



Delivering Career Guidance: Case Study of a School-Based Method from India

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Abstract

Career counselling is a relatively nascent field in India. However, studies have identified career counselling/guidance as one of the emerging areas of counselling in schools. The long absence of culturally-relevant methods of career counselling in India has led to the direct adoption of Western theories and methods into the Indian system. However, many of these methods have been found to be unsuited for the Indian context. This paper presents a case study of a method of career counselling designed for Indian students implemented in a school setting.

Keywords: school-based counselling, the Jiva Approach to Career Guidance, career guidance in India, career assignments, parent role in career guidance

Career Guidance: Delivery Models

Career guidance is a well-established discipline in the West. In these countries, it is a subject of research and policy deliberations, and in many countries it has been well-integrated into the mainstream of education. Ever since 1904, when Frank Parsons put forth what was perhaps the first model of career guidance, a wide range of theories and models have been developed and posited. However, a difficulty with most of the existing theories of career development is that they do not actually delineate interventions for the implementation of career guidance services. Most career development theories seek to explain a certain aspect related to career development such as the process of career development, the influences on career development, or the process of career decision-making. However, very few of these theories present a method or a mode for helping a

person to make a career choice. As a result, most of these career theories fail to find real applications in the career guidance process. The gaps in career theories notwithstanding, many forms of career guidance interventions have been devised and are being successfully implemented. At this point some important questions emerge. Firstly, what are the different delivery models that are in use and secondly, which of these models are best suited for implementation in India? In his extensive review across a number of countries, Zelloth (2015) describes four kinds of delivery models. These models are briefly described below.

The Curriculum Model

This is a form of career guidance service delivery where it is "taught" as a part of the regular school curriculum. For example, career education could be a compulsory

subject or a compulsory part of other subjects. It could also be an elective subject that the student chooses as a part of his or her overall portfolio of subjects. It could be a part of the syllabus of study but treated as an “extra-curricular” activity. Career fairs, career visits (e.g., visit to a factory), and career talks by professionals are examples of career guidance as an extracurricular activity. Therefore, in this model, career guidance is integrated into the overall educational syllabus and is well integrated into a pedagogical framework.

Centre Model

Another delivery model is where career guidance is provided through a “centre”. Experts are available at this centre along with career guidance teaching-learning material. Individuals are required to go to the centre to avail themselves of the service. The centre may be inside a school/university established specifically for the students in that institution. It may be outside of an educational institution, functioning as an independent organisation. The centre could be for special populations (e.g., for the unemployed) or it could be a large organisation for “all citizens”.

Individual Model

This is a form of service delivery that is much more specialised. It occurs face-to-face between the individual and one or more experts in career guidance. Methods could be tailored to suit the specific needs of the individual client and could cover a wide range of techniques as per the needs presented by the client. This style of service delivery could also include others involved in the client’s life such as parents and family members. Such services are usually delivered through a career guidance centre or as a special extension of the curriculum model.

The Virtual Model

This is another form of service delivered across the internet. This could include web-based career information or

web-based interaction between career counsellors and individuals. It could be a self-help facility at schools or through public employment services and local communities. It could be a web-based interactive service. Guidance could also be delivered via email and other internet-based communication methods such as short messaging services (SMS).

Finally, Zelloth (2015) points out that career guidance could be delivered by specialists as well as “semi-specialists”. Specialists could include school counsellors, school psychologists, and career guidance experts whose work roles are dedicated to career guidance service delivery. The service could also be delivered through semi-specialists, who are professionals whose work roles include career guidance. For example, career guidance could be provided by teachers who are trained in it.

This paper presents the delivery of career guidance services in a school setting. It may have relevance for school settings in India and developing countries since it draws upon a mix of the delivery models described above. Outlining the elements of a culturally-resonant method of career counselling, the paper has two objectives. First, to highlight a method that translates the benefits of theory into practice, and second, to describe a careers service that blended delivery models to fit into the convenience of the school’s larger timetable.

A School-Based Career Guidance Intervention: Key Elements

The Jiva approach to career guidance is a method developed specifically for the Indian and developing world context (Arulmani, 2009, 2010). This is a values-oriented, activity-based, participant-led method of guiding young persons to make confident and informed career choices, building upon their cultural and economic backgrounds (Arulmani, 2009). Jiva is designed to be a school-based intervention delivered through activities that are supported by a set of resource materials,

namely the Jiva Career Resource Kit. The first author of this paper is a Jiva practitioner in the school that is being described and the second author is a senior trainer in the Jiva approach. The following section describes some of the key concepts in the Jiva method.

Career Discovery Path

In the Jiva method, students are guided through four main steps of career discovery:

Self-Understanding. The Jiva method places the person's personhood at the centre of the career decision-making process. This step relates to helping students identify their interests and aptitudes and further, in realising how attitudes and opinions about careers can affect the manifestation of their potentials.

Understanding the world of work. This part of the Jiva programme aims to acquaint students with various career opportunities and familiarise them with the key units of information that students should know before choosing a career.

Developing career alternatives. In the light of the transient labour market conditions, students are encouraged to plan for career alternatives rather than to focus their efforts on planning for one career goal. In this step, students use knowledge about themselves and the world of work to identify careers that will suit their potentials.

Career preparation. In this step, the student learns to chart out concrete steps to realise their career alternatives. This includes activities such as drawing a career path, identifying milestones for preparation, and identifying educational targets.

Interest–Aptitude Overlap

The Jiva method lays equal importance on interests and aptitudes in the career decision-making process. Hence, the Jiva approach attempts to identify activities for which a person has a

strong *combination* of interests and aptitudes. The term *potential* describes this overlap between interests and aptitude (Arulmani, 2014).

Approach to Assessment

The Jiva method uses a mixed-methods approach for the assessment of interests and aptitudes through a battery of techniques that blend both psychometric and qualitative methods. The purpose of assessment is not to use normative data to compare one individual with another. Instead an intra-individual approach is taken to help the individual gain insights into the profile of his or her interests and aptitudes.

The Multiple Potentials Framework (*Panchaloka*)

The Jiva method uses a multiple potentials framework for two career guidance activities: to identify potentials in an individual as well as to classify occupations. Adapted from the theory of multiple intelligences (Gardner, 1983), the Jiva approach focuses on five kinds of potentials: linguistic, analytical-logical, spatial, personal and physical-mechanical. At the end of the assessment procedure described above, the individual would be able to see his or her profile across these five potential areas. The same framework has been used to classify occupations into five different families and lists occupations as per the primary potential that a given occupation requires. In this way the Jiva system bridges personal data with occupational data. For example, an individual who discovers that his or her highest potential lies in the spatial area would turn to the spatial section in the Jiva career dictionary and explore careers such as architecture, graphic design, or commercial art. Another individual who finds out that he or she has high potentials for the physical-mechanical area would explore careers such as engineering, protection services, or aviation. The multiple potential framework is called *Panchaloka* or "Five Worlds" in the Jiva system.

The Jiva Career Resource Kit

The kit is a compendium of career resources that the Jiva facilitator uses to guide the process of career discovery and learning. The materials of the kit include student worksheets and learning cards to promote student-led learning. Students use these materials in individual work and in small group discussions, for self-discovery and to learn concepts about the world of work. The kit also consists of a robust career information databank in the form of career dictionaries and career information cards.

Career Report

At the end of the academic year, each student is given a comprehensive career report which outlines the student's high potentials and lists out three to five career alternatives that are best suited to the student's potentials. The report also provides detailed information about the career alternatives including eligibility criteria, career path, and samples of training institutions. At this stage, students are encouraged to meet the school counsellor for clarifications and to explore their career alternatives further.

In the next section of this paper, we present as a case study, the implementation of the career counselling method described above in a private school in Bangalore, where the first author of this paper works as the school counsellor. We focus on the challenges and outcomes of running this programme within a vibrant and busy school schedule.

Implementation of the Jiva Career Counselling Programme in a School Setting

Introduction to the School

The school, referred to in this writing by the acronym SKCH, is part of a private consortium of schools established in Bangalore, India, about fifty years ago to impart value-based, quality education. SKCH came into existence in 1995 and is

affiliated to the Central Board of Secondary Education (CBSE), one of the oldest boards of school education in India. The CBSE is India's most popular board operating in 23 countries with over 15,000 affiliated schools. CBSE schools function under the overall supervision and control of the Ministry of Human Resource Development, Government of India. The vision of SKCH is to be an excellent academy of global choice, emphasising Indian values and culture, and providing opportunities for the holistic development of every child to face the challenges of a changing world. This school was recently identified as the best CBSE school in Bangalore and the fifth best CBSE school in India.

SKCH is a coeducational school and caters to students from grades 1 to 12, mainly from middle and upper-middle socioeconomic status backgrounds. The institution is non-residential and has a student strength of over 2,500 and a faculty strength of about 180. The school has about 200 to 225 students passing out of Grade 10 (secondary) every year and about 200 students completing Grade 12 (higher secondary). As a school, there is an awareness that the educational experience needs to be in step with the changing needs of society, while upholding core values. As a part of its commitment to holistic education, SKCH conducts several extracurricular activities for its students including a wide range of sports, literary and cultural activities. Of key relevance to this paper is the fact that the school has displayed a serious commitment to the implementation of career counselling for its students. Keeping in view the theme of delivery models for career guidance services, the following section describes in detail the career counselling programme implemented in SKCH.

Introduction of Career Counselling in the School

The concept of career guidance was introduced in this group of institutions in an informal manner in the late 1980s under the guidance of the director of the institution.

SKCH was subsequently selected to participate in the development of an Indian approach to career guidance and counselling, namely the Jiva approach (Arulmani, 2007). In 2008, the first author of this paper was trained in the Jiva approach to career counselling through a comprehensive certificate programme. The training comprised a 10-day intensive programme in which the participant was trained in concepts and theories of career counselling as well as in the Jiva method of career counselling. This certificate course trains participants to become independent facilitators of all activities in the Jiva method. While the training includes the mixed-methods approach to assessment (described earlier in this paper), trainees are not trained in psychometric testing. As per the Jiva model implemented in SKCH, psychometric testing when required is conducted only by visiting experts from the training organisation.

Deployment of the Career Counselling Method in the School

Subsequent to the training of the school faculty (in this case, the school counsellor), the Jiva method of career counselling was integrated into the overall functioning of the institution in 2008. The programme is executed for Grade 10 students of the school. The culmination of high school (at the end of Grade 10) is an important educational milestone in the life of an Indian student. Until Grade 10, students study a variety of subjects such as languages, mathematics, science, and social studies. After Grade 10, students are required to choose one of three streams of study for their higher secondary education: science, commerce, or humanities. At this stage, students also have the option of shifting to vocational streams of study. After completing two years of higher secondary education (at the end of Grade 12), the student is eligible to enter university education. The eligibility for courses at the university is dependent on the stream of education that the student pursued in higher secondary education. For example, most Indian universities do not permit the student to enter Science-

based courses (e.g., medicine, engineering, pure science, architecture, forestry) unless they have pursued Science in higher secondary. Furthermore, students who have dropped certain Science subjects are not eligible for higher studies that require that subject. For example, students who have dropped Biology at higher secondary would not be able to pursue Biotechnology at university. An important career development milestone at Grade 10 is for the Indian student to be able to identify which stream of study his or her potentials are best suited for. Hence, the Jiva programme is provided for the Grade 10 student with two objectives: to help the student set up long-term career goals based on his or her potentials and keeping these goals in view, learn to make effective decisions pertaining to the selection of subjects and the stream of education in higher secondary.

The first author of this paper has been working as the school's counsellor for Grades 8 to 12 since 2002 and has been implementing the Jiva career counselling programme in the school from 2008. The programme is implemented through a Career Resource Center (CRC) established in the school and managed by the school counsellor. In the initial years, Jiva was implemented as an eight-module model. Each module ran for one hour (two regular school periods). The eight modules were integrated into the school timetable and spread across six months of the academic year.

Over a period of seven years, the method of implementing the programme at SKCH has gone through several changes in response to the overall functioning of the school. A description and analysis of these changes and the evolution of the programme make a good case for understanding delivery models of career guidance in a mainstream school setting.

The initial eight-module model met with timetabling challenges due to increasing demands on time for both curricular and extracurricular activities in the school. Also, a recap of the previous

module was needed for each module to regenerate the student's engagement with the programme. To facilitate learning, sustain interest by providing the inputs without gaps, and utilise time effectively, the eight-module model was modified to a one-and-a-half-day model, which still comprised a total programme time of about eight hours.

In the one-and-a-half-day model, the first day of the Jiva workshop is conducted at the end of Grade 9, usually in April, before the school closes for summer but after the final exams. On this day, the students are given a brief outline of the entire career counselling programme in the school, the important events related to the programme, and the objectives of the programme. Personal files with the Jiva worksheets are handed over at this time. The session starts with a short questionnaire called "Are you Ready?" which helps students analyse their career preparation status, that is, their level of readiness to make career-related decisions. After this, they are exposed to key concepts in the Jiva programme, namely, self-understanding, understanding the world of work, developing career alternatives, and career preparation. A key concept introduced in this session is the *Panchaloka* framework (described earlier in this paper). *Panchaloka* provides a frame of reference for students to understand their potentials as well as the world of work. Students are introduced to all these concepts through activities from the Jiva Career Resource Kit using learning cards, worksheets, guided games, career information cards and career dictionaries.

The second session is conducted as a half-day workshop in June (about two months after the first session), when students return for the next academic year. By now the students are in Grade 10. During the half-day workshop, the students are taught how to plot a career path and are provided with illustrations of career paths for different careers under the multiple

potentials framework (*Panchaloka*). During this session, the career counsellor applies the assessment techniques in which she has been trained to collect the first round of data about each student. In the middle of the academic year (about two months after the second session), the school partners with experts from the training organisation, who visit the school to administer an aptitude test. At this stage, data pertaining to assessments from the half-day workshop and other relevant data from the school (e.g., academic marks of the students over the last two academic years) are carried back by the visiting expert. These school-based data and the information from the aptitude test are collated to develop a Potential Profile for each student.

Next, the experts return to meet the students for a 2-hour session called the Career Alternative Generation activity. In this activity, the students are acquainted with their potential profiles, the sources from which it is generated, and are helped to identify their areas of high potential. Further, they are helped to identify, from their high potential areas, a list of careers that they would like to explore in the future. Based on the data collected from the students in this session, the experts from the training organisation generate an individualised career report for each student. These career reports are sent to the school and the school counsellor distributes the reports to the students. The school counsellor is available for one-on-one counselling for students who might voluntarily seek further support. Several students approach the counsellor for such individual sessions. The themes in such sessions include clarifying doubts about certain suggested careers, to deal with conflicting career plans between their parents and themselves, to understand the career report better and to use the information provided in the report effectively. Table 1 gives an outline of the components of the Jiva workshop conducted across the academic year.

Table 1
Components of the Jiva programme in the school

Workshop day	Time in the academic year	Component of Jiva workshop	Key Learning Outcomes for the student
Day 1: One day	April	Understanding the key concepts under the Jiva framework.	1. To explore my career preparation status. 2.To understand the four key steps in career decision-making. 3. To explore the various components under each step. 4. To get familiar with the basic skills to make an informed career decision.
Day 2: Half day	June	Learning to plot a career path and completing the initial phase of psychometric assessment.	To learn how to plot a career path and read about several careers using the career cards. To complete the <i>My Interest Profile</i> and the <i>Find your Strengths</i> activities.
2-hour session	August	Administration of aptitude test by experts from the training organisation.	To complete the aptitude test.
2-hour session	October	Parent orientation: The school organises a parent orientation session with the Director of the partner organisation.	To familiarise the parents with the Jiva framework. To orient parents to the methodology of the career counselling program implemented in the school and the schedule of the events.
2-hour session	November	Career Alternatives Generation activity.	To identify my high potential areas. To link my high potentials with career options.
	January	Distribution of career reports to students.	To know my career alternatives and understand further information about these. To take steps to plan and prepare for realising my career alternatives.

Innovations and Adaptations in the Jiva Programme

Over the years SKCH has incorporated the Jiva programme in the school schedule to a large extent and it is popular with the students and parents. In order to optimise the career counselling services beyond the stipulated time, innovations were added to the programme.

The next section describes these innovations to throw further light on the career guidance delivery system used in this school.

Career assignments. CBSE schools follow a system of continuous and comprehensive evaluation (CCE) as a part of which students undergo assessments based on their scholastic and also on

certain co-scholastic activities. Examples of co-scholastic activities assessed under the CCE scheme are life skills, work education, visual and performing arts, literary and creative skills, organisational and leadership skills, and health and physical education. The CCE provides a platform to assess the student's skills, attitude and knowledge pertaining to a subject. In the academic year 2011-12, SKCH included career counselling in the co-scholastic area-3A for assessment and evaluation. In keeping with the objectives of the CCE, students of Grade 10 complete three career guidance assignments (two in Term 1 and one in Term 2), and are evaluated just like other CCE-related assignments. The assignments are designed to sharpen students' skills for career preparation.

In Assignment 1, students are provided with career information from newspaper cut-outs and based on their earlier learnings from the one-and-a-half-day workshops, they are asked to identify talents and skills required to pursue the given careers. The objective of this assignment is to familiarise the students with the fact that every career requires a set of specific as well as generic skills and that one must learn to match one's potentials with the skills required. The aim of this exercise is to also encourage students to follow the same methodology to research the requirements of careers of their choice before they make a career decision. Assignment 2 aims at equipping students with the skill of searching for career and institutional information from various sources of information (See Appendix 1). Assignment 3 is given in the second term of the academic year after students have received their career reports. In this assignment, students plot their career paths. This is a personalised map showing the steps needed to be taken to reach a career. Importantly, openness continues to be maintained in the learning process, and student may choose to develop personalised career paths either for the career alternatives given in their career reports or for any other career they wish to explore (See Appendix 2).

All assignments are evaluated based on the accuracy of the content presented by giving a score ranging from 1 to 5 as deemed appropriate. As a part of the process of evaluation, the students' files with the worksheets are also evaluated for completion.

Careers day. The careers day is an important activity organised by the school as a part of the Jiva programme. The careers day is an event where students interact with professionals from different careers and seek career information directly from them. It is scheduled after students receive their career reports (around the second week of January). The objective of the careers day workshops is to make students self-sufficient in searching for career information. A long term objective is to give students skills they can apply to be able to seek career information when required and make informed decisions every time a situation demands. The organisation of the careers day requires considerable planning. First, the school counsellor brainstorms with the students to prepare a list of careers they are curious about. After a conference with the school principal, a short list of careers is prepared. Resource persons from various fields are invited to make presentations about their careers. Resource persons are often chosen from the parent pool of the school and also from a database of professionals maintained by the school counsellor. The speakers are provided with details of the students' requirements in the form of a speaker presentation outline (Arulmani & Nag-Arulmani, 2004). Careers day workshops are organised in three or four classrooms depending on the total number of resource persons. Each speaker is allotted a time slot of 1 hour. In summary, three to four speakers address students and their parents in parallel sessions followed by the next set of speakers. In this manner, the students receive inputs from different professionals.

Research in India and other developing countries has shown that parent collaboration is necessary for

students to make a confident career decision (Arulmani & Nag, 2006). Parents are therefore strongly encouraged to participate in the careers day. They may choose to attend a parallel session while their children attend another session. This helps the family to listen to more speakers and a wider range of career areas. Parents are also encouraged to fill in a feedback form. Given below are a few examples to illustrate parents' responses to the careers day.

"The lectures by the faculty/architect from the design venue were very informative and interesting. The healthcare lecture was enlightening."

"Learnt a lot about various careers. Gave me a lot to explore."

"Attended Design and Biotechnology sessions. Faculty was excellent. Good detailed presentations. Very practical and easy to understand."

"A very good way to expose the children to the various career options they have in life! Many of which, we as parents wouldn't know of!!!"

The feedback has been encouraging and generally positive, at times with suggestions and requests for specific information (e.g., names of institutes, eligibility requirements, admission tests) or inclusion of certain careers in the next events. Following this event, participating parents often express their willingness to volunteer as resource persons for further careers days.

Teachers participate in the careers day by performing the duties assigned to them by the school, ranging from receiving and ushering the speakers to their venues, to introducing the speakers to the audience. Often, teachers also report that they found it useful to be present in the venue most relevant to the subjects they teach. Students are encouraged to seek feedback from their teachers regarding their strengths and weaknesses if required in the process of choosing the subject

streams after Grade 10. The feedback is given by the teachers upon request by the students or if referred by the counsellor.

Saturday sessions. Based on feedback received through the year, career talks were also held on select Saturdays during the academic year in addition to the careers day. The duration of the Saturday sessions was one-and-a-half hours with two speakers addressing the students in two separate, back-to-back sessions providing inputs about their careers.

The school introduced two career day events from the subsequent academic year instead of the Saturday sessions as a response to the needs of the students, feedback received, and other practical reasons.

Parent Involvement

The career counselling programme at SKCH strongly encourages partnership between the child and parent in the career counselling process. Parents are periodically informed about the career activities in the school through circulars or notes from the counsellor. During the academic year, the experts from the training organisation and the school counsellor conduct a two-hour session to orient parents to the programme and sensitise them toward their influence and role in their child's career development. In addition, parents are an important part of the careers day. The school counsellor is also available to meet parents on a voluntary basis for one-on-one sessions to discuss queries regarding their child's career development.

Outcomes

For the purpose of this paper, students who had gone through the Jiva programme earlier were identified. They were asked to state how the Jiva programme benefitted them. A total of 32 students were identified and interviewed. The most obvious outcomes of the programme have been observed in the career preparedness of the students

following the workshop. Many students report increased confidence to make decisions about their careers. Excerpts from some of their statements are provided below.

"It [Jiva programme] has given me more clarity about what I should become when I grow up." Male, 15 years, Grade 11.

"I got a clearer view as to how to plan out the steps I need to take in order to get the choice of my career." Female, 16 years, Grade 11.

In many cases, the increase in career decision-making readiness seems to have stemmed from a clearer understanding of one's interests, abilities, and potentials.

". . . I learnt a lot more about myself and gained more insight into my aptitudes and weaknesses through the programme." Male, 16 years, Grade 11.

"Through the aptitude test I realised where exactly my strengths lies [sic] and now I want to pursue a path which uses only my strengths." Female, 17 years, Grade 11.

Many students attributed greater clarity in career decision-making to increased awareness about new careers and greater knowledge about already-known careers.

"I now know more about the sort of qualifications I am expected to have and about the actual path I must take to land up in my dream job." Female, 16 years, Grade 11.

"Yeah the booklet [careers dictionary] that had a variety of jobs in different fields of interest made me realise that the world wasn't that small – I realised I have a lot of opportunities I can look forward to." Female, 16 years, Grade 11.

Information about careers also seems to have challenged career beliefs to some extent.

"After the programme I was aware of the many upcoming careers and understood more about the bias towards medicine and engineering." Male, 16 years, Grade 11.

"I wanted to do medicine before this programme. But after joining the programme I am aware of challenges like studying for 10 years doing MBBS, MD." Female, 15 years, Grade 10.

In addition to the interview, these students were also asked to rate their career development status before and after the programme on a scale of 1 to 5 (with 1 being the lowest and 5 being the highest). Analysis of the ratings indicated that the average rating increased from 2.8 before the workshop to 3.9 after the workshop. While two students rated their career development status at 5 and five students at 4 before the workshop, this number increased to five students rating their career development status at 5 and 21 students at 4 after the workshop. No students rated their career development status at 1 or 2 after the workshop (as compared to 11 students who rated 2 and two students who rated 1 before the workshop).

Students often approach the counsellor even after they complete the higher secondary school and express satisfaction and gratitude for the programme. They mention that they have been able to make their career decisions with a greater level of confidence following the workshops, career report, and the careers day. Some parents have given feedback that their children started to explore careers seriously following the Jiva programme at the end of Grade 9 and throughout Grade 10.

Conclusion

This paper has tried to present one method of career counselling and its implementation in a school setting. In presenting the various components of the programme, the paper highlights two main points: (a) the need to translate career development theories into practical

methods or models of career guidance that can be implemented to help people in their career development, and (b) the importance of flexibility and innovativeness when integrating a career guidance programme into the overall functioning of a

school timetable. The outcomes of the programme with the students point to the positive impact of career guidance in promoting awareness about self, career knowledge, and readiness for making informed career choices.

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Appendix 1

There is career information all around us, from which sources do you collect information? List your sources of information. Your sources could be the newspaper, friends, parents and professionals.

Write down the following details for **3** careers of your choice from 3 different sources of information (not 3 different websites).

- **Name of the career**
- **Career definition and career tasks**
- **Courses to take up for the career mentioned**
- **Eligibility requirements for the course**
- **Duration of the course**
- **2 to 3 examples of institutes where the course is available**
- **Admission procedure**
- **The level of qualification required to begin working**
- **Jobs linked to this career**

Note: (These are the instructions given to the students)

You can refer to the internet if required but do not cut and paste information that may not be relevant to you, such as super specialisation, admission criteria in another country which may be quite different from that of Indian Universities, let us get familiar with the process first! You may write about any career of your choice in the relevant context and **you must mention your source of information for each career. This is mandatory**, that is, if you have written about Law, please mention your source of information such as PARENTS/ PROFESSIONALS etc.

Awareness about the world of work is an important step in career decision-making. The main purpose of this activity is to help the students start making links between career names, jobs, and career tasks, courses to take up etc., and understand the importance of the resources available to them and use them to their advantage to gain career information. At the end of this activity, the student should be able to articulate that a career has a name, tasks, sub-tasks, jobs, suitability and training etc.

Appendix 2

Details of Assignment in Term 2:

Instructions and details:

This assignment requires you to plot 3 career paths.

What is a Career path?

A career path is a step-by-step progress from one academic level to another in your career development. Some careers have specific eligibility requirements and some accept students from any discipline. Some require only a bachelor's and some require a Doctoral degree, while some may even work with a basic degree and a vocational course. How would you like your career to progress?

In this assignment, you have to plot 3 career paths (please refer to your report).

Career path 1:

Take subject priority 1 in your career report and link it like a flow chart to a career possible listing all the academic milestones (bachelor's-> master's->PG diploma or a PhD etc.) for that career.

Career path 2:

From subject priority 2 in your report, make a flow chart of an appropriate career that you can take up and list the academic milestones for that career.

Career path 3:

Take subject priority 3 and make an appropriate career flow chart as instructed above.

The learning outcome of this activity:

1. An understanding of the sequence of academic milestones for the career of your choice.
2. Ability to distinguish between subjects and the careers related to the discipline you choose in +2/PUC.
3. Confidently make a choice between subjects as also follow a clear career path.