

Module 5

Career Information in Guidance and Counselling-I



DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND
FOUNDATIONS OF EDUCATION

NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

Our task is to teach people the skills they need to manage their own careers. That doesn't mean telling people what occupations they ought to pursue; nor does it mean we tell them what education they should get. ... What it does mean is that we give them data—data about themselves, data about technology, data about the economy, data about demographic trends, data about employers—all the data we can gather that in any way impacts upon their vocational lives and choices—and we teach them how to use those data to manage their own careers.

—WILHELM



Career Information in Guidance and Counselling-I

Module 5



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NCERT

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
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About the Module

This is the module on Career Information in Guidance and Counselling. The module is aimed at providing you an understanding of nature and functions of career information as one of the essential components of guidance and counselling. The major emphasis is on equipping you with the knowledge that only accurate and up-to-date career information is useful which is required at all the school stages and in all career related matters.

The contents of various units of the module provide you with knowledge of various aspects and dimensions of career information on which you need to collect information for dissemination purposes. Effort has also been made to provide you with knowledge of various sources of career information, variety of forms in which career information material is available from different agencies and criteria to evaluate the materials for its quality and usefulness. The available career information can be supplemented through conducting follow-up surveys, community surveys, want-ad surveys etc. The module also provides an understanding of economic development, ever-changing world of work, factors influencing the world of work and its relationship with employment opportunities.

While studying the units in this module, you will find the examples and activities related to real life settings which will help you to explore, reflect upon, construct and relate. This is also aimed at making the learning meaningful for you, enhancing your motivation and maintaining your interest. There are self-check exercises and activities in every unit which will help you evaluate your progress through the module. At the end of each unit you will find a summary which gives an overview of the unit, and references and suggested readings providing additional sources of information.



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1.0 INTRODUCTION

Career information has occupied an important place in guidance and counselling since the beginning of guidance. It is one of the essential components of any guidance programme. This unit will provide you an overall view of career information, its nature and functions; importance of career information in guidance and counselling; career information inputs at various school stages; career information responsibilities of counsellors and the competencies required. You will also be familiarised with some of the frequently used terms in career guidance and information literature.

1.1 OBJECTIVES

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

- *describe* the nature of career information.
- *explain* the importance of career information in a guidance and counselling programme.
- *discuss* the main functions of career information.
- *describe* the career information inputs required to be introduced at elementary and higher secondary school stages in order to facilitate career development process.
- *identify* the competencies required to perform career information functions.
- *define* correctly the terms used in the career information and guidance literature.

1.2 NATURE OF CAREER INFORMATION

Before reading anything related to career information, the questions that come to mind are: “What is career information? What does it consist of?” It is important for you to understand the nature of career information as it will help you in the development and use of career information.

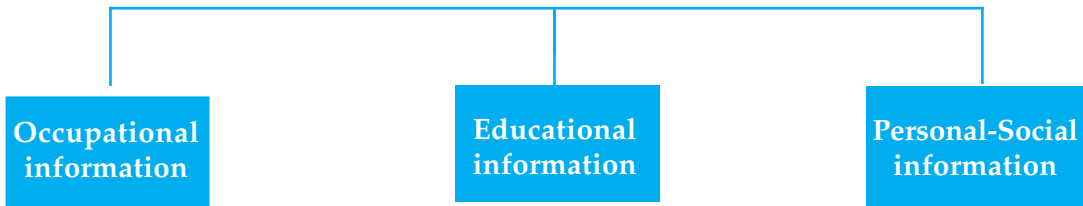
Now if you ask the question, “What do you understand by career information?” to your friends or other people, their simple and precise answer might be any one of the following–

- information about careers,
- information about the world of work,
- facts about occupations,
- facts about jobs for providing vocational guidance,
- a description of man's work and its related conditions.

These brief answers do give some idea about the nature of career information. You may elaborate these descriptions further, especially working out details of the words 'careers', 'world of work', 'facts about occupations' or 'work' etc. to know more about what comprises career information.

You will note that the above descriptions deal only with the occupational aspect of career information whereas career information consists of three components: occupational information, educational information and personal-social information. Traditionally, occupational and educational information form part of the career literature available whereas new literature has started incorporating all the three components of career information.

Components of Career Information



Most career related material generally available is on occupational information that includes facts about occupations and industries, and education and training facilities, as these are directly related to educational-vocational choices.

That's why perhaps authors like Isaacson (1966) preferred to use the term 'career information' in lieu of the term 'occupational information' to emphasise the fact that data concerning training and educational programmes leading to specific occupations is an integral part of the field. However, Isaacson did not pay attention to personal-social information.

Norris, Zeran and Hatch (1960) emphasised all three components, i.e., 'occupational information', 'educational information' and 'social information', of the information service of a programme of guidance and counselling services. The three components of career information i.e., occupational information, educational information and personal-social information are closely related. Students are engaged in major life activities related to all three components as they build their careers.

Occupational information includes information about occupations and industries including nature of work, working conditions, earnings and other rewards, advancement, occupational requirements, preparation required, methods of entry and employment opportunities, future outlook and sources of further information etc.

Educational information includes information about education and training opportunities available at different stages of education, curricular and co-curricular activities, requirements for admission, methods of entry into course or training, boarding



and lodging facilities, fees and other expenditure, scholarships/financial assistance, placement assistance and conditions of student life etc.

Personal-social information is the information about all the aspects which promote in students an understanding of self and others. This, in turn, helps students in making choices and adjustments in life. It includes understanding, developing and improving personality, getting along with others, leisure-time activities, ways and means of entering a school, good work habits, attitudes and values, participation in social-activities, financial planning etc.

In order to be useful, career information should include facts that are accurate, reliable, valid and usable. Without these conditions any kind of career information may be meaningless. The information that is accurate and reliable is also valid. You have to provide valid and useful information to your students.

Thus you can say that career information includes accurate, reliable, valid and useful information on occupational, educational and personal-social aspects. With this understanding of the nature of career information, you can move on to learning about the importance of career information in the guidance and counselling process.



Self-check Exercise 1

List five main elements of each of the following:

- (a) Occupational information
- (b) Educational information
- (c) Personal-Social information.

1.3 IMPORTANCE OF CAREER INFORMATION

Career information is important for the students who want to make the most out of their lives through wise career decisions. It is equally important for those who provide help to students in making career related decisions. Changes in the concept of guidance, world of work, technology, society and the individuals, all have contributed to the increased need and importance of career information. The following will help you understand the importance of career information.

1.3.1 Togetherness of Career Information and Guidance

It would be interesting for you to know that the guidance movement began as a method of helping youth in making vocational choices and adjustments. At that time guidance was known as vocational guidance and career information was considered a basic tool to render guidance. Guidance practitioners used to match individual's aptitude, abilities, interests, resources, limitations and other strengths with occupational requirements and conditions of success and opportunities. Vocational guidance till the 1970s remained as the search for a close match between the assets of the client and the known requirements of a range of occupations. Career information remained at the centre of guidance services, whether it was providing the youth assistance in making decisions about their education or providing information to find employment.

There have been progressive changes in the concept and functions of guidance since the early nineties, which changed notions about the role of guidance. Earlier, the focus of guidance was more on matching of occupational requirements with an individual's characteristics, now it is more on individual development. Presently, the major objective of guidance is to contribute to the all-round development of the individual so that he/she understands his/her strengths and weaknesses, learns to analyse and face the problems, learns to establish suitable educational, occupational and personal goals, and plans desirable ways of achieving these goals. With this developmental concept of guidance, the role and scope of career information has widened. It means that career information is not only to be provided to students at the time of making choices but is to be provided in a systematic manner throughout their school years, right from the elementary school stages upward to promote career development and adjustment. This will help students in understanding self and the world of work, and develop required attitudes, interests and values which prove helpful in making career related decisions and adjustment.

1.3.2 Making Career Choices

You know that the choice of a career is indeed one of the very important decisions a person makes for himself/herself. In making this important decision, he/she needs accurate, reliable and useful information. Today, students feel the need for career information in making career choices more than ever. It is because educational and

occupational opportunities available today are vast and varied. There are ever-increasing options to choose from. In this context, Hoppock (1970, p.91) a well-known authority in occupational information and guidance believes that: "A person cannot choose a job he has never heard of. Nor can he intelligently accept or reject a job offer or choose to prepare for an occupation about which his information is either inadequate or inaccurate." According to him, occupational information is one of the essential aspects of good career planning.



As a teacher you know that millions of students have to make choices about their subjects of study, institutions and careers. If information about careers is provided to them they will be able to make the right career choices. They will be able to find suitable employment. This will have a positive impact on their success and satisfaction in the chosen careers. It will also help society in the proper utilisation of its available manpower. Do you know that the choices made by people also determine the serious shortages (more jobs and less people) or surpluses (fewer jobs and more people) of available trained manpower? You might be wondering how the choice of an individual determines shortages and surpluses in manpower. If more students are choosing a few occupations (e.g., engineering, medicine, management etc.) than other occupations (e.g., teaching, paramedical, technical etc.), then the result will be surplus manpower in occupations chosen by a large number of people and shortages in others. This imbalance can be attributed to lack of information among students about demand and supply of manpower in different fields of occupations at the time of making choices. Now you can understand that the school guidance programme which provides information about education, training facilities and placement opportunities to students renders a real service to students and society.



1.3.3 Ever-changing World of Work and Individual Aspirations

The importance of work in one's life and the need for assistance in career matters has become increasingly significant with time. The world of work is changing and becoming increasingly complex. This is happening due to following influences –

- continuous increase in the labour force;
- increased rate of unemployment;
- increasing participation of women in work;
- rapid technological changes;
- changing skills and requirements of old occupations;
- emergence of a variety of new occupations;
- changing economic conditions;
- changing education and training opportunities; and
- society providing more opportunities for individual development.

You will read more about factors influencing the world of work in Unit 3 of this Module titled “Economic Development and Career Opportunities.”

The changes in the world of work correspond with changes in an individual's perceptions about the work. Now people do not perceive work only as a means of earning a livelihood but also as a source of fulfilment of most of their needs and aspirations, and achieving social status and personal satisfaction. The changing world of work, changing society and individual expectations of work pose a big challenge to students to think and move in the right direction. The problem is compounded by the expectations and pressure of parents and society. Students are required to face these challenges with self-confidence and make wise career decisions. Now you can understand that career information plays an important role in preparing the students to meet these challenges. It helps them to plan a career, explore it, acquire necessary skills, make decisions and solve career related adjustment problems.

1.3.4 Status of Career Information in the Guidance Programme

In a school setting the guidance programme includes all those activities that are essentially concerned with helping the individuals in their self-understanding, development and adjustment. For convenience sake the total guidance programme is divided into services. A brief description of each will help you to understand the importance of career information in a comprehensive guidance programme. The services are –

Orientation service The orientation service is concerned with acquainting a newcomer in the school to the school set-up, activities, facilities and rules, etc. so that she/he does not find difficulty in adjusting to the new situation. A counsellor needs information about all aspects of the institution so that it can be delivered to the newcomers.

Individual inventory service This service is designed to help the students in developing self-understanding and acceptance. This is done by collecting and organising the information about the students through psychological testing and non-testing techniques.





Information service The information service is concerned with providing the students information related to educational, occupational and personal-social aspects. Educational information includes information about education and training facilities, occupational information comprises information about the world of work and the personal-social information emphasises understanding of self and others. Information of this kind is highly useful to students in their career development and adjustment.

Counselling service Counselling service provides students a chance to take direct assistance from the counsellor in a face-to-face situation to discuss his/her problem, integrate and apply the understanding of self to plan appropriate action, and make appropriate decisions and adjustments. This service also depends upon the information gained through individual inventory service and the information service.

Placement service This service of the guidance programme helps the students in making after-school/college adjustments. It helps them to find employment or to plan for further education and training. Information about further education and occupations is required to provide placement service.

Follow-up service The follow-up service is concerned with gathering information about the successes, problems and adjustments of the school leavers to see the effectiveness of the school guidance programme as well as to utilise this information with the school students.

The above services are sometimes supplemented by the research and evaluation service. Though the above services have been defined individually in order to make it convenient to understand them, these are not independent of each other. Although all guidance and counselling services have their importance, school counsellors in India, depending upon their resources, generally provide three basic guidance services – the individual inventory service, the information service and the counselling service, as part of the school guidance programme.



Self-check Exercise 2

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

- Career information should only be provided to students making career choices.
- Right career choices of students facilitate proper utilisation of manpower available.
- Major objective of guidance is to match student's characteristics and requirements of occupations.
- A small number of people choosing the same occupation creates shortage of manpower in that occupation.
- Making career choices in the ever-changing world of work is quite challenging.

1.4 FUNCTIONS OF CAREER INFORMATION

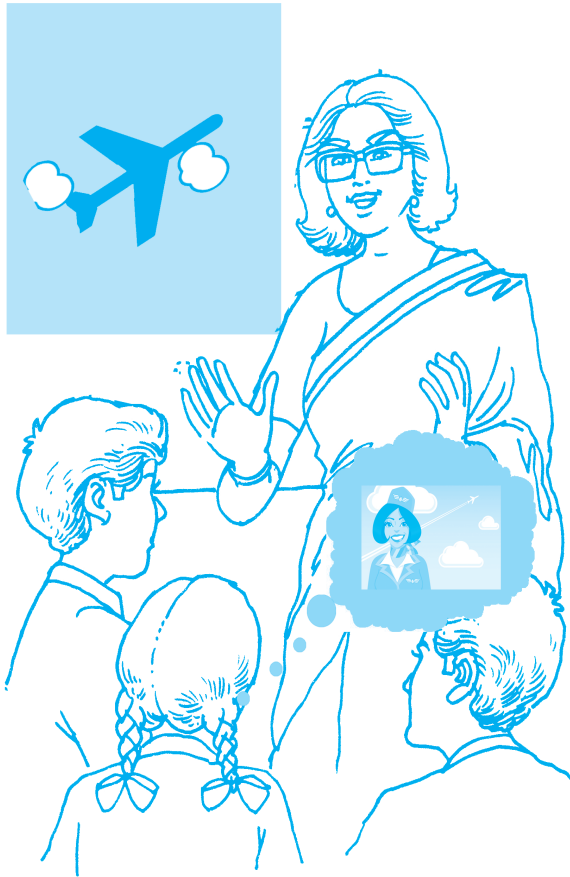
You have just learnt about the nature of career information and its importance. The following discussion will expose you to seven important functions of career information in guidance and counselling programmes.


1.4.1 Career Information Promotes Career Development

Career development is one of the important aspects of individual development. Career development is the whole preparation that enables an individual to enter the world of work successfully and adjust to a working life. It is a process which starts very early in an individual's life. It involves acquisition of knowledge and skills, formation of attitudes, development of interests, abilities, values and self-concept. Individual also acquires appropriate skills, learns manners and ways to enter and adjust into the world of work. He/she also tries different roles to find a suitable career role, which is in congruence to his/her self-concept. Many home and school experiences help an individual in his/her search for an appropriate role for himself/herself. All this depends upon the information the individual acquires about himself/herself and about various occupations. Thus the role of career information in promoting an individual's career development and aiding in the search for appropriate roles is crucial.

1.4.2 Career Information Creates Career Related Thinking

Another function of career information is creating career related thinking and career awareness among students at an early school stage and in the very beginning of career exploration. It exposes the students to the world of work. Students do have some exposure to the world of work when they observe their parents and others in a variety of roles including social and work roles. This helps them develop career aspirations and attitudes to some extent. Students imagine themselves in adult roles and like them, they start developing a work related self-image or occupational self-concept. In a society where women don't work outside home as often as the men do, women may fail to develop either an image as working for a living or entering a career. Therefore, career information at this stage helps in arousing career related thinking and creating career awareness.





Beyond home influences, school can promote learning about different careers among students. School can provide the information about different careers in a planned way to help students learn effectively about their career interests, and to develop a positive attitude and values related to work. This also motivates students to explore the occupational world further which in due course helps them in selecting a suitable career for themselves.

1.4.3 Career Information Creates Self-awareness

Career information also serves the purpose of creating self-awareness within. Through career information a student learns that people differ in their needs, abilities, interests, personal qualities and values, etc. By virtue of these characteristics a student becomes more suited for a number of occupations. However, each occupation can accommodate a variety of people. The students also become aware that a variety of occupations require skills in various combinations. Some skills may be specific to a particular occupation but other skills are transferable which help the people to become suitable for other occupations. The students are able to link education they receive with the occupations available. They try to relate the available information to themselves and judge their capabilities and weaknesses in the light of information about careers. This way they learn to explore their strengths and weaknesses and refine their career decisions accordingly.

1.4.4 Career Information Helps in Making Career Related Decisions

The role of career information in career planning and career choice has been much emphasised in the literature on guidance and counselling. Choosing a career is indeed one of the very important decisions that one has to make. The right career decision brings happiness and satisfaction. But if the decision is wrong it can result in dissatisfaction and maladjustment not only at work but also at home. Therefore, the choice of career needs to be made in the light of complete, accurate, reliable and up-to-date information. It is very important that if one wants to be successful, his/her career choice should be consistent with his/her abilities, aspirations, interests and values etc. as well as the kind of life he/she wants to lead as a member of society. Therefore, career decision should be based on an integration of information about himself/herself with information about careers. You have already learnt in this unit that information about the individual is obtained through the use of psychological techniques (testing/non-testing). People can gain knowledge about themselves when they relate to various aspects of a career.

Career decision making is not simple or easy to do. It is also not a one-time decision as was believed in the early 50s. It is a process that transpires over a prolonged period of time and may be refined and modified many times. In this process an individual passes through a series of career related decisions during student life before entering into the world of work. There are decisions related to choice of courses of study in different grades or different stages of education, co-curricular activities, hobbies, learning some special skills, joining outside school coaching/training, choice of institutions for further education or training etc. All these decisions are made keeping the future career in view and all of them require career

information. Sometimes, a decision is tentative and it is strengthened or changed after acquiring further information. Sometimes, a wrong decision is made. Accurate and up-to-date information helps students to revise the wrong decision. Thus, career information empowers the individual to make career related decisions with confidence.




1.4.5 Career Information Helps in Career Adjustment

Career information not only helps to build self-confidence in an individual allowing him/her to make wise career choices but it also further helps him/her to face the realities of the world of work once he/she enters the chosen occupation. The individual who is successful and satisfied with his/her entry position makes attempts to establish and maintain his/her position, and works for his/her advancement. However, the individual who is not successful or satisfied may review and revise his/her position. The reasons for dissatisfaction could be many, such as, salary or perks, employer's expectations, duties, conditions of work, company policies, pace of work, new demands of skill, changes in work culture or value conflict etc. Such an individual generally moves to another job, which is either similar or not radically different to the previous position. However, during his/her career, an individual may have some specific needs, fulfilment of which require him to move to a job totally new and different from the previous one. Career information helps individuals in either type of situation to make adjustments. While the former requires information about related occupations where his/her skills could be useful, the latter requires specific information about available alternative careers to meet his/her needs.

Career adjustment has become challenging for the present generation. It is because of liberalisation, privatisation and globalisation (LPG). The changing economic





conditions the world over have influenced occupations in such a way that presently there is hardly any job stability and security. Therefore, people enter and re-enter jobs more frequently than they earlier even thought of. Many individuals are always in need of information for better opportunities. These reality conditions affect individual's aspirations and career plans. Non-realisation of aspirations can cause dissatisfaction, frustration and unhappiness in an individual's life. Career information helps the individual to adjust to changing realities by re-adjusting his/her aspirations and bringing suitable changes in career plans.

Career information is also necessary for those individuals who are in need of changing their job due to the development of a disability. These people can live with dignity if they are able to find gainful employment. Information about the jobs available for people with various kinds of disabilities helps them to re-adjust their career aspirations and plans.

1.4.6 Career Information Helps in Checking Perceptions about Careers

Some people have distorted perceptions about courses and careers. Career information helps them to check their perceptions. It is quite common to find people with different abilities and personal qualities choose the same career and remain adjusted. However, you may have come across certain individuals who just get mesmerised by certain aspects of the careers (e.g. modelling, acting in films/TV, airhostess, pilots etc.), which may not be in harmony with their needs and psychological characteristics, and consequently may land up in the wrong occupations. Exposure to accurate and up-to-date information about a wide range of careers may help these individuals to evaluate their perceptions and come out of the selected wrong choice by revising their plans.

1.4.7 Career Information Helps in Placement

Career information has an important function of educational and occupational placement. In the schools, counsellors provide information about admission in courses offered by various institutions and help students to choose the courses and institutions, and seek admission. They also help students who are interested to enter the world of work immediately after school, develop desirable attitudes and behaviour i.e., job seeking behaviour to find appropriate jobs. Many government and private placement agencies are engaged in placement service. These agencies provide employment seekers information about future employers, current employers and available employment, employment trends and need to upgrade or learn required skills. The information is provided through distribution of recruitment literature, circulation of vacancies, and contact with employers etc. The counsellor collects information about these placement agencies in order to direct students to take the help of such agencies.



Self-check Exercise 3

Fill-in the blanks with appropriate words :

- The right career decision brings _____ and _____ while wrong decision results in _____ and _____.
- The _____ is indeed one of the very important decisions a person makes for himself/herself.
- Career information helps students to link _____ they receive with the _____ available.
- Exposure to a wide range of careers helps individuals to _____ and come out of wrong choice.
- Career information has the important functions of _____ and _____ placement.
- _____ is a process which starts very early in an individual's life.

1.5 CAREER INFORMATION AT VARIOUS LEVELS OF SCHOOL EDUCATION

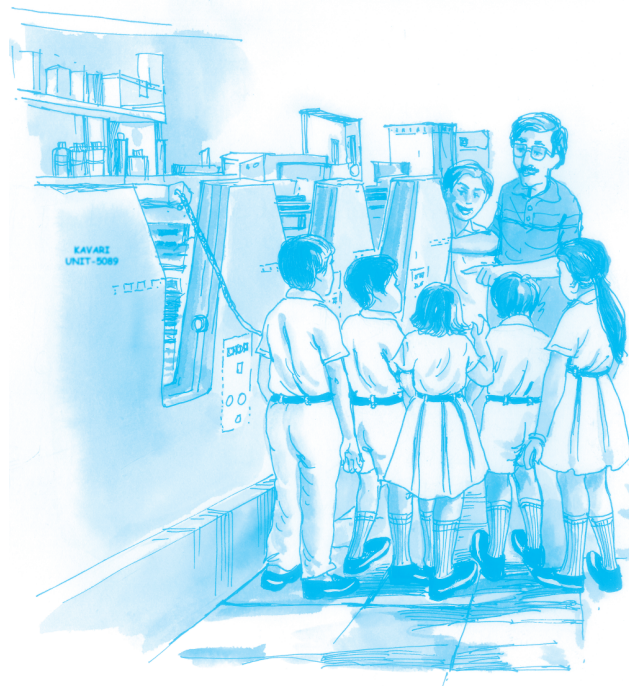
Dissemination of career information should be started early in school education to help students make career decisions. Certain objectives of career information programme are stressed more at one level than at another. The following career information inputs need to be introduced in the school guidance programme at various stages of education.

1.5.1 Elementary School Stage

This stage of education covers primary and upper primary level.

(i) *Primary Stage*

Primary school students generally belong to the age group of 6+ to 11+ years. This is a very crucial stage in the life of a child. The child's spontaneity, curiosity, creativity and activity in general, should not be restrained by providing him/her information about specific occupations in detail or emphasising a few occupations only. Children should be simply exposed to a wide variety of occupations. The objective of providing career information at this stage of education is to help



the youngsters to become aware of the world of work and develop healthy attitudes towards all kinds of socially useful work. It should make them aware of the importance of interpersonal and social relationships in life and at work. The information should help them in learning and building good work-habits and recognising their importance in occupational world.

Such information should include–

- a generalised knowledge of a variety of occupations in which people are engaged;
- the way work influences lives of people;
- personal qualities required for work;
- if the work is productive it has value for the society as well as for the worker;
- some common requirements of a good worker in any occupation, such as hard work, regularity, punctuality, responsibility, minimum absence from duty, team spirit etc.

This type of information exposes the students to a variety of work as well as promotes self-development. You can organise a variety of activities such as role-play, displays or visits to orient students about the world of work.

Activity 1



Plan a role play or visit for primary school stage which you find easy to organise. List the occupations included in the activity. Through this you can expose your students to many occupations.

(ii) *Upper Primary Stage*

The students at the upper primary school stage generally belong to the age group of 11+ to 13+ years. They are relatively psychologically and emotionally mature in comparison to primary school students. They also need to be made aware of careers. Many of them may continue their studies; some of them may like to join short-term training. At this stage, some of them may also drop-out of the formal education system. Therefore, all of them are in need of career information to pursue their goals. Those who want to join some training should not only be provided information about the jobs or the training courses available but they should also be made aware of the fact that it is necessary to make a choice on the basis of careful study of self and the career information. Information about further education and training facilities will enhance their career development. The dropouts need to be made aware of further education possibilities through open school system.

Students at this stage of education sometimes express disinterest in the school curricula and fail to see the relevance of various school subjects to their present and future life. Career information should help them to understand that whatever one learns in different subjects of study, helps to develop competencies required in various occupations. The information should also help them to find the usefulness of their subjects of study in daily life. For example, all the students study language as a subject at this stage. The students

should be made to understand how language serves as a vehicle to learn other subjects and know other things besides learning formal educational materials. One needs language to speak, to read, to interpret, to write ideas and even to think critically. In a way, success in educational, career and social settings and day-to-day life activities depends upon language. There are many occupations directly linked with skills in language or require certain level of qualifications/proficiency in language. These occupations include editors, linguists, translators, writers of literary items, advertisement writers, news readers, interpreters, announcers, lawyers, actors, singers etc. Similarly relevance of other subjects in life and careers should be explained to them at this stage to develop liking for subjects of study.

You can organise group activities such as class talks, group discussions, classroom activities, guest lectures, displays, plant tours, etc. to provide information about careers. Teaching of different subjects and directly relating the subject matter to a particular career is effective in informing students. The information should also focus on specific occupational fields considering the interest of students.

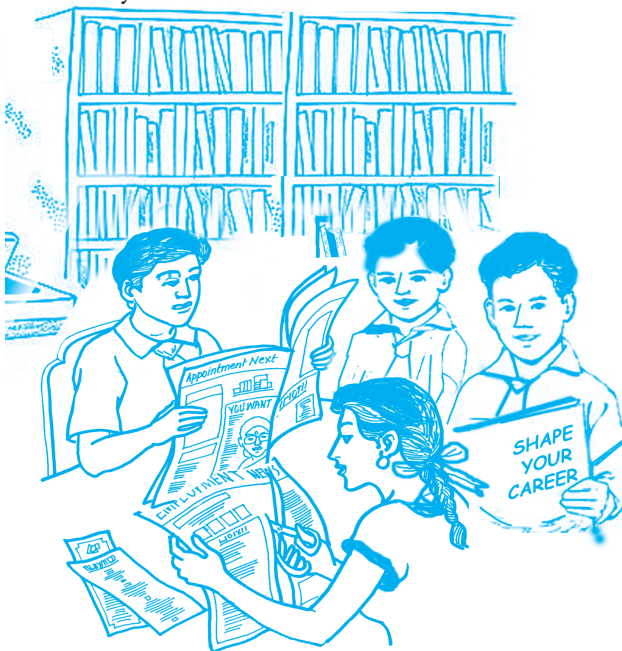


Activity 2

On the lines of above example 'Relevance of language in life and careers', relate career information to your subject of teaching or subject of interest, to show its relevance to students.

1.5.2 Secondary School Stage

The students at this stage are usually in the age group of 14+ to 16+ years and complete ten years of general education. These students have the immediate need of choosing appropriate courses for the higher secondary education or select some further short-term technical or job-oriented course or to leave education to enter the world of work. They need information about education and training facilities available in the community or neighbouring areas. Information about the occupational world and about themselves (their needs, strengths, limitations, attitudes and values etc.), will help them to clarify issues related to career planning and to search for the appropriate career roles for themselves. Career information for these students should also reflect the new and emerging



careers, self-employment opportunities in the changing economy and the new employment policies and schemes of the government. As these students are able to read career literature, they should be encouraged to read career literature, including newspapers and surf to internet. The methods which could be effectively used with these students to impart career information include career talks, discussions, plant tours, printed literature, newspaper clippings, display, internet and computer databases.



Activity 3

Find out the immediate needs of career information from at least ten high school/secondary school stage students and prepare a consolidated list of their career information needs.

1.5.3 Higher Secondary School Stage

The students after completion of this stage have three options: (1) they can follow higher or professional education, (2) they can join some vocational courses or skill training, or (3) they can directly enter the world of work. This is the time when the higher secondary school leaver has to crystallise his/her choices and choose the career that satisfies his/her requirements and expectations. Information at this stage is considered of great importance due to the fact that in some cultures like India, it is extremely difficult, if not impossible, to change the chosen occupation or education and training once the appropriate (defined) entry stage for that is over. These students need to be provided more information about the education and training facilities, and opportunities available and requirements of career choices. The information provided should help them to study a few occupations of their interest and employment outlook intensely. The methods suggested above for high school and secondary school stages are also effective for students at this stage.

1.6 TRAINING IN CAREER INFORMATION

In this unit, you have learnt about the nature, importance and functions of career information and the kind of career information to be provided at different levels of school education. What should one do to provide career information to students? The simple answer is—develop the needed competencies and skills in collection, compilation, organisation and dissemination of career information, which means that one should—

- know the sources of published information and methods of collecting information directly from the original sources;
- maintain current information about the world of work;
- evaluate available career information in terms of validity, utility etc;
- understand the various classification plans of career information and choose or adopt one of these plans for the purposes of the institution;
- be well-versed in various group methods of disseminating information to students;

- help the students on career related matters in the counselling interviews;
- build and administer the career information service in an effective manner and try to make improvements in it.

The counsellor training programme of NCERT for which you are enrolled helps you develop the above mentioned competencies.

1.7 DEFINITIONS OF SOME KEY TERMS

People describe their work in words such as duty, position, job, occupation, career, vocation and profession etc. Do you know that any one of these words used in the same situation conveys a different meaning? Read these sentences to understand how these different words are used in the context of teaching:

- I am working in a teaching *position*.
- I am in a teaching *occupation*.
- I perform the *duties* of a teacher.
- I have applied for the *job* of a teacher.
- I like the teaching *profession*.
- I would like to have a *career* in teaching.
- Teaching is my *vocation*.

These terms are frequently used in guidance and counselling literature. Some simple definitions of these common terms and graphic presentation showing the hierarchy follow. This should help you to understand the meaning of these words and use them as a professional.

Duty

Duty is a series of closely related tasks performed by an individual worker, usually in a logical sequence to obtain desired results. Duties can be major or minor but it is carried out for a specific purpose. For example, duties of a teacher include coming to class, taking attendance, teaching lessons, giving tests and marking copies.

Position

A position is an aggregate of all the duties assigned to one worker that he/she is expected to carry out during the normal cycle of work. Thus each worker in an organisation occupies a position. For example, one post of a teacher in a school is one position and there are as many positions of teachers in a school as there are number of teachers.

Job

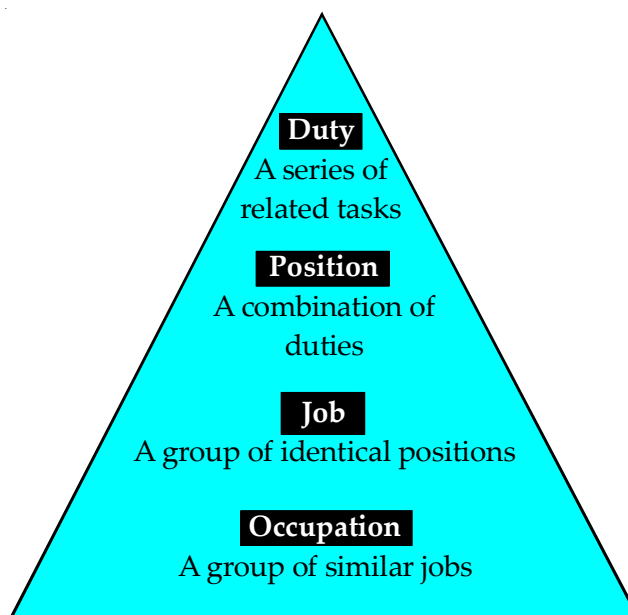
A job is a group of similar positions in an organisation that are identical with regard to its major duties. For example, English teacher, science teacher, music teacher, etc., in a school are jobs. However, a job can be common to other organisations also.

Occupation

An occupation is a group of jobs having common or closely related duties and responsibilities, the performance of which requires similar skills, knowledge and abilities. For example, all the teachers teaching in any school or institution form an occupation.



HIERARCHY OF TERMS



Now, you will be interested to know when ‘teaching’ will be labelled as ‘career’ and ‘vocation’.

Career

The word career means the sum total of activities done by an individual during his/her lifetime including occupation, vocation, job and related activities associated with an individual’s lifetime. You will see that career is related to a particular person, his/her growth during lifetime or various stages of development etc. Therefore, for any teacher teaching is his/her career.

Vocation

The word vocation is also used with reference to an individual’s occupation. If you have an urge to teach and are engaged in the teaching work, then you might say that “Teaching is my vocation” or “I have found my vocation in teaching.”

Profession

Sometimes the word profession is also used for different occupations including teaching. In fact profession refers to a high-level of education or training, and expected ethical behaviour in an occupation. Individuals with a professional degree/diploma that are generally conferred after graduation/post-graduation are labelled as professionally qualified.



Activity 4

Write a paragraph on your present occupation using all the terms defined above to learn their correct usage.

1.8 Summary

Career information is one of the essential components of any guidance and counselling programme. It is an important aspect in the career decision-making and career development of students. Career information includes educational information, occupational information and personal-social information. In order to be useful, career information should be accurate, reliable, valid and useful. Career information has always been important for career guidance but its scope has widened with the changing concept of guidance which is developmental in nature.

Career development is an integral part of total individual development. It is a process that starts in early childhood and continues right through adult life. Career information helps students to adjust to the challenges of a changing world, society and their own individual aspirations.

Career information is used to promote career development, create career related thinking and self-awareness. It helps in making career related decisions and career adjustment, checking perceptions about careers and placement. In order to promote career development of students, career information inputs are required to be introduced right from the primary school stage and then should be provided at all stages of school education. However, the kind of career information and methodology of providing information varies at each stage of school education. In order to provide the appropriate career information to students, you need to develop competencies and skills in collecting, compiling, organising and disseminating career information. Meaning of terms such as duty, position, job, occupation, career, vocation, and profession help in understanding their usage in guidance and counselling.

Self-Evaluation Exercises

1. Examine any publication on careers. Find out the components on which it provides career information.
2. Describe three main challenges being faced by students today in making career choices.
3. Describe seven functions of career information.
4. What should be included in the career information inputs at secondary school stage?
5. Define the term “career” and give an example of a career with all of its components.



Answer Key to Self-evaluation Exercises

1. The contents of your answer should cover aspects of these three components of career information : occupational information, educational information and personal-social information.
2. Your answer should include: the changing world of work and society, changes in an individual's perceptions about work, and the expectations of parents and society.
3. Your answer should include: career development, career related thinking, self-awareness, career related decisions, career adjustment, checking perceptions and placement.
4. Your answer should include such inputs as career information about the world of work, education and training facilities, about self.
5. Your answer should include: total lifetime activities of a particular person.

Answer Key to Self-check Exercises

Self-check Exercise 1

- (a) Nature of work, working conditions, earnings, occupational requirements, employment opportunities.
- (b) Education and training opportunities, curricular and co-curricular activities, requirements for admission, method of entry, fees and other expenditure.
- (c) Developing and improving personality, getting along with others, leisure time activities, ways and means of entering a school, good work habits, attitudes and values.

Self-check Exercise 2

- (a) False
- (b) True
- (c) False
- (d) True
- (e) True

Self-check Exercise 3

- (a) happiness and satisfaction, dissatisfaction and maladjustment
- (b) choice of career
- (c) education, occupations
- (d) evaluate their perceptions
- (e) educational and occupational
- (f) career development.



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2

Understanding Dimensions of Career Information

2.0 Introduction

2.1 Objectives

2.2 Dimensions of Career Information

2.2.1 Nature of Work

2.2.2 Working Conditions

2.2.3 Method of Entry

2.2.4 Earnings

2.2.5 Employment Trends and Outlook

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2.2.7 Educational Requirements of Courses and Occupations

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2.3 Summary

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Answer Key to Self-check Exercises

References

Suggested Readings





Understanding Dimensions of Career Information 2

2.0 INTRODUCTION

In the foregoing Unit, you learned about the nature and functions of career information in guidance and counselling. You will need career information while guiding individuals in making career choices and taking related decisions. Career literature, which provides accurate, reliable and systematic details under specified dimensions are a valuable resource and an essential database for all guidance workers. By now you must be wondering: “What must I know about careers so that I can provide career information to my students and answer their career related queries?” Details about a career must cover all the dimensions that describe a career. These dimensions are described and illustrated in this unit, which will help you in collecting the required information.

2.1 OBJECTIVES

After going through this unit, you will be able to

- *identify* various dimensions of career information in an occupation.
- *describe* nature of work and identify important aspects of the nature of work from a given job description.
- *describe* different types of the work environment in different occupations.
- *describe* the educational and individual requirements of courses and occupations.
- *relate* the dimensions of career information to the informational needs of your students.

2.2 DIMENSIONS OF CAREER INFORMATION

The dimensions of career information include nature of work, working conditions, method of entry, earnings, employment trends and outlook, advancement, educational and personal requirements. Details on these dimensions provide an understanding about a particular occupation. These details also help to distinguish between what can be expected in different jobs and also between jobs within each occupational group. The

following sections provide you a detailed description of all the dimensions of career information.

2.2.1 Nature of Work

Nature of work in simple terms means the kind of work performed in an occupation. Students have little exposure to different kinds of work in various occupations, therefore, the knowledge of facts about nature of work are very important for a student making a career choice. A large variation exists in the nature of duties performed in different occupations as well as in specific jobs within an occupation. The nature of work also differs due to the materials and equipment used in different occupations. Only a description of a specific job gives the details of the work a person is expected to perform in a given job. The description of the nature of work usually comprises of three components: (1) job title, (2) duties, and (3) materials, machines, and equipment used in performing that job.

Job Title

As you know from Unit-1, an occupation is a group of similar jobs having common or closely related duties. Every occupation is given a unique title. Occasionally an occupation may be known by different titles, called alternative titles, in different places. This title indicates the nature of work to some extent. For example, when you read the job title “Science Teacher,” you can say one or two sentences on the kind of work a science teacher performs. Directories of occupations across the globe classify occupations by job titles. These also mention alternate titles wherever necessary. In India this document is called the National Classification of Occupations (NCO) 2004 developed by Government of India. The following is an example of a job title and two alternate titles taken from NCO-2004. Here 2144.40 is the occupational code.

2144.40 Line Communication Engineer, Telecommunication, Telephone Engineer, Telegraph Engineer

Duties

Duties include all the tasks that have to be performed by an individual in a particular occupation. These include all the major and minor tasks. Minor tasks refer to those tasks that are performed occasionally. Tasks performed by an individual require skills. At different levels in an occupation different skills are required. You will find that in Dictionaries of Occupations, under each job title there is a description of duties. This description provides you information about the nature of work. To illustrate the above, the following description is taken from NCO-2004.

2320.12 Senior Secondary and Secondary school teacher, Science, teaches one or more subjects to the students of high school, higher secondary school and multipurpose school in regional language or English. He/She teaches students of various standards, allots and corrects homework, gives practical instructions in science subjects in laboratory. Also conducts tests and examinations, and decides eligibility for promotion to higher standards; maintains school registers and records; may collect fees;

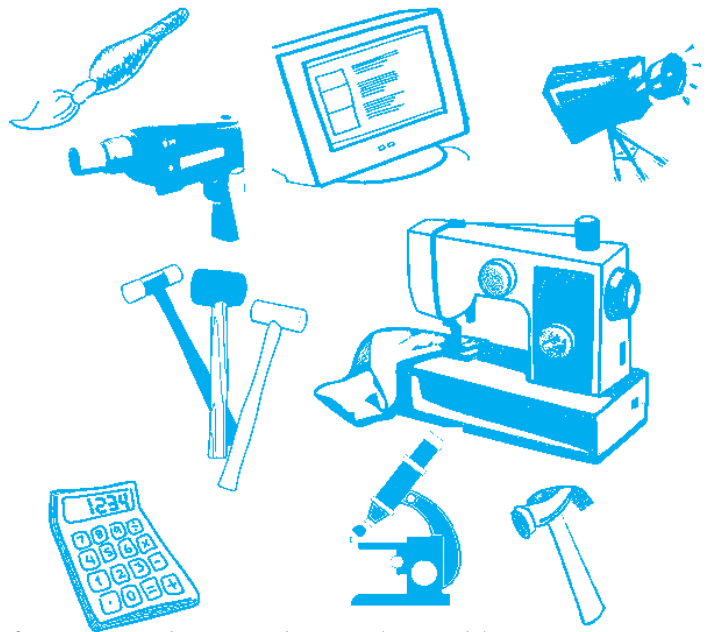


conducts sports and extra-curricular activities such as scouting, hobby clubs, dramatics; may be in-charge of stores and equipment, hostel, transport, canteen, library, etc. Is sometimes designated as Science Teacher for teaching all science subjects such as chemistry, physics, biology, mathematics or statistics, etc.

Though major duties for a given job are usually quite similar, the minor duties may vary from one organisation to another and even from one region or geographic location to another.

Materials, Machines and Equipment Used

The description of the nature of work of an occupation is incomplete without the description of the use of materials, machines and equipment. Each person uses some materials, machines or tools during the course of performing his/her job. You might observe that some workers use materials like paper and pens. In some occupations, workers use only computers to perform their duties.



Even in the teaching profession, teachers teaching subjects like science, music and physical education use tools suitable to their particular subject.

Many technical jobs are associated with the setting up of equipment, its operation and maintenance of machines, tools and apparatus. The knowledge of information about machines and equipment used is helpful in identifying the occupation and is necessary in understating the nature and requirements for work. It also helps people to move from one job to another where there is similarity of materials, machines and equipment used.

EXAMPLE : Pilots have to interpret the data presented to them on instruments and controls. They sometimes use computers in their calculations. The most complicated aspects of a flight are take-off and landing. Pilots may have to make adjustments as necessary during flights. They use their skills continuously, checking instruments for malfunction even while the aircraft is on automatic control. After landing when the aircraft has been taxied to its final position, the pilot shuts down the engine and writes a flight report, making note of any problems or instrument difficulties faced during the flight.



Self-check Exercise 1

Identify and write duties of a pilot using any three words from the following list. For example: Checks: the instruments for malfunction

- Shuts: _____
- Interprets: _____
- Writes flight reports: _____
- Uses computers: _____

Note: You may go back to the given example to see how each of these activities has been described. Note that each word defines a task performed by the pilot.

2.2.2 Working Conditions

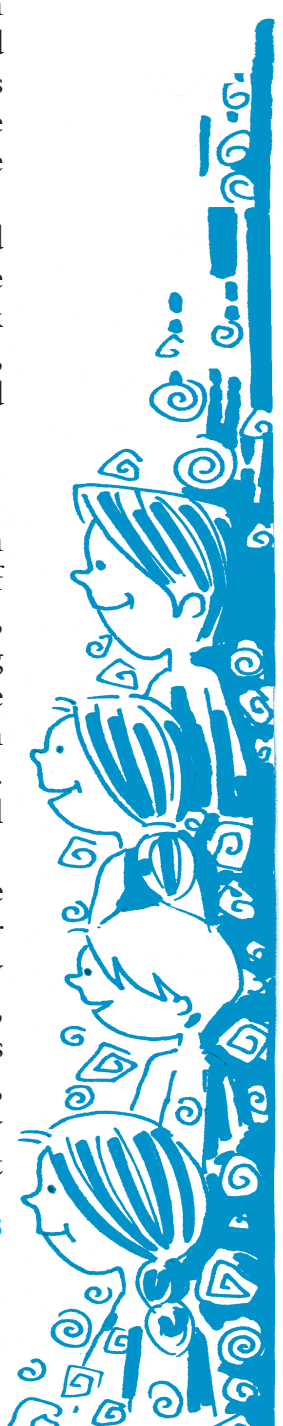
Working conditions include physical, psychological and social environment of an occupation. Work environment affect worker's performance as well as physical and mental well-being. In the same occupation, working conditions in different work places may vary. You may compare the working environment for teaching professionals in the institutions run by a variety of organisations such as government, private, charitable trusts and societies etc.

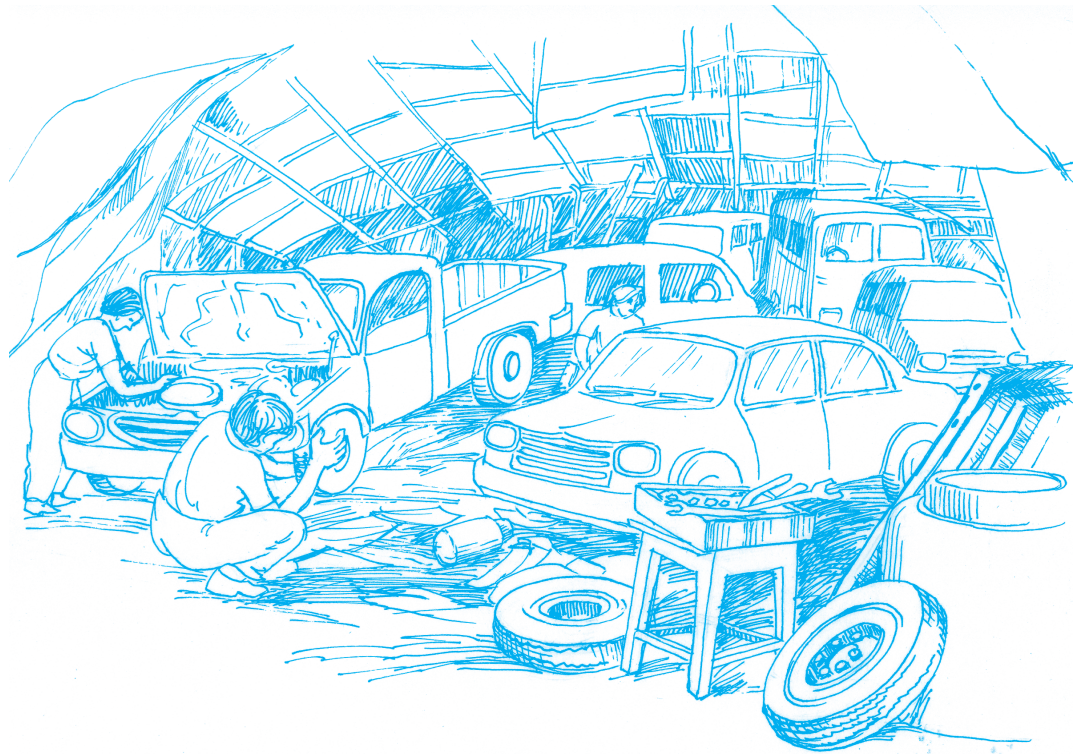
Work environment can influence the career choices of students. Students find knowledge of work environment valuable for understanding the requirements of the job and for assessing their own suitability for a job. Adapting positively to the work environment is critical for sustaining interest, motivation and job satisfaction. Hence, it is important to provide students information about the physical, psychological and social environment in a given occupation to help them make suitable career choices.

Physical Conditions

Physical conditions of work in a given occupation include the kind of surrounding in which the work is done such as inside/outside, hot/cold, sudden changes of temperature/humid, dry/wet, dusty, dirty, greasy, noisy, conditions of lighting, ventilation, sanitation, vibration, etc., mechanical hazards, odours, fumes, moving objects, cramped quarters, high places/underground or unusual locations etc. Possible hazards at certain places of work could be cuts, bruises, burns, sprains, fractures, vision impairment, hearing loss, electric shock, respiratory disorders and even loss of life. Given a choice, many would not like to work in some of the above mentioned physical working conditions.

For students making career choices, physical working conditions may be the determining factor. Many students may find certain conditions unsuitable or hazardous to their health and may like to avoid those occupations. Students may also react psychologically to certain physical conditions of work. Odours, noises, extreme temperatures, long hours of standing etc. may discourage many students from choosing careers in which such conditions prevail. On the other hand, quietness, cleanliness and fresh air are some of the conditions that frequently draw people to some occupations. Physical working conditions vary from establishment





to establishment. Working conditions also undergo change with scientific and technological developments. Whatever may be the physical conditions of work, the students need to be provided information, to help them make suitable choices.

Psychological and Social Conditions

Besides physical working conditions, psychological and social working conditions of an occupation are also frequently decisive factors for making career choices. These conditions include (i) the extent to which the occupation is demanding in terms of mental ability, (ii) the possibilities for creativity, leadership and independence, (iii) the pressures, both in terms of time and stress, (iv) level of responsibility, (v) demand in terms of pace of work, (vi) challenges for adaptation due to variations in operations or duties, (vii) working individually/independently or as a team member, (viii) intellectual level and socio-economic status of co-workers, (ix) employer supervision, (x) interpersonal relationships, (xi) nature of customer contact, and (xii) autonomy etc.

An important social factor is that of the social prestige of an occupation, which is determined by monetary returns, power, perks, privileges and global mobility etc. Social prestige of a career often creates an obvious gap between jobs that young people generally want and the ones they are suited for or they may qualify for.

The psycho-social conditions influence motivation for work, interest, job satisfaction and ultimately the performance at work and mental health of workers.

For example, call center jobs are becoming popular among school leavers due to good financial returns. However, the psychological and social conditions

including unchallenging mental activities, lack of creativity, repetitive tasks, odd working hours i.e., 24/7 work environment on a rotating shift basis, poor social life and low prestige etc., influence performance and job satisfaction of many who feel compelled to leave these jobs.

Generally you will not find information on this important aspect in career literature. Either you need to obtain this information from employees and employers, or encourage students to find out this information for themselves.

Activity 1



List below the physical, psychological and social working conditions of your present occupation in order to have a complete picture of working conditions of your occupation to be provided to students.

2.2.3 Method of Entry

After obtaining information about the nature of work and the conditions of work a student would most probably want to know the methods through which she/he can get the job. There can always be many routes to obtain a job or enter an occupation. Some

entries to occupations are through contacts, enrolling with an employment agency or a placement service, taking a competitive entrance test, applying for advertised vacancies, taking interviews, through apprenticeship training or by acquiring the necessary license etc. There are several agencies engaged in facilitating the process of entry, such as employment exchanges, neighbourhood placement agencies, international placement agencies and service selection agencies. Some private agencies offer these services and charge for their services.





Many employers recruit fresh passouts from institutions especially in the fields of engineering, technology, management, commerce, insurance, secretarial practices etc. The recruitment pattern varies for public and private sector jobs and from country to country. For entry-level jobs in government organisations, registering with the government employment exchanges is essential in India. However, recruitment for gazetted jobs and higher-level professional positions is done through advertisements and candidate interviews. Sometimes a selection procedure involving written test, interview etc. is also adopted.

Generally career literature provides you with information on methods of entering into various careers. However, as a career guidance professional, you also need to collect first hand information about the various organisations engaged in recruitment and selection.

2.2.4 Earnings

Earnings are critical for student career decisions. In fact, the monetary reward is probably at the forefront of a student's mind when planning a career and they stop to think about all the other criteria only afterwards. You will very often be confronted with the questions like, what does a job pay? What are the perks? What about bonuses etc.? These are frequently asked student questions.

Earnings include all the monetary gains in an occupation. Broadly, earnings fall in two categories. First is the **pay** and second is the **perks**. Common perks are commission, conveyance, housing, medical insurance/facility, travel concession, pension etc. Some special privileges could be education loans or grants, advancement training leave and office transport etc.

Career literature usually distinguishes between government pay scales and private sector salaries. This gives an idea of the comparative differences. Usually the advertised vacancies provide information on earnings of the post advertised.

Career literature also provides information on prevailing trends with regard to earnings. You should collect literature with as much detail as possible. It is important also to know the starting salary and possibilities of further increases in salary based on performance, promotion, responsibilities and experience etc.



Self-check Exercise 2

1. List five methods of entry into an occupation.

2. Earnings can be classified into two major categories: pay and perks. Prepare a list of a minimum of five perks.



Activity 2

Take two advertisements of different vacant positions from a newspaper or the internet. Note down the pay and perks of both and make a comparison to find similarities and differences.

2.2.5 Employment Trends and Outlook

Employment trends and outlook refer to the employment opportunities and future prospects of a career. Different occupations offer different employment opportunities, and these can change over time and with supply and demand. Sources about employment trends as a whole are rather limited. Students need to know the places where they might be employed in a given occupation and the expected growth of that occupation. The occupations that offer employment opportunities in a great number of places and institutions offer better opportunities for placement and advancement.

You can see the employment trends for government jobs in India in *The Employment Review* and *Bulletin of Job Opportunities*, (Published by Ministry of Labour) and some publications of the Labour Bureau and Indian Labour Institute. In United States of America, U.S. Bureau of Labour Statistics bring out *Occupational Outlook Handbook* and related information. Similarly, different countries have different source of data relevant to the job opportunities. Occupational monographs can be used for getting more specific employment statistics by areas of specialty within an occupational field.

Data available from government sources are related to current and future employment trends. Annual employment data helps in understanding the scope of available employment and for making predictions as to the future employability, both of which are valuable for the purposes of guidance and counselling.


Employment trends can be understood from three perspectives –

- entry jobs,
- number of workers engaged in an occupation, and
- information on shortage or surplus within an occupation.

Entry jobs available to school or college leavers immediately or after little training, year after year reveal the trend in employment available to students with various school subjects or short term skill courses. Information about shortages and surpluses is equally important. When jobs that offer standard conditions of employment and wages remain vacant due to non-availability of workers possessing the minimum skill qualifications, shortages will exist. Surpluses imply the availability of more than the required number of workers to fill current vacancies. The information on shortages and surpluses is useful to visualise where better job opportunities exist and where the scope for finding employment may be limited.

Employment exchanges provide information about entry-level occupations. The community occupational surveys that you can conduct as a counsellor also help to know employment trends within the local community.





In the private sector there is generally little analysis except when specific organisations maintain a database and profile of the industry in terms of growth rate. NASSCOM, for example, has been predicting job trends in the field of computers and information technology. You can trace such trend reports through the newspaper as several professional bodies are now reporting growth and employment trends. Magazines and newspapers covering business and economic views also report trends in various trades and occupations.

2.2.6 Advancement

When a person enters an occupation she/he looks beyond entry level and visualises prospects for promotion in that occupation. Before choosing a career, students are keen to know their opportunities for advancement. With promotion a person can expect enhanced salary, perks and sometimes, position, power and status. This to a large extent entices young aspirants.

Advancement patterns vary in different occupations and in different organisations. In the government sector advancement for many occupations is time bound meaning that an employee can expect modest salary increases periodically, based on length of service. It is also based on satisfactory performance as depicted in the confidential work report of workers.

In private sector and multinationals, advancement and promotions are mainly based on performance. Usually there is no specific scheme for career advancement. Some occupations may offer very little opportunities for advancement. In that case people change organisations for better placement. Sometimes, acquiring further education or training allows a person to achieve a higher position in the same or another organisation.

For providing career guidance and information to students you should be aware of general advancement trends. It is also logical to know about occupations and the organisations that are growing faster than the others as in both cases there is scope for expansion of number of positions. Though career literature includes information on advancement, interaction with professionals from the field also yield valuable inputs.

2.2.7 Educational Requirements of Courses and Occupations

Course requirements are the most sought after piece of career information and are absolutely required for career planning. In order to enter an occupation or take admission in a course, a student needs to know the educational and individual requirements of their chosen occupation or course. Occupations define workers requirements in terms of prescribed education and training, whether it is fresh passouts or experienced, age for entry, physical requirements if any, as well as personal qualities which would best suit the occupation.

Students need to know about institutions where relevant courses/training can be taken as a requirement for their chosen occupation. The information on admission requirements (percentage marks, age, sports and other achievements etc.), duration of the course or program, and expenditure are important to the students. The admission requirements, criteria for selection, expenditure etc. vary among different courses and even in the institutions offering such courses. Some institutions offer admission on the

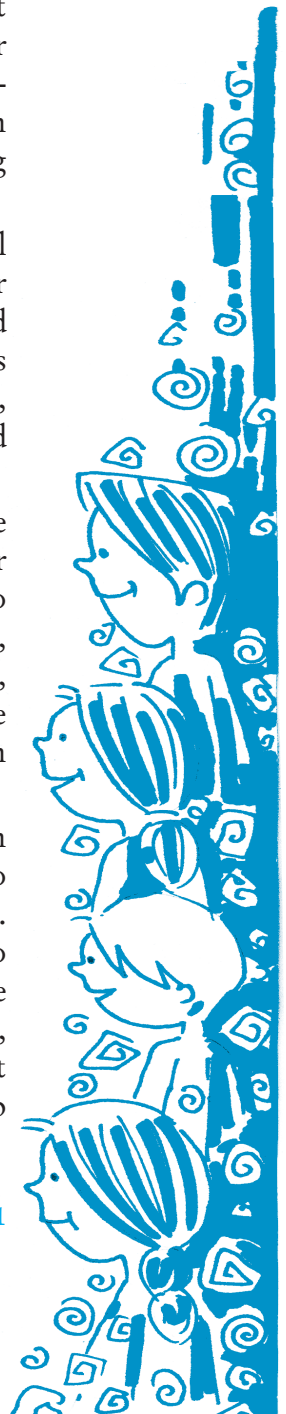
basis of merit in organised competitive examination, while some other institutions provide admission on the basis of minimum educational requirements.

The following is a discussion in the Indian context for educational and personal requirements for courses and occupations, and their importance.

Educational Requirements

Students can enter the job market or join further educational course or training after completing different levels of education as given below:

- *General education* General education provides basic skills in reading, writing, computation, and awareness of the social, physical, and cultural environment, and understanding of the heritage. It also helps in inculcating desirable societal values as well as work related values. General education is available at various levels such as elementary, secondary, higher or senior secondary, graduation and above. It does not include professional, technical and vocational education. General education at any level helps students to enter into certain courses and occupations. However there are unskilled manual occupations that require little or no education. Semi-skilled occupations such as plumber, electrician, mechanic etc. require education up to Class VIII/X level; it is essential to obtain such training at Industrial Training Institutes (ITIs).
- *Secondary education (with general subjects)* Secondary education permits entry to skill related courses in areas such as arts and crafts, performing arts, office skills, computer basics, food and hospitality sector, preschool education, beauty culture, sales and several other services sectors, technical occupations training etc. It also allows entry for apprenticeship in hospitality sector, mechanical and technical training, the services sector, protective services such as the police, armed forces and paramilitary services etc.
- *Senior secondary education* Senior secondary education focuses on disciplines that are entry-level requirements for specific courses. These in turn are prerequisites for professional entry. Subject combinations determine the eligibility for entry to professional courses such as medicine, engineering, technology, architecture, merchant navy, navy, air force, biological sciences, physical sciences, earth sciences, fine arts, performing arts, economics etc. Some entrance requirements are more general, e.g., courses in law, hotel management, business management, can be taken with any combination of subjects studied at senior secondary stage/level.
- *Graduation* Graduation is a 3-year study for general courses and of 4-5 years duration for professional courses. A graduate degree allows students to directly enter into some occupations. This entry may be accompanied by on the job training. Alternatively, graduates can choose to study for a postgraduate course for entry to some specific occupations. Graduates also qualify for several competitive examinations for government jobs, banking, insurance, civil services, armed forces, journalism, management etc. However minimum percentage of marks obtained at the graduate level is always specified as eligibility for applying for a course or a job by the concerned organisations.



- *Post-graduation and doctoral courses* These are required for entry into academic/research-oriented occupations in a wide range of disciplines. There are entry routes to competitive jobs for postgraduates of specified disciplines.

Generally, the employers and educational institutions specify the minimum general education required for entry into the jobs/courses advertised. To a large extent such information is documented in authentic career information publications, institutional brochures and websites. These can also be compiled from the primary sources, such as institutions, students enrolled in courses and those who have entered jobs.

Special Training

Students at career planning stage need to know the professional or special training required for entry into the occupation of their choice. They may require special training to take up a job or to obtain a necessary license to start their own business. Work related skills are taught through special programmes. Professional training is imparted at both private and government owned institutions or by university departments. Religious bodies, charitable organisations, industrial houses and professional organisations also support a substantial number of institutes. International institutions are collaborating with local institutions in some areas. An institute or a group of similar institutions lays down the selection procedure.

This information is required for career planning, preparation and entry. Students require information about selection procedures for entry, number of seats, time of selection, course duration, cost of training, place of training and other details regarding hostel, transport availability and expenditure. The students need such information to make decisions in the light of their needs, resources and opportunities available.

There are several types of training institutions, e.g., technical, vocational, and professional. Also there are different levels of entry to a training course. The following are some of the examples of special training institutions:

- *Professional Institutions* These institutions offer graduate, postgraduate and doctoral programmes in specialised fields, such as medicine, paramedical courses, engineering, architecture, law, mass media, fashion technology, filmmaking, management, art, hospitality etc. Such courses are offered by a university, a deemed university or by autonomous institutions.
- *Industrial Training Institutes (ITIs)* In ITIs, several technical trades are taught to prepare mechanics and skilled workers for a range of industries and services. Entry is after Classes X and XII. However, in a few courses the entry requirement is Class VIII.
- *Institutes of Chartered Accountants, Cost and Work Accountants and Company Secretaries* Training and licensing in these three specific areas are managed by professional bodies. The respective professional bodies are formed by Acts of Parliament which assign them complete jurisdiction over training, regulation, and managing all



formulation of training materials and structure, entry criteria, examinations and licensing. These institutes have developed composite programmes. Training involves completion of learning modules through distance and contact programmes, examinations at each stage followed by apprenticeship and licensing.

- *Agricultural Institutions* These are institutions that specifically conduct courses related to the discipline of agriculture/forestry and related fields such as veterinary sciences, dairy sciences, horticulture, floriculture etc. They also run short-term vocational courses. Rural development and forest management have become important areas for training.
- *Special Schools* These institutes provide education and training facilities to persons with special needs due to some disability such as visual, hearing, physical (locomotor) or mental/spastics etc. Besides these institutes, there are special training facilities provided by specialist institutes in each of these areas to train teachers or para-professionals.

In developing countries, as a result of scientific and technological developments, new areas of engagement/performance are emerging, resulting in availability of facilities. In the field of research there are numerous options in all disciplines sponsored by the government and scientific/social science organisations. In-service training facilities are offered by several training organisations. Some short-term programmes induct fresh entrants. In fact, such institutional information is growing rapidly and will require every counsellor to keep abreast through authentic career literature of different forms, related advertisements and internet etc.

Eligibility Criteria and Selection Procedures

Every institution lays down eligibility criteria and selection procedures for the different programmes it conducts. The level of academic preparation required is always mentioned including minimum aggregate marks in the qualifying examination and relaxation of the requirements, if any, for special categories of applicants such as women and persons with disabilities.

Selection procedure for a course may include written test, interview, and group discussion or any combination of these three components. The admission brochures of different institutions give details about the institution, affiliation/accreditation, details about the various courses and specialisations, number of seats, pattern of the entrance test, dates and location of test centers, application deadlines and post selection details concerning lodging and boarding, living costs and financial assistance/scholarships etc. As a counsellor you must be aware of the basic course/training details to explain the admission criteria and selection procedures appropriately as these may change from time to time. It is important to keep up to date on these criteria. Admission notices available in newspapers/magazines, institutional brochures and their websites, field trips and updated career information provide valuable database for a counsellor.





Self-check Exercise 3

List ten items of essential information given in the admission brochure of an educational/training institute.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

2.2.8 Individual Requirements of Courses and Occupations

As mentioned earlier, in order to be eligible for entry into an occupation or admission to a course, apart from the education requirements, a student needs to know what the individual requirements are. In terms of individual requirements you will need to provide students information about the following:

- **Age requirements** The age requirements for entry into different courses/occupations vary. Age requirements also vary from institution to institution even for the same occupation. Generally the advertised vacancies and admission brochures mention the age range (i.e. the minimum and maximum age limit), age concession for some special categories such as women and persons with disabilities.

- **Physical requirements** In order to join the armed forces and protective services, specific physical fitness and endurance performance standards are basic requirements. These are specified in terms of height, weight, eyesight, hearing and physical efficiency standards. You will find such information in the recruitment literature brought out



- by different branches of the the defence services and career literature.
- **Gender requirements** Now women are found in all types of careers yet the entry of women into some careers is restricted. You would hardly find women as fire fighters, fire engineers, navigators, etc. Even in the defence services where women are being recruited in India, not all the positions are open for them. In contrast, home science colleges offer admission only to women candidates.
- **Citizenship/Domicile requirements** This is a very important part of personal details. All the countries or different states (provinces) within the country clearly

state citizenship or domicile requirements for recruitment to jobs or providing license for professional work or business. Some careers restrict entry only to citizens of that country/province. You will find such information in career information literature as well as in advertised vacancies by government and non-government organisations.

- **Personality requirements** Personality requirements include attributes like abilities, interests, social skills, emotional stability, maturity, work related attitudes and values, personal values and concerns, motivation, tenacity for work and aspirations etc. You may say that all these qualities are necessary for any career. It is true, but in some occupations some attributes may be required more than in others. While selecting candidates for employment or admission to courses, the selectors look for the required personality qualities of the individuals. Several studies have been conducted for mapping these qualities of workers from different fields but the factors for success were found to be varied. Hence, career literature generally gives broad indicators of personal requirements.

This unit provided an understanding of these dimensions. Counsellors will have to refer continuously to career literature and keep themselves updated.



Self-check Exercise 4

Identify five main individual requirements for entry into an occupation/course.

1. _____
2. _____
3. _____
4. _____
5. _____

2.3 Summary

In this unit you have learned about the dimensions of career information. For guiding young people in making realistic career choices it is important for counsellors to understand each dimension of a career in detail and collect the appropriate information.

As a counsellor you need to provide information about –

- the nature of work
- working conditions
- methods of entry
- earnings
- employment trends and outlook
- advancement, and most importantly
- educational and individual requirements of various courses and occupations.



1. Match the following :

Column A

- (i) Nature of work
- (ii) Work environment
- (iii) Personal characteristics
- (iv) Educational qualifications
- (v) Entry routes
- (vi) Salary
- (vii) Employment opportunities

Column B

- a. Rs. 4500/- to Rs 7000/-
- b. Eligibility for elementary teachers training is Class X/XII
- c. The profession requires dedication, perseverance and patience
- d. Government/Private schools
- e. Primary teachers teach all subjects
- f. Training after Class X/XII
- g. Teachers work under different levels of conveniences

2. From the following description of nature of work, write appropriate answers against three most important components of nature of work.

Merchant Navy Deck officers : Captain or Master of the ship is in command of the ship. He is responsible for the navigation of the vessel, discipline, safety of passengers, crew and cargo. It is the job of the Captain to set the course for the ship and the speed too. He is in charge of manoeuvring the ship to avoid hazards and locate the ship's position using navigational aids.

- (i) Job title _____
- (ii) Duties _____
- (iii) Equipment/material _____

3. Label each statement as either a description of Nature of Work as 'NW' or Work Environments as 'WE' in the statements given.

- (i) Oceanographers study the seas, its coastline, estuaries, coastal waters, shelves and the ocean bed. (_____)
- (ii) Oceanographers work in onshore laboratories, offices, aquariums. (_____)
- (iii) Oceanographers work on the sea to collect data and record scientific evidence. (_____)
- (iv) Oceanographers at some time or the other have to be on research stations at sea for several weeks. (_____)
- (v) The work oceanographers do is in one of the following areas— biological, chemical, physical and in geological oceanography. (_____)

4. Label the 'physical', 'psychological' or 'social' aspects in the following descriptions—

- (i) Physicians work with patients from a variety of backgrounds in considerably different environments. _____

- (ii) Physicians in rural or government hospitals and clinics have to work under stringent conditions whereas in private hospitals the work environment matches that of corporate offices. _____
- (iii) In surgical specialities doctors spend a large amount of time in operating rooms, where the job entails long working hours, standing for long periods at a stretch and concentration. _____
- (iv) Doctor's job is one of great responsibility, patience, endurance and stress. _____

Answer Key to Self-evaluation Exercises

- 1. (i) e (ii) g (iii) c (iv) b (v) f (vi) a (vii) d
- 2. (i) Job Title: Captain or Master
(ii) Duties: responsible for navigation of the ship, discipline, safety of the passengers, crew and cargo.
(iii) Equipment/Material: Navigational aids.
- 3. (i) NW (ii) WE (iii) WE (iv) WE (v) NW
- 4. (i) Social
(ii) Physical
(iii) Physical
(iv) Psychological

Answer Key to Self-check Exercises

Self-check Exercise 1

- 1. down the engine
- 2. the data presented to him on instruments and controls
- 3. on problems or instrument difficulties faced during the flight
- 4. in calculation of data


Self-check Exercise 2

- 1. (a) contacts
(b) enrolment with placement service
(c) competitive entrance test
(d) applying for advertised vacancies
(e) taking interviews
- 2. (a) commission
(b) conveyance
(c) housing
(d) medical insurance / facility
(e) travel concession

Self-check Exercise 3

- 1. admission
- 2. details about the institution, affiliation/accreditation



- 
3. details about the various courses and specialisations
 4. number of seats
 5. pattern of the entrance test
 6. dates and location of test centres
 7. application deadlines
 8. lodging and boarding
 9. living costs
 10. financial assistance/scholarships

Self-check Exercise 4

1. age requirement
2. physical
3. gender
4. citizenship
5. personality



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Suggested Readings

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3

Economic Development and Career Opportunities



- 3.0 Introduction
- 3.1 Objectives
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 - 3.2.1 Economic Activity
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- 3.3 Economic Structure and Distribution of Labour in Various Sectors
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Economic Development and Career Opportunities **3**

3.0 INTRODUCTION

In previous units, you learned about career information, its need and its various dimensions. Because occupational opportunities and occupational profiles change, this information must be updated continuously. Some changes may be the result of a growth in overall employment opportunities. Some occupations become less important or may even disappear altogether, while new types of occupations emerge. Manual work is transformed with economic development and a range of hi-tech options evolve in a variety of sectors. Each sector today is highly specialised. As technology changes, the skills and preparation needed to pursue different occupations may also change. Every counsellor needs to have an understanding of how various forces of change influence the world of work in order to help students for their career choice and preparation.

In this unit you will learn how one such force of change, economic development, influences the numbers and quality of employment opportunities, and how changes in economic structure can influence the distribution of labour and manpower requirements in various sectors of the economy. This unit also helps in your learning about the impact of scientific, technological, economic, demographic, socio-economic and cultural factors on employment opportunities.

3.1 OBJECTIVES

After going through this unit, you will be able to

- *understand* the concept of economic development and its role in creating potential for employment.
- *relate* the role of changes in economic structure on labour distribution across various sectors of the economy.
- *describe* manpower requirements with the change in economy.
- *enumerate* the influence of technological, scientific, demographic, economic and socio-cultural factors on the world of work.

3.2 ECONOMIC DEVELOPMENT AS A DETERMINANT OF EMPLOYMENT POTENTIAL

Economic activity requires a labour force and this gives rise to employment, either self-employment or wage-based employment. The range and scale of economic activities pursued in a country, and consequently the employment generated, would depend on the level of economic development in that country. This does not mean that employment generation will always be as fast as economic development. It depends on several other factors also such as the rate of economic growth, the distribution of such growth among different sectors and sub-sectors of the economy, the technology and production processes adopted in each particular sector or sub-sector or activity.


3.2.1 Economic Activity

Economic activity involves production of goods and services for exchange in the marketplace, either by organisations (factories, offices, and shops etc.) or by households. In the case of households, production for own consumption also constitutes one component of economic activity, for example, your kitchen garden is an economic activity done by you.

3.2.2 Structure of the Economy

Each economy consists of three sectors, namely, primary, secondary and tertiary. The primary sector involves activities dealing with the production of goods using only natural resources without any processing, for example, agriculture, mining etc. The secondary sector deals with the processing of goods, for example, manufacturing, construction, electricity generation etc. while the tertiary sector is engaged in the distribution of goods involving transportation and trade. Further, each sector can also





be sub-divided into various sub-sectors. For example, manufacturing sector can be classified into sub-sectors such as manufacturing of food, manufacturing of electronic goods etc.

A country's total output comes from the outputs in different sectors. The relative share of these outputs from different sectors and sub-sectors determine the structure of the economy in a country. For example, agriculture may be contributing most of the economic output of an underdeveloped country. As development takes place, secondary sector activities grow in importance and with yet further development those in the tertiary sector may contribute more extensively to the economic output of the country.

3.2.3 Economic Growth and Development

A commonly used measure of economic growth in a country is the rate at which the Gross Domestic Product (GDP) of the economy is growing. Gross Domestic Product, stated simply, is the sum total of the value of all the goods and services produced within the geographical boundaries of a country in a given year. For example, India's economy is stated to be currently growing at 9 per cent per annum, which means that its GDP is increasing by 9 per cent per year. Investment of resources in the expansion of existing economic activities and in new activities stimulates such growth.

Economic development is a slightly broader concept than economic growth and involves such aspects as reduction of poverty and inequalities among different sections of population, improved health and educational facilities etc. Both economic growth and economic development are complimentary as the gains occurring from economic growth should facilitate economic development.

3.2.4 Relationship Between Economic Growth and Employment Growth

Production of any goods or services will involve the use of primarily two resources: capital (the amount of money available to invest) and labour. How much capital is used and how much labour is used would depend on the nature of the goods or services produced, the scale of production, the technology used, the availability of the resources and several other factors. As the output increases, the relative shares of capital and labour used may undergo change. The ratio of percentage change in labour used to percentage change in output produced is known as *employment elasticity*.

$$\text{Employment Elasticity} = \frac{\% \text{ change in labour}}{\% \text{ change in output}}$$

When % change in output is more than the % change in labour; employment elasticity is less than 1.

When % change in output is less than % change in labour, employment elasticity is greater than 1.

When % change in labour is the same as % change in output, employment elasticity is equal to 1.

It is this employment elasticity that determines whether growth in output would lead to equal growth in employment or not. For example, if the employment elasticity

in a particular economic activity is less than 1, it means that employment will increase slower than output increase. Thus in that case a 9% growth in economy may lead only to a lower rate of growth (say 6%) in employment. On the other hand, if the elasticity is more than 1, the employment growth may be more than 9% per year. If it is just 1, employment will grow in step with the economic growth.

You will appreciate that an important objective of employment planning in developing countries is to ensure that the economic growth is accompanied by a sizeable increase in employment. This increase in employment is generated through growth of sectors and sub-sectors with higher employment elasticity.



Self-check Exercise 1

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

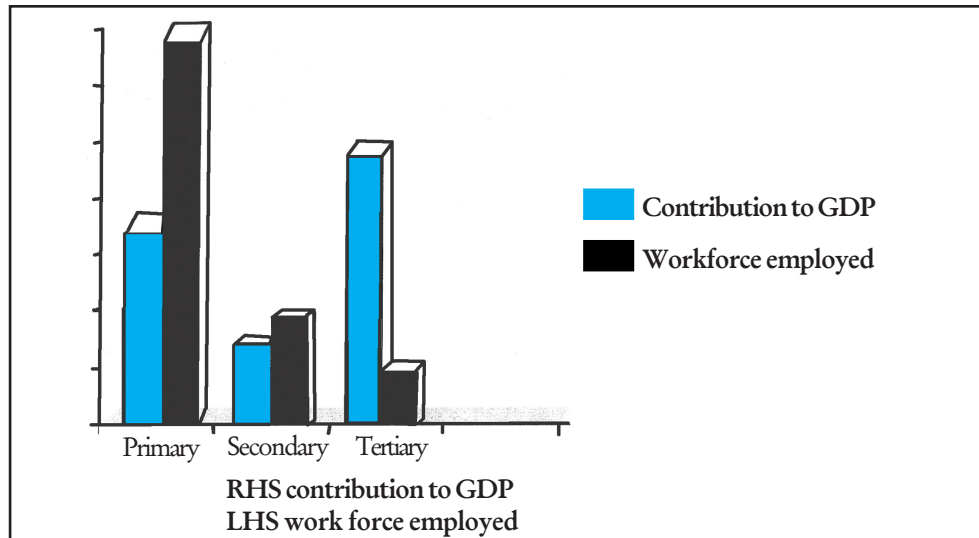
1. Economic activity involves production of goods and services for exchange in the market place, either by organisations or by households.
2. A country's total output comes from the primary sector.
3. GDP is a measure of population growth.
4. When % change in labour is the same as % change in output, employment elasticity is equal to 1.
5. The secondary sector deals with distribution of goods.

3.3 ECONOMIC STRUCTURE AND DISTRIBUTION OF LABOUR IN VARIOUS SECTORS

The structure of the economy is determined by the relative contribution/share of different types of economic activities pursued to the country's output. You will now look at the impact this structure has on employment. At the broadest level, the structure of a country's economy is stated in terms of what per centage of its output comes from the primary sector (i.e., agriculture, mining and allied activities), what per centage from secondary sector (i.e., manufacturing, construction, generation of electricity and water supply) and what per centage from the tertiary sector (i.e., various types of services including trade and transportation). Total employment in an economy is distributed over the various sectors according to its labour demands. The share of employment in various sectors may differ from the corresponding share of output from the sector. For example, primary sector activities may produce one-third of the total output of the economy but may actually employ two-thirds of the workforce. The tertiary sector, on the other hand, may contribute half of the total output but may engage only ten per cent of the total employment of the country. The employment potential of a country, in relation to its economic growth, will therefore, depend on which sectors are contributing to that growth. If sectors with high employment elasticity are growing relatively fast, the employment growth would also be fast.

Now you can see the following graph to compare the GDP economic growth and the work force employed in the different sectors i.e. primary, secondary and tertiary.





3.3.1 Informal and Formal Sectors

Activities, informal and formal, are important features of the economies in developing countries, particularly in the SAARC countries. The informal sector, also broadly called unorganised sector, comprises agriculture and allied activities, and cottage industries in rural areas as well as petty vendors and some small-scale mechanised industry in both rural and urban areas. The formal (or organised) sector includes large scale manufacturing, mining, major financial and commercial businesses, and such enterprises as railways, telecommunications, electricity generation and distribution, and the government itself.

In some of the developing countries like India, the informal economy actually contributes more than 50 per cent of the GDP and engages over 90 per cent of the total work force. Thus, the informal sector has more labour and less output. Its productivity is low. The structure of an economy in terms of formal and informal sectors and the changes in this structure are also important factors in determining employment potential.

Earlier, growth was measured in terms of growth rate in GDP at factor cost at constant prices. Now, sector-wise estimates of gross values added (GVA) are being given at basic prices instead of factor cost. The relationship between GVA at factor cost, GVA, at basic prices, and GDP (at market prices) is given below:

GVA at basic prices = CE + OS/MI + CFC + Production taxes less production subsidies

GVA at factor cost = GVA at basic prices - production taxes less production subsidies

GDP = \sum GVA at basic prices + product taxes - product subsidies

(where, CE: compensation of employees; OS: operating surplus; MI: mixed income; and, CFC: consumption of fixed capital).

3.3.2 Structural Changes in Economy of the Developing Countries

You might have observed a number of significant structural changes in the economy of your country. Let us explore these changes with India as an example. At the time of Independence, Indian economy was predominantly agricultural and rural. Planned development of the economy began in 1951 when the First Five-Year Plan was launched. During the period 1951 to 1979, the economy grew at an average rate of 3.1 per cent per year, recording significant but relatively slow developments in all sectors. The rate of growth of the economy improved to about 5.5 per cent per year over the 1980s, and improved to 7.2 per cent in 2014-15 and 7.6 per cent in 2015-16, thus becoming the faster growing major economy in the world it appears that condition do exist her raising the economy's growth rates of 7 per cent or higher in the next couple of years. A high of investment led to rapid growth of industry (at about 7.3 per cent per annum) and agriculture (1.1 per cent per annum) and services (by 9.2 per cent per annum). by the years 2015-16 the primary sector's contribution to national output was 17.6% the secondary sector accounted for 29.7% and the tertiary sector 52.7%.

Table 3.1: Share in GVA at Factor Cost at current prices

Sector	2004-05 Series			2011-12 Series			
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2014-15
Agriculture	17.9	17.5	18.2	18.9	18.7	18.6	17.6
Industry	27.2	26.2	24.8	32.9	31.7	30.5	29.7
Services	54.9	56.3	57.0	48.2	49.6	50.9	52.7

Source CSO' press release of 30th Jan, 2015 & 9th Feb, 2015 on New Series Estimates of National income. Economic survey 2014-15 volume-II.





The most significant event that occurred in India in 1991, so far as the economy was concerned, was the launch of the policies of economic liberalisation, privatisation, globalisation and financial sector reforms. Since then, there has been a significant step up in economic growth. The economy has grown at an annual rate of growth of 8 to 9% during the last few years. An important feature of this growth is the ever-increasing contribution of the services sector, notably communication, financial services and business services. Globalisation has pushed up foreign trade, foreign investment, and import of technology, and even immigration of skills. Multinationals have been setting up base in India and outsourcing business related services. This has stepped up job opportunities for skilled workers in the areas of information technology (IT), enabled services and business process outsourcing sectors and also in export oriented industries. More than half of the Indian Economy is the Services Sector, it contributed about 69 per cent of the total growth during 2011-12 to 2015-16. Correspondingly education and training opportunities have multiplied. On the other hand, competition among the industries resulted in cost cutting approaches, which usually involved work force reductions. Some significant features of the changes that have occurred in the Indian economy in the past two decades are —



- rapid growth of economy since 1980s,
- decline in the share of agriculture and increase in that of services in the nation's output,
- low rate of overall employment growth since 1980s,
- increase in the share of employment in the unorganised sector in recent years,
- increase in employment opportunities in computing, business outsourcing and other high-end occupations,
- diversification of skill requirements and need for a multi-skilled workforce in the economy,
- increasing participation of women in diverse occupations.



Activity 1

Study the significant structural changes that have occurred in the economy of your country during the last decade and compare it with the above mentioned changes.

3.4 MANPOWER REQUIREMENTS

You have seen how economic structure influences the employment. Now let us focus on the impact of economic development on the manpower requirements. The difference in the concepts of labour and manpower is that when we talk of labour we consider only the total volume of labour or the available workforce without considering the skill levels. On the other hand, when we talk of manpower, we take into account the skill differences in the labour force. We do not merely consider the total number of persons required to perform an economic activity, but also look at the break up of this number by skill categories.

3.4.1 Manpower Demand and Supply


You know that markets for any commodity or service have two aspects— supply and demand, which together generally determine the price of the commodity or service. The situation is broadly the same with manpower. In the labour market, the producers of various goods and services require workers with various skills which indicates manpower demand. On the other side, there are persons with the desired skills willing to be employed, resulting in manpower supply. These two forces together generally determine the wage levels. If the supply exceeds demand, there will be unused or underused manpower leading to unemployment or underemployment. If the demand, on the other hand, exceeds supply, the employers will respond by increasing wages, training persons on the job, exploring the possibilities of using a different technology, considering the possibility of substituting the scarce skills by lower skills (for example, substituting engineering degree holders by diploma holders), import of skilled workers (as in the Gulf region), etc. Often such imbalances of supply and demand occur leading to shortages and surpluses.

The imbalances between the supply of and demand for trained manpower are of two types. One is the discrepancy in aggregate numbers between the requirements and expected supplies of trained workforce. The other type of imbalance is in the matching of demand and supply at different skill levels. For example, while the overall demand for engineers may match with supply, there can still be shortages or surpluses for different levels (diploma, degree or postgraduate) or different disciplines (civil, mechanical, etc.).

The starting point of manpower planning is an assessment of the likely demand and likely supply of the type of manpower in question for the future. Precise assessment of the likely demand for a skill is very difficult and is at times impossible. The requirements can change dramatically with the economic situation and or with technology. Employers may opt for alternative methods of production in response to manpower shortages. In view of this, what can be attempted is a very broad assessment of the demand taking into account the following—

- the current shortages or surpluses,
- level of growth planned in different economic activities, where the skill in question is demanded,



- 
- anticipated technological changes,
 - substitutability of the skill in question by others, and
 - demand for the skill outside the country and the possibility of out migration.

As far as supply is concerned, in most cases, the process of skill development takes place directly in response to market demand, such as starting new institutions, expansion of capacity in the existing institutions, modifications in the curricula and introduction of new trades take place fairly quickly to meet the manpower requirements. The supply of manpower comes from the following sources—

- training and education institutions,
- on-the-job training by employers (apprenticeship programmes),
- transfer of skills within the family (e.g. father to son),
- self-learning (e.g. practice, through internet, etc.),
- net migration of skilled persons into the country (deducting out-migration of persons into other countries).

It is easy to make an assessment of manpower supply from institutional sources and perhaps migration. However, based on past trends, other data available and opinions of experts in the trade including employers associations, a general idea can be obtained.

3.4.2 Attributes of Workers Required

For pursuing a successful career, it is not enough to possess the relevant technical skills required. Certain worker attributes or qualities are also needed. These attributes may differ from occupation to occupation. For example, while ability to reason is necessary for a research worker, the quality of not feeling bored with work is essential to function in a job requiring repetition. Again, the pursuit of self-employment demands yet another set of attributes such as strong entrepreneurial traits.

An important attribute needed for occupational success is the willingness to learn and acquire new knowledge and skills. In a dynamic world, old skills are often replaced by new skills and a worker becomes redundant unless he/she is willing to acquire the latest skills. A typical case is the application of computerised techniques in design and manufacturing (Computer Aided Design and Computer Aided Manufacture) and even in routine word processing jobs. There are many other such examples. A number of modern construction techniques have been developed and those workers who have learnt these techniques have found ready employment in the Gulf countries. Again, with the advent of digital photography, an old art has been replaced by a new automatic process along with the skills to correspond. One now needs a mix of photographic and computer skills, the latter becoming ever more important.

The productivity of those adopting themselves to the latest technology and processes rises and they would be in demand in the market. Those who are not adaptive become redundant. In fact, the younger workers entering the world of work later have the advantage of learning the latest skills. But, they too can become out-of-date soon in a rapidly changing technological environment. Readiness to learn is, therefore, very important for a successful career.

Positive attitudes to work is equally important. Unless one enjoys and gets satisfaction out of work done, it soon becomes a boring affair and one can develop mental stress. In a labour market full of competition, work is becoming more and more demanding. Therefore one needs to develop a positive attitude towards work and work situations in order to improve productivity and life.

In spite of intense competition between workers, there is a greater need for teamwork. Jobs require more than one skill and workers have to share their professional competence with their colleagues in the execution of work. This requires an ability to work as a team member and an ability to communicate effectively with other members of the team, the rest of the staff and the outside world. The attribute of effective communication has an important part to play.

Today more and more responsibility to handle the business and production processes is being passed on to the lower rungs of the work force. Ability to shoulder responsibility and decision-making is another important worker attribute required for occupational success.

Governments in most of the developing countries, including those in the SAARC region, have initiated programmes for promoting self-employment as they find difficulty in creation of salaried jobs. This means that employment seekers can look for self-employment opportunities instead of seeking wage-paid or salaried jobs. Self-employment requires an entrepreneurial mindset as well as decision-making, risk-taking, creativity, financial and resource management and marketing skills.

Activity 2



List out the occupations that have disappeared from the labour market of your country during the last five years.

Study the reasons for such disappearance in order to know whether it is due to technological changes or whether the demand has dried up due to lifestyle changes

3.5 FACTORS INFLUENCING THE WORLD OF WORK

We talked about manpower in terms of demand and supply and the desirable attributes of workers required in addition to technical skills. The world of work is in a constant flux. We observe frequent changes in occupational opportunities and occupational demands, i.e., what opportunities arise for different types of manpower and what it requires in terms of qualifications, skills and other personal attributes, to pursue these occupations. New occupations come up, some disappear, nature of work of occupations gets modified and skills required to pursue the occupations undergo corresponding changes. What are the factors that bring about such changes? You will now look at some of these factors— scientific and technological, economic, demographic, and social and cultural.





3.5.1 Scientific and Technological

Over centuries, science and technology have influenced human progress globally. Scientific discoveries have contributed to technological inventions and innovations that simplified production processes, increased productivity in agriculture and industries, and promoted rapid transportation and communications. In the process, a wide variety of skill requirements have surfaced. Developments in pure science, by themselves, have constantly expanded the scope and opportunities for scientists and teachers of science. There are today an ever-increasing number of branches and fields of specialisations in the physical and life sciences, attracting diverse talents.

The impact of technology (i.e., applications of pure science) is far more widespread, as technology influences the day-to-day life far more extensively and directly than the pure sciences. A clear example is the impact of computers (and digital processing) and their enormous speeds in processing information. This has influenced activities in manufacturing, construction, transport and communication, financial and business services, as well as educational, health and a host of other services. These activities now require a wide variety of new skills, quite different from the earlier ones. The simplest example is that of a word processing job in comparison with that of the earlier typing of documents. At the other end are the occupations of selling through internet and solving the processing problems of remote clients (say in USA) while sitting in your own country.

3.5.2 Economic

You have already read that economic development leads to employment generation. As economic development takes place, the incomes of the people generally increase, leading to demands for a wider range of goods and services and of better quality. For example, increasing income pushes up demand for better housing, better education, and greater health services, more utilities like electricity and demand for more durable goods like televisions and refrigerators. This, in turn, gives rise to newer production processes that call for greater range of skills.

In addition to the above, economic policies, such as liberalisation and globalisation, and the organisation of work (i.e., outsourcing) can affect work and careers. Liberalisation policies as exemplified by the Indian economy, can lead to greater competition and a greater role and freedom for the private sector. This influences a change in work norms from public sector to private sector employment. The impact of globalisation can be seen through the importation of technologies and increase in export-oriented production. Moreover, globalisation promotes migration of skills, which may cause manpower shortages within the country from which migration takes place.

3.5.3 Demographic

Demographic factors are factors concerning population growth and its characteristics. Large and rapid increases in population are general characteristics of developing

countries. One of the principal objectives of planning for development in these countries is to generate productive employment opportunities for their large labour force and adequately prepare the labour force to take advantage of the work opportunities. The volume and rates of growth of population and labour force dictate the size of the employment generation effort. This may sometimes force the governments to adopt policies that promote application of labour-intensive production processes and technologies.

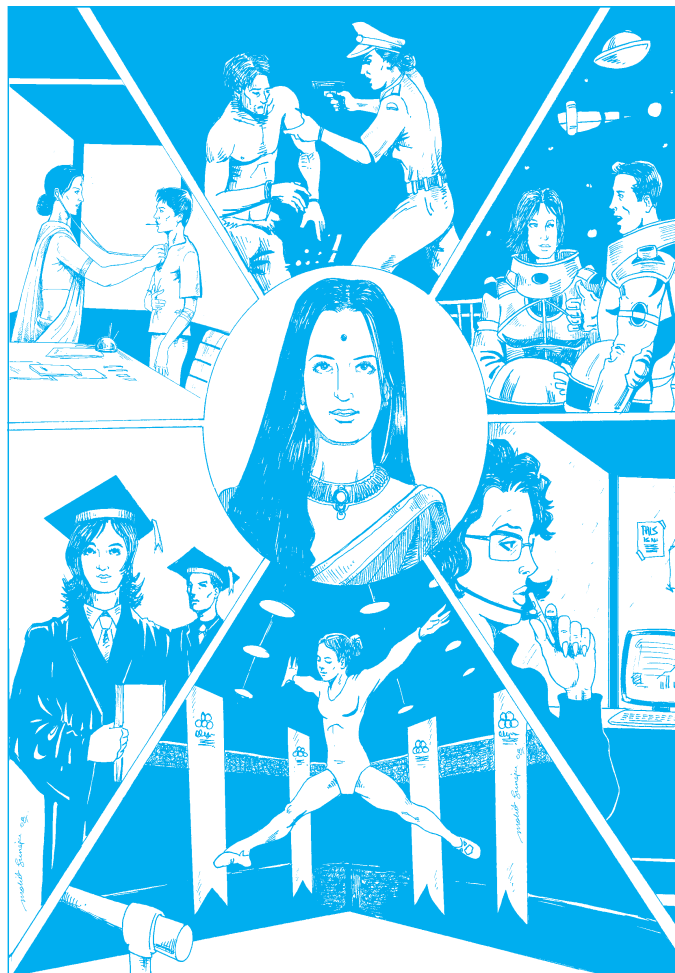
The size and distribution of population in the country also have a direct impact on the size of educational and health services as well as on a variety of other services like transport and communication, personal services, administrative services etc. giving rise to a wide spectrum of jobs. Redistribution of large scale populations from a rural and essentially agricultural base into rapidly growing urban populations call for a demand in a variety of urban services, again creating increased demand for jobs.

3.5.4 Social and Cultural

Social and cultural aspects too leave an impact on the world of work. One highly conspicuous social change taking place in all countries is the increasing participation of women in the workforce and specifically in occupations that had earlier been considered exclusively for men. Now a days you find an increasing number of women pilots, policewomen, women as managers, executives and legislators, and space scientists, a thing rare, unheard of in the past.

Social development policies like abolition of child labour, rehabilitation of the differently-abled persons, social security, trade unionism, labour protection also affect the world of work.

Cultural factors also influence the world of work.



Modern societies promote exchange of ideas through education, learning and sharing of experience. A society, which has a broad and all encompassing culture, will tend to gain and absorb newer and varied work related experiences. For example, different tribal populations producing their traditional handicrafts represent cultural factor at work. Their artistic designs combined with the benefits of modern technology have led to a new kind of products and a significant contribution to unique export-led activities. This exchange of work habits, knowledge and skills has been mutually beneficial.



Self-check Exercise

Fill-in the blanks with appropriate words :

1. The participation of women in the workforce has been gradually _____ .
2. The rising income affects demand for _____ , _____ and _____ .
3. Liberalisation policies have led to employment generation in the _____ sector.
4. Demographic factors are factors concerning _____ and its _____ .
5. Exchange of ideas takes place through _____ , _____ and _____ .

3.6 EMPLOYMENT PROGRAMMES INCLUDING SELF-EMPLOYMENT OPPORTUNITIES

You have already read in this unit that the process of economic development generates employment. It is desirable that development by itself should lead to productive employment opportunities for all. However, it does not always happen. That is why governments of developing countries launch special programmes to provide wage employment or self-employment opportunities, particularly for the poorer sections of the society. Such schemes have the primary aim of creating employment opportunities while also contributing to development. As a counsellor you have to be aware, and maintain details, of such programmes that are in operation in your country.

For example, in India following are some of the employment programmes/schemes initiated by the government to :

- provide wage employment to women, the socially disadvantaged sections of population and parents of children who are withdrawn from hazardous occupations. Employment generating work is taken up that would create community village infrastructure.
- bring the assisted poor families above the poverty line by ensuring appreciable sustained level of income over a period of time. Catering to poor people in rural areas with focus on the vulnerable groups among the rural poor.

- assist individual urban poor beneficiaries and groups of urban poor women (educated only up to the IX standard) for setting up gainful self-employment ventures and training of beneficiaries for upgradation and acquisition of vocational and entrepreneurial skills.
- Provide self-employment opportunities to educated unemployed youth from poor families. The assistance is in the form of subsidy, a bank loan and entrepreneurship training.

Employment generation and promoting self employment is facilitated by The National Skill Development Corporation India (NSDC) which was setup in 2009, with Public Private Partnership Company having primary mandate of catalysing the skills landscape in India and is achieved through the National Skills Qualifications Framework (NSQF) which is competency-based framework that organizes all qualifications according to a series of levels of knowledge, skills and aptitude. These levels, graded from one to ten, are defined in terms of learning outcomes which the learner must possess regardless of whether they are obtained through formal, non-formal or informal learning by providing :

- skill training
- technology and marketing support
- financial assistance/subsidies
- training in traditional arts and crafts
- assistance in creating self-help groups
- entrepreneurship development.

Such programmes are usually run by the Ministries /Departments of Labour/ Employment /Social Welfare/Rural/Education/ Human Resource Development/ Women's Welfare/Industries.

You can get details of such programmes available in your country from the concerned ministries/departments/organisations.

Activity 3



Find out three schemes pertaining to employment/self-employment for the following target groups in your country— Women; Rural; Educated unemployed.

Summary

Economic development is the primary process through which productive employment opportunities are generated. The employment potential created by economic growth depends on the economic structure and distribution of output across various sectors and sub-sectors of the economy (like agriculture and related activities, mining, manufacturing, construction, and services, etc.) and the employment





elasticities of the growth in such sectors. Total employment is a mixture of various types of manpower with diverse skills. The types of economic activities pursued broadly determine the demand for manpower. Manpower supply comes from a variety of sources like institutional training, apprenticeship programmes, self-learning etc. Imbalances between manpower demand and manpower supply can cause manpower shortages or surpluses. Economic factors, scientific and technological developments, demographic forces, and social and cultural environment have significant influence on the world of work in the form of expansion of opportunities, diversification of skills required and changes in the work organisation. While economic development is the main process for creating demand for labour, it may not always generate sufficient employment to cater to the needs of the entire labour force. To tackle the resultant problem of unemployment or underemployment, governments of developing countries launch special programmes with a focus on generation of wage employment and self-employment. The counsellor has to maintain information on all such schemes in his/her country.

Self-Evaluation Exercises

1. How is employment related to economic growth?
2. What structural changes have taken place in the Indian economy since 1947?
3. Which factors influence the wage structure in the labour market?
4. Elucidate on the ideas of economic growth and economic development.
5. Define employment elasticity.
6. Describe the three sectors of an economy and their broad sub-sectors.
7. What are the important worker attributes needed for occupational success?
8. What social and cultural changes have had an impact on the employment pattern?

Answer Key to Self-evaluation Exercises

1. Your answer should talk about the need for manpower to carry out any economic activity. When economic growth happens there is more economic activity leading to creation of more jobs. Also discuss the occupations becoming less labour intensive with the introduction of superior technology.
2. Your answer should mention the launching of Five-Year Plans, launching of the policies of economic liberalisation, privatisation, globalisation and financial sector reforms, and consequent thrust to foreign trade, foreign investment, import of technology and even immigration of skills leading to the ever-increasing contribution of the services sector. Also talk about increase in the share of employment in the unorganised sector in recent years, increase in employment opportunities in fields

of computing, business outsourcing and other high-end occupations as also about increasing participation of women in diverse occupations.

3. Your answer should cover the aspect of demand and supply of manpower. Emphasise the possession of appropriate skills for securing higher wage structure.
4. Discuss GDP and its impact on such aspects as reduction of poverty and inequalities among different sections of population, improved health, and educational facilities etc.
5. The ratio of percentage change in labour used to the percentage change in the output produced is known as employment elasticity. Elaborate that this ratio determines whether growth in output would lead to equal growth in employment or not.
6. Your answer should cover the definition of all the three sectors of economy namely primary, secondary and tertiary. Some examples of sub-sectors in at least one sector should be given.
7. Make a mention of such attributes as: ability to reason, positive attitudes to work, ability to work as team member, effective communication, taking responsibility and decision making, entrepreneurial traits, willingness to learn.
8. Discuss about the impact of social development policies like abolition of child labour, rehabilitation of the differently-abled persons, social security, trade unionism and labour protection, and cultural influence on the world of work.

Answer Key to Self-check Exercises

Self-check Exercise 1

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

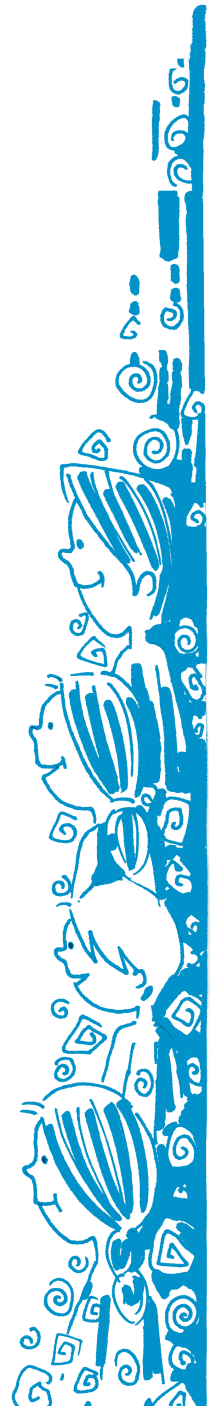
Self-check Exercise 2

1. increasing
2. better housing, better education, greater health services
3. private
4. population growth, characteristics
5. education, learning, sharing of experiences

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Suggested Readings

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Government of India, 2006. *Annual Report (2005-2006)*. New Delhi, Ministry of Urban Employment and Poverty Alleviation, Government of India, New Delhi.

Government of India, 2006. *Annual Report (2005-2006)*. New Delhi, Ministry of Agro and Rural Industries, Government of India, New Delhi.

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4

SOURCES OF CAREER INFORMATION

- 4.0 Introduction
- 4.1 Objectives
- 4.2 Sources of Career Information
 - 4.2.1 Primary and Secondary Sources
 - 4.2.2 Sources of Published Career Information
- 4.3 Types of Career Information Material
 - 4.3.1 Print Material
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- 4.4 Evaluation of Career Information Material
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 - Answer Key to Self-evaluation Exercises
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Sources of Career Information 4

4.0 INTRODUCTION

In the previous units you gained exposure to the place of career information in guidance and counselling as well as the dimensions of career information. To disseminate career information to a target group, you must be aware of the different sources from where career information is to be collected. A large variety of print, audio/visual and electronic material brought out by various sources is available which could be procured. However, you need to check the authenticity and usefulness of the material before you use or recommend it to the information seekers. In this unit, you will study some of the sources of career information and the types of career information material available. You will also learn about the criteria and guidelines against which the information material should be evaluated before use. This understanding will help you in collecting the required career information which is valid and useful for you and your students.

4.1 OBJECTIVES

After going through this unit, you will be able to

- *identify* different types of sources for obtaining career information.
- *describe* sources of published career information for procuring these materials.
- *describe* different types of career information material available such as print, audio/visual and electronic media.
- *evaluate* career information material for its usefulness and correctness against the given criteria and guidelines.

4.2 SOURCES OF CAREER INFORMATION

Knowledge about sources of career information is important to establish a career information centre in your institution. Many government organisations and private agencies at the international, national and local levels collect, compile, publish and disseminate career information and as such are useful sources to start your repository. However, you must know that there are some agencies which are directly engaged in

bringing out career information material in different forms for the use of counsellors, students, teachers, parents etc. Then there are agencies which, while performing their major responsibilities, also bring out some literature covering different aspects/dimensions of career information such as information on a particular occupation or industry, educational and training facilities, competitive examinations, job openings, manpower requirements, opportunities



in a particular industry, institutions accredited by concerned government body, financial assistance and facilities for socially disadvantaged etc. There are also other types of agencies, private publishers or individual authors, who utilise the information available from the above types of sources to generate comprehensive volumes of career information for target groups, especially students. Some of the sources also organise career related activities to disseminate information to larger groups of students and parents as well. As no single source provides complete and up-to-date information on all the careers, it is important to know different sources and types of career information available from them. The discussion in the following sections of this unit will help you to understand various sources of career information.

4.2.1 Primary and Secondary Sources

Sources of career information are classified into either primary or secondary sources, based on where the information is obtained from.

- (i) **Primary sources** These are also known as direct or original sources. The information is obtained directly from those engaged in the occupation. These include—
- **Employer:** Employer is the one who gets the work done and pays for it. Every employer has a number of jobs in the organisation and can provide information about these.
 - **Employee/worker:** Employee/worker is the one who is paid a wage to perform a specific job in an industry or organisation. She/he can provide information about the job she/he is presently holding.
 - **Government organisations, agencies or official bodies:** Government organisations, agencies or official bodies generally issue certificates, licenses, and frame the rules and regulations describing working conditions, recruitment procedures, different service conditions and facilities to be provided to the worker.

Primary sources provide updated and first hand information and are good sources for career guidance workers. However, while collecting information from primary sources, you may find some difficulties as below:



- Some information may be secret or confidential and may not be shared by the sources.
- Information may be incomplete.
- The source may be either unavailable or just inaccessible, especially when you need to get current information to update your files or database.
- The sources may be available at different places or the information is maintained by different people.

All these conditions can result in incomplete information.

(ii) **Secondary sources** These are also known as indirect sources. These sources of information are called secondary because they use the information collected or published by original sources and organise it under suitable title for the purpose of publication.

The advantage of using secondary sources of information is that these are time saving and, easy to locate and procure. However, information may not be valid and therefore requires continuous updating.

As a counsellor, you should use both primary and secondary sources for collecting career information.



Self-check Exercise 1

Fill-in the blanks.

1. Primary sources are also known as _____ sources.
2. Employer is the one who _____ and _____ for it.
3. _____ can provide information about the job she/he is presently holding.
4. _____ provide updated and _____ information.
5. The secondary sources of information use the information _____.

4.2.2 Sources of Published Career Information

Various international, national, state and local organisations bring out publications related to careers. These sources of information may be primary or secondary. Also some of the publications may be directly related to careers while others can be used by counsellors appropriately to supplement the available information. In this section you will learn about some of sources publishing career information at various levels.

1. International Level

Many organisations and agencies publish career information at the international level. Some of these sources are briefly described below. You may search more sources and explore detailed information about these through their websites.

(a) United Nations Organisation

Following are some of the specialised United Nations (UN) agencies bringing out information which is useful for career guidance purposes:

- United Nations Educational, Scientific and Cultural Organisation (UNESCO): UNESCO brings out training kits, computer based training guides and learning packages. There are UNESCO institutes and Centres for Education as well as Institutes and Centres under the auspices of UNESCO. One related to guidance and counselling is 'Guidance, Counselling and Youth Development Centre' at Africa, Lilongwe, Malawi. The organisation has UNESDOC which is a multilingual database (www.unesco.org).
- United Nations Statistics Division (UNSD): UNSD maintains a database covering education, employment, health, human development, industry, ICT, trade, tourism etc. You will read about the UNSD publication International Standard Industrial Classification (ISIC) in Modue-XII, in Unit-1 on "Classifying Career Information" in the next trimester (www.unstats.un.org/unsd/).
- United Nations Industrial Development Organisation (UNIDO): Reports and manuals like 'How to start Agro-Food Industries' etc. are brought out by UNIDO (www.unido.org).

(b) **International Labour Organisation (ILO)**

The ILO is a tripartite UN agency. The organisation publishes the results of research related to the changing nature of work and employment which is important for policy makers and other users. You will read about International Standard Classification of Occupations (ISCO-88) brought out by ILO in Modue-XII, Unit 1 on "Classifying Career Information" in the next trimester. For other ILO publications you can visit its website www.ilo.org/ and search Labordoc – publications database and ILO bookstore.

(c) **International Youth Foundation (IYF)**

IYF is working in close to 70 Countries with activities clustered around four issue areas: Education, Employability, Leadership and Engagement and Health Education and Awareness. IYF publications focused on youth development can be seen on website <http://www.iyfnet.org/printWin.cfm>

II. National Level

At the national level, various ministries, their departments and autonomous organisations in all the countries bring out information literature about educational, training and job opportunities, and related schemes. In all countries similar organisations, for example, departments of labour, human resource development, education, employment, statistics etc. publish career literature useful in their setup.

Following are some of the examples of such organisations publishing career literature.

India

Joneja (1997) has described in detail various departments and autonomous organisations under different ministries of the Government of India, educational, professional and industrial organisations which bring out career information related publications. Some of these are listed below. To give you an idea, the kind of career related publications brought out by the first three agencies has also been mentioned.

- Directorate General of Employment and Training (DGE&T) New Delhi: DGE&T under Ministry of Labour brings out Occupational Surveys, National Classification





of Occupations, Bulletin of Job Opportunities, Guidelines for Vocational Guidance Officers etc. which are useful for counsellors. (www.dget.nic.in.)

- National Institute for Career Service, formerly, known as Central Institute for Research and Training in Employment Service (CIRTES), New Delhi: CIRTES, a constituent of DGE&T publishes career literature in the form of World of Work Series, Job Seekers Guides, Charts, Posters, Motivational Folders etc. which is useful for students, counsellors, teachers, parents, job seekers etc. (www.dget.nic.in)
- Association of Indian Universities (AIU), New Delhi (www.aiuweb.org): AIU publishes handbooks for students seeking admission in colleges and universities. Some of these are Universities Handbook and Handbooks on Medical Education/Engineering Education/Management Education/Distance Education etc.
- University Grants Commission (UGC), New Delhi (www.ugc.ac.in)
- Institute of Applied Manpower Research (IAMR), New Delhi (www.iamrindia.com)
- National Council of Educational Research and Training (NCERT), New Delhi (www.ncert.nic.in)
- Indira Gandhi National Open University (IGNOU), New Delhi (www.ignou.ac.in)
- All India Council for Technical Education (AICTE), New Delhi (www.aicte.ernet.in)
- Union Public Service Commission (UPSC), New Delhi (www.upsc.gov.in)
- Directorate of Audio-Visual Publicity (DAVP), New Delhi (www.davp.nic.in)
- National Book Trust (NBT), New Delhi (www.nbtindia.org.in)

United Kingdom (UK)

- The “Connexion Service” of the Department of Education and Skills of UK government which provides required support and guidance to all young people, including career guidance, is a good source for career information. Its resource library which lists career in the Careers Library Classification Index (CLCI), and its career publications and services can be searched on the website www.connexions.gov.uk and related links.
- Association of Graduate Career Advisory Services (AGCAS), UK: AGCAS is the professional association for higher education (HE) career practitioners and supports the delivery of careers services in collaboration with key stakeholders for the benefit of the HE and related sectors. AGCAS also publishes resources for Career Education Information and Guidance (CEIG) practitioners.

USA

- Department of Labour publishes most widely used Occupational Outlook Handbook and other relevant literature.
- Educational Resources Information Center (ERIC) sponsored by the U.S. Department of Education, Institute of Education Sciences (IES) is a good source of information. ERIC website <http://eric.ed.gov/> provides information about the various types of materials indexed by ERIC including career titles. It is the world’s largest digital library of education literature which provides free access to more than 1.2 million bibliographic records of journals and education related materials.

- Many universities in USA provide career services and also bring out a lot of career literature for students. Few examples are:
 - Career Services, University of California (<http://career.ucsb.edu/students/majors/comparative-literature/index.html>)
 - Career Services at Princeton University (http://web.princeton.edu/sites/career/Undergrad/Start/majorsComparativeLit_careers.html)
 - Online Careers Library, The University of Manchester (<http://www.studentnet.manchester.ac.uk/.../onlinecareerslibrary>)

Bhutan

- To explore the publications of Department of Labour and Department of Human Resources you can see the website www.bhutan.gov.bt

Sri Lanka

- The following websites provide information relevant for career purposes in Sri Lanka: www.moe.gov.lk/, www.statistics.gov.lk/

You may visit some such sources relevant to your country and collect information as per the needs of your students



Activity 1

1. Prepare a list of national level sources in your country from where you can collect career information (both educational and occupational) for your use.
2. Visit the websites of at least three Indian agencies mentioned above to know about the career related publications brought out by them.

III. State Level

There are several agencies both in government and private sectors engaged in bringing out career information material at the state level. Some such government sources in India are described below. However, you may have to explore similar sources in your own country.

- a) **Government Departments and Organisations** At the state level, several government departments such as Education, Planning, Revenue, Health, Finance, Social Welfare, Agriculture, Mining, Tourism etc. make available a lot of career information to students and job seekers belonging to various categories such as general population, socially disadvantaged, unemployed, disabled, persons in rural and remote areas.
- b) **State Guidance Bureaus/Agencies** State level guidance agencies like State Bureaus of Educational and Vocational Guidance or Guidance and Counselling Units/Cells functioning under State Councils of Educational Research and Training or State Departments of Education produce career information and guidance material especially in local languages.
- c) **Employment offices** Vocational Guidance Units of such offices render vocational guidance services through the published career information material procured from national as well as state level sources. In addition they also bring out their own



material in English or local/regional languages and organise various guidance activities in their states.

IV. Local Level

Following are some of the career information sources at the local level:

- a) **University Employment Information and Guidance Bureaus:** These bureaus at university campuses are engaged in making available career information to college and university students and alumni from time to time. They also bring out monthly bulletins on current career information.
- b) **Placement and Counselling Cells:** There are several educational and training institutions that have set up Placement and Counselling Cells to provide career information to students and help them in their placement for further education or training or job.
- c) **Libraries:** Institutional and central/community libraries are also good source of obtaining career information available in the form of print material or electronic material (database).
- d) **Schools providing Guidance and Counselling Services:** Professionally trained Counsellors appointed in some schools provide career information as an important part of the guidance and counselling programmes in their schools.
- e) **Non-Governmental Organisations (NGOs):** Considering the need of youth, many NGOs organise career guidance related activities such as Career Exhibitions, Career Conferences, Career Fairs, Career Talks etc. in order to disseminate career information to the students and parents, and help in students' placements. NGOs also bring out their own print and electronic material.
- f) **Philanthropic Organisations or Trusts:** Sometimes these organisations or trusts also help their community members by providing career information in the form of print publications and by way of conducting career guidance activities.
- g) **Publishing Houses/Agencies:** Many private publishers bring out books, guides, magazines, periodicals and journals on career related subjects, especially for the youth.



Self-check Exercise 2

Fill-in the blanks with appropriate words.

1. In all countries similar organisations, for example, _____ etc. publish career literature useful in their set-up.
2. ILO publishes the results of research related to _____ which is important for policy makers and other users.
3. _____ Bureaus make available career information to college and university students.
4. The resource library of _____ in UK lists careers in the _____.
5. Directorate General of Employment and Training brings out career publications at the _____ level.

4.3 TYPES OF CAREER INFORMATION MATERIAL

In the preceding paragraphs you have learned about a number of sources from where you can collect career information. You have also learned that different agencies bring out different forms of information material with different objectives. Many authors (Baer and Roeber, 1964; Hoppock, 1976; Joneja, 1997; Norris et. al., 1960) have presented the different types of materials available on the subject.

Broadly you can classify the available published career information material into three types i.e. print material, audio-visual material and electronic material. This section provides a brief description of various forms of materials available in each of these three categories as presented in Fig. 4.1.

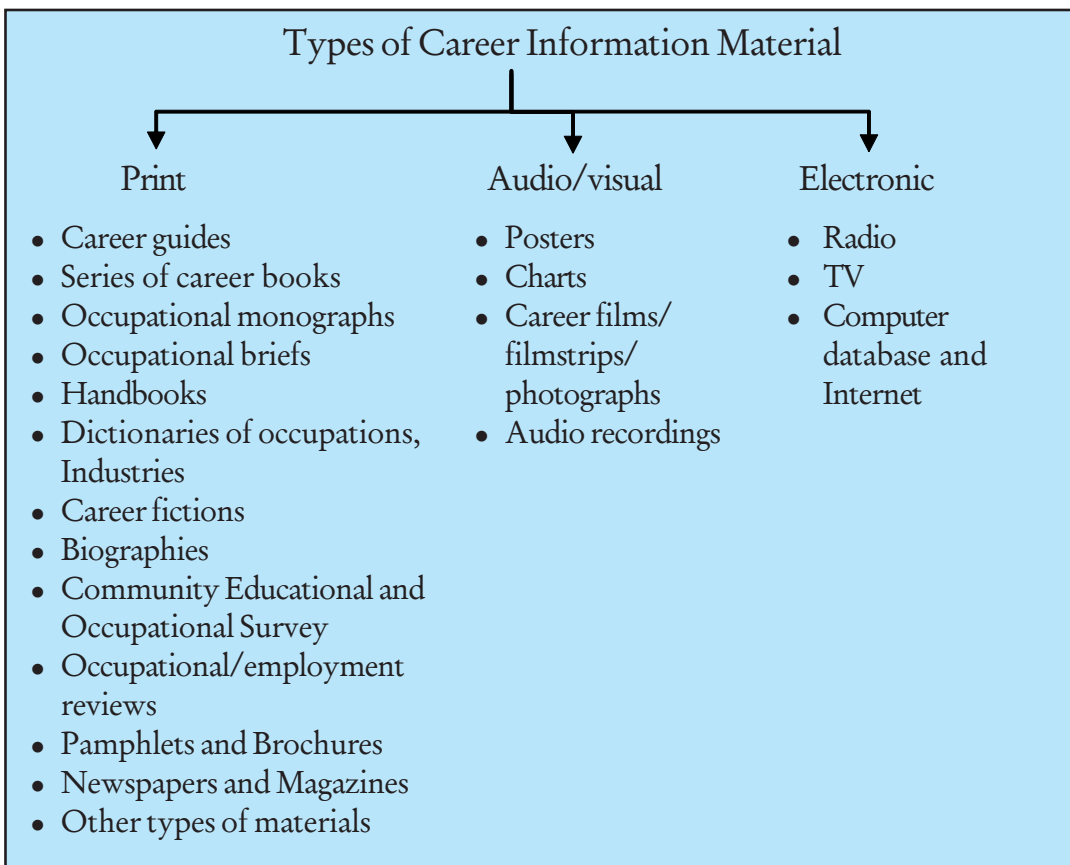


Fig. 4.1: Types of Career Information Material

4.3.1 Print Material

Published print material covering different aspects of careers is available in different forms. Some common forms of these materials are described below.

(i) **Career Guides**

Generally a career guide presents in brief general information of various phases of an occupation in the form of a booklet or leaflet. The information in a career guide includes importance of the occupation, nature of work, working conditions, entry requirements, personal qualities, institutions providing skills training with



the approximate cost and duration of training, employment prospects etc. However, you may also find certain publications carrying the word 'Guide' in the title and containing information on a variety of occupations.



(ii) *Series of Career books*

You will find some literature in the form of series of books covering a wide range of titles such as civil services, careers in history, the dairy technology, fashion design, bio-informatics, hotel management as a career etc. They are known as Career Guidance Series, World of Work Series, Job Series etc. and are useful to students, counsellors and teachers.

(iii) *Occupational Monographs*

An occupational monograph presents a detailed and comprehensive picture of an occupation in about 4000 to 8000 words including tables, graphs and illustrations, and therefore serves as a good resource material. For example, a monograph on teaching as a career may cover all stages of the teaching career starting from nursery to higher education, and teachers in specialised fields of teaching. Monographs are relatively expensive in terms of time required for collection and compilation of facts, and updating the facts and cost of printing. Therefore, few monographs on certain popular occupations may be kept for use.

(iv) *Occupational Briefs*

As suggested by the name, occupational brief describes all aspects of an occupation like occupational monograph in brief in up to 3000 words. In a brief each point is developed in one or more short paragraphs. It also includes

graphs, tables and some illustrations. Briefs are useful for quick career exploration. These are less expensive as compared to monographs.

(v) ***Handbooks***

Handbooks provide information on educational and training facilities. The information is presented institution-wise which includes courses of study, number of seats, duration, eligibility, fees, facilities, scheme of examination, faculty, apprenticeship training and admission dates etc. Handbooks are very useful to students in choosing their courses of study and educational institutions. Occupational Outlook Handbooks are also published by Labour Departments of some of the countries like USA to provide information on education and training, earnings, nature of work, working conditions etc. and contain even jobs search tips and links for further information.

(vi) ***Dictionaries of Occupations, Industries***

The dictionaries of occupations contain the well-defined system of classification of different occupations. Each occupation included in the dictionary is classified, coded and described. Similarly, in the dictionary of industries all the industries are defined, coded and classified. All the countries design these two dictionaries for their set-ups. These dictionaries are useful to counsellors in imparting information about the world of work to the students. You will read about International and Indian dictionaries in Module-XII, in Unit-1 on “Classifying Career Information”.

(vii) ***Career Fictions***

Like any other fiction, career fiction is based on the experiences of one or more fictional characters. Through different characters, an occupation is portrayed which includes information about duties, qualifications, preparation required and further achievement etc. The career fiction is interesting and exciting to read and therefore is useful in creating career awareness among students. However, career fictions are generally written on a few popular occupations such as police personnel, architects, writers, detectives etc. and in order to make it exciting reading, some information may be exaggerated, distorted or omitted.

(viii) ***Biographies***

Biography is a written account of the life of a person successful in a given field. Biography, in fact, traces the career development of the person including his/her choice of occupation, nature of work, personal qualities, hobbies, successes, failures, difficulties faced and influences on his/her life. Biographies, like career fictions, are written on popular occupations and are interesting and inspiring. However, these do not provide factual information on careers.

(ix) ***Community Educational and Occupational Surveys***

Educational and occupational surveys are conducted to gather information about education and training facilities, and occupations available in the community



respectively. The occupational surveys also cover the growth or decline in opportunities in different occupations, the status of demand and supply and their future projections. The reports of these surveys prove to be very useful to the counsellors but are not easily adopted for student use. You will read more about these surveys in the next unit.

(x) *Occupational/Employment Reviews*

Occupational/Employment Reviews are brought out periodically as a result of constant and regular research work done, especially by Government organisations. These reviews contain information about employment situation in traditional occupations and emerging occupations, manpower supply and manpower demand and shortages and surpluses in specific skill areas in the organised sector.

(xi) *Pamphlets and Brochures*

Pamphlets and brochures provide brief information on a wide variety of topics such as an occupation or industry or an institution, education or training facilities, scholarships, employment programmes, self-employment schemes, job-opportunities, competitive examinations etc. Such brief information is useful to create awareness among students and motivate them to look for detailed information as per their requirements.

(xii) *Newspapers and Magazines*

Newspapers and magazines are good sources of the latest information as they include admission notices, advertised vacancies and announcement of various schemes as given by the original sources.

Many a time some pages or columns are exclusively devoted to career related aspects such as articles, queries, deadline alerts, institutional profile, interviews with professionals etc. However, some magazines exclusively contain career information in comprehensive form, covering several aspects of careers related to admission/job.



(xiii) *Other Types of Materials*

In addition to the above mentioned materials, you will also find some other types of career information materials which include specialised studies on an occupation or industry or its different aspects published in the form of monographs or reports; bibliographies; books on occupations, careers and career information and guidance; annotated occupational bibliography; instructions/guidelines for candidates for registration at employment exchanges etc. These are also useful to the counsellors.

The print material, though very easy to procure and retain, suffers from serious drawbacks i.e., the material gets obsolete and requires continuous updating. It may not also be comprehensive enough or relevant.

4.3.2 Audio-Visual Material

Audio-visual materials play a significant role in attracting the attention of students and help them retain the information for a longer period in their memory. Posters, charts and films/film strips, photographs, audio recordings of the interviews with employees and employers are various forms of audio-visual material. The following description will help you in understanding the nature of such material as well as in preparing and using these as per the need of students.

(a) *Posters*

A poster carries an attractive picture and a catchy slogan in a few words on a particular theme. Posters displayed at strategic places attract the attention of students and teachers, and motivate them to explore further. Posters can be prepared with the help of students.

(b) *Charts*

A chart depicts information in concise form on a particular title related to careers. The information depicted may be on specific occupations, occupational trends, educational and training facilities available in





a particular field of work, details of various levels of entry into an occupation, or careers related to a subject matter. Information in charts can be in a single chart or a series of charts. Charts displayed at a variety of places attract students and teachers, and motivate them to know further details. Students can be involved in the preparation of charts on the careers of their interest.

(c) **Career Films/Film Strips, Photographs**

Films, film strips and photographs on careers either show workers engaged in their work, or interviews with workers and employers. Documentary films are also available profiling different institutions and industries. Films and film strips are useful in disseminating career information to large groups in classrooms, assemblies, on career days etc. However, before using, the relevance and usefulness of these materials for the target audience in the present context need to be ascertained.

(d) **Audio Recordings**

Audio recordings of interviews with workers on different jobs, employers, professionals and entrepreneurs on their work and related experiences are an interesting source of information. You can also develop your own audio programmes on different occupations during visits to different work places/ industries. Students may also be asked to do such work as their project work. The recordings of parents of students who are employed in a variety of occupations may also be taken.

4.3.3 Electronic Media

Electronic media includes radio, television, computer and internet. Electronic media has made the transmission of information to the masses very easy and fast. In the context of career information, we describe below these media very briefly.

(a) **Radio**

It is one of the most popular and powerful media among people because of its affordability, accessibility and credibility. It plays an important role in providing career information to masses through the programmes especially meant for youth. Sometimes radio channels also announce information related to admission to courses and vacancies in between entertainment programmes. At times the programmes also provide opportunity for interaction between career information seekers and experts in the studio.

(b) **Television (TV)**

Like radio, a variety of television programmes provide career information in direct or indirect manner. Regular programmes on careers provide information about a career in each episode and entertain queries of viewers. Special programmes for youth cover a wide variety of youth concerns including academic, career and personal-social in the form of interviews with people from different walks of life, panel discussions, group discussions and quizzes etc. Besides this, special films prepared on training institutions, occupations, industries, organisations etc. expose the viewers to the world of work. Information about admission notices and vacancies are also shown by many TV channels, especially

local channels, from time-to-time. You can advise students to watch such programmes.

(c) **Computer Database and Internet**

Computers and internet are now popular among students, parents, teachers, institutions, organisations etc. Many agencies are introducing computer databases on career information in the form of CDs. Internet is a global network of millions of computers providing information pertaining to education, employment, training, skills development, job hunting, interviews, placements, employers, organisations etc. Certain websites are also related to career awareness, career planning and job profiles.

Although internet is widely used for its quick and easy availability, and cost effectiveness, you should be careful in using the internet based information due to following reasons :

- Certain websites fail to update information regularly;
- Some websites may exaggerate facts, or glamourise information;
- Substantial service charges are levied by some websites;
- Flood of information may confuse students in making decisions;
- Information may be biased or incorrect.

Internet is also used by many applicants to submit online applications for admission or employment, and post their resume for educational and occupational placement.



Self-check Exercise 3

Match the following:

A

1. Career fiction
2. Biography
3. Occupational monograph
4. Occupational brief
5. Handbook
6. Career guide
7. Dictionary of occupations
8. Poster
9. Chart

B

- a) well-defined system of classification of occupations
- b) general information in brief about various phases of an occupation
- c) account of life of a person successful in a given field
- d) detailed and comprehensive picture of an occupation
- e) pictorial portrayal of a theme
- f) schematic portrayal of particular title related to careers
- g) brief description of all aspects of an occupation
- h) a hypothetical portrayal of occupation through the experiences of one or more fictional characters.
- i) provide information on education and training facilities.





4.4 EVALUATION OF CAREER INFORMATION MATERIAL

By now you have learned that career information is available in print, audio-visual and electronic forms, and is brought out by various agencies. You also know that it is the responsibility of the counsellor to keep up-to-date and authentic career information for himself /herself and for the students. Therefore, the counsellor needs to evaluate the career information material using certain criteria. This section describes the need for evaluation of information material and criteria for evaluation of these materials.

4.4.1 Need for Evaluation

The need for evaluation of career information material is due to the following reasons.

- Increasing volume of information materials in various forms is being brought out by many agencies, publishers and individuals for various purposes. The information given in all the materials may vary in reliability and validity. Many countries do not have an official body to guide and approve career information materials, especially those published by private agencies and individuals.
- Sometimes the literature available is presented attractively and may suffer from biases and personal experiences. This type of material may mislead students during career decision making.
- Much of the career information materials already available in an institution or library may be obsolete or not fit for use either for counsellor or for students. Therefore, before recommending these to students or acquiring new material, such material needs to be sorted out for its usefulness and correctness.

Thus, it becomes your responsibility as a counsellor to evaluate the material before using it.

4.4.2 Criteria for Evaluation

The criteria for evaluation of career information material have been discussed by many authors in the field. Some of these are given below—

- a. According to Herr and Crammar (1972), besides the source of information ‘recency’, ‘validity’ and ‘applicability’ are to be considered while evaluating the career information material. ‘Recency’ refers to the up-to-date nature of information. ‘Validity’ means accuracy. ‘Applicability’ may be considered from two points of view, that is, the material presented can be easily utilised and is appropriate to the consumer.
- b. Hoppock (1976) suggests that while evaluating any information material a counsellor should ask five questions—When? Where? Who? Why? and How?
 - (i) When—means when the material was written and published. This first question is sufficient to help the counsellor to reject the material without asking further questions.
 - (ii) Where—provides information about the geographical limitations of the data on the basis of which the counsellor adjudges its suitability for the students.
 - (iii) Who—indicates the writers and publishers of the material on the basis of which the counsellor can appraise the quality of authorship.

- (iv) Why – means the purpose for which the material is written. The material written for purposes other than career guidance, like recruitment, fiction, interesting articles or selling courses, or advertising etc. may be glamorous or misleading.
- (v) How – applies to the collection and presentation of facts. This provides further clarification to the probable accuracy of information.

The first four questions can answer the usability of many publications, and a large number can be rejected or identified without further examination. However, you must remember that all the career publications may not be fully satisfactory but they may be usable and suitable.

c. NCDA Guidelines: The National Career Development Association (NCDA) in America have designed guidelines for ‘Evaluation of Literature – Video-Software’ to encourage the development of accurate and reliable information by publishers, and informed use by the consumers.

These guidelines include the following –

- Guidelines for the Preparation and Evaluation of Career and Occupational Information Literature— Guidelines for publishers and consumers of career and occupational print literature.
- Reviewer Rating Form — This checklist is for reviewing Career and Occupational Information Literature.
- Guidelines for the Preparation and Evaluation of Video Career Media— Guidelines for publishers and consumers of video career media. Includes a reviewer checklist.
- Career Software Review Guidelines – Guidelines for publishers and consumers of career software.

The guidelines are in great detail and you may find these on NCDA website www.ncda.org If possible you can use these in judging the quality of career information materials for usage in your set-up.

Activity 2



Take a publication on careers and evaluate it using the five questions suggested by Hoppock (1976) to find usefulness of the publication for your students.

4.5 Summary

In this unit you learned about various sources of career information and types of career information materials available. Career information may be collected from both primary and secondary sources. Each source has its own advantages and disadvantages. Various agencies at the international, national and local levels are useful sources to collect career information generated or published by them. The published career information materials are usually available in the form of print material, audio-visual material and electronic media. However, before using any type of material, you need to evaluate it using certain criteria to ensure that the information you use and disseminate is reliable and valid.





1. List advantages and disadvantages of primary and secondary sources of career information.
2. Why are secondary sources called indirect sources?
3. What are the different types of published career information material available? Briefly describe any three forms of each type of material.
4. Why do you need to evaluate career information material?

Answer Key to Self-evaluation Exercises

1. Advantages and disadvantages of primary and secondary sources of career information are—
 - a. Primary sources—Provide updated and current information but difficult to collect, may be incomplete.
 - b. Secondary sources—Easy availability, save time, cost effective but need constant updating.
2. These sources organise and use the information collected and compiled by original sources.
3. Your answer should include any three forms of each of the following—
 - a. Print material—Select any three of the thirteen forms described in the text.
 - b. Audio-visual material—Select any three of the four described in the text.
 - c. Electronic media —All the three given in the text.
4. Your answer should include—
 - a. no agency to check authenticity of materials published by various sources.
 - b. material may be attractive but biased.
 - c. existing material may be obsolete or inaccurate.

Answer Key to Self-check Exercises

Self-check Exercise 1

1. direct or original
2. gets the work done, pays
3. employee/worker
4. primary sources, first hand
5. collected or published by original sources

Self-Check Exercise 2

1. Department of Labour, Human Resource Development, Education, Employment, Statistics
2. changing nature of work and employment
3. University Employment Information and Guidance
4. The Connexion Service, Careers Library Classification Index
5. national

Self-check Exercise 3

1. h
2. c
3. d
4. g
5. i
6. b
7. a
8. e
9. f

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Suggested Readings

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5

Collecting Career Information

- 5.0 Introduction
 - 5.1 Objectives
 - 5.2 Methods of Collecting Career Information
 - 5.2.1 The Follow-up Survey
 - 5.2.2 Community Occupational Survey
 - 5.2.3 Community Educational Survey
 - 5.2.4 Want-Ad Survey
 - 5.3 Use of Technology
 - 5.4 Summary
- Self-evaluation Exercises
Answer Key to Self-evaluation Exercises
Answer Key To Self-check Exercises
Suggested Readings





Collecting Career Information 5

5.0 INTRODUCTION

Collecting information about the careers and providing the same during career guidance and counselling is one of the most important activities of a counsellor. As a counsellor you need to have the latest information collected and organised in a way to serve the needs of the students and other individuals who seek your assistance in their career planning and other career related matters.

In the previous unit, you have studied various sources of career information, especially the published information. You are also familiar with various forms of published career information available and guidelines for its evaluation to use it wisely. However, you may still need to collect the local information on education, training and job opportunities from community agencies and employers to supplement or update the available published information. This information is particularly useful for the students who want to pursue their careers in their localities. For gathering career information from local sources, you are required to be familiar with some methods and techniques which you can use. In this unit you will be exposed to some of the methods of collecting career information, their uses and limitations.

5.1 OBJECTIVES

After going through this unit, you will be able to

- *list* the four methods of collecting career information.
- *describe* a procedure to conduct a follow-up survey.
- *discuss* community occupational survey as a method of collection of career information.
- *distinguish* between community occupational survey and community educational survey.
- *classify* the job related advertisements to conduct a want-ad survey.



5.2 METHODS OF COLLECTING CAREER INFORMATION

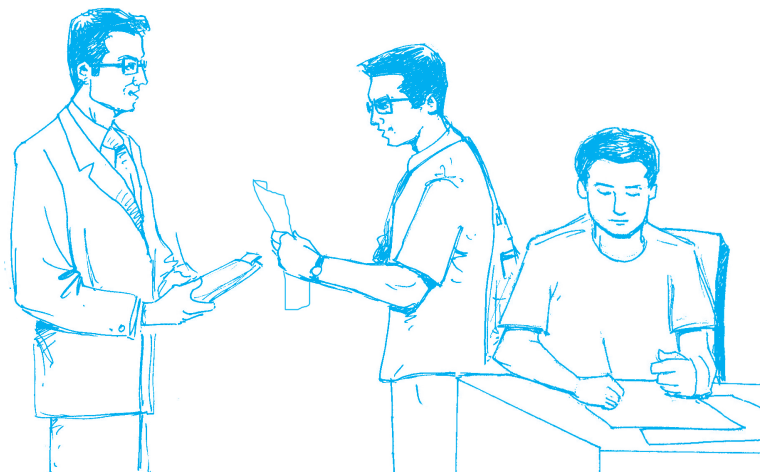
In order to collect the required career information at the local level, first you have to acquaint yourself with the agencies, industries, organisations, business houses and associations etc. in the community and identify information sources. The local telephone directory is of great help in this exercise. You may then get in touch with the information sources through correspondence or visits. It is always beneficial if a counsellor visits a contact at the agencies periodically, talks to the employers and representatives of the employees to gain first hand information. In this way you can collect specific information (supply and demand of various types of workers, periods and methods of recruitment, working conditions, hazards, apprenticeship/training facilities, and the role of labour unions etc.) concerning the organisation. However, it may not always be possible for you to pay a series of visits to all the community agencies. In such situations you may have to collect information through other methods. Some of these are :

- Follow-up Survey
- Community Occupational Survey
- Community Educational Survey
- Want-Ad Survey.

Each method has its own particular advantages. You will most likely use one or more of them frequently to keep information up-to-date and others more sporadically to ensure a complete career information data base. Following is a brief description of above methods.

5.2.1 The Follow-up Survey

The students who have either passed out or dropped out of the school are commonly termed as “school leavers.” Follow-up surveys conducted to find out career adjustment of school leavers are quite useful as these provide information about educational and



employment opportunities in the community and also help the school students to make realistic career plans. There may be students who have similar plans as those of successful students and they may feel further encouraged to pursue their plans. Some students might feel the need to revise their plans when they find former students with similar plans facing difficulties in getting a job. In a way, previous students serve as a role model for the school students and the career related facts provided by the former help the latter to plan their careers.

A procedure to conduct the follow-up survey of school leavers in general is described below. While planning and conducting such a survey, you may modify it to suit your purpose.

- ***Pre-Survey Activities***

In order to get satisfactory results, the survey should be planned carefully. The planning includes determining the purposes or objectives of the survey, its scope, methods to be used, personnel to be involved in various activities, required budget, preparation of reports and plan for usage of results. Advance planning is also required in designing the questionnaire or drafting of the letters for collection of information, tabulation and interpretation of data and planning an outline for preparation of reports.

- ***Leadership and Sponsorship***

In order to initiate and complete a follow-up survey, it is necessary that some individual from the school, the principal, the counsellor or a teacher accepts the responsibility and provides leadership and gives direction to the survey. There should be a committee to take the major responsibility for planning, organising, conducting and monitoring of the survey.

The committee can also appoint an individual as its leader to carry out the major responsibility from planning to completion of the survey. The leader may need to seek the approval of concerned educational authorities such as management of the school, directorate of education or the board of education etc. for help and support in implementing the survey. It is also desirable if the school is able to obtain sponsorship for such a survey. Sponsorship here means promotion by some outside agency through funding, publicity or even participation to encourage the survey.

- ***Determining the Purpose***

A follow-up survey will be successful if the reasons for conducting it are clear to the persons responsible for it. For the purposes of obtaining career information, the survey should specifically provide data on the number of school leavers employed, the places of employment, the student's satisfaction with the job, usefulness of school programmes and policies in preparing the students for entering the world of work, expectation of the employers, the number of high academic achievers pursuing professional, technical and higher education etc. The follow-up surveys should also serve the purpose of generating local information on career opportunities.

- ***Determining the Scope***

Another important step in planning a follow-up survey is to determine its scope which may depend upon the following decisions:

- Geographical area to be included in the survey : It may be one school or a group of schools under a given administration or all the schools in the city.
- Group to be studied : The group may include all the school leavers or school leavers at different grades or only drop-outs or high academic achievers etc. Within a group, sampling method may also be decided if required.





- Time interval after school leaving : If follow-up survey has to become a continuous activity, then decision regarding time intervals after school leaving has to be taken.

These decisions also determine requirements for manpower, budget and time. Alternatively, if you make the decisions keeping in view resources like manpower, time and budget available, then it will affect the scope of your survey.

- ***Determining the Techniques***

The follow-up surveys are generally conducted by employing either of the two techniques: the questionnaire or the interview. Sometimes, these two techniques are combined in order to have a clearer picture of the educational and occupational facts. You can choose the technique according to your needs and resources.

- ***Questionnaire***

The questionnaire as a method seems to be simple and less time-consuming. Through the questionnaire, the information from the former students residing in the community or elsewhere can be collected without much effort. But the preparation of questionnaire certainly requires a lot of skill. If the questionnaire is long or questions are not clear, the respondents may leave some questions unanswered or they may not return the questionnaire at all.

- ***Interview***

The interview technique seems to be an effective method of drawing complete information but it is time-consuming and requires skilled persons to conduct the interview. It is also difficult to interview those former students who no longer reside in the community.

- ***Planning Activity Schedule and Budget***

Another important component of planning and conducting the follow-up survey is preparing the calendar of activities. It should include the time of commencement of the survey and time limit for completing each activity. The activity schedule should be planned realistically so that the committee leader and the members are able to devote time for the survey.

The following are the major activities for which time requirements need to be kept in view.

- Meetings of the Planning Committee
- Selection of personnel
- Orientation of the community about the project
- Preparation of questionnaire/interview schedule
- Preparing the mailing list
- Preparing letters to accompany the questionnaire
- Sending follow-up letters/reminders
- Tabulation, analysis and interpretation of data
- Preparation of report
- Communication of results to the students, teachers and the community

The budget requirements for the survey depend mainly upon the size of the sample, personnel involved, techniques used for collection of data, preparation of report, stationary and the extent of clerical assistance required etc. It is the duty of the committee to plan the budget estimates and get it sanctioned.

- ***Preparing Forms, Contact Material and List of School Leavers***

In order to collect the required information from the school leavers, the questionnaire or interview schedule has to be designed in such a way that it helps collect detailed and relevant information. Items of information such as name, address, grades completed, schools attended, areas of specialisation, jobs taken up, reasons for leaving any job, present employment status, job title, work experience since leaving school, names of employers, description of work, kind of business, length of employment, methods of finding jobs, salary, hours of work per week, satisfaction in jobs, school subjects of greatest and least value in jobs, school subjects which would have been valuable on jobs, interval between leaving school and finding first job, training period before starting present job, permanency of present job, chances of advancement and promotion, and future career plans should be considered while framing the questions. The content items and various details to be collected depend on the scope, time, resources and budget of the survey.

The questionnaire should be forwarded with a covering letter addressed to the former student. It should explain the purpose of the survey. The letter should also motivate them to send back a reply. The letter signed by the teacher or the counsellor who knows the school leaver best can provide a personal touch and encourages a prompt response.

A list of current addresses of the students to whom the questionnaire is to be sent should be prepared. This list should include all those students who left the school to join other institutions or the world of work. The list should also include those students who dropped out of the school before completing the terminal school class. To prepare such a list all the possible sources such as students, teachers, parents, alumni, should be contacted.

- ***Gathering, Tabulating and Interpreting the Data***

Once the mailing lists and the questionnaire are ready, collection of data becomes a simple task. If you have only the names and addresses of the target population, you can mail the questionnaire to obtain information. However, it is a slow process. In case of availability of e-mail address, it could be used to save time and money. Possibility of conducting online follow-up survey could also be explored. If data is to be collected through personal interviews, then either the interviewer should have relevant experience or should be provided training to make him/her familiar with the interview schedule, purposes of the follow-up study, necessary information to be sought and cautions to be exercised in gathering reliable data. The interviews can take place in a face-to-face mode or on phone depending upon the suitability of the person to be interviewed and details of information required. The records of those interviewed should be maintained during the data collection activity.

If the questions in the questionnaire or interview schedule are of objective type, it becomes easy to tabulate the responses involved. For personal features, the



tabulator has to exercise some judgment. However, care should be taken to include pertinent data and to avoid misinterpretation. If required, certain responses (verbatim) can be included in the final report to highlight the unique features of individual response and to arouse student interest in the survey.

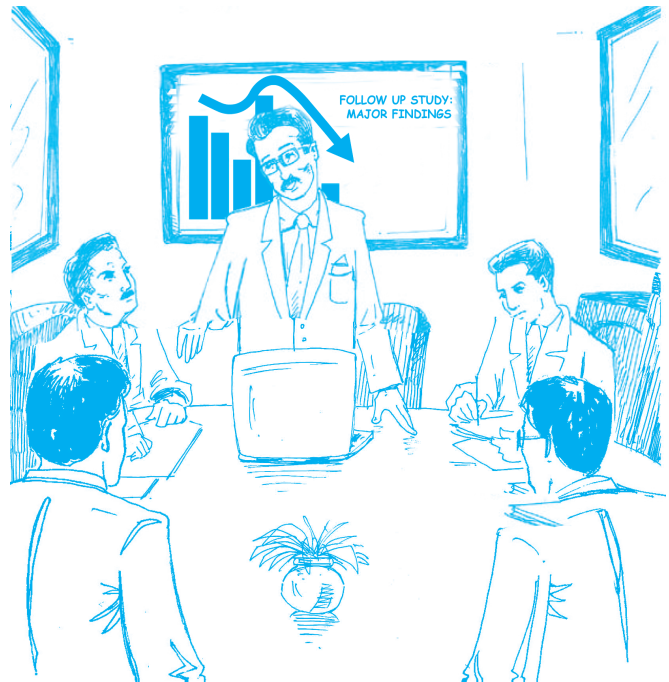
- **Preparation of the Report**

The data should be interpreted and reports written to serve the purposes of the survey. The follow-up survey reports fall into two basic categories. General reports and detailed reports.

- General reports include information on all aspects of the survey and present major findings for the students, teachers and community such as pertaining to usefulness of school subjects and participation in extra curricular activities.
- Detailed reports may describe various tables covering such matters as requirements of entry occupations and the educational or training institutions joined.

In order to arouse students' and teachers' interest, the simple tables and findings can be displayed in the form of a chart.

Once a follow-up survey is completed, it is not the end; rather a beginning. The experiences gained need to be evaluated in terms of their strengths and weaknesses as these help to plan further surveys effectively. Secondly, the facts obtained may remain useful to some extent but they certainly become obsolete with time and require updating. Subsequent surveys, if planned on a yearly basis, help up-date the career pattern of school leavers.



Activity 1



Prepare a questionnaire for eliciting response from eight school leavers. Send the questionnaire to four of them and interview the other four personally on the same points. Make a comparison of the information collected through the two methods to find out which method provides you with more detailed and useful information.

5.2.2 Community Occupational Survey

A community occupational survey enumerates and describes jobs within some definite geographical or otherwise defined area. Generally, this kind of survey provides an overview of occupational information at a particular time, specific information about certain occupations, and manpower trends and requirements of the community. Following are the essential steps to be followed in conducting a community occupational survey. These steps can be modified to suit local conditions.

- ***Pre-survey Activities***

The success of a community occupational survey depends upon the co-operation from the community, especially the principal organisations and representatives from various agencies. Besides, it also depends upon the co-ordination among those who are interested and involved in the survey. Like any other survey, pre-survey activities in this case also include planning the survey, finding sponsors and selecting the personnel etc.

- ***Providing the Initiative and Leadership***

There should be some individual from the school who provides impetus to the survey. It could be the school principal, a teacher or a counsellor. An officer from the Department of Education can also take up this responsibility. This individual should be one who realises the importance of occupational information, is interested in the survey and is able to take the initiative for conducting the survey.

- ***Setting Up a Committee***

In order to plan and facilitate the work of the survey, there is need for appointing a planning committee and some work committees. The role of the planning committee is to determine objectives of the survey, select a survey director, determine policies for the survey and plan phases of the survey. If school is taking the initiative for survey, then school principal should appoint this committee. The survey director chosen by the committee is usually a person who is familiar with the local community and is able to get work and co-operation from survey team and community to complete the survey. As such, the survey requires the co-operation of representatives of chambers of commerce, business, industry, labour, agriculture, state employment service, civic clubs, teaching staff, and media i.e., radio, television centers, local newspapers etc.

The planning committee should further set up sub committees or work committees to involve as many individuals in different phases of work as is feasible. These committees are responsible for publicity, determining techniques for collection of data, selection and training of the field workers and supervision of fieldwork, tabulation and reporting of the data etc. If needed, the committees can secure the technical assistance and consultancy from various local organisations and educational institutions.

- ***Determining Purposes and Scope of Survey***

The foremost task before the planning committee is to define clearly the survey objectives and its scope. The basic purpose of a community occupational survey is





to collect local occupational information for career guidance and counselling purposes. Quite a few surveys are planned to collect information for special purposes, such as—

- Whether the community has adequate training facilities.
- Jobs which are available to school leavers without further education or training.
- Occupations in which demand has been increasing over the years.
- Occupations with short supply of manpower.
- Effectiveness of school curriculum in developing knowledge and skills required for entry jobs.

The planning committee has also to determine the scope of the survey as many further decisions such as sources of data, survey techniques, data collection, training of field workers etc. will depend upon objectives and scope of the survey. In this context, the planning committee has to decide—

- The geographical limits of the survey.
- The specific institutions to be studied, that is whether all industries or specific groups of industries, all occupations or special occupational groups, all educational institutions or centers for higher education only, institutional training facilities or apprenticeship training facilities etc.
- The worker characteristics or job characteristic to be studied.
- The group of individuals to be included, that is, all groups, men, women, physically challenged, disadvantaged groups etc.

- ***Determining the Budget***

As mentioned in the follow-up survey the budget required depends upon the objectives and scope of the survey. Therefore adequate budget required for various activities like preparation of survey forms, collection of data, clerical assistance and preparation of report etc. needs to be worked out and arranged.

- ***Determining Sources and Methods***

Sources of data required and methods used to collect data are highly related issues. The sources of data in the community occupational survey are employers, workers, community organisations, school records etc. The most popularly used techniques so far are the questionnaire and interview schedule that have already been discussed in the follow-up survey. The decision regarding use of questionnaire or interview needs to be taken keeping in view the objectives and scope of the survey.

- ***Preparing a List of Sources and Survey Forms***

After determining the scope of the survey a list of all local places of employment should be prepared. Various sources such as telephone directory, business directories, yellow pages, lists compiled by industries guild, lists of professional and labour organisations, ministries etc. are of great help in preparation of such a list. If the number of firms, industries or business houses is too large for the survey, then a representative sample should be selected.

The employers who are selected for the survey should be sent a pre-survey letter to acquaint them with the need and objectives of the survey and to solicit their cooperation. This letter will create interest among the employers and will prepare them for the interview.

Preparing survey forms, whether a questionnaire or interview schedule, is one of the most important activities and need to be carefully done. The survey forms should be brief, well-structured and tried out on a small sample to see its effectiveness.

- ***Selecting and Training Interviewers***

In order to collect complete data, experienced interviewers should be selected. In case only inexperienced interviewers are available, then a thorough training should be provided. The training should include familiarisation with the objectives and scope of the survey, and understanding of each item of interview schedule. Practice sessions for trainees and actually trying out the schedule in the field should follow. This type of training helps to develop necessary competence among the interviewers. You have already read about use of interviews in Module-6, Unit-3, on Qualitative Assessment in Guidance and Counselling.

- ***Collection and Tabulation of Data***

The time schedule for collection of data should be pre-determined and the work should proceed accordingly. Each interviewer should be provided with an identity card or a letter of introduction to be shown to the employer.

The work of the interviewers is to be supervised so that the data collected is meaningful, reliable and complete, and this also helps in checking the progress of their work.

If the questionnaire is used for collection of data, then a record should be kept of the completed questionnaires returned. Incomplete or inaccurate questionnaires received should be sent back to the agencies for completion. Those who have not replied should be followed up to secure the required data. As soon as the completed forms are received, they should be reviewed, classified and arranged for tabulation. Tabulation should be done by trained persons and must be done under the supervision of the survey director.

- ***Interpreting the Data and Evaluating the Survey***

The results of the survey should be presented meaningfully to the school and community. The data should be presented in such a way that the schools, professional groups and community organisations are able to understand it. The survey report should be written keeping in mind the purposes of the survey. The report should include: a brief description of the community, purposes and scope of the survey, procedure followed, techniques used, tabular material, summary and conclusions as well as recommendations for the school and the community.

Like any other programme, community occupational survey should be evaluated to determine its strong and weak points and list recommendations for improvement. The survey can be evaluated in terms of its expected and other worthwhile outcomes. However, all the phases of survey can be evaluated.

In spite of the best efforts, not all the surveys achieve all their objectives. In order to achieve the objectives satisfactorily, the following points should be taken care of—



- Planning should be realistic keeping in view the resources, budget and support from the authorities and the community.
- Objectives should be clearly defined.
- Techniques of data collection should be developed to achieve the objectives and should be tried out.
- Data should be collected by trained personnel using scientific methods.
- Data should not be discarded or distorted. It should be realistically presented and interpreted.
- Report of the survey should be disseminated widely and the findings should be utilised in the school situation.
- Findings on various aspects covered in the survey can be presented through classroom lectures and discussions, display on bulletin boards and articles in local newspapers or school magazines, etc.

As you can see, community occupational survey is an elaborate activity which requires a lot of planning and resources. However, on your own you may conduct a brief survey, involving your students. Each student may visit an agency near his/her residence and obtain the information on five aspects including name and address of the organisation, existing occupations, manpower requirement i.e. job openings, eligibility requirements and salary. This exercise will create awareness among students and inculcate exploratory behaviour.



Self-check Exercise 1

Fill in the blanks with appropriate choices.

1. The basic purpose of a community occupational survey is to collect _____ .
2. The foremost task before the planning committee in an occupational survey is to _____ and _____ .
3. The sources of data in community occupational surveys are _____, _____, _____ and _____ etc.
4. The results of the survey should be presented _____ to the _____ and _____ .
5. The budget required for the survey depends upon the _____ and _____ of the study.

5.2.3 Community Educational Survey

A community educational survey is conducted to collect detailed information about educational institutions in a particular geographical area. This survey covers all types of institutions providing education and training such as schools, degree colleges, universities, professional colleges, polytechnics, industrial trade institutions, open schools, commercial colleges and other institutions imparting short term skill training or preparation to obtain license etc. Though much of the general information about

many institutions is available in the form of prospectuses/ information brochures or on websites, there may be many for whom the above may not be available. Moreover, a prospectus or a website may not provide the adequate information. Through the community educational survey, information from the institutions can be collected in a uniform pattern. Like other surveys, questionnaire or interview schedule need to be designed to gather the information. The following items may be included in the questionnaire or interview schedule –

- name of the institute, address, telephone number.
- courses offered, number of seats, duration.
- entrance requirements and methods of admission.
- fees and scholarships.
- hostel, transport and other facilities.
- accreditation and recognition status.

The budget for the survey will depend on the objectives and scope of the survey and the number of institutions covered. Since the information available for each institute is unique and specific, it may be filed individually as per institute alongwith prospectus, information brochure, website print out etc.





Self-check Exercise 2

Fill in the blanks with appropriate choices.

1. A community educational survey is conducted to collect _____ about _____ in a particular _____ area.
2. Through community educational survey information from institutions can be collected in a _____ .
3. The survey covers all types of institutions providing _____ .

5.2.4 Want-Ad Survey

This is perhaps the simplest method of collecting career information. Advertisements related to job openings appearing in the local newspapers are studied, classified and tabulated for summarising and reporting to the students. This type of survey does not require elaborate or costly technique and can be conducted periodically—weekly, monthly or quarterly. Generally you find two types of employment related advertisements in the newspapers – “help wanted” ads and “situation wanted” ads. The “help-wanted” ads are the vacant positions as specified by the advertiser and these provide information about the jobs available or job openings. The “situation wanted” ads reveal the employment or the position required by the advertising worker or agencies supplying workforce. These ads reflect the workers available for possible job openings. The advertisements can be classified according to interest areas or curricular subjects or even occupational categories etc. Even students can be involved in the activity to tabulate advertisements related to their subjects of study to become acquainted with employment demand of their subjects.

You may note that many employing agencies do not advertise all the posts and those who advertise do not sometimes give enough descriptive data like nature of work, working conditions, salary etc. Some advertisements do not identify the employer or the agency. They may simply give a post box number for sending resume or phone number. This makes follow-up enquiries very difficult.

5.3 USE OF TECHNOLOGY

As you know all of us are living in an era of computers, e-mail, internet, websites and software which are being used by different organisations and individuals to serve their purposes. Similarly, you can also use the technology in conducting different surveys to collect career information. You can conduct an e-mail survey i.e. send and get the filled in questionnaire through e-mail. If possible information can also be obtained through chatting as per the convenience of the responding person. If your organisation has a website or can create one then you can obtain information online.

5.4 Summary

A lot of career information is available in the published form which is used by the counsellor. However the counsellor also needs to collect local information on education, training and job opportunities, and supplement or update the already available information to meet the student needs. Methods such as follow up survey, community occupational survey, community educational survey and want-ad survey can be used to collect the required information. The counsellor can choose from these methods according to his/her needs and availability of resources.

Self-Evaluation Exercises

1. Describe the steps needed to be taken for conducting a follow-up survey for collecting career information?
2. Mention five special purposes of conducting community occupational survey.
3. What is the difference between 'situation wanted' and 'help wanted' advertisements?

Answer Key to Self-evaluation Exercises

1. Your answer should cover the following steps—
 - Pre-Survey activities
 - Leadership and sponsorship
 - Determining the purpose
 - Determining the scope
 - Determining the techniques
 - Planning activity schedule and budget
 - Preparing forms, contact material and list of school leavers
 - Gathering, tabulating, and interpreting the data
 - Preparation of the report
2. Your answer should include the following—
 - Availability of adequate training facilities with the community.
 - Jobs which may be available to school leavers without further education or training.
 - Occupations in which demand has been increasing over the years.
 - Occupations with short supply of manpower.
 - Effectiveness of school curriculum in developing knowledge and skills required for entry jobs.



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3. 'Help-wanted' ads are the vacant positions as specified by the advertisers and indicate the jobs available. 'Situation-wanted' ads reveal employment required by the worker or agencies supplying workforce.

Answer Key to Self-check Exercises


Self-check Exercise 1

- 1 Local occupational information
- 2 Define clearly the survey objectives, scope.
- 3 Employers, workers, community, school records
- 4 Meaningfully, school, community
- 5 Objectives, scope

Self-check Exercise 2

- 1 Detailed information, educational institutions, geographical
- 2 Uniform pattern
- 3 Education and training

Suggested Readings

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- Baer, M. F. and Roeber, E. C. 1964. *Occupational information* : The dynamics of its nature and use (3rd ed.). Science Research Associates, Chicago.
- Joneja, G.K. 1997. *Occupational information in guidance*. N.C.E.R.T., New Delhi.
- Norris, W., Zeran, F. R. and Hatch, R. N. 1960. *The information service in guidance*. Rand McNally and Company, Chicago.

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 Concerns 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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एन सी ई आर टी
NCERT

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