobs or making a career choice. Many may not even be aware of the opportunities available to them. Some experienced workers lose their jobs as their skills are no longer required by employers. These and many such similar situations are common in most countries. The question is how to enable persons make decisions about their careers, not only at the school stage but even at later stages when they grow up. How can you prepare them to live a meaningful and satisfying work life? Career education emerged as a possible solution to such concerns.

The concept of career education was first introduced officially in United States in 1971 as “educational reform”. Career education was meant to bridge the ‘world of schooling’ and the ‘world of work’ to make the ‘transition from school to work’ smooth and comfortable for all students. During 1970s itself, the need of career education as part of school curricula became a movement which got accelerated with the introduction of career education programmes in a large number of schools.

You might be aware that the sixties and early seventies had been one of mass unemployment and significant social changes in Great Britain. Like America, there was a lot of criticism of the school education for not preparing young people for transition to work. The youth of the country, faced with growing unemployment, considered the education system of the country irrelevant to their life after school. Montford studied the concept of career education in America and in 1975 stressed upon the need to introduce career education in Britain to address these concerns. Thus, career education came into being in Britain.


3.2.1 The Concept of Career Education

You have seen how the concept of career education emerged. We will now try to understand what is meant by career education. Let us take some imaginary situations.

Situation I

You might have asked a very small child of 4 or 5 years of age, “What you want to be when you grow-up?” He might have said, “I would like to be a milkman” or “a postman” or “an ice-cream seller”. Why? Perhaps because he has seen a milkman who delivers milk at home or a postman who brings a letter or an ice-cream seller who sells ice-cream to the small child. Do you think these choices of career would remain the same when he grows up? Perhaps not. At the age of 4 or 5 years he has exposure only to these occupations but as he grows older, he gains knowledge of more occupations. But do you think that the growing process gives him knowledge about the many opportunities that could be available to a person? Your answer will obviously be “No”. Then what should career education do? Career education should give exposure to various





options available, gradually from initial stages of schooling up to the higher levels. In other words, career education means giving information about various educational, technical and occupational opportunities available to a person at different stages of schooling.

Situation II

There was a student who, after passing 12th grade examination, took admission in a medical college. He joined the medical field because some of his friends did the same. After one year of medical education in the class room, he was taken to a hospital for a practical session. He had to treat a person who had met with an accident. On seeing blood, the boy fainted. After this incident, he left the medical course. He wasted one full year as well as money. Can you suggest why this happened? It happened because he had no exposure to the world of work. His transition from education to work was not smooth. This example suggests that career education means a combination of academic education and work education.

Situation III

There is a housewife who has not taken up a job so far. Now that her children have grown up, she wants to take up a job. Perhaps she needs to develop some extra skills to be able to get a job. She needs to know what skills she can acquire and where? A person who has retired recently wants to do something for the benefit of the community. Can career education do something for these people or it is confined to school level only? The answer is, career education is not limited to school. In such cases career education means helping the people at every stage of life. Thus, career education is a life-long process.

Situation IV

A student, after passing VIII grade or X grade, does not want to continue with education. He does not know what options are available to him/her. There may be opportunities available for technical or vocational courses. Career education provides information about all such courses but some persons may like to take up jobs after Class VIII or X. But do they have any work skill? In the concept of career education, vocational or technical education is combined with academic education, which means that every child in the school should learn some technical skill.

Situation V

Imagine that in a school, there is a counsellor who goes to the students to tell them about various career options. He also tells the students to contact him whenever they want any information. But some students may want to meet the counsellor, at the same time they have their subject classes or the counsellor does not get adequate periods to go to each class on a regular basis because the emphasis is on subject teaching. In such situations career education may or may not be very effective. There can be an alternative. Why not integrate the career education syllabus with the normal academic curriculum? For example, while teaching sociology, you may introduce the students to career options available after studying this subject such as social worker, researcher, or a teacher, etc. The conditions of each particular work may also be described as you discuss these

options. For example, a social worker may have to work in rural areas without any facilities for transport, shelter, communication, etc., while this may not be true in the case of a researcher or a teacher. A teacher may work for less number of hours; a social worker may have to put in long hours of work. This situation defines career education as a part of the school education syllabus.

Situation VI

A girl was extremely intelligent; at every exam she earned top marks in school and college. She appeared for the civil service examinations and cleared with very good marks. But she failed in the interview. She appeared in about fifteen interviews for various jobs but could not qualify. She lost her confidence, stopped eating and suffered depression. You will agree that in such situations, personal counselling is required. Career education deals with such situations also.

In the above situations you have seen that career education–

- is providing information about various educational, technical, and occupational opportunities available,
- is a combination of academic education and work education,
- is a life long process,
- should be a part of academic school syllabus,
- prepares a person to be economically independent at any stage of life, and,
- makes and transition from school to work smooth.

The generic definition of career education given by Hoyt (1975) combines all the above. He derived the definition of career education through its two components “career” and “education” as given below–

“Career” is the totality of work one does in his or her lifetime. “Education” is the totality of experiences through which one learns and therefore, “career education” is the totality of experiences through which one learns about and prepares to engage in work as part of her or his way of living. Accordingly, “Career education offers a systematic, sequential, integrated, coordinated opportunity for the connections of education, work and career. Career education starts at an early age in the home, extends with formal and informal education throughout the life span and occurs as a result of the collaboration of all parts of the community” (Hoyt and James, 2001).

It is also important to note here that career education means different things to different people according to their age and perception of their surroundings. For example, a young child would see it as a learning process by which s/he can see a variety of opportunities available from which s/he can choose. For adolescents, career education means exploring the work world, its demands and what they would get with a particular kind of work in terms of salary, perks, promotion, job satisfaction, and lifestyle, etc. to synthesise knowledge about themselves and the work options available. For older people, career education may be related to learning how to be useful to others according to their experiences.





Now we can summarise the above discussion as follows–

- Career education emphasises the relationship between education and work, and includes sequential experiences like awareness and exploration of self and the world of work, preparation for work, etc.
- It is preparation for work, which means that every person should be equipped with some skill along with general education to be able to enter the world of work.
- Vocational education is part of the total career education programme.
- Career education emphasises the need for increasing individual career options related to one's lifestyle and value system.
- Career education should begin right from entry/elementary school stage and continue throughout life involving formal and informal educational experiences. So it is developmental in nature.
- Career education is applicable to all persons of all ages in all kinds of educational settings.
- Operationally it is a collaborative effort involving the entire community.

3.2.2 Objectives of Career Education

By now you have seen what we mean by career education. You have also learnt that career education is for all and in varied kinds of settings. Therefore, the objectives of career education may vary according to the programme in a given setting such as school, college, students with special needs, mature adults, dropouts, etc. Some of the common objectives of career education are–

- to help people to know about the various career options available to them and then make conscious career choices according to their interests, abilities, attitudes, values, etc.
- to relate education and work so that a better choice of both can be made,
- to impart information for preferred courses, occupations and careers,
- to have greater involvement of employers and community in the educational experiences of all students,
- to provide career counselling for setting goals that are achievable and satisfying,
- to provide counselling for re-entry and re-training, wherever needed,
- to have flexibility in entering the skills development programme, or take up work, or opting for higher education as and when one wants. The exit point should enable the student to be employable,
- to make students familiar with the resources available in the school as well as outside which could be utilised for achieving their goals in life, and,
- to make them familiar with the process of career decision-making.

Career education is thus expected to make education and work more meaningful, satisfying and valuable, and shape education as preparation for work which would equip persons for entry into the job market.



Self-check Exercise 1

Evaluate the following statements as true or false.

1. Career education prepares all the school students for further education.
2. Career education emphasises the relationship between education and work.
3. Career education is only applicable to students in the school setting.
4. Students are provided employment through career education.
5. Career education increases individual career options.
6. Career education programmes involve the entire community.
7. One of the objectives of career education is to impart information on courses and career.

3.3 FEATURES OF CAREER EDUCATION PROGRAMME

You have by now learnt the concept of career education and its objectives. The evolution of the concept of career education has also been discussed. You will now look at certain principal characteristics of a career education programme.

3.3.1 Integration of School Education and Work


Career education makes education a process of preparation for work, as a prominent and permanent goal of all who learn. This will become more clear if we consider a frequent classroom situation where students ask what good it would do to them to learn a particular lesson. Too often, the reply given to them, in the absence of a career education programme, is that they will need it in the next class. Thus, schooling prepares them only for more or further schooling. The end result is that the students' motivation may be affected and so may be their academic achievement. When these students go out to seek employment in the world of work, they are faced with situations where employers feel that the students are not good as productive workers. Career education seeks to remedy this situation and turn this situation around by integrating school education with the requirements of the world of work.

3.3.2 Career Education – A Total Life Experience

Career education integrates with entire life experience as it spreads over from the initial educational stages and continues right through into adult life. It not only involves assisting children in school to become aware of the world of work, regarding educational and occupational opportunities available at various stages, but is also for adults who desire to enter the labour market or improve the quality of their existing employment, or re-enter the job market after a spell of unemployment or non-participation in the labour force.

At the elementary level of schooling, you may include career-related lessons such as, what people do to make a living, ie, a milkman, a postman or a shopkeeper, with whom children are familiar. Lessons on good learning habits, respect for all workers, etc. may also be included. At middle level of schooling, they may be made aware of their own aptitudes, abilities and interests, and also a variety of job areas where they





can enter according to their abilities. At secondary or senior secondary level, various subjects taught may include their relevance to daily life, the specific opportunities available in the job market, the requirements and conditions of work in each of these avenues, or avenues for self-employment, etc. At later stages, one may be familiarised with the career options available, the need for training or retraining, future prospects, and the scope for self-employment activities, etc.

3.3.3 Integration of School and Community

Career education is provided not only in schools but in various settings like workplace, home and community, or sometimes in a combination of settings. For example, linkages between school and workplace can be established through field trips to industrial units, using experts from the industry as resource persons in schools, system of campus recruitments and job fairs, or even industry sponsored specialised training according to their requirements, etc. You may also achieve community contacts through the services of retired people and experts in different professions to share their first-hand experiences with the children.

3.3.4 Career Education as a Developmental Process

Career education is a developmental process wherein the individual becomes aware of one's self, his/her own needs, capacities, values and limitations as well as opportunities available. He/she can develop himself/herself, examine his/her suitability to the opportunities available and make appropriate decisions. He/she can prepare for the chosen career and join work life. This development also enables him/her to take decisions in future.

3.3.5 Hands on Experience

Career education combines academic knowledge as well as the application of that knowledge to real life situations. The latter is facilitated through direct observations and hands-on experiences. For example, if a student wishes to become a doctor, career education may provide him the relevant knowledge about diseases and treatment, and about the conditions of work of a doctor and the personality characteristics that make a good doctor, further demonstrated by arranging visits to a hospital to observe doctors in action.

3.3.6 Integration of General and Vocational Education

Career education demands that well before the students come out of the general school system they need to acquire some specific vocational skill that would help them gain entry into the world of paid work or self-employment. There may be a number of vocational courses that can be introduced in general education. These could be-repair of household items, repair of cycles and scooters, electrician work, stitching, plant nursery suitable to a specific region, etc.

3.3.7 Flexibility in Learning Process

Yet another important feature of career education is that it makes no distinction between

students who drop-out and others who carry on with general education at the college level. It is not uncommon for students to get into colleges and then realise the importance of education as a means of acquiring entry-level vocational skills. Career education provides flexibility in joining and rejoining the educational, technical or vocational streams.

3.3.8 Preparation for Career Decisions

Career decisions are not to be made in a hurry. Information regarding educational and occupational opportunities available has to be combined with a personal understanding of interests, aptitudes and values gained from exposure to real-life situations. Career education provides ample opportunities to people to make their own decisions with respect to choosing a personally satisfying career. This can be arranged by calling experts from various industries to interact with students or students can be taken to various places where employment could be available.

3.3.9 Cost Effectiveness

Career education, by making people aware of themselves as well as the world of work, minimises the mismatch between individual and career opportunities and waste in terms of time, talents, energies, and national and personal resources. Thus, career education makes the process of career choice a cost effective affair to the individual and the nation.

3.3.10 Career Education – Specialised Nature

Career education, provided in school or outside the school, is a specialised work. In case career education is provided through guidance personnel, they have to be specially trained in the work or, normal subject teachers have to be oriented and trained to acquire an understanding of the concepts and procedures of career education.

3.4 CAREER EDUCATION MODELS

Now you can study some of the important models of career education currently in practice. The models in vogue in some parts of the world discussed here will help you in preparing career education models suitable for your own country.

As mentioned earlier, Britain and America had been the pioneers in the implementation of career education. First, we will discuss the system that was introduced in Britain followed by the American model of career education.

3.4.1 Career Education in Britain

Career education in Britain is termed as ‘careers education’. It is a part of the pastoral care provisions of secondary schools, which are outside the school curriculum. The term pastoral care includes “all the means whereby a school identifies and responds to the individual needs of the pupils, whether the means be within or drawn from outside the institution and whether the needs be psychological or physiological or material” (Daws, 1976). The major objectives of this pastoral care are to help young people in preparing themselves for making educational choices, taking their own decisions, choosing their lifestyles, and enriching their personal lives.





The approach adopted to achieve these objectives is the allocation of regular teachers to play subsidiary roles of being a house or form teacher for about 20 to 30 students. The model also involves changes in the traditional curriculum. In recent times, the term pastoral care has been modified as 'guidance'. Career guidance in Britain consists of a wide range of activities which include, educational, vocational, and personal guidance, embracing health education, leisure education, social and moral education, as well as career education. The specific implementation of this differs from school to school and year to year according to the needs of the institution. Career education in Britain is provided by pastoral and subject matter teachers, designated career teachers and by career officers. Career officers are housed in Central Career Centres and visit schools as and when required to provide career services. To implement career education in Britain, the Schools Council, which is a publicly funded body, has developed relevant material and activities, which could be imbibed into instructional processes. Careers Research and Advisory Centre and National Institute for Careers Education and Counselling have also developed games, books, and audio-visual material to facilitate career education. Schools have initiated a systematic procedure for imparting career education by following one of the five main approaches, which are as follows–

- Infusion of career education concepts in the school subjects.
- Including world of work material into social study courses.
- Including career education information in courses designated to examine personal values.
- A separate course in career education.
- An integrated studies course in personal, social, and career education (Watts, 1973).

In Britain, career education is treated, generally, as outside the formal education stream; is imparted by designated career officials; interrelated with a guidance programme which is school-based, particularly at the secondary school level. It starts at the age of around 14 years and ends at 16 years.

With an aim to provide curriculum-based career education for students of 11 to 19 years, Department for Education and Skills, United Kingdom has issued a document 'Career Education and Guidance in England: A National Framework 11-19' (2003) for implementation. The framework is non-statutory and is meant for schools, colleges and work-based training organisations to develop improved programmes of career education and guidance which prepare young people better for the opportunities, responsibilities and experiences of adult life. It has three components: self-development, career exploration and career management. You can see the full framework on the UK government website (www.teachernet.gov.uk).

3.4.2 The American Model

In United States of America, there are four basic career education models developed by the U.S. Department of Education. These are–

- a) School-based model
- b) Employer-experience-based model
- c) Rural-residential-based model
- d) Home-community-based model

(a) The school-based Model

It aims at helping students to develop awareness of career options as well as awareness about one's own abilities and limitations. It also includes positive attitudes about work, school and society. Students get a realistic understanding of the relationships between the world of work and education, and the ability to enter employment in an occupation of one's choice and/or to go on for further education. The model incorporates career development ideas and information in the normal educational curriculum, with career awareness forming a part of the instruction at the elementary school level, career exploration at the junior high school level, and career preparation at the senior high school level. The school-based model takes a comprehensive view of career education spanning the entire school education. For example, the Comprehensive Career Education Model (CCEM) developed by the Ohio State University begins at the kindergarten level and goes through the entire educational stream extending to continuing and adult education.

(b) The employer-experience-based Model

This model attempts to provide out-of-school supplementary educational programme for students in the age group 13 to 18 years in a work environment that combines the positive elements of academic and vocational education. In this model, education setting is shifted from the school system to an action oriented learning environment. The model seeks to enhance participation of public and private employers in the educational process and thereby increases the relevance of education to the world of work. The focus is on career planning and preparation for the labour market by interacting with various employers.

(c) Rural-residential-based Model

This model treats the family as a unit and concentrates on rural employed and unemployed families. The ultimate goal of this model is to enable low income rural residences develop their careers through specially adopted experiences. The process of career education in this model consists of experimental demonstration involving various individuals, agencies and other resources. The family is important in this model as career counselling, training, home making, family development skills, and job placement facilities, provided under this model make a family economically independent. The development of the family in this way not only helps them in accelerating their own growth, but also facilitates growth of the society as a whole. Families as well as society's resources and energies are synergised to optimise their use. You can observe that this model attempts to make a comprehensive intervention to influence all the activities of a family, not only education-related activities.

(d) Home-community-based Model

The fourth model attempts to make home a learning centre. It developed an educational delivery system that reaches into the home and community, and provides career education at home to assist individuals in developing their careers. Efforts are made through this process to provide information through mass media and distance education to the unemployed, out of school adults and adolescents, about opportunities for



employment and training at the community level. It guides adults about new education programmes for them and establishes guidance and placement services, and also assists people to develop themselves as competent workers. Unlike the other models, this model does not attempt to teach skills and attitudes directly. It is only designed to inform individuals about existing work and training opportunities in the community and uses mass communication media for this purpose.

It is seen that in the USA career education is viewed as a process of learning from kindergarten to old age and is not confined to schools alone. It draws together efforts from educational authorities, local industry, and the community at large to enable people to develop themselves and have a satisfying life and in turn, to develop society as a whole. The main features of the four models can be summarised in the following table.

Table 3.1: Career Education Models in America

Model	Target group	Focus	Learning Location	Means of Learning
School-based	School children	Incorporation of career development concepts and information in the school curriculum	Schools	School curriculum and guidance
Employer-based	Students aged 13-18 years	Preparation for employment and career planning	Employer-based setting	Action-oriented learning environment
Rural-residential-based	Underemployed and unemployed multi-problem Rural families	Total intervention to make the family economically viable	Community	Experimental demonstration activity by individuals and other agencies
Home-community-based	Unemployed and out-of school adults	Providing information on existing work and training opportunities	Home	Mass-media and distance learning

3.4.3 Comparison of British and American Models

The above discussion has helped you to understand the different career education models being implemented in Britain and America. A comparison of both the career education



models will be useful to know the significant differences in the approach and organisation of career education in these two countries. This can be understood from the following table.

Table 3.2: Comparison of British and American Models of Career Education

Characteristic	British System	American System
Approach	Career education is not viewed as a solution to unemployment but involves a wide range of activities like educational, vocational and personal guidance embracing health education, leisure education, social and moral education.	Career education and planning are primarily viewed as a means to solve unemployment problem
Setting	Primarily restricted to secondary schools home work place and. community at large	Extends beyond schools at all levels
Applicability	Students in the age group 14-16 years	Life-long process
Delivery system	Integrated into broad guidance process and not traditional curriculum	Infused into the traditional subjects of curriculum
Personnel	Specially trained career teachers/officials	Normal subject teachers
Emphasis	Career awareness and exploration, and decision- making. Career preparation through vocational training is left to post-secondary schools and employers	Career awareness, exploration and preparation

You have seen that both the models represent two different ways of conceiving and implementing career education. However, both the models emphasise self-understanding and decision-making. Development of work-related attitudes, and behaviours, preparation of youth for work and transition from school to work are also the common elements of these two approaches. The career education programmes in America and Britain have significant impact and are further evolving. As already mentioned earlier in this section, in Britain a new national framework ‘Career Education and Guidance in England’ (2003) has been developed to make career education available to 11-19 years age group. In America, the review of most recent literature attests to the importance of career education which is now known by different terms including career education as well and in different forms in many parts of the country (Brolin, 1997).





3.4.4 Limitations of the Models

The models discussed and compared above have certain limitations of their own. Some of these are mentioned below.

- You will remember that the concept of career education came into being also because of mass unemployment. But career education by itself cannot be a source for providing employment or a solution to the problem of unemployment.
- The British believed that in the post-industrial society, unemployment will exist and people have to find fulfillment from other life roles. Personal satisfaction may not be available to many people through work alone. In the American system of career education, self-awareness and career planning were perceived to be solving the situations relating to unemployment. But self-awareness and career planning skills promote individual development and not job development. However, individual development may indirectly be associated with finding employment.
- In the British system of career education, vocational training and career education are inter-linked. The emphasis in their model is on the attitudes of the students towards self and the world of work as well as general education. Actual vocational or technical training is missing from their model, which could lead to employment. On the other hand, the vocational education, which the American model terms as career preparation, is an essential component of American career education model. But their approach to infuse career preparation into the regular traditional subject matter syllabi may not be that fruitful because of regional variations. Separate courses along with work experience must be planned for this purpose.
- The material developed by various agencies under the British model on career education does not have clear objectives and implications to modify the behaviours of students. Even the implementation is through the guidance programme which makes the officials involved in career education to take career education as an add-on work assigned to them and as such they do not attach much importance to this work. In the American model, on the other hand, concepts are clear but teachers have to be properly trained to implement a career education programme. Thus the implementation part needs to be strengthened for effective career education.

3.4.5 Career Education – The Subcontinent Experience

The concept of career education as such is not present in India. The school provides vocational education, and guidance and counselling services. While vocational education is aimed at smooth transition from school to work, and to enhance individual employability, guidance and counselling programmes are meant to bring about all-round development of students including educational, personal, social and career.

The following paragraphs present a brief description of both vocational education, and guidance and counselling programmes.

(A) Vocational Education

The vocational education programme as envisaged in the National Policy on Education (NPE, 1986/1992) is implemented in the schools right from the elementary school stage. It includes the following:

- **Work experience:** Work experience which was emphasised earlier by Education Commission (1964-66) was again emphasised by National Policy on Education (1986), at the elementary school stage under the vocational education programme. Work experience as an integral part of the learning process comprises activities in accordance with the interests, abilities and needs of the students, the level of skills and knowledge to be upgraded with the stages of education. This experience would be helpful for students, entry into the work force.
- **Pre-vocational education:** The objective of pre-vocational education at the lower secondary stage is to prepare students for participation in work through training, self-exploration and development of interests and desired work related values. The programme also facilitates further choice of vocational courses.
- **Vocational courses:** The vocational courses for students at higher secondary stage are in fact, vocational preparation in identified occupations for employment or self-employment. There is provision of guidance and counselling under vocational education programme at this stage which is specifically aimed at helping the students in making vocational choices, informing them about job opportunities available and facilitating placement.

Besides above, the NPE, 1986 also envisages provision of vocational education for special groups and out of school population, girls and for individuals living in special geographical areas. In brief, vocational education starting from elementary school stage, extends upto the higher secondary school stage, prepares students to enter the world of work and is meant for all categories of students. Apart from skill development, self-exploration, vocational choices, development of interests, and work related attitudes and values are integral parts of it. That is why you can say of that it is a kind of career education. A comparison of features of vocational education with that of career education by Joneja (1997) has shown that both of them are close to each other with a few differences. Even Mehta (1985), while deriving some concepts and practices from career education as well as from work experience, suggested a general model of career education suitable for Indian context. The model focused on learning experiences and guidance for career awareness (upto Class V), self-awareness (Class VI to IX), integration of career awareness with self-awareness (Class X) and further development of self-cum-career (Class XI and XII).

(B) Guidance and Counselling Programmes

Guidance and counselling programmes in India are planned and implemented by state level agencies, schools, colleges, NGOs and individuals as well as through a network of employment exchanges as described below.

- At the state level, a guidance bureau/unit under the state Department of Education is expected to plan, organise, coordinate and monitor the district and school level guidance and counselling activities. These state agencies also bring out relevant literature for dissemination in schools, and train career teachers or counsellors. With fully-trained counsellors not available in all the schools, guidance activities





are expected to be performed by teachers trained in guidance and counselling. These teachers are known as career teachers or teacher counsellors.

- The guidance and counselling programmes in schools start generally at Class VI and go up to the senior secondary level involving educational, career and personal-social guidance, psychological assessment and counselling for personal problems. School guidance programmes vary from state to state and according to the type of school such as government schools, private schools, etc. According to Seventh All India Educational Survey conducted by NCERT, 22.80% secondary schools and 34.29% higher secondary schools provide guidance and counselling services to students.
- After the school level, guidance and counselling services are provided at the college level, but are available only in few places for students who go for higher education. At this stage the emphasis is more upon providing information about occupational opportunities available to the students for the courses they have already opted for and also counselling them for personal or emotional problems. At the college level, guidance and counselling services are not mandatory.
- Separate units for educational and vocational guidance have also been set up throughout the country through a network of Employment Exchanges, and University Employment Information and Guidance Bureaus which not only display literature on the available opportunities for further education, training and employment, but also provide personal guidance and counselling services. Trained guidance personnel perform these functions.
- The concepts of personal counselling, family counselling, child guidance, etc. are also taking roots in the country and a number of government and non-government organisations, and many psychologists in private practice provide such services.

Both vocational education, and guidance and counselling programmes in Indian schools aim at students' development, and their smooth entry into the world of work. While self-awareness/development, career awareness, career decision-making are taken care of by guidance and counselling programmes, career exploration, career preparation and placement are integral to vocational education. Both programmes prepare students for healthy work life.



Self-check Exercise 2

Fill in the blanks from the alternatives given below.

- | | |
|--|--|
| a. preparation; American | b. comprehensive view; entire school education |
| c. employer-experience-based | d. rural employed; unemployed families |
| e. exploration; preparation; placement | f. pastoral and subject matter teachers; designated career teachers; career officers |
1. The school-based model takes a _____ of career education spanning the _____.

2. The focus of the _____ model is on career planning and preparation for labour market with various employers.
3. The rural-residential based model concentrates on _____ and _____.
4. Career _____, career _____, and _____ are integral to vocational education in India.
5. Career education in Britain is provided by _____, _____ and _____.
6. Vocational education termed as career _____ is an essential component of _____ model.

3.5 GUIDELINES TO DEVELOP A CAREER EDUCATION MODEL

You have seen some of the models of career education. You also understand the concept of career education and its importance. Now you may want to develop a model suitable to your work setting or country. How can you do that? Here are some guidelines for you.

- First you have to decide in what way and at what level you want to introduce career education and in which setting. Suppose you want to introduce career education integrated with different subject areas from Class VI to Class X in a school setting. Make a plan at which level and what kind of information can be put along with different subjects. For example, at Class VI in social studies, you can integrate the concept of work, kinds of work people do to earn a living, what are good working habits, the importance of developing these habits, etc. while in the Class X in the subject of language, career and higher education prospects in that particular field may be included or in a science subject, technical courses available after tenth, duration of these courses, job opportunities, working conditions, etc. may be included. Students at this stage may also be taken out to various places of work suitable to their courses of study to provide a first-hand experience of work and work environment.
- After deciding the above, you have to collect all the relevant information from various sources wherever the same is available. The information so collected should be verified and important aspects should be culled out to be included within the associated subjects. In other words only relevant information should be kept in subjects which may be useful to the students.
- You have collected the information and also sorted it out to be included in the different subjects. Who will do that? You will need the help of some experts to develop the materials according to your requirement. You should survey the experts available for this work. Various employers, officials of the institutions, subject writers, etc. may have to be contacted.
- To implement the career education programme in the school, specially trained teachers are also required. You have to identify the institutions which can provide



training to teachers to give them the skills and techniques of imparting information along with their regular school work.

- Since a career education programme is based on the information about educational, vocational and occupational facilities available in the area, it is necessary to constantly upgrade the information and revise the materials. A career teacher or a counsellor in the school or one available at the district level or state level bureau or centre may be able to do this work.
- Career education also takes into account the abilities and limitations of individuals and so you may need to keep a full record of each student in the school.
- Audio-visual aids may also be prepared/procured to make the students aware of making career plans and choices of careers, and to understand the importance of career education.
- If you want to introduce counselling as a part of school education programme, specially trained counsellors are required for this purpose.

These are some of the points you should keep in mind before you plan a career education programme in your area. Similarly, you can prepare models for community settings, college level, etc.



Activity 1

Prepare a suitable Career Education Model up to Class X students.

3.6 IMPORTANCE OF CAREER INFORMATION IN CAREER EDUCATION PROGRAMME

You may observe that career information is the backbone of career education as the process of career education follows the model of career development. Hence the programme is planned in a progressive sequential manner i.e. career awareness, career exploration and career preparation. The need for career information is recognised at all the stages of the programme. You have already read about the importance and functions of career information in career development, career awareness, self awareness, career decision-making and adjustment etc. in first unit of Module-V, entitled 'Place of Career Information in Guidance and Counselling'.

Providing career information right from the elementary stage in a planned manner would help students become aware of themselves and the world of work, develop work related attitudes and values, explore the career options available, make appropriate career related decisions and adjustments. Therefore, career information is basic to an effective career education programme.

3.7 Summary

Career education is a relatively new concept which was first introduced in America as “educational reform”. It is meant to bridge the “world of schooling” and the “world of work” to make smooth transition from school to work. During early 70s in USA and UK career education programmes were introduced in a large number of schools to make smooth transition from school to work. Career education, which starts from elementary school onwards, is meant for all students and emphasises the relationship between education and work.

Career education is preparation for work and vocational education is a part of the total career education programme. Objectives of career education include helping individuals in knowing themselves, knowing of the world of work, knowing the opportunities available for education and training and then choosing a career satisfying the lifestyle. Well known models of career education such as the British model and American model can be taken as examples of implementation of career education programmes.

In the British model, career education is treated as outside the formal education system. Career education is imparted by career officials and is meant for 14-16 years students. A curriculum based career education framework (2003) has also been developed to provide career education to students in years 11-19. The American system has given rise to four models-school-based, employer-based, rural residential-based, and home community-based models. In all these models, career education is infused with the general school curriculum and is imparted by normal subject teachers. It starts at the elementary school stage and continues through adult life. Its inputs at various stages aim at career awareness, exploration and preparation. These models have certain limitations also.

The developing countries do not have well-developed career education or career guidance programmes. For example, in India, vocational education as envisaged in National Policy on Education (NPE) 1986/1992 and the guidance and counselling programmes, fulfill requirements of career education programme to a large extent. There are regional variations which are to be kept in mind while planning a career education programme.

A systematic and planned career information and guidance system is necessary to implement a career education programme.





1. Indicate which of the following statements are true or false by putting “T” or “F” next to them.
 - (i) Career education is same as career information.
 - (ii) Career education programme started from developing countries.
 - (iii) In America, career education is a life long process while in Britain it starts and ends at school stage.
 - (iv) Career education aims at helping people in choosing a career suitable to their lifestyles.
 - (v) India has a career education model.
2. What are the four main models of Career Education in America?
3. List the main differences between the British and American Models of career education.

Answer Key to Self-evaluation Exercises

1. (i) F (ii) F (iii) T (iv) T (v) T
2. Elaborate on the following points:
 - School based model – Incorporates career development ideas and information in the school curriculum. Students get realistic understanding of the relationships between world of work and education.
 - Employee-experience-based model – Education setting is shifted from the school system to an action oriented learning environment i.e., it involves preparation for employment and career planning.
 - Rural-residential-based model – It concentrates on rural employed and unemployed families. Intervention is aimed at making the family economically sound.
 - Home-based model – The focus is on unemployed and out of school adults. Attempts to make home a learning center i.e., educational information is provided through mass media and distance education etc.
3. Elaborate on the following points–
 - In the British System career education involves wide range of activities like educational, vocational and personal guidance embracing health education, leisure education, social and moral education whereas in American system, career education and planning are primarily viewed as a means to solve the unemployment problem.
 - Career education in the British System is restricted to secondary schools targeting children between the age group 14 to 16 years, whereas in the American System it extends beyond school and involves home, workplace and community, and is considered to be a lifelong process.
 - In the British System career education is treated generally outside the formal education stream and is imparted by specially trained career teachers/officials

whereas in the American System it is infused into the traditional curriculum and is imparted by normal subject teachers.

- In the British System the emphasis is on creating career awareness, and exploration and decision-making. Career preparation through vocational training is left to post-secondary schools and employers whereas in the American System the emphasis is on creating career awareness, exploration, and also includes preparation.

Answer Key to Self-check Exercises

Self-check Exercise – 1

1. F
2. T
3. F
4. F
5. T
6. T
7. T

Self-check Exercise – 2

1. b
2. c
3. d
4. e
5. f
6. a



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4

Setting Up a Need-based Career Information Service and Its Evaluation

- 4.0 Introduction
- 4.1 Objectives
- 4.2 Need and Importance of Setting up a Career Information Service
- 4.3 Setting Up a Need-based Career Information Centre
 - 4.3.1 Place
 - 4.3.2 Materials
 - 4.3.3 Assistance
 - 4.3.4 Budget
- 4.4 Encouraging Use of a Career Centre
- 4.5 Evaluation of a Career Information Service
 - 4.5.1 Need for Evaluation
 - 4.5.2 Objectives of an Evaluation
 - 4.5.3 Criteria for Measuring
 - 4.5.4 Tools and Techniques
 - 4.5.5 Collecting Data
 - 4.5.6 Methods of Evaluating Career Information Activities
- 4.6 Summary
 - Self-evaluation Exercises
 - Answer Key to Self-evaluation Exercises
 - Answer Key to Self-check Exercises
 - References





Setting Up a Need-based Career Information Service and Its Evaluation 4

4.0 INTRODUCTION

In the foregoing units of this module you learned about various schemes of classification of career information and techniques for its dissemination. You were exposed to different models of career education. In order to organise career information related activities effectively you will need to set up a career information service. In this unit you will learn how to set up a need-based career information service and how you can evaluate its effectiveness to bring about improvement.

This unit deals with the need and importance of setting up a career information service, the resources required for setting up a need-based career information centre, some strategies to encourage the use of your career information centre by students, and the procedures for evaluating your career information services along with the methods to be used for carrying out an evaluation.

4.1 OBJECTIVES

After completing this unit you will be able to—

- *explain* the need and importance of setting up career information service.
- *describe* materials, assistance and budget required for setting up a need-based career information centre for an identified organisation.
- *identify* promotion activities for encouraging the use of a career information centre.
- *discuss* the steps involved in the evaluation of the career information services.
- *discuss* methods of evaluation of activities of a career information centre.

4.2 NEED AND IMPORTANCE OF SETTING UP A CAREER INFORMATION SERVICE

If you want to provide career information related services to students in a systematic and organised manner, you have to first set up a career information service in your

school. A well-equipped and administered career information resource centre is basic to providing career information services. As you know the world of work is complex and dynamic. In a rapidly growing economy and globalisation, there is a vast body of information. Providing career related information which is both valid and usable is a much needed service for young people who require timely information for career planning and for making various career related decisions. An organised centre makes access to this information easier for your students.

The present education system and society aim to develop and utilise human resources to the best possible extent and thus provide opportunities for individual development. This goal is achievable when well-informed career decisions are made which best meet the individual's personal needs and provide opportunities to make significant contributions to society.

For a long time now, it has been noticed that in the absence of adequate career guidance and information resources, students make stereotypical occupational choices. This has caused serious employment bottlenecks and tremendous failures in the face of severe competition.

The population requiring information is huge and heterogeneous. Students, parents, teachers, jobseekers, women and the differently-abled etc., all need career related information for different reasons. The organisations involved in helping these varied populations also need to provide career information services to them. Each of these groups of people may vary considerably in its requirements. The needs may be based on the socioeconomic strata they belong to, country, educational achievements and goals, ambitions, and the access to education and training facilities, etc. Students need information at different levels of education e.g., secondary, senior secondary, graduate and postgraduate. The needs of teachers too vary based on the community they serve. Hence, it is imperative for a counsellor providing career information services to first define the needs of the population he/she has to serve and then set up a career information service accordingly to cater to these needs.

Today the demand for career guidance and information services has grown extensively in cities and suburbs, in schools and colleges, at work places and employment services. The employment of trained counsellors by schools was the beginning of the present increase in demand for these services, not only by schools but also by colleges and other organisations related to employment and training. The institutes of professional and higher education set up career counselling services as one of their support activities for the welfare of students.

You know that a rich and huge career related database is available in the form of books, in the media (newspapers/magazines/video programmes) and on the internet. The resources are wide but need to be resourced as per the needs of the population it must serve. This requires services of trained professionals who are well versed in the art of collecting, classifying and disseminating career information and can cater to the needs of the population they aim to serve. Hence, the effectiveness of career information services will rest upon identification of the needs and aspirations of the population it aims to serve and a well-organised career information service.





Activity 1

Prepare a list of career information needs of the population you are serving to set up a suitable career information service for them.

4.3 SETTING UP A NEED-BASED CAREER INFORMATION CENTRE

As mentioned above, in order to provide an effective career information service, you have to first set up a career information resource centre (sometimes called a career information cell). Through this centre you can reach your clientele i.e., students, teachers and parents. A career information resource centre will house a variety of career information materials and equipment. The materials should be well organised to provide readily available career information service to users. Beginning such a service is a big task. This could be particularly difficult when you have limited finances and resources. But such limitations should not discourage you in planning and initiating the service. Basically what you will require is space, some essential material resources, assistance and a budget to start the service. The following section will help to understand each basic requirement.

4.3.1 Place

Place from where you would provide the service is a major requirement. This varies according to the organisation or institution you serve. The space you start with could be cramped and makeshift if your institution has limitations of space and resources, but it is a beginning and will grow as its usefulness and necessity is demonstrated. You may be fortunate and the centre could be elaborate if it is an affluent establishment. Keep the following in mind while deciding upon a location.

- **Accessibility**

To fulfill its aim the centre should be accessible to the population you are going to cater to. Avoid distant locations or remote corners of a building that can never make a career centre popular. Location of the centre at a strategic point from where most of the students are likely to pass will hold the attention of the students and maximise its utilisation.

If a prominent location for your centre is not possible, you may have to make whatever space you have attractive and inviting. Promoting the centre will also help draw interest and make students aware of the services the centre offers.

- **Size and amenities**

The space should be adequate for the materials you will need. Make sure that the space has provision for sitting, reading, waiting and movement for students and people who visit the career centre and that minimum facilities such as cooling, light, etc. are available.

- **Display**

Display is a very vital component of this service. Proper display of relevant

information requires allocation of enough space. Keep display boards at critical places in your institution, as it will promote the use of the services. Changing the focus of the displays periodically will stimulate interest among the visitors to your centre.

4.3.2 Materials

Materials for the centre include equipment and career literature. Materials required for your career centre depend on the needs of its users. For example, a career cell in a school needs information about education and training facilities, admission requirements for professional institutions, entry requirements, application procedures, available scholarships and entry jobs etc. Career resource centres in colleges require detailed information about employment avenues and industrial profiles etc.

However, a career centre must have the following essentials:

Equipment

- Cabinets and almirahs with storage shelves for books and literature
- Filing cabinets
- Display racks/ bulletin boards
- Tables and chairs so that students can peruse the materials etc.

If resources are available, have a computer with internet connection, scanner and printer. Various projection devices such as OHP, slide projector etc. are required for dissemination of information to groups.

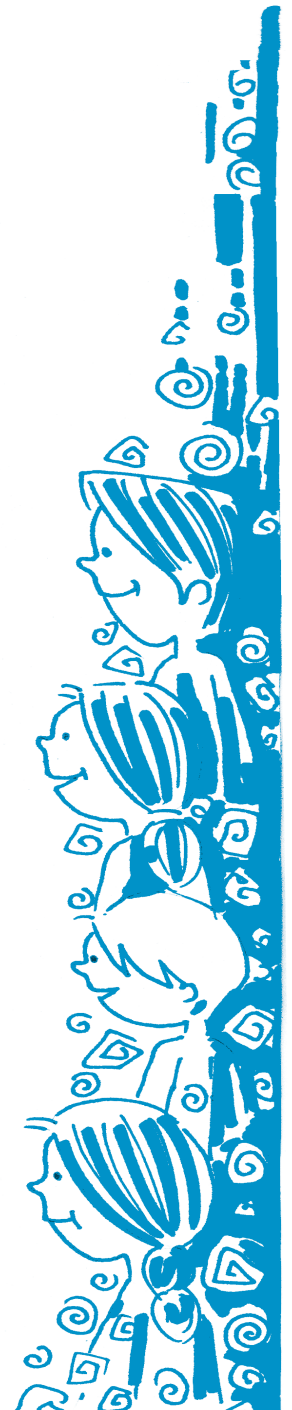
Career literature


- Career related books with details of many careers
- Career monographs
- Directories of institutions/industries
- Brochures/prospectuses of different educational and training institutions
- Career magazines
- Posters/charts/illustrations/clippings/banners/hoardings
- Audio/Video cassettes, CD's, films.
- Recruitment literature

An important factor is cost. Some comprehensive publications are complimentary or are available at low prices that may suit a reasonable budget. Depending on the availability of budget, you can procure the latest equipment and material for display purposes and for creating large-scale awareness.

4.3.3 Assistance

As a trained counsellor you have the responsibility to set up the career resource centre by collecting and classifying information and then to disseminate it. However, you can provide a reasonably good service by having a career resource team comprising of subject teachers at the secondary, senior secondary level and acquaint them with the need for providing subject specific career information to students. They can disseminate some career information to groups of students during regular class periods, directly





related to the subjects they are teaching. You will also require some secretarial assistance, especially as the use of your centre increases. This assistance is helpful in sending and receiving communications, collecting information by phone or mail or email. Your centre can also have two regular career teachers on the team. If you are a single full-time counsellor in a big school then you should follow the motto: “Every teacher is a counsellor” and provide guidelines for the services to other team members and volunteers.

4.3.4 Budget

A career centre requires a budget for procurement of equipment and materials plus the organisation of various activities. You can, of course, start a career centre satisfactorily with the basic materials and equipment listed above. As the career literature is required to be updated periodically, you will need to procure the latest editions of career information materials, books, periodicals, newspapers, employment news and government publications, etc. To minimise the budget you can acquire brochures of premier institutions from students passing out or approach some institutions for complimentary copies. With a more elaborate budget, you can think of procuring institutional brochures, directories of professional institutions, occupational studies and monographs, international publications, etc.

It is to be kept in mind that a career resource centre generally develops gradually as the need of its users increases. You will also need a budget for developing materials for display, organisation of career exhibitions and for improving the resource centre every year. Books, newspapers, magazines, college prospectuses, stationary items, items of furniture, and organisation of events etc. all require an annual budget allocation.

You have learned to set up a career information resource centre. Now you will learn about encouraging the use of this centre by students, teachers, etc.



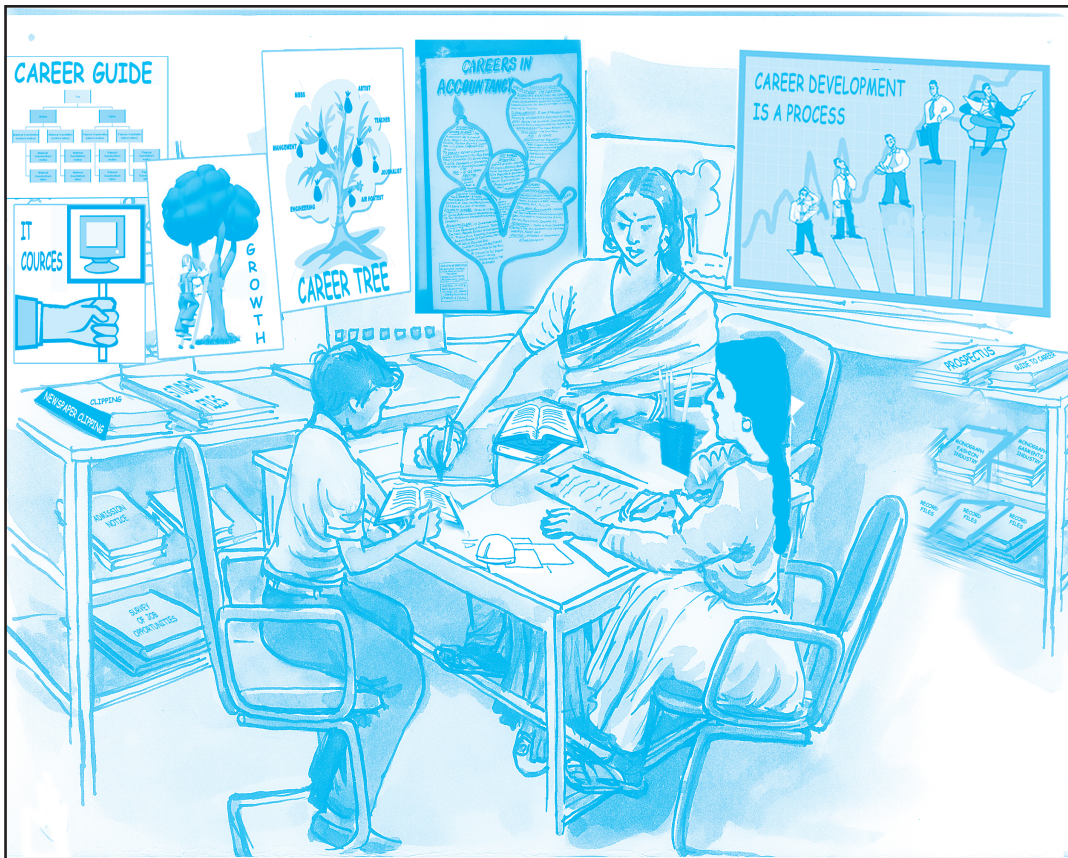
Self-check Exercise 1

Fill in the blanks with appropriate words:

1. You need to set up _____ to provide career information service.
2. _____ at a strategic point makes it popular.
3. Essential equipments for the career centre include _____.
4. Subject teachers can disseminate _____ to students.
5. _____ is required for procurement of equipment and materials and organisation of activities.

4.4 ENCOURAGING USE OF A CAREER CENTRE

After setting up a career information resource centre you should ensure that everybody in the school knows about it and uses it. Under this section you will learn about how to make career information service popular. It is a daunting task to set up a new activity in any organisation and it is even more challenging to promote its use.



An inviting career information centre encourages students to seek information

You can use group procedures (discussed in an earlier unit on dissemination of career information) to encourage the use of the career resource centre. Group talks, seminars, display of career information, publishing career information articles in the institutional magazine, etc. are general ways of popularising services of the career resource centre. Here are a few suggestions to involve others in helping to promote the career centre and its activities. Get students to help in the preparation of posters. It will enhance their involvement in the activities of the centre. Form a career club as its membership will help students to actively participate and make valuable suggestions. A student to action group can also help in filing and organising the information in the career centre. A group of senior students can be made responsible for setting up bulletin boards at critical locations in the school. Involve staff members, as it would also help in encouraging the use of the career centre. Remember to hold special sessions for colleagues to keep them informed of the centre's activities and capabilities. Provide or show the subject specific career related information to the staff members, as it will promote the use of the service by the staff for further extending it to students. Announcements made at the assembly regarding application deadlines for entry into various courses such as engineering, medical, paramedical, armed services, commerce and humanities related courses as well as other information available at the career centre will be a great asset for building the image of the career centre and promoting its use.





4.5 EVALUATION OF A CAREER INFORMATION SERVICE

Evaluation of a career information service involves obtaining feedback from users and others associated with the service. You must get feedback on the career centre itself and its activities to bring about improvement in the services provided. Evaluation of career information service goes through the following steps—

- (a) understanding and defining its need,
- (b) setting objectives,
- (c) developing criteria for carrying out the evaluation of the service,
- (d) selecting and designing tools and techniques for the evaluation,
- (e) selecting suitable method of evaluation, and finally,
- (f) collecting data, using the findings and defining the areas of difficulties encountered in the exercise.

The following section deals with each of these steps.

4.5.1 Need for Evaluation

The need for evaluation arises with a desire to provide the best possible service. An evaluation has many benefits: (a) it gives credibility to the programme and services provided by the career information centre, (b) it gives an insight to the counsellor and the authorities of the needs of the students and parents, and the value of the services being provided, (c) it provides valuable inputs about the expectations of the population it caters to, (d) it gives an idea of desirable budgetary allocations for improvement, (e) it provides for greater participation by the community, and lastly, (f) it contributes to the growth of the counsellors and the work they are doing i.e., it enhances planning, improves coordination and support.

Evaluation needs to be a continuous and ongoing process. It should be the beginning of an improvement rather than an end in itself. Once your centre is established and running, the focus of the evaluations may change. You might want to look at improvements in specific aspects of the centre, or perhaps plan for expansion to new areas of endeavour, or at the implementation of particular programs.

4.5.2 Objectives of an Evaluation

After understanding the need for evaluation, you need to plan the evaluative procedure with certain objectives in mind. The evaluation objectives need to be clearly defined and should be outcome related. For example, state clearly whether the evaluation is done to compare the effectiveness *vis a vis* the services offered by another similar institution or to compare with its own previous performance. It could be aimed at measuring its success in terms of preset goals. The objective could also be to study the prospects of enhancing a program scope in terms of the population it serves or the services it provides. It can even have the objective of evaluating the impact of a particular activity.

4.5.3 Criteria for Measuring

After setting objectives you need to develop criteria to see the extent to which the objectives have been achieved. The criteria can be either “intermediate criteria” or

“ultimate criteria”. For example, criteria such as presence of a well equipped career resource centre, trained staff, number of occupations known to students, number of students consulting career literature or acquiring further information, etc. would be considered intermediate criteria. Ultimate criteria would be the number of students making realistic career choices or students’ job success and satisfaction.

Generally in an evaluative procedure, short term or intermediate criteria are used, as it requires changes to be evaluated after a short period. The intermediate criterion is easy to use and many times it serves as an approximation to ultimate criterion. For example, if you have large number of students consulting career literature, you presume that they would be better able to make realistic choices, which is an ultimate criterion. It is difficult for the counsellor to use ultimate criteria such as realistic choices or job satisfaction etc. as it may take too long a period to obtain such information from students. Whatever criteria you use, it should be specific and well defined in terms of measurability.

4.5.4 Tools and Techniques

After you have defined the objectives and criteria of the evaluation, the next step is to design or select tools to measure the effectiveness of the programme in terms of stated objectives. Your selection of the tools also depends upon their suitability to the method you would use for evaluation. Questionnaires, interviews, tests, checklists and evaluation proforma are popular tools. These are briefly discussed below.

Questionnaires

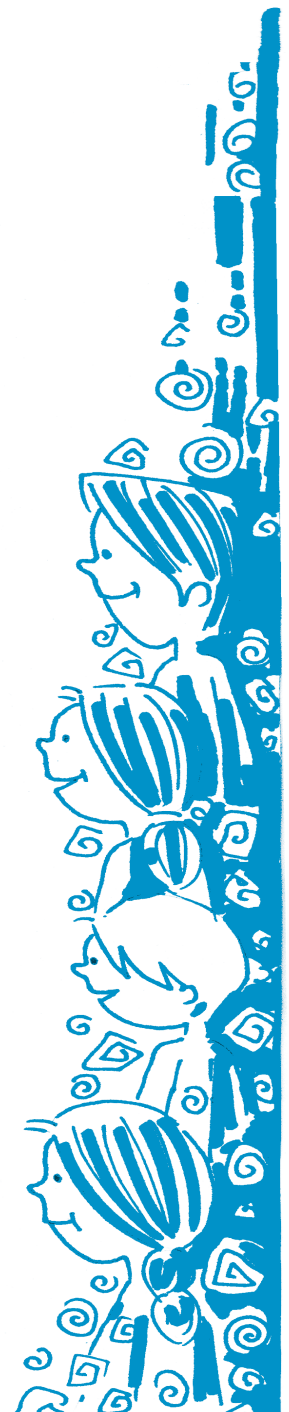
Questionnaires are very useful tools to evaluate the extent and use of an existing service, to obtain opinions from students, parents, faculty or administrators, to determine the value of the different aspects of the services provided, to gather background information about the students or to conduct a follow-up study.

The design of the questionnaire should be based on the objectives of the study. You can have questionnaires with open-ended questions or very structured questions that have forced choice options. You can also design a questionnaire to collect many types of information in separate sections. Questions related to personal background such as name, age, address, schooling details, information about family, hobbies, interests, etc. could form one section. This could be followed by questions about the services provided and finally questions which give some insight into the needs of the students. In order to be effective, the questionnaire should have short, clearly worded questions and it should cover all the details.

The major advantage of this technique is that you can collect feedback from a large group in a short span of time, and can analyse and review the responses at your convenience. It also allows you to note some significant responses.

Interview

This is a method commonly practised when responses are required from a sample group rather than the whole population. It requires skill and time. You need to draft the specific questions in advance for interview. You can use the structured interview with



a sample of population who have been administered the questionnaire before hand to get the required information. However, an unstructured interview is quite flexible and can generate information in great detail.

The time required for an unstructured interview can be fairly long. Interviewing needs some prior preparation. Training in interviewing requires training in skills for probing, drafting the questions, noting key responses, and finally, analysing these.

Check-lists

This is a quick and objective tool used to collect data for evaluation of a programme. It can make an accurate check of specific activities, frequency, and also make an overall assessment of the availability and use of services (See Annexure 1 for a sample checklist).

Evaluation proforma

This tool is generally used by administrators to assess the effectiveness of any programme (in this case of a career information service). The items in this proforma are to record the number and periodicity of activities such as seminars, meetings attended, cumulative records maintained, number of students who used the service, various activities conducted, number of parents participated, etc.

Activity 2



Prepare ten questions to evaluate the career information service organised by you in your institution.

Self-check Exercise 2



State whether the following are True (T) or False (F).

- | | |
|---|-----|
| 1. Everybody in the school will automatically use the career information centre once it is established. | T/F |
| 2. Evaluation needs to be a continuous and on going process. | T/F |
| 3. Intermediate criterion is used to evaluate changes after a long period. | T/F |
| 4. Interview method requires advance preparation, skill and time. | T/F |
| 5. Evaluation provides credibility to the programme conducted. | T/F |
| 6. Expert opinions are useful as these are on the effectiveness of the service. | T/F |

4.5.5 Collecting Data

After selection or designing the appropriate tool, you can collect and analyse the data to find the outcome. You can obtain information for evaluation of career information

services and related programmes from various sources such as students (past and present), parents, staff and employers, etc. This data is useful only if it is organised, analysed and interpreted. The results must show that they have a direct bearing on the activities carried out. You must share the findings with the administrators and community involved in the programme so that these are implemented. Then you will find that the evaluation is not an end, rather it is a beginning.

Difficulties – When you conduct evaluation you may face some difficulties. Some of these are:

- It is hard to isolate information service activities from the entire guidance programme, for evaluation.
- It is expensive, time consuming and is often difficult to coordinate.
- Evaluation requires considerable skill and practice, which beginners find hard to accomplish.
- Longitudinal research is required to know significant outcomes, which is hard to accomplish.
- Generally the tools need to be designed as suitable tools are not available.
- Evaluation needs a separate budget and secretarial assistance, which is not easy to get in every institution.
- Acquiring sufficient data is difficult because of lack of willingness from participants, non availability of records and inadequate time allocation, etc.

4.5.6 Methods of Evaluating Career Information Activities

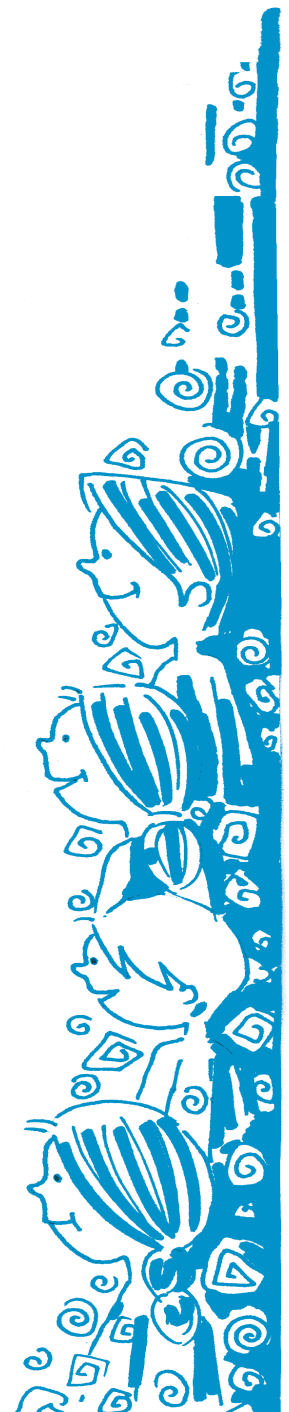
Like other guidance services and activities, for evaluation of career information activities, you can use the following methods. However, your choice of method will depend upon requirements of the programme/activity being evaluated.


Self Analysis

At any time you can analyse yourself the quality of the service and its value to students. The questions you should ask yourself should be generally related to the outcome of certain planned activities that you may like to evaluate. This method is highly subjective. However, you can use some type of checklist or questionnaire and should record your answers carefully and in an unbiased manner.

Expert Opinion

Expert opinion is valuable as it provides an objective view of the work done. Experts who have significant experience in the field base their evaluation on the basis of records of activities carried out, resources available and used, number of beneficiaries and other data available with the counsellor. The expert opinion is also based on interaction with the counsellor and the career teacher, and on inputs from significant people including principals, teachers and the beneficiaries such as students and their parents. Expert opinion is useful, for you as a counsellor as well as the administrators, to formulate policies for improving the services based on the suggestions given by the experts. There are some limitations in using this method as it is based on evidence such as records and feedback from a few significant people and never the entire population the services






have catered to. Therefore, their opinions are on the quality of service and not on the effectiveness of service.

Survey (Student Appraisal/Opinion)


Survey involves collection and analysis of opinions, attitudes and information etc. regarding the career information service. Students being the major beneficiary of career information service, their attitudes and opinions on the service have definite value. In the school, you can conduct survey on the total population of students or any part of that population. You can collect oral opinions or written opinions in the form of a questionnaire. The questionnaire should provide feedback on the activities carried out with a group of students in the school at different levels of education and the school leavers etc. You can also conduct a follow up survey of school leavers as it provides longitudinal information. Students passing out provide information on the value of the services by giving information about the courses they choose, preferred institutes, their career goals, getting jobs, their success and job satisfaction. You have already read about follow-up survey in the unit on “collecting career information”. The survey method has some limitations such as subjectivity of responses, lack of experimental validity, expenses and time consumed. The opinions of school students, though easy to obtain, the information provided by them is not very deep and requires to be supplemented.

4.6 Summary



Setting up need based career information service and evaluation of its activities is a major responsibility of a counsellor. Students in schools, colleges, informal and formal institutions for professional training, all need career information to make career related decisions. Information needs of students can only be fulfilled through a well-established career information service. A trained counsellor, through setting up career information resource centre, can provide such a service. Setting up career resource centre and its activities require adequate space and a budget for this service. The budget would cover the cost of materials including equipment, career literature and display materials and also provide for facilities for organisation of various activities. The space allocated for a career resource centre must be central and easily accessible for maximum utilisation. The participation of other staff members and administrative support is useful in the success of the activities of the career information centre. Most importantly, you should be well versed with the sources of information, methods of collection and organisation, and equipped with techniques of dissemination of information to individuals and groups.

Evaluation of career information service is crucial to its credibility



and utility. You need to evaluate the activities from time to time to be able to develop the activities of the service in desirable ways. The essential steps in the evaluative exercise involve defining need, objectives and scope of the study, developing criteria for evaluation, designing/ selecting tools and techniques for measuring the effectiveness of the programme, collection of the data and finally choosing the appropriate method to be used for carrying out the evaluation of the service being provided.



Self-evaluation Exercises

1. Write five dimensions on the basis of which you will plan career services to fulfill the career needs of the population you will serve.
2. List out all the materials you will need to begin a very basic career information centre.
3. Prepare an action plan with a minimum of three activities that you will use to encourage the use of the career centre by senior secondary students.
4. Which methods will you consider while evaluating a career information service?
5. Discuss briefly the steps involved in the evaluation of a career information service.

Answer Key to Self-evaluation Exercises

1. Age and educational level, educational aspirations, socioeconomic background, size of population, time allocation for career activities.
2. Your answer should include various equipments and career literature.
3. Your answer should focus on the activities that have student involvement.
4. Your answer should include methods such as self-analysis, expert opinion, and using surveys (student opinion and follow-up of school leavers).
5. You should discuss need, objectives, criteria, tools and techniques, methods and collection of data.

Answer Key to Self-check Exercises

Self-check Exercise 1

1. career information resource centre
2. location of the career centre
3. cabinets and almirahs, filing cabinets, display racks/bulletin boards
4. subject specific career information
5. Budget

Self-check Exercise 2

1. False
2. True

3. False
4. True
5. True
6. False



References

Baer, M.F. and Roeber, E.C. 1964. *Occupational Information: The Dynamics of its Nature and Use*. Third edition. Chicago: Science Research Associates.

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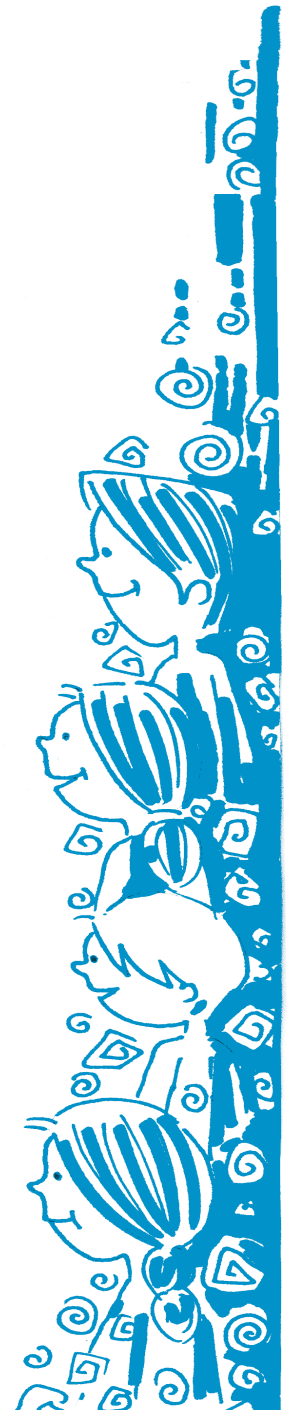
ANNEXURE 1

Student Questionnaire

Answer the questions about career information services in the school by responding in the space provided with **Yes** or **No**.

1. Have you visited the career centre in your school at least twice? (_____)
2. Did you find the information you were looking for? (_____)
3. Have you discussed your educational goals and career plans with the counsellor? (_____)
4. Will you ask the counsellor to get more information when you need it? (_____)
5. Have your parents met the counsellor to discuss details of your career plan anytime this year? (_____)
6. Have you attended any career seminars during the year? (_____)
7. Have you found details about application deadlines and other relevant details for admission to professional courses you wish to apply for displayed on the career centre notice board for your reference? (_____)
8. Do you find the counsellor available for help when you need? (_____)
9. Do you feel that you needed much more information than what you got regarding courses and careers? (_____)
10. Do you find enough books and reference material in the centre when you need them? (_____)

Give in the space provided, your personal suggestions for improvements you would like to see in the services of the career centre.





ANNEXURE 2

Evaluation Checklist

Checklist for parents, staff and students to evaluate school career information services. Use a tick (✓) or cross (✗) to indicate your responses to the items given below.

Career Counselling

- Does the school have a trained counsellor?
- Is there a career information centre in your school?
- Are you aware that your career related queries can be answered at the career centre?
- Is the facility adequate?
- Would you like to see the facility improve and grow?
- Would you come back after leaving school to seek advice from the counsellor?
- Do your parents know about this facility?
- Do your friends also use the services?

Career Information

- Does the career centre have books on career information?
- Can you get to see the latest advertisements in newspapers in the career centre?
- Is the display of career materials proper and meaningful?
- Do you find the bulletin board information useful?
- Is the bulletin board information updated frequently?
- Do you find information arranged/filed properly for reference?
- Can you request for information that is currently not available?
- Do you expect to get an answer for the queries you have?
- Do you have access to institutional prospectuses?
- Do you have access to institutional lists for courses you wish to study?

Group Activities

- Have you attended at least three career talks in the last six months?
- Is a career seminar part of the calendared activities?
- Have you gone for a field trip in this academic session?
- Does the counsellor address groups of students to impart career related information?

NOTES

NOTES

List of Course Material

1. Course Guide

Major inputs include objectives, scope, rules, syllabi as well as procedures for admission, transaction and evaluation for all the three phases of the course.

2. Course Modules*

- i. Module- I : Introduction to Guidance
- ii. Module-II : Counselling Process and Strategies
- iii. Module-III : Guidance for Human Development and Adjustment
- iv. Module-IV : Career Development-I
- v. Module V : Career Information in Guidance and Counselling-I
- vi. Module VI : Assessment and Appraisal in Guidance and Counselling-I
- vii. Module VII : Basic Statistics in Guidance and Counselling-I
- viii. Module VIII : Guidance in Action
- ix. Module IX : Special Concern in Counselling
- x. Module X : Developing Mental Health and Coping Skills
- xi. Module-XI : Career Development-II
- xii. Module XII : Career Information in Guidance and Counselling-II
- xiii. Module XIII : Assessment and Appraisal in Guidance and Counselling-II
- xiv. Module XIV : Basic Statistics in Guidance and Counselling-II

* Each module consists of number of self-learning units.

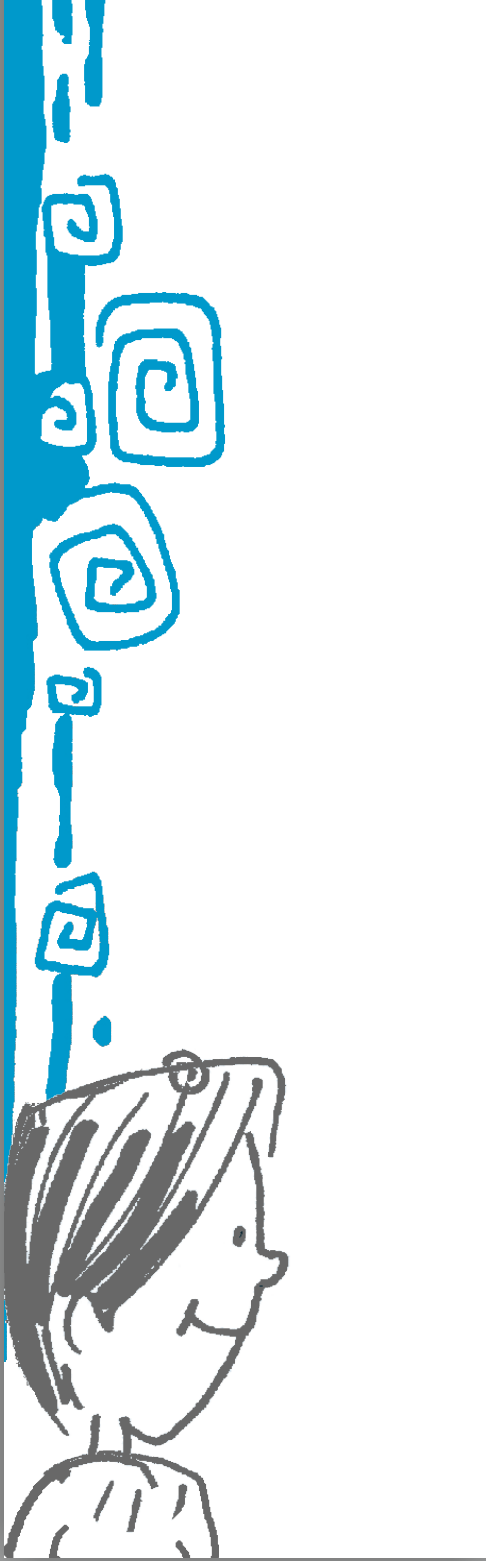
3. Practical Handbook

Provides areas and strategies for conducting and undergoing practicum, field experience and internship.

4. Tutor Guide

Lists guidelines for tutors, supervisors for course transaction and evaluation during all the three phases of the course.





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विद्यया ऽ मृतमश्नुते



एन सी ई आर टी
NCERT

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

ISBN : 978-81-7450-955-0