

Reference Training Material on

# Careers in Vocational Education and Entrepreneurship Development for School Counsellors





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**REFERENCE TRAINING MATERIAL**

**Careers in Vocational Education and  
Entrepreneurship Development for  
School Counsellors**



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

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## FOREWORD

The National Education Policy (NEP) 2020 envisions a future-ready education system that nurtures the potential of every learner by integrating vocational education into mainstream schooling from the foundational years. It emphasises the importance of providing effective career guidance to help students make informed choices aligned with their aptitudes, interests, and aspirations. In line with this, equipping school counsellors with the right tools, resources, and knowledge becomes critical for enabling young learners to navigate the evolving world of work with confidence.

The National Curriculum Framework for School Education (NCF-SE) 2023 further strengthens this vision by highlighting the role of career information services in fostering self-awareness, informed decision-making, and lifelong learning skills among students. It underscores the need for structured, age-appropriate, and inclusive career guidance interventions within schools, ensuring that every learner, irrespective of background, has access to credible and relevant vocational and entrepreneurship-related information.

The Ministry of Education, through the National Council of Educational Research and Training (NCERT), has taken significant steps to operationalise this vision, such as developing 500 Career Cards and launching the My Career Advisor Application (APP). These initiatives aim to provide comprehensive, up-to-date, and easily accessible career information to students, parents, and educators alike, thereby bridging the gap between education and employability.

The reference training material on Careers in Vocational Education and Entrepreneurship for School Counsellors aligns with these national priorities, serving as a practical and insightful resource for counsellors to guide learners towards meaningful and fulfilling career pathways. This training material will assist in translating the policy vision into effective guidance practices that empower students to explore opportunities in both vocational and entrepreneurial domains.

I would like to express my sincere appreciation to all contributors who have worked diligently to develop this valuable resource. I hope that this publication will inspire school counsellors to become catalysts of change in shaping the career journeys of young learners.

DINESH PRASAD SAKLANI

*Director*

October 2025

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## PREFACE

India is on a transformative journey toward creating a skilled, self-reliant, and entrepreneurial youth population, as envisioned by the National Education Policy (NEP) 2020. In alignment with this vision, the National Curriculum Framework for School Education (NCF-SE) 2023 recommends a comprehensive and inclusive approach to school education that empowers students to become active, responsible, and productive citizens. A key focus of both NEP 2020 and NCF-SE 2023 is the integration of Vocational Education and Entrepreneurship into the school curriculum from the Foundational Stage onwards.

Career guidance and counselling play a pivotal role in implementing this vision by helping students understand their interests, aptitudes, and emerging opportunities in a dynamic world of work. School counsellors serve as critical facilitators in this process, guiding students in making informed career choices and enabling them to explore pathways in vocational education and entrepreneurship. As career aspirations become increasingly diverse, counsellors must be equipped with the right tools, strategies, and understanding to support students through these formative decisions.

This Reference Training Material has been developed by the Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE) to support the training programme titled “Reference Training Material on Careers in Vocational Education and Entrepreneurship for School Counsellors.” It aims to build the capacities of Key Resource Persons (KRPs) and Master Trainers, who will further train school counsellors across states and educational systems, including KVS, NVS, PM SHRI Schools, and other government and private institutions.

The material offers a structured approach to understanding the vocational and entrepreneurial landscape in the context of school education. It includes key components such as policy frameworks, vocational interest inventories, entrepreneurship aptitude tools, government initiatives, and practical strategies for counselling. Aligned with the provisions of Samagra Shiksha and NEP 2020, this resource also supports the establishment of strong guidance and counselling mechanisms in schools through the appointment of Academic Resource Persons for Career Counselling at the block level.

We hope this material will serve as a valuable guide for all stakeholders dedicated to integrating vocational education and an entrepreneurial approach into the school ecosystem. Ultimately, this initiative seeks to foster informed career choices, promote self-employment, and contribute to building a future-ready and empowered student community.

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This Reference Training Material is the result of a collaborative effort, and we extend our sincere gratitude to Deepak Paliwal, *Joint Director, PSSCIVE*, for his invaluable academic guidance.

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PSSCIVE welcomes suggestions from key functionaries and other stakeholders to help us further improve the quality and usefulness of this material in future editions.



## ABOUT THE REFERENCE TRAINING MATERIAL

This reference training material has been developed by the Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), a constituent unit of NCERT, Bhopal, to strengthen entrepreneurship and vocational guidance in school education. It is aligned with the vision of the National Education Policy (NEP) 2020 and the National Curriculum Framework for School Education (NCF-SE) 2023, aiming to prepare a future-ready, skilled, and self-reliant generation. The material is structured into fourteen comprehensive chapters, covering the foundational, strategic, and practical dimensions of vocational education and entrepreneurship.

Chapter 1 explores how NEP 2020 and NCF-SE 2023 integrate vocational education into mainstream schooling. NEP 2020 promotes early exposure, flexibility, and industry collaboration, targeting 50 per cent student participation. NCF-SE 2023 provides a stage-wise framework with real-life work forms. The chapter emphasises holistic education, lifelong learning, and broad vocational capacities.

Chapter 2 discusses the implementation of vocational education under Samagra Shiksha. It highlights the role of the National Skills Qualification Framework in standardising competencies and enabling flexible learning pathways. Infrastructure, industry collaboration, teacher training, and innovation are emphasised. Best practices, such as Haryana's model, showcase improved employability outcomes.

Chapter 3 introduces Ice-Breaking and Rapport Building (Micro Lab) as an experiential tool to build confidence and connections. Activities include movement, sharing, non-verbal skit activity, and creative expression. A step-by-step process is outlined, supported by elements of motivation, planning, and coping. The chapter highlights techniques that promote trust and group cohesion.

Chapter 4 explores the role of career guidance in Vocational Education and Training. It emphasises structured systems, professional training, and collaboration for self-awareness, exploration, and goal setting. Tools such as inventories, aptitude tests, group guidance, and counselling are also highlighted. Strategies are tailored to learners' needs for effective transition into work.

Chapter 5 focuses on the dissemination of career information. It explains methods such as career talks, group discussions, plant tours, and exhibitions. Use of posters, charts, pamphlets, and videos makes guidance engaging. The chapter promotes interactive, experiential, and real-world approaches.

Chapter 6 emphasises self-awareness as the foundation of career planning. It helps students identify interests, skills, values, and personality traits. Early career orientation ensures informed and pressure-free decisions. Tools such as Vocational Interest Inventory (VII) TAMANNA, and the Work Values Chart are introduced.

Chapter 7 explains the use of Career Cards for exploring diverse career options. Activities such as mapping, role plays, and expert interactions are included. It helps students match skills and interests with opportunities. The approach is student-centered and practical.

Chapter 8 introduces the My Career Advisor app, developed by the Wadhwani Foundation, MoE, and NCERT-PSSCIVE. The app provides AI-driven insights into over 1,500 careers. Activities include career mapping, role plays, and skill-interest matching. It promotes reflective and experiential career planning.

Chapter 9 guides schools in designing a structured School Guidance Programme. It covers needs assessment, objectives, and activities like career talks and field visits. Committees and resource centres ensure systematic support. Collaboration with teachers, parents, and NGOs strengthens the programme.

Chapter 10 highlights entrepreneurship as a learnable skill and mindset. Referring to McClelland's Kakinada Experiment, it emphasises that traits like creativity and resilience are developed, not inherited. It explains the Entrepreneurship Development Process and distinctions between entrepreneurs and businesspersons. The GETT tool is introduced for assessing potential.

Chapter 11 highlights entrepreneurial competencies such as initiative, persistence, and risk-taking. It promotes motivation through exposure to successful entrepreneurs. Interactive sessions link theory with real-life challenges and strategies. The chapter positions entrepreneurship as a viable and inspiring career option.

Chapter 12 details India's entrepreneurship ecosystem. It highlights curricula integration, government schemes (PMEGP, MUDRA, Startup India), and institutional support from NIESBUD, EDII, and NI-MSME. Incubators and startup missions nurture innovation, while CSR and global agencies expand outreach. Counsellors are equipped to guide students effectively.

Chapter 13 emphasises entrepreneurial success through competencies and persistence. It includes interactive sessions with local entrepreneurs to share real-life journeys. It also explains incubation and acceleration programmes such as AICs, NIDHI, and Startup India Seed Fund. Schemes for artisans like NHDP and AHVV support inclusive development.

Chapter 14 provides an overview of PSSCIVE, established in 1993 as an apex NCERT institute. It highlights its vision, mission, and role in strengthening vocational education. The chapter outlines its departments, centres, and infrastructure. It emphasises PSSCIVE's contribution to research, curriculum, and training aligned with NEP 2020.

This training material is designed to empower school counsellors, vocational teachers, and trainers to foster entrepreneurial thinking, guide students in career planning, and promote self-employment as a fulfilling career option. The reference training material also prepares

trained counsellors to act as master trainers, building the capacities of school counsellors across states and organisations. It is rich with practical activities, policy insights, and real-life case studies, making this reference training material a step toward building an inclusive, skilled, and self-reliant youth population, in line with the aspirations of NEP 2020 and NCF-SE 2023.

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# Chapter 1

## Vocational Education in NEP 2020 and NCF-SE 2023

### 1.0 Overview

The National Education Policy (NEP) 2020 and the National Curriculum Framework for School Education (NCF-SE) 2023 are bringing about a major change in the Indian educational environment. These milestone policies are designed to reshape the educational framework which has a strong focus on integrating vocational education to better equip students with the skills needed to meet the demands of the changing world of work. NEP 2020 envisions a holistic, flexible, multidisciplinary approach to education, smoothly blending academic and vocational streams. The policy emphasises the importance of skill development from an early age, promoting the idea that vocational education is not an alternative but an integral part of mainstream education. Complementing the NEP 2020, the NCF-SE 2023 provides a detailed framework for implementing these educational reforms. It delineates the curriculum and pedagogical strategies required to integrate vocational training into the school system effectively. Vocational education emphasises practical skills through Working with Life Forms (e.g., farming, animal care), Working with Machines and Materials (e.g., tailoring, carpentry), and Work in Human Services (e.g., nursing, hospitality). These areas integrate knowledge with hands-on learning, preparing students for real-world challenges.

### 1.1 Objectives

After the completion of this chapter, you will be able to:

1. explain the NEP 2020 and NCF-SE and ways to incorporate Vocational Education (VE) into main stream, and
2. analyse key strategies, understand policy objectives and review stage-wise vocational education system/implementation.

### 1.2 National Education Policy (NEP) 2020

The National Education Policy (NEP) 2020 represents a significant transformation of India's educational system, particularly focusing

on vocational education. This is the first education policy of the 21st century that addresses the nation's developmental needs by overhauling and restructuring the education system of India. The policy emphasises nurturing the creative potential of students, going beyond foundational literacy and numeracy to include advanced cognitive skills like critical thinking and problem-solving, along with social, ethical, and emotional development. By integrating practical skills with academic learning, NEP 2020 seeks to bridge the gap between education and employment. Also, this will pave the way to prepare a generation that is not only knowledgeable but also equipped with the skills needed to be successful in the real world of work.

### 1.2.1 Objective of the Policy and Key Strategies

In order to overcome the obstacles and eradicate the social stigma attached to vocational education, NEP 2020 seeks to incorporate vocational education into general education. The key strategies of NEP 2020 are:

- ◆ **Vocational Education in Schools:** High-quality vocational education will be seamlessly incorporated into higher education, starting with early exposure to the workforce in middle and secondary stage. It will guarantee that each youngster is exposed to multiple careers and learns at least one. This would result in the significance of many professions involving Indian arts and craftsmanship, while also elevating the dignity of physical labour.
- ◆ **Flexibility and Choice:** Allowing students to choose from a range of vocational subjects, alongside academic subjects, particularly in the secondary stage. This also provides an opportunity for multi-entry and exit in continuing education by the credit and credit accumulation transfer.
- ◆ **Skill Development and Local Needs:** Establishing skill labs and collaborating with ITIs, polytechnics, and local industries to meet local needs and gaps.
- ◆ **Increased Participation:** Aiming for at least 50 per cent of learners to have exposure to vocational education by 2025.
- ◆ **National Committee for Integration:** Forming a National Committee for the Integration of Vocational Education (NCIVE) to oversee efforts and innovations in vocational education.
- ◆ **Lifelong Learning and Adult Education:** Developing infrastructure for adult education and lifelong learning, using schools, libraries, and other community spaces for the implementation of vocational education courses.
- ◆ **Teacher Training and Standards:** Developing national professional standards for teachers and local teacher education programmes for vocational education.
- ◆ **Holistic and Multidisciplinary Education:** Promoting a holistic and multidisciplinary education system that includes vocational subjects and soft skills, and the promotion of employability.

- ◆ **Public and Private Participation:** Encouraging both public and private participation in expanding vocational education offerings.

## 1.3 National Curriculum Framework for School Education 2023

Students should be prepared for productive work in addition to understanding the world around them through their education. These work-related skills would enable students to contribute to the economy and be productive members of their households. Vocational education is therefore regarded by NCF-SE 2023 as an essential component of the curriculum (NCF-SE 2023, page no. 20, para. 1.5.2).

Every student should have the opportunity to pursue further education as well as the chance to enter the workforce. Through play and other activities, some competencies that will later be helpful in professions will be cultivated during the Foundational and Preparatory Stages. We refer to these skills as prevocational skills. Students in the Middle Stage will be exposed to a variety of tasks. This will help students advance toward gainful employment and make a significant contribution to the economy by preparing them to acquire competencies (including specific skills) in a career of their choosing during the Secondary Stage.

## 1.4 Approach to Vocational Education

Vocational education should integrate and build upon skills from other subjects, such as Mathematics for calculations, Social Science for understanding work in society, and Science for understanding functionality and improvement. This approach ensures that vocational education complements and enhances other curricular areas rather than standing alone.

### 1.4.1 Distinguishing between Vocational and Skills Training

The National Education Policy (NEP) 2020 and the National Curriculum Framework for School Education (NCF-SE 2023) both emphasise the importance of integrating vocational education and skills training into the school and higher education system. While the two terms are often used interchangeably, there are important distinctions between them. Vocational education focuses on building capacities, knowledge, skills, and values relevant to specific occupations, whereas skills training is more narrowly targeted, aiming to strengthen particular competencies that may support various careers. The following table shows the difference between Vocational and Skills Training:

Aspect	Vocational Training	Skills Training
Meaning	Structured training aimed at preparing individuals for a specific trade, job, or career.	Training focused on developing particular abilities or competencies.
Objective	To provide occupation-specific knowledge, skills, and values for employability.	To improve proficiency in targeted, often short-term, job-related or life skills.

Aspect	Vocational Training	Skills Training
Scope	Broad and career-oriented, often combining theory, practice, and workplace exposure.	Narrow and focused, usually addressing a single or limited set of competencies.
Examples	Training to become an electrician, nurse, mechanic, beautician, or computer technician.	Training in data entry, coding, communication, teamwork, or time management.
Outcome	Certification/qualification leading directly to a specific vocation or profession.	Enhanced ability in specific tasks that support multiple occupations.
Nature	Occupation-focused (linked to a particular career path).	Competency-focused (transferable across various career paths).

- ◆ Vocational Training = Preparing for a specific occupation or trade (aligned with NEP-2020's vision of vocational integration in schools).
- ◆ Skills Training = Developing particular abilities that strengthen employability and adaptability (as highlighted in NCF-SE 2023, page no. 420, para 9.1.2).

## 1.5 Three Forms of Work

- ◆ **Work with Life Forms:**

Working with Life forms involves developing capacities to do productive work that involves plants and animals. For example, a school could choose to develop a vegetable garden or a chicken co-op as a part of this category in the Middle Stage, and floriculture, dairy farming, sugarcane cultivation, or natural farming in the Secondary Stage. The abilities required for such work involve both practical skills and some knowledge of the biology behind these life forms, thus making school knowledge in science relevant and practical.

- ◆ **Work with Machines and Materials:** Working with machines and materials involves comprehending how any machine or tool works. It incorporates the processes and tasks that lead to tangible outputs. Students can get involved in this form of work by introducing handicraft work using various materials such as paper, wood, clay, and fabric. A student willing to work on tailoring uses basic tools such as scissors, cutters, thread, pins, and machines, including the sewing machine, to sew cloth in a predetermined design. The student will develop manual skills, attention to detail, and persistence to create high-quality products. Illustratively, a school could choose to offer

### Three Forms of Work

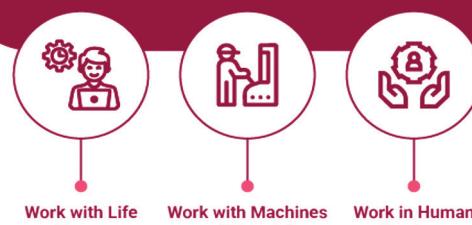


Fig.1.1: Three Forms of Work

high-tech machining, tailoring, carpentry, and pottery in the Middle Stage, and robotic welding along with advanced courses in carpentry and tailoring in the Secondary Stage. Students in Grades 11 and 12 can benefit from gaining skills in operating advanced machinery that is used in more automated manufacturing.

- ◆ **Work in Human Services:** Work in Human Services involves interaction with people to understand their needs and requirements. It deals with the skill to communicate well and understand the processes and resources involved in providing a particular service. So, a person inclined to work in a nursing home should be well informed about procedures and ways of communication with patients to deliver appropriate service. Through this form of work, students develop the essential skills required for that service as well as interpersonal skills and compassion for other fellow beings. Illustratively, a school could choose to help in a nursing home or work in a shop as a part of this category in the Middle Stage. In the Secondary Stage, courses could, illustratively, be offered in housekeeping, wellness/beauty, and tourism/hospitality.

## 1.6 Stage-wise Designs

### 1.6.1 Middle Stage

In each Grade, three projects, one from each form of work, will be implemented in schools. Thus, by the end of this stage, students will work on nine projects.

Towards the end of the academic year, a *Kaushal Mela* (skills fair) will be organised in the school for students to demonstrate their projects to the school, community members, and other stakeholders. This will include a presentation of the project work, key learnings, reflections, and the use of learnt skills at home.

It is to be noted that with this design in the Middle Stage, students will indeed be exposed to vocations and develop relevant capacities and knowledge; thus, the NCF does not use the phrase 'prevocational' for such learning in the Middle Stage, while this phrase has been used in other school education-related documents.

#### Illustrative Projects in the Middle Stage

The following is an illustrative list of projects with brief descriptions under each form of work:

Illustrative Project List for the Middle Stage		
S. No.	Projects (Life Forms)	Description
1.	Kitchen Garden	The kitchen garden project will engage students in working with soil and agricultural equipment to produce simple fruits and vegetables on the school grounds or available premises near the school.

Illustrative Project List for the Middle Stage		
S. No.	Projects (Machine and Materials)	Description
2.	Urban/Rural Farming	By growing at a larger scale than a kitchen garden, students will learn the basics of soil preparation, sowing, irrigation, protection of crops from weeds, and properly storing the harvested crop.
3.	Plant Nursery	The Plant Nursery will enable students to plant and manage the growth of different plants. Students will learn to grow plants through different methods (cutting, grafting) and using different plant parts (vegetative propagation).
S. No.	Project (Human Services)	Description
1.	Solar Panel Model	The project will engage students in learning about the renewable source of energy. The components of the project will include building the basic concepts related to solar energy, a demonstration of constructing the model by the Teacher, followed by assembling the model and observing how it functions with students.
2.	Stitch and Sew	The project will enable the students to learn the basic skills of stitching, creating patterns on fabrics, shaping fabrics, and eventually designing a basic garment of their choice.
3.	Carve the Wood	The woodcarving project will engage students in creating aesthetic wood crafts. The components of the project will include an introduction to basic woodcarving tools, drawing or planning an object to carve on wood, rough carving with chisels, and detailed carving and polishing of the product.
S. No.	Project (Human Services)	Description
1.	School's salon	The project of the School salon will enable the students to develop the best practices in providing beauty wellness services through various modes. Also, understanding the basics of salon practices.
2.	First aid	The first aid project will enable students to acquire basic knowledge of simple over-the-counter medicines and their application in providing the first form of aid. Students will learn to handle the medicines and relevant materials diligently while taking care of the injured/sick patient.
3.	Food Fair	The project will be the school's annual fair, with students taking the lead in serving food from different localities and different cuisines. This project will enable the students to learn the operationalisation processes of food from the basics of cooking to presenting and serving.
4.	School Shop	This project will enable the students to develop management skills by running a shop on the school premises. The shop can consist of materials (stationery, snacks) which are of relevant utility to the school, or which promote the local craft (artworks) made by students. They will learn how to manage a business venture.

## 1.6.2 Secondary Stage — Grades 9 and 10

- ◆ Students will be given exposure to six vocations (two from each form of work) spread over two years. These will be equivalent to NSQF Level-1 and 2, where relevant.
- ◆ Students will learn the relevant skills for these vocations through both workshops conducted in the school, as well as projects and internships at local sites of work.

### Illustrative Course Design in Secondary Stage – Grades 9 and 10

In the Secondary Stage, there will be six core vocations covering two from each form of work. The illustrative core vocations include agriculture, plumbing, and beauty and wellness in Grade 9, and gardening, carpentry, and nursing and care in Grade 10. These core vocations represent all three forms of work. The design of the course will be as follows:

Form of Work	Grade 9	Grade 10
<b>Working with Life Forms</b> 	<b>Agriculture</b> <ul style="list-style-type: none"> <li>a. Familiarising with and operating basic agricultural equipment.</li> <li>b. Seed bed preparation, seed selection, proper spacing, row cropping, and intercropping</li> <li>c. Fertilisation and soil management.</li> <li>d. Pest and disease identification and control.</li> </ul>	<b>Gardening</b> <ul style="list-style-type: none"> <li>a. Gardening tools - Familiarity with, using, organising, and maintaining the tools.</li> <li>b. Techniques of plant propagation: Dealing with weeds, Dealing with pests.</li> </ul>
<b>Working with Machines and Materials</b> 	<b>Plumbing</b> <ul style="list-style-type: none"> <li>a. Measuring, cutting, threading, or bending pipe to the required angle, using hand or other tools.</li> <li>b. Installation of household equipment such as a geyser, RO, etc.</li> <li>c. Identifying minor plumbing issues and their resolution.</li> </ul>	<b>Carpentry</b> <ul style="list-style-type: none"> <li>a. Measuring, cutting and sawing using basic hand tools such as planes, chisels, sandpaper, and mallets</li> <li>b. Joining wooden pieces, driving nails, etc.</li> <li>c. Basics of painting and finishing restoration of old wooden items.</li> </ul>
<b>Working with Human Services</b> 	<b>Beauty and wellness</b> <ul style="list-style-type: none"> <li>a. Introduction to beauty and wellness: Learning Manicure, Pedicure, and Mehndi application, Hair care, and Customer service orientation.</li> </ul>	<b>Nursing and care</b> <ul style="list-style-type: none"> <li>a. Basic concept of health and Nursing care, Patient care, and counselling, measuring vital signs.</li> <li>b. Service orientation.</li> </ul>

### 1.6.3 Secondary (Senior) Stage — Grades 11 and 12

In Grades 11 and 12, students opt for choice-based courses in different curricular areas. Vocational Education is one of the curricular areas that should be available for students. Students choosing vocational courses from this curricular area would have in-depth training in a specific vocation over the period of two years. These will fall under the NSQF levels 3-4 where relevant.

The following is a list of courses for each of the forms.

S. No.	Work with Life Forms	Work with Machines and Materials	Work in Human Services
1.	Dairy Farming	Agricultural Machine Operation	Frontline Health Worker
2.	Sericulture	Irrigation Service Technician	Vision Technician
3.	Small Poultry Farming	Plumber (General)	Heritage Tour Guide
4.	Soil and Water Testing Lab Assistant for Agriculture	Hi-tech Technical Services	Beauty Therapist
5.	Gardening	Field Technician — Washing Machine/Air Conditioning/Refrigerator	Yoga Instructor
6.	Floriculture	Auto Service Technician	Hair Stylist
7.	Mushroom Cultivation	Baking	Dietician
8.	Sheep/Goat Farming	Jam, Jelly and Ketchup Processing	Home Health Aide

### 1.7 Summary

The chapter on Vocational Education in NEP 2020 and NCF-SE 2023 reflects the transformation of India's education system through the mainstreaming of vocational learning. The National Education Policy (NEP) 2020 envisions an integrated, flexible, and multidisciplinary model where vocational education becomes a core component of schooling. It highlights the importance of initiating skill development at an early stage and sets the target of providing vocational exposure to 50 per cent of learners by 2025. The National Curriculum Framework for School Education (NCF-SE) 2023 translates this vision into practice by outlining a stage-wise approach—beginning with exposure in the Middle Stage and advancing to structured skill development in the Secondary Stage through internships and hands-on projects. It emphasises learning through engagement with life forms, machines, materials, and human services. The framework also differentiates between vocational training and skill training, highlighting the need for systematic, employment-oriented learning. Together, NEP 2020 and NCF-SE 2023 integrates academic knowledge with vocational competencies, thereby narrowing the gap between education and workforce requirements.

## Chapter 2

# Implementation of Vocational Education in Schools Under *Samagra Shiksha*

### 2.0 Overview

Vocational education in schools is recognised as a significant component in preparing students for the world of work. It equips learners with practical skills and knowledge, essential for various sectors and professions, enhancing their employability and aligning education with industry needs.

*Samagra Shiksha* is an overarching programme launched by the Government of India in 2018, aiming to unify and improve the quality of school education across the country, from pre-school to higher secondary levels. It is a holistic initiative that subsumes three existing schemes- Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA), and the Teacher Education (TE) programmes under a single framework.

The implementation of Vocational Education in schools under *Samagra Shiksha* is to integrate skill-based education into the school curriculum, aiming to prepare students for employment and entrepreneurship from an early age. This initiative is aligned with NSQF and the National Education Policy (NEP) 2020.

### 2.1 Objectives

After the completion of this chapter, you will be able to:

1. Describe the NSQF and its significance in vocational education.
2. Acquire how vocational curricula are aligned with the NSQF.
3. Explore implementation of vocational education under *Samagra Shiksha*.
4. Identify the infrastructure and facilities needed for effective vocational education in schools.
5. Review case studies of successful vocational education implementation.

### 2.2 National Skills Qualification Framework (NSQF)

The NSQF is a competency-based framework that classifies qualifications based on a series of levels of knowledge, skills, and aptitude. The framework's purpose is to provide a national standard for skills development, ensuring

that vocational training is relevant, standardised, and meets industry requirements.

The NSQF categorises qualifications from Level 1 (entry-level) to Level 8 (highest level of NSQF), facilitating the recognition and transfer of skills across various sectors and regions.

### 2.3 Key Features of NSQF

- a. **Integration and Credit Recognition:** Vocational education, training, and skill learning must be integrated into academics, skilling, and experiential learning. Credits should be assigned based on relevant experience and professional proficiency, subject to appropriate assessment.
- b. **Competency Standards:** Define clear competency levels specifying knowledge, skills, aptitude, responsibility, and expected learning outcomes. Each level/course or qualification should align with a pre-defined NSQF/NCrF (National Credit Framework) level.
- c. **Credit Allocation:** Assign credit levels for vocational education and skilling across school and higher education. Credits should reflect the cumulative hours/years of learning, with all learning types and durations assessed and credited.
- d. **Academic-Vocational Equivalence:** Establish academic equivalence between vocational and general education, ensuring mobility within and between the two streams.



Fig. 2.1: Key Features of NSQF

- e. **Flexibility and Mobility:** Enable multidisciplinary pathways and Multiple Entry- Exit options (ME-ME) across schools, higher, technical, and vocational education institutions, as well as training and employment markets.
- f. **Learning Trajectories:** Provide students with flexibility to choose their learning pathways and career options, allowing for mid-course corrections as needed.
- g. **Industry Collaboration:** Recognise learning through industry partnerships, such as internships, on-the-job training, and apprenticeships in all sectors.
- h. **Recognition of Prior Learning (RPL):** Acknowledge prior learning through a credible and transparent assessment process.
- i. **Lifelong Learning:** It fosters lifelong learning and skill development, promoting continuous growth and adaptability.

## 2.4 Levels and Descriptors

The NSQF is an eight-level framework that defines the skills and knowledge required for different occupations. Each level represents a different level of complexity and requires learners to acquire specific learning outcomes. Each NSQF level is defined by specific descriptors such as process, professional knowledge, professional skill, core skill, and responsibility. These descriptors help in designing curricula that meet the required standards of proficiency and competence at different levels.

## 2.5 Benefits of NSQF Alignment

The alignment of education with the NSQF offers multiple benefits, including improved employability of students, standardised qualifications with national and international recognition, enhanced quality of education through clear benchmarks, and better alignment with industry needs, thereby increasing job opportunities for graduates.

Some of the key advantages of implementing the NSQF are given below:

- a. NSQF qualifications are globally recognised, enabling students to access higher education or job opportunities abroad.
- b. The NSQF emphasises skill development, ensuring graduates are equipped with the competencies needed for specific occupations.
- c. Its flexible structure allows learners to enter or exit the system at different levels based on their needs and aspirations.
- d. By providing industry-relevant skills, the NSQF enhances employability and helps bridge workforce skill gaps.
- e. The NSQF supports a progressive educational model, allowing learners to continuously advance their skills and knowledge.
- f. It promotes lifelong learning and quality education, ensuring individuals stay adaptable and competitive in a dynamic world.
- g. Aligning education with market demands and improving workforce readiness through collaborations between educational institutions and industries.

## 2.6 Implementation of Vocational Education under *Samagra Shiksha*

The *Samagra Shiksha* scheme aims to ensure inclusive and equitable quality education from pre-school to senior secondary stages, integrating vocational education as a significant component. The key features of Vocational Education under *Samagra Shiksha* are highlighted below:

- a. **Policy Framework:** The policy framework under *Samagra Shiksha* emphasises the importance of vocational education in providing holistic development to students. It outlines the objectives, strategies, and resources necessary for implementing vocational education in schools.
- b. **Integration with Mainstream Education:** Strategies include flexible timetables that allow vocational subjects to be integrated with academic subjects, mechanisms for credit transfer, and the facilitation of the inclusion of diverse learning experiences.
- c. **Curriculum Design Based on NSQF:** The vocational courses are aligned with the National Skills Qualification Framework (NSQF). This ensures that students are trained according to nationally recognised standards, with defined outcomes for each NSQF level.
- d. **Vocational Labs and Infrastructure:** Schools are provided with funds under *Samagra Shiksha* to set up vocational labs and procure tools, equipment, and materials necessary for practical training. The scheme promotes setting up industry-standard infrastructure in schools to ensure students are trained for real-world scenarios and must gain relevant skills.
- e. **Teacher Training and Capacity Building:** Effective implementation requires well-trained educators and trainers who are competent in both vocational subjects and pedagogical skills. Continuous professional development programmes are essential to keep teachers updated with the latest industry trends and teaching methodologies.
- f. **Industry Collaboration:** Partnerships with industry are important for the relevance of vocational education. Industries can provide insights into curricula development, OJTs, internships, apprenticeships, and guest lectures, ensuring that students gain practical exposure and skills that are required for the world of work.

## 2.7 Infrastructure and Facilities for Vocational Education

Adequate infrastructure and facilities are essential for the effective delivery of vocational education. This includes physical, technological, human resources, and regulations. The following is an elaborated explanation:

### 1. Physical resources

- ◆ Infrastructure Requirements: Schools need to have dedicated spaces such as classrooms, laboratories, and workshops equipped with the

necessary tools and machinery for various trades. Infrastructure is designed to be inclusive, ensuring that students with disabilities have access to facilities.

- ◆ Equipment and Tools: *Samagra Shiksha* ensures that schools have access to industry-standard equipment necessary for vocational training. This includes computers, machinery, medical tools, and other specialised equipment to allow students to learn using tools they would encounter in real workplaces. The infrastructure needs to be regularly updated, ensuring that students are trained on modern tools and methods.

## 2. Technological Resources

- ◆ ICT and Digital Resources: Integrating Information and Communication Technology (ICT) in vocational education can enhance learning. Digital resources such as e-learning platforms, virtual labs, smart classrooms, and simulation tools can provide interactive and engaging learning experiences.

## 3. Human Resources

This includes all aspects of managing, supporting, and developing the availability of qualified and skilled human resources (Vocational Coordinators, Vocational Teachers). Under *Samagra Shiksha*, this plays a vital role in the effective implementation of the scheme.

- ◆ Teacher Training Facilities: Regular professional development of Vocational teachers is an integral part of *Samagra Shiksha*.

## 4. Regulations

- ◆ Safety and Standards: Ensuring safety in workshops and laboratories is paramount. Schools must adhere to safety standards and regulations, conduct regular maintenance of equipment, and provide safety training to students and staff.

### 2.8 Case Studies and Best Practices

Case studies provide insights into successful implementation strategies and innovative practices in vocational education.

- a. Successful Implementations: For example, the Haryana state government's initiative to integrate vocational education in secondary schools has led to increased student engagement and improved employment outcomes.
- b. Innovative Approaches: Schools adopting blended learning approaches, combining online and offline methods, have seen higher student participation and better learning outcomes. Examples include the use of virtual reality for skill training in fields like welding and automotive repair.

## 2.9 Summary

Implementation of Vocational Education in Schools under *Samagra Shiksha* highlights the integration of skill-based education into school curricula to enhance employability and entrepreneurship. *Samagra Shiksha*, launched in 2018, unifies existing education schemes and aligns with the National Skills Qualification Framework (NSQF) and National Education Policy (NEP) 2020.

The NSQF defines eight levels of competencies, integrating vocational and general education while promoting flexibility and lifelong learning. It ensures industry-aligned training, employability, and international recognition.

Under *Samagra Shiksha*, vocational curricula aligned with NSQF are designed and supported by industry collaboration for internships and practical exposure. Schools receive funds for vocational labs, tools, and ICT resources, such as e-learning platforms and virtual labs. Teacher training ensures quality delivery, while safety standards are also emphasised.

The chapter also highlights best practices, such as Haryana's successful integration of vocational education, showcasing increased student engagement and improved employment outcomes.

# Chapter 3

## Ice-Breaking and Rapport Building (Micro Lab)

### 3.0 Overview

The chapter on Ice-Breaking and Rapport Building (Micro Lab) introduces a dynamic and experiential approach to initiating a training programme. Aimed at overcoming participants' initial inhibitions, it provides psychological preparation and enhances interpersonal engagement among trainees. The micro lab uses physical movement, guided conversations, and creative expressions to foster openness, build trust, and set the tone for experiential learning. The structure of the micro lab includes detailed steps, methodologies (sharing, projection, experimenting), instructions for trainers and participants, and numerous activity ideas. It emphasises the importance of motivation, planning, and coping as essential psychological dimensions in designing activities. Overall, it encourages learner-centered, reflective, and interactive participation right from the beginning of the training programme.

### 3.1 Objectives

After the completion of this chapter, you will be able to:

1. describe the purpose, structure, and key elements of Ice-Breaking and Rapport Building (micro lab),
2. explain the importance of psychological preparation before training and facilitation by micro lab,
3. demonstrate the micro lab process by organising or participating in group exercises as outlined,
4. differentiate between sharing, projection, and experimenting methods used in micro labs,
5. assess the effectiveness of different micro lab techniques in engaging introverted or shy participants and
6. design a new micro lab session tailored to specific training needs or participant groups.

## 3.2 Introduction

The Micro Lab is an experiential, process-based approach aimed at psychologically preparing participants for effective learning. It helps overcome common barriers such as shyness or introversion, which often limit individuals from interacting freely with unfamiliar people and can obstruct the overall learning experience. Without adequate psychological readiness, participants may retain their inhibitions and resistance, preventing them from gaining the full benefit of the training programme. Hence, it becomes essential to motivate them thoroughly, reduce their apprehensions, and open them up to active engagement in the learning process.

This initial session on ice-breaking and rapport-building serves as an introduction to the training programme. It familiarises participants with the nature of their involvement and underscores the philosophy of experiential learning, which stands apart from traditional methods of instruction.

## 3.3 Learning Outcomes

At the end of the chapter, the participants will be able to:

- ◆ apprise themselves with one another,
- ◆ exchange experiences working as a vocational teacher, and
- ◆ break and build expectations about the training programme.

## 3.4 Session Methodology

The session is designed to integrate physical exercises, mental thinking processes, and guided interactions facilitated by structured questions.

For conducting this session, 1 hour and 30 minutes' duration will be required, and the training aids are as follows:

- ◆ paper slips;
- ◆ sketch pens and pins and
- ◆ handouts for conducting ice-breaking activity

### 3.4.1 Tips for Conducting a Micro Lab Activity

To maximise the effectiveness of a Micro Lab, trainers should follow the following key practices:

- ◆ **Timing Matters:** Schedule the Micro Lab on the very first day of the training programme to set the right foundation.
- ◆ **Keep it Unrevealed Initially:** Avoid disclosing the purpose of the activity beforehand. A slight sense of curiosity or uncertainty often enhances its impact.
- ◆ **Relate to the Core Programme:** During the analysis phase, connect the Micro Lab experiences with the training objectives. For example, link specific participant reactions to themes in the main programme.
- ◆ **Active Trainer Participation:** Trainers should also take part in the activity, as it helps foster mutual rapport and trust.
- ◆ **Encourage Diversity and Creativity:**

- Avoid repetitive patterns.
- Use a wide range of activities.
- Incorporate different modes of communication (verbal, non-verbal, visual, creative expression).
- Experiment with group sizes and ensure diversity within groups.
- ◆ Facilitate, Don't Interfere: Trainers should listen attentively without interrupting or allowing unrelated discussions.
- ◆ Progress Gradually: Begin with simple, non-threatening issues before moving toward more sensitive or personal topics.

### 3.5 Process of conducting a micro lab activity

#### Step 1: Setting the Stage

Invite participants to gather in an open hall or garden and arrange themselves in a circle. Begin with a short self-introduction, then explain: "As this is our first training day, we will start with some fun activities, simple exercises, and relaxation." Emphasise that to gain the most from the session, they should listen attentively and take the activities seriously with full participation.

#### Step 2: Movement and Initial Sharing

Instruct them to move around the circle slowly, bending their heads while listening to instructions and organising their thoughts. Once you instruct the "group," they should break from the circle and form groups of two, three, or four, as you have instructed. Afterwards, they should share their thoughts, experiences, feelings, and opinions freely with their group members on the given topic or issue for one or two minutes. When you instruct them to "regroup," participants must reassemble in the circular formation, continue moving slowly, and listen for the next instructions.

#### Step 3: Varying Group Interactions

At the beginning of each round, ask them to form groups with people they have not met before. Give instructions to share on a specific topic.

#### Step 4: Non-verbal Skit Activity

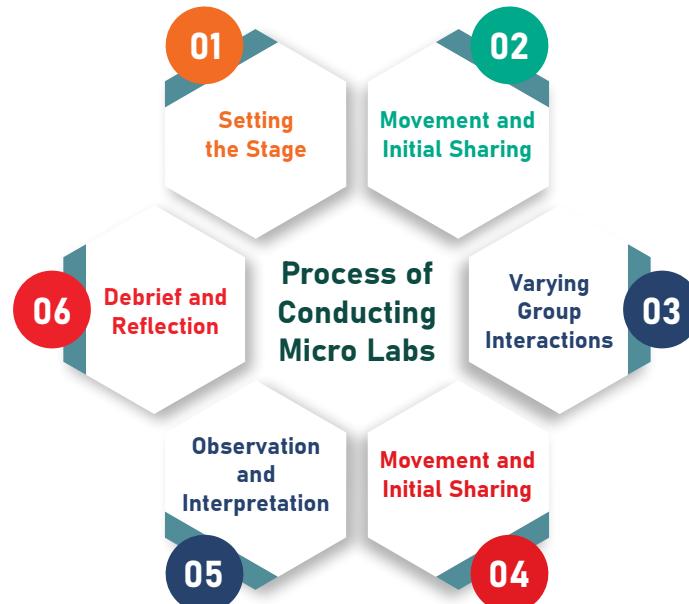
Following the structured sharing exercise, the trainer can introduce another icebreaker. Each group is given 10 minutes to prepare a short skit without using words. The performance should portray an event, situation, or activity that conveys a meaningful message. Participants may use gestures, expressions, and body movements to act out the scene, ensuring that the portrayal remains natural and realistic.

#### Step 5: Observation and Interpretation

While one group performs, the remaining groups are asked to carefully watch and interpret the actions being presented. After the performance, invite them to share their understanding and describe what message they perceived.

## Step 6: Debrief and Reflection

Once all activities have been completed (about two hours), guide the participants to take a break and relax, either indoors or outdoors. Create space for them to openly discuss their experiences, emotions, and reflections, and encourage them to share insights gained during the session with the larger group.



**Fig. 3.1: Process of Conducting Micro Labs**

### 3.5.1 Instructions for Participants During the Micro Lab Activity

While conducting the micro lab activity, the following instructions will be given to the participants by the trainer. The instructions may vary with the activities selected for the micro lab. The instructions are as follows:

- a. Pair up with someone you haven't interacted with before. Introduce yourself and talk a little about your family.
- b. Switch partners. Discuss with each other the two reasons why you chose to be here.
- c. Change partners again. Share about your hobbies and interests (duration: 2 minutes).
- d. Form groups of three participants/partners. Talk about your childhood and recall one memorable experience (duration: 4 minutes).
- e. Stay in triads. Share two things you enjoy the most and two things you don't like.
- f. Form new pairs. Discuss three of your personal strengths and two weaknesses.
- g. Find a partner you have not spoken to yet. Share something unique about yourself that shows you have the potential to be an entrepreneur.
- h. Walk around slowly and greet others silently using non-verbal gestures.

- i. Form groups of three. Think of a successful entrepreneur you know of. Talk about their qualities and what impressed you about them. (Duration: 3 minutes)
- j. Reflect on an entrepreneur you believe was not successful. Share the reasons you think led to their failure. (Duration: 3 minutes)
- k. Form pairs again. Tell your partner two qualities you appreciate in them and two areas where they could improve. (Duration: 2 minutes)
- l. In groups of three, talk about something important or meaningful in your family. (Duration: 3 minutes)
- m. Create new triads. Narrate a story you learned from your parents or at school that inspired or impressed you, and explain why. (Duration: 3 minutes)
- n. Walk freely around the space. Now, close your eyes and continue walking. (Duration: 1 minute)
- o. Stop, open your eyes, and pair up with the nearest person. Share a situation where you faced a problem and were able to resolve it successfully. (Duration: 3 minutes)
- p. Form new triads. Recall an experience that made you feel proud or happy. Share the story in detail. (Duration: 5 minutes).
- q. Change partners. Share two of your life dreams or goals and explain how you plan to achieve them. (Duration: 3 minutes)
- r. Pair up once more. Discuss the qualities you wish to develop to become an effective trainer.

## 3.6 Designing a Micro Lab Activity

The trainer can design the micro lab activity according to the specific training needs. When designing a micro lab activity, it is useful to pay attention to the following aspects:

### 3.6.1 Topics

The topics for designing a micro lab activity can be grouped into 3 main divisions. These are as follows:

#### 3.6.1.1 Motivation

Motivation can be understood through three key aspects:

- ◆ **Achievement drive:** Demonstrating a strong commitment to excellence in one's efforts.
- ◆ **Locus of control:** Recognising that personal efforts and abilities largely determine success or failure.
- ◆ **Personal accountability:** Taking responsibility for the outcomes of one's actions.

#### 3.6.1.2 Planning

Planning involves three important components:

- ◆ **Life goals:** Defining long-term objectives to guide one's actions.

- ◆ **Setting intermediate objectives:** Establishing challenging, short-term goals that lead toward the main aim.
- ◆ Strategic action: Developing specific steps and strategies to accomplish these goals.

### 3.6.1.3 Coping

Effective coping includes four dimensions:

- ◆ **Self-awareness:** Understanding one's own strengths and limitations.
- ◆ **Emotional expression:** Appropriately acknowledging and expressing feelings related to outcomes.
- ◆ **Learning from feedback:** Using evaluations and responses to improve future performance.
- ◆ **Stress management:** Handling the pressures and challenges associated with pursuing goals.

### 3.6.2 Methods of micro lab activity

The Micro lab activity primarily takes three forms. One of these is the Sharing Method, which encourages participants to reveal aspects of themselves to others.

#### 3.6.2.1 Sharing method

Under the Sharing Method, the trainer can employ the following three techniques:

- ◆ **Quick-Answer Questions:** The trainer poses specific questions for participants to answer quickly and share with their partners.
- ◆ **Sentence Completion:** The trainer provides an incomplete sentence, and each participant completes it before sharing with their partners.
- ◆ **Experience Sharing:** Participants share personal experiences related to a given topic.

The questions that one can ask may include the following:

#### I) Questions

- What are the three things that you like the most?
- What are the three things that you like the least?
- What can make you happy?
- What are the two things that most of your family members like? What are the two things that most of your family members dislike?
- What is that one quality that you learnt from your parents and of which you are proud?
- What is that which you had learnt from your parents but wish that you had not?
- What is the dominant characteristic of the people in your organisation?
- What is the one thing most people in your organisation like, and what is the one thing most of them dislike?
- What is the one good characteristic of the society in which you live?
- What are the two important goals in your life?
- Name the two important things you want to achieve in the next year?

- xii. Name one thing which you earnestly want to accomplish in your work life.
- xiii. What changes would you like to see in your family in the next five years?

### *II) Incomplete Sentences*

- i. I work hard when I \_\_\_\_\_
- ii. I enjoy myself when \_\_\_\_\_
- iii. I feel happy when \_\_\_\_\_
- iv. When I am depressed, I would prefer \_\_\_\_\_
- v. When I am angry, I \_\_\_\_\_
- vi. When someone tells me my strengths, I \_\_\_\_\_
- vii. When someone tells me my weakness, I \_\_\_\_\_
- viii. I believe that things happen in this world because \_\_\_\_\_
- ix. In any organisation, people usually \_\_\_\_\_
- x. When I am pressurised to achieve hard goals, usually I \_\_\_\_\_
- xi. When I face a challenge, I \_\_\_\_\_
- xii. If my organisation should be effective, it should \_\_\_\_\_
- xiii. One of my dreams is \_\_\_\_\_

### *III) Sharing experience*

- i. Share one of the most significant experiences that you can recollect from your childhood
- ii. Share one thing that your parents have taught you and which you would not like your children to learn.
- iii. Share one thing your parents have taught you and which you would not like your children to acquire.
- iv. Share a memorable experience you have had.
- v. Recollect a most satisfying event and a most dissatisfying event and describe both.
- vi. You may have come across many enterprising people. Describe one such person who impressed you the most.
- vii. Share one thing about which you are proud and which you consider your contribution or accomplishment.
- viii. Describe one occasion when you did something on your own and felt very happy about it.
- ix. Describe one thing you did on your own initiative, but the result was depressing.

#### **3.6.2.2 Projection**

Projection is most effectively done through the use of fantasy. Fantasies can be generated in the following three ways:

- a. **Simple Projection:** Identify yourself with an animal, choose a hero or a person you admire, or refer to a favourite story. This helps participants express thoughts, feelings, and aspects of their personality indirectly.

- b. **Creative Activity:** Engage in activities such as drawing, painting, or constructing a model using available materials (e.g., pebbles, grass, flowers, leaves, pins). These activities encourage imagination and self-expression.
- c. **Preparation and Presentation of Skits:** Participants prepare and perform short skits, which allow them to project ideas, emotions, and experiences creatively while collaborating with others.

### **Projection method**

#### **a. Projective Items**

1. If you were asked to take any animal form (animal, bird, reptile, amphibian, etc.), what would you like to be/why?
2. Who is your hero or the person you admire the most? Discuss with your partner what you admire in them.
3. Share with your partner one of your recent dreams.
4. Tell your partner in brief a story you heard in your childhood and you still remember.
5. Tell your partner which film you have liked the most and why?
6. Which is your favourite book? What do you like about that book?
7. What do you usually daydream about? Share it with your partner.
8. What is your favourite game? What do you like in the game?
9. Tell your partner about your favourite film or TV programme and what you like about it.

#### **b. Drawings, Paintings, Collages**

Except for a few, most of the items under this category are suitable for small group work.

(Groups of 3 to 5 members)

1. Draw a line that represents your life. Locate yourself as you are today on this line and as you expect to be five years from now.
2. Draw an incomplete picture of yourself. Ask your partner to complete it.
3. Draw a figure of your organisation as it is today and as you would like it to be.
4. Depict the values of our society in the form of a picture.
5. Prepare a collage about our society in the year 2020 A.D. by using all the material in the room and the surroundings.
6. Draw three figures to indicate your past, present, and future.
7. Using various colours, prepare a painting to represent the future of your organisation.
8. Draw the picture of your organisation in a most unusual form (typical imaginary figure, animal or combination of animals, etc.) and indicate which part of the figure you represent.

### **3.6.2.3 Experimenting**

A few items may be included to help the participants experiment and experience:

- a. Give feedback and take the initiative to learn something from other participants.
- b. Simple non-verbal communication of feelings, greetings, ideas, etc.,
- c. Playing a game and examining one's own behaviour in the game.

### **Experimenting Method**

#### **a. Skit**

Skits can be prepared by a small group on a topic, and these can be dramatised in the presence of the entire community. Usually, no verbal communication may be allowed in the skits. When one group is presenting a skit, another group may be asked to interpret the meaning, and this can be checked with the original group that prepared it. About 10 to 20 minutes' time may be set aside for the preparation of the skit.

### **3.6.3 Group size**

For conducting a micro lab activity, the group size may depend on the activities. The following are examples of the group size for the activity.

#### **3.6.3.1 Dyads (pairs)**

#### **3.6.3.2 Small groups**

#### **3.6.3.3 The total community of participants**

**3.6.4 Focus of activity:** For designing the micro lab  
The focus of activity should be on:

#### **3.6.4.1 Past**

#### **3.6.4.2 Present**

#### **3.6.4.3 Future**

### **3.7 Activities**

The details of the outdoor Micro lab activity are the same as mentioned in the content of the session.

### **3.8 Home assignment**

Prepare a write-up on the procedure of conducting a micro lab activity.

### **3.9 Teaching and training methods**

1. Lecture cum discussion;
2. Outdoor activity; and
3. Handouts

### 3.10 Summary

The Micro lab activity is a foundational component of experiential training, designed to help participants transition from passive to active learners. It creates a safe, engaging, and interactive environment where learners can open up, interact freely, and align with the programme objectives.

These activities promote psychological readiness by blending movement, sharing, observation, and creativity. This chapter provides trainers with a comprehensive methodology, including detailed instructions, activity formats, and guiding principles. Through various structured and creative exercises, the Micro lab lays the groundwork for deeper learning and group cohesion, which is essential for the success of any training intervention.

# Chapter 4

## Career Guidance in the Context of Vocational Education and Training

### 4.0 Overview

This chapter comprehensively explores the concept, significance, scope, and application of Guidance and Counselling (G and C) in the school context, particularly under the frameworks of NEP-2020 and NCF-SE 2023. It defines guidance as a holistic, developmental process that supports students in understanding themselves and making informed choices, while counselling provides specialised intervention for personal and emotional issues.

The chapter emphasises the institutionalisation of guidance and counselling services in schools, outlining how such systems promote physical, emotional, academic, and social development. It details the role of counsellors in implementing these services, and how vocational and career guidance helps students prepare for the world of work through structured information dissemination, counselling, placement, and follow-up activities. The chapter also explains the career information service, its components, sources methods of collection, and relevance in helping students navigate a complex employment landscape.

### 4.1 Objectives

After the completion of this chapter, you will be able to:

1. define key terms such as guidance and counselling and describe their scope in vocational education in school context,
2. describe the functions of guidance and counselling within the frameworks of NEP-2020 and NCF-SE 2023,
3. organise various guidance services in school to help vocational students in planning their career,
4. use various methods of collection of career information based on the needs of the students to organise Career Information Service in school,
5. elaborate the roles of Counsellors in VET and the two-tier counselling approach suggested by NCF-SE 2023, and
6. enlist the expected outcomes of a robust guidance and counselling system.

## 4.2 Introduction to Guidance and Counselling

Guidance can be understood as an act “to direct”, “to point out, “and to show the path”. It is the assistance or help rendered by a professionally trained person towards a person to solve certain major problems of the individual related to personal, social, educational, and vocational nature. Guidance is a concept as well as a process. As a concept, guidance is concerned with the optimal development of the individual. A process guidance helps the individual in evaluation (understanding one’s strengths, limitations, and other resources) and in self-direction (the ability to solve problems, make choices and make decisions on one’s own). It is a relationship grounded in trust, where a mentor, teacher, or elder enables a student to navigate personal, academic, and social challenges. Counselling, while similar, focuses more intensely on assisting individuals in confronting and altering attitudes, behaviours, and beliefs. It involves specialised intervention and often requires professionally trained personnel.

In the school context, guidance and counselling are not isolated activities. They function in tandem, seamlessly integrated into the school environment to support student development. The purpose is not to create a separate service but to enrich the existing curriculum by addressing the specific individual needs of students—be it academic, social, emotional, or psychological. These services equip students with essential life skills, resilience, self-awareness, and a deeper understanding of their goals and aspirations.

*Guidance can be summarised as:*

- ◆ Assistance made available by a competent person to individuals of any age to help them direct their own life, develop their own point of view, make their own decisions and carry their own burdens.
- ◆ Guiding individuals to secure a purposeful place in society and experience satisfaction in life.
- ◆ The process of helping an individual himself/herself, to know his/her needs, assess his/her potentialities, develop life purposes, formulate the plan of action and proceed to realise these under favourable conditions provided by the environment.

NEP-2020 recognises this and recommends establishing professional career guidance and counselling systems in all schools. These systems are not limited to career advice but encompass academic, emotional, and social support, especially for first-generation learners and students facing socio-cultural or economic barriers.

## 4.3 Guidance and Counselling based on National Education Policy (NEP) 2020

The New Education Policy (NEP) 2020, has recommended that Counsellors or well-trained social workers connected to school complexes and teachers will continuously work with students and their parents and will travel

through and engage with communities to ensure that all school-age children are attending and learning in school. Thus, the role of counsellors has been envisioned as a facilitator who can

- ◆ provide support to children and parents from economically disadvantaged urban areas
- ◆ create awareness among them about the importance of schooling
- ◆ facilitate connections between parents, children, schools, teachers, remedial instructors, and tutors
- ◆ work with families to plan safe and reliable ways for children to reach school (e.g., walking groups and safe routes)
- ◆ keep parents informed about their children's learning progress and encourage their active involvement, including organizing parent-teacher meetings when necessary
- ◆ support children in preserving and valuing their parents' languages and cultural heritage
- ◆ guide children away from harmful or risky activities
- ◆ collaborate with counsellors to provide continuous guidance, encouragement, and advice to children and their families throughout the learning journey
- ◆ extend their role to the non-formal sector by supporting children engaged in alternative education settings, bridge courses, community learning centres, and skill-based programmes, ensuring continuity of learning and psychosocial support

According to the NEP 2020, the 'school complexes' will be created, which will go a long way in building vibrant teacher communities and could also share counsellors, trained social workers, technical and maintenance staff, etc., to further support teachers and help create an effective learning environment. The guidance and counselling services will cater to the needs of students, ranging from career guidance to mental health. Professional academic and career counselling will also be available to all students, and counsellors will ensure the physical, psychological and emotional well-being of students. The NEP 2020 states that in every educational institution, there shall be counselling systems for handling stress and emotional adjustments. The functions of counsellors include the following:

- ◆ Counselling on the choice of subjects in the secondary grades, including vocational subjects, and in higher education, leading to potential career choices.
- ◆ Provide support and counselling on age-related growth and development issues, especially during the adolescent years.
- ◆ Enable support and counselling on mental health issues, including stress and mood disorders. The mechanisms to make such counselling available will have to be responsive to the practical reality of the school complex, including:
  - Training some of the teachers or social workers to be able to play the role of counsellors;

- Appointing full-time counsellors for one or more school complexes; and
- Arranging counsellors to visit the schools frequently.

This counselling support should also be able to identify cases requiring clinical mental health support. The school complex must have a liaison necessary to provide this. The State departments of education and health will have to take a proactive role and coordinate closely to enable this. Social workers and school counsellors can help the students in dealing with issues of drop-outs, absenteeism and behaviour issues.

#### **4.4 Guidance and Counselling as per NCF-SE-2023**

The concept of care as the foundation of learning is strongly embedded in the National Education Policy (NEP) 2020 and further emphasised in the National Curriculum Framework for School Education (NCF-SE) 2023. It highlights the importance of designing educational processes that support the overall development and well-being of learners. One of the most significant strategies for translating this principle into practice is the institutionalisation of Guidance and Counselling services within schools. In today's evolving educational landscape, these services have become indispensable tools in nurturing students' physical, emotional, cognitive, and social development.

##### **4.4.1 Scope and Approach of Guidance and Counselling in Schools**

NCF-SE 2023 outlines a broad approach to guidance and counselling that transcends academic mentoring. Guidance and counselling serve as essential tools for fostering an ethos of care, mutual respect, and overall well-being within the school environment. The scope of these services can be categorised as follows:

###### **4.4.1.1 Health and Well-being for the School Community**

- ◆ **Physical Health and Wellness:** Schools must design and implement programmes that promote physical fitness and overall health at every stage of a child's development. This includes nutrition education, hygiene practices, and preventive health care.
- ◆ **Psychological Health and Wellness:** Emotional regulation and the cultivation of positive motivation are central to this domain. Counselling helps manage mild to moderate mental health challenges and provides referral pathways for more serious issues requiring clinical support.
- ◆ **Social Participation and Cohesion:** Guidance must teach students how to engage constructively in group settings, adhere to social norms, and build meaningful relationships. It also addresses challenges like bullying, aggression, and social isolation.

- ◆ **Cognitive Health and Growth:** Identifying students who may be lagging in developmental milestones and advising parents and teachers on supportive measures is a critical function of counselling.
- ◆ **Learning Needs and Diversity:** Through Individualised Education Plans (IEPs), counselling addresses issues such as attention difficulties, learning disabilities, and other diverse educational needs.

#### **4.4.1.2 Academic and Career Counselling**

At each stage of schooling, students are presented with choices related to subjects, vocational streams, and future careers. Counsellors play a vital role in helping students understand their interests, strengths, and aspirations, thereby enabling them to make informed decisions about their educational and career paths.

#### **4.4.1.3 Administrative and Systemic Support**

Guidance and counselling professionals should be involved in policy-making and the planning of school programmes. Their input can ensure that school systems are inclusive, student-centric, and sensitive to the diverse needs of learners. They act as a bridge between students, teachers, and administrators in developing an environment that is supportive and nurturing.

### **4.4.2 Guides and Counsellors in Schools**

Traditionally, teachers and school principals have shouldered the responsibility of guiding and counselling students. Their ongoing interaction with students places them in a unique position to observe behavioural patterns, identify potential issues, and provide timely support. However, NCF-SE 2023 and NEP-2020 recognise that not all issues can be addressed within the school's internal capacity. Therefore, a two-tier approach is recommended:

#### **4.4.2.1 Empowering Teachers and Principals**

Teachers and principals should be trained in basic guidance and counselling skills. Capacity-building programmes should be integrated into their professional development to help them respond appropriately to common academic and psycho-social issues.

#### **4.4.2.2 Appointment of Trained Professionals**

Schools should ideally appoint professional counsellors, either at the school level or at the cluster/school-complex level, as mandated by NEP-2020. These professionals bring specialised skills required to handle complex psychological, social, and developmental issues that go beyond the scope of teacher intervention.

#### **4.4.3 Expected Outcomes of a Robust Guidance and Counselling System**

An effective guidance and counselling framework in schools can significantly enhance the quality of education and student well-being. The following outcomes are envisioned by NCF-SE 2023:

- ◆ **Improved Physical and Mental Health:** Students develop healthy lifestyles and coping mechanisms for emotional challenges.
- ◆ **Reduced Dropout Rates:** Early identification and intervention prevent students from disengaging or dropping out of school.
- ◆ **Support for Diverse Learners:** Tailored strategies help students with disabilities or learning difficulties reach their potential.
- ◆ **Informed Career Choices:** Students are guided towards subject and career choices aligned with their interests and aptitudes.
- ◆ **Stronger Teacher-Parent Partnerships:** Effective communication channels are established, fostering mutual support for the student.
- ◆ **Policy Alignment with Student Needs:** School practices and policies prioritise student development in decision-making.
- ◆ **Safe and Nurturing School Environment:** A culture of respect, inclusion, and safety is promoted within the school.
- ◆ **Creative Expression and Personal Growth:** Students are given opportunities to explore talents, express ideas, and grow holistically.
- ◆ **Rigorous and Well-Planned Learning:** The school year is structured with thoughtful attention to student engagement and discipline.
- ◆ **Community Support and Involvement:** Schools become respected community institutions that receive local support and trust.

#### **4.5 Career Guidance in the Context of Vocational Education and Training (VET)**

##### **4.5.1 Objectives**

Vocational guidance plays a significant role in achieving the following objectives of Vocational Education and Training (VET):

- ◆ Help students in selecting an appropriate vocational career by making the students realise their potential and providing education according to their educational expectations.
- ◆ Help in the maximum utilisation of the talents of human resources as per the demand of the employment market.
- ◆ Generate awareness among students, parents, and other community agencies about the importance and scope of VET.
- ◆ Help vocational pass-outs in further career planning by providing information about further educational and training opportunities, as well as employment opportunities.
- ◆ Assisting in the proper implementation of the VET programme (placement in OJT and Apprenticeship Training).
- ◆ Getting maximum results and also utilising the money and efforts invested in VET programmes.

The important role of vocational guidance is to develop various competencies that a student requires for successful career planning. The vocational guidance services help the students to acquire skills, knowledge and attitudes necessary to:

- ◆ identify their strengths, values, interests, aptitude, personality traits, etc.;
- ◆ use in-school and out-of-school experiences, activities and interests to develop more skills;
- ◆ demonstrate and practice the skills needed for effective communication;
- ◆ understand the relationship between education and career choices;
- ◆ revise their educational plan periodically based on new information about themselves and the world of work;
- ◆ select those courses that provide a range of career choices;
- ◆ develop effective study skills and time management skills;
- ◆ demonstrate effective decision-making skills in career planning;
- ◆ identify and utilise the available resources for exploring career choices;
- ◆ identify and use various sources of information about employment opportunities;
- ◆ write job letters, complete applications with bio data and develop strategies for job search purposes;
- ◆ experience simulated job interviews; and
- ◆ learn about the opportunities of self-employment.

#### **4.5.2 Role of School Counsellor**

Nowadays, many schools are appointing a professionally trained counsellor to help students resolve issues related to educational, personal, social and career areas. A counsellor is a professionally trained person in guidance and counselling, and is expected to carry out guidance and counselling-related functions in the school. In their capacity as a counsellor, a guidance worker's responsibilities include several specialised areas which can be broadly classified into:

- a. diagnostic;
- b. therapeutic; and
- c. evaluation and research, with a variety of specialised services and skills under each area.

A counsellor functions systematically after carefully evolving a school guidance programme by surveying pupil needs, pooling the physical and other resources available, and ensuring cooperation from the academic and administrative staff. Accordingly, the functions of a guidance counsellor can be delineated as follows:

- ◆ Orienting new entrants about school activities (curricular and other), competitions, fellowships/scholarships, government schemes, etc.
- ◆ Helping students to identify their needs, interests, abilities and problems.
- ◆ Identifying guidance needs of students, helping students know

themselves, and helping them adopt a course of action.

- ◆ Rendering educational and occupational information service to assist the student and the parents in locating and identifying possibilities and opportunities as far as the student's future educational and vocational planning is concerned. They also help them in using this information to achieve their career goals.
- ◆ Organising a counselling service to help the students resolve personal and social issues.
- ◆ Providing help to school drop-outs in their placement on appropriate jobs or higher educational courses in other institutions.
- ◆ Conducting research and evaluation to find out whether a school guidance programme has, in reality, met with the students' needs and desired goals or whether there is some change in the desired direction.

#### **4.5.3 Various Stakeholders in the School Guidance Programme and their Roles**

The school guidance programme is an integral part of the educational process, and hence all the personnel generally associated with education in school or in the community are required to carry out guidance work.

##### **4.5.3.1 Role of School Principal**

A Principal occupies a key position in the school education as well as School Guidance. The Principal assumes proper leadership and becomes a source of inspiration to all engaged in guidance work. They should create an atmosphere in which the guidance programme becomes an integral part of education. As a leader and patron of the Guidance Programme, they are expected to perform the following functions:

- ◆ Make the counsellor and vocational teachers mainly responsible for the school guidance programme.
- ◆ Support the counsellor and vocational teachers in formulating a Guidance Committee in the school with members as subject teachers/ school staff, parents, employers/entrepreneurs, health workers, social workers and eminent persons of the locality and other community members.
- ◆ Provide adequate budget, time, suitable space and facilities for establishing the School Guidance Resource Centre and also for organising group guidance activities.
- ◆ Give adequate publicity to the guidance programme among parents and the community to improve relations of the school with home, community and the world of work.
- ◆ Motivate staff and other stakeholders to execute the school guidance programme and allocate duties to the staff according to their capabilities and interests.
- ◆ Organise orientation of teachers and parents towards the importance of guidance services and encourage teachers to attend guidance courses and seminars.

- ◆ Help the counsellor and vocational teachers to evaluate the Guidance Programme in cooperation with the staff to determine and promote its effectiveness and evolve measures to further strengthen it.

#### **4.5.3.2 Role of Vocational Teachers**

All vocational teachers need to be trained in guidance and counselling. Besides transacting the vocational course and imparting skills, they are supposed to help the counsellor in planning and implementing the guidance programme. The vocational teachers can help in the following ways:

- ◆ Creating awareness about vocational education and training among students, parents, employers and the community in general.
- ◆ Helping vocational students in developing a positive self-concept.
- ◆ Collecting information regarding opportunities for further education and training in the particular vocational course and orienting vocational students.
- ◆ Collecting information regarding job requirements and the future job possibilities in the particular vocational course, and orienting vocational students to facilitate them in planning their careers.
- ◆ Gathering information about facilities for on-the-job training and apprenticeship training in local and neighbouring areas to help students acquire practical skills. For this, they should liaise with industries and entrepreneurs.
- ◆ Helping students in applying for jobs, participating in mock interviews, writing biographies, etc.
- ◆ Developing guidance material on educational/training and vocational courses, and also in organising career day, career exhibitions, career talks, conducting field visits/plant tour, etc.
- ◆ Liaising with employers for organising campus interviews for vocational students. For these, vocational teachers can invite employers as experts, resource persons or chief guest or special guest in various schools, as well as guidance activities organised in schools.

#### ***Role of Vocational Teacher as Guidance Functionary***

The vocational teacher trained in guidance and counselling is working as a guidance functionary in the school. The main responsibility of the guidance functionary is to identify the needs of students, especially vocational students, plan a guidance programme and execute with the support of all stakeholders described.

#### **4.5.3.3 Role of Subject Teachers**

The subject teachers also have an important role in assisting the students to identify their capabilities and limitations and helping guidance functionary in organising guidance activities. The teachers can help in the following ways:

- ◆ Acquainting the students with the vocational implications of school subjects.

- ◆ Advising and orienting the students about the requirements and the future job possibilities connected with their particular subjects.
- ◆ Helping students to identify their needs, interests, abilities and problems.
- ◆ Helping students in developing positive self-concept.
- ◆ Helping students in applying for higher education/training, jobs, facing interviews, writing a bio-data, etc.

It is the responsibility of the counsellor to orient subject teachers in their roles in rendering guidance services.

#### **4.5.3.4 Role of the School Librarian**

The school librarian can play an active role in the overall guidance programme. They can contribute in:

- ◆ Circulating the latest information material related to educational and job opportunities among the teachers and students.
- ◆ Procuring and providing books to students and teachers on educational, vocational and personal guidance.
- ◆ Helping the counsellor in the collection, compilation and filing of careers information and the material.
- ◆ Displaying the material received from different sources on the bulletin board/notice board in an attractive manner for students.

#### **4.5.3.5 Role of Parents and PTA**

The parents are the principal counsellors who know the strengths and limitations of their children. Parents should be made guidance-conscious. For achieving this, Parents Clubs, Parents' Forums, Parents' Day, Parents' Group/Conferences, Parents' Bulletin are helpful to keep them in touch with current happenings. It will help them understand their role at various stages of a child's development and in helping the child handle his/her problems more independently. It is desirable to provide some needed information and orientation to parents so that they can contribute to the effective implementation of the guidance programme. Parents can play a vital role in the guidance programme by

- ◆ getting maximum information regarding the educational and vocational possibilities for their children in the time ahead and sharing the same with the counsellor.
- ◆ helping children in developing effective study habits, planning their activities and budgeting their time for maximum achievements.
- ◆ collecting information regarding the facilities available for the career development of their children and helping them utilise the same.
- ◆ supporting their children in discovering, developing and directing all of the inherent potentialities.

Similarly, PTAs can help schools in:

- Organisation of guidance activities
- Providing financial help and other resources.

- Acting as resource persons to deliver career talks to students and sharing their professional experiences.

#### **4.5.3.6 Role of the Community Agencies, including NGOs**

The Community and school should join hands in promoting the well-being of the children. School is also an agency of the community, and the community should enable the school to discharge its responsibility in developing the individual physically, academically and personally-socially. Community agencies like Mental Health Clinics, Community Youth Guidance Centres, University Counselling and Testing Services, Psychological Centres, Clubs, Red Cross Society, Child Welfare Councils, Health Centres and NGOs can serve as valuable adjuncts. The counsellor should approach and orient these agencies toward the useful role they can play in shaping the careers of their future citizens. The community agencies should:

- ◆ help in setting up the Guidance Resource Centre at the school level with the services of a trained counsellor and other professionals.
- ◆ provide funds and other infrastructure for popularising and organising various guidance activities.
- ◆ help in placement of students in higher education, further training and jobs.
- ◆ help in establishing linkages with schools and employing agencies for placement of vocational students in OJT, apprenticeship training, higher education/training and jobs.

#### **4.5.3.7 Role of Industries/Employers/Entrepreneurs/Employing Agencies**

Industries/employers/entrepreneurs/employing agencies play a crucial role in the success of VET in general and specifically in the guidance programme. They can help in the following manner:

- ◆ Provide first-hand information to the vocational students about the various dimensions of occupations in their establishment (e.g. duties, skills, personal characteristics, working conditions, earnings/perks, etc.) during a plant tour/visit or during the delivery of a career talk.
- ◆ Help counsellors, vocational teachers and vocational students in the collection of information about job opportunities available in their establishment through job interviews, audio/video recording, etc.
- ◆ Sponsor career-exhibition-cum-conference and field visit/plant tour organised by the counsellor and/or vocational teachers in the school.
- ◆ Participate in campus interviews organised by the counsellor and/or vocational teachers in school for placement of vocational students.
- ◆ Helping vocational teachers and students in placement in OJT, apprenticeship training and jobs.

It is the responsibility of the counsellor and/or vocational teachers to orient all stakeholders about their roles and responsibilities during various school activities, including PTA meetings.

#### **4.5.4 Various Guidance Services in Vocational Education and Training**

The following guidance services can be organised in the school depending upon the needs of the students:

##### **4.5.4.1 Orientation Service**

The orientation service helps new students to know about the various vocational courses offered by the school, including other curricular activities, fellowships/scholarships, etc. It can be done in assemblies and by organising a tour of the school, through students' portfolios and interaction with old students.

###### ***Role of Counsellors in organising orientation activity***

The counsellor should organise orientation talks on vocational courses to create awareness about VET among students. It can be regularly done for all grades from 6 to 8. Regularly, about vertical mobility, training, and employment opportunities (self/wage) should be organised by the counsellor for vocational students.

##### **4.5.4.2 Individual Inventory Service**

Assessment of the characteristics of individual students is an important component of guidance services. This helps in making systematic assessment efforts to identify the characteristics and potential of every student. Standardised test results, school records and observation reports, such as anecdotal records, rating scales, self-reporting techniques, such as questionnaires and autobiographies, are some of the techniques of individual assessment. With the help of these techniques, data about students' family background, abilities, aptitudes, interests, achievements and other psychological variables are collected and kept in records.

###### ***Role of Counsellor in Individual Inventory Service***

The counsellor should keep the details about vocational students in files or a database to help them in future planning. They can also assess interests, aptitudes and work values (Ref. Chapter 6) of students in Grade 8 to help them in the selection of vocational courses.

##### **4.5.4.3 Career Information Service**

Career information includes information about all types of occupational and educational and training facilities, including apprenticeship facilities, scholarships and stipends, and local and national employment trends. Information about educational/training and job opportunities needs to be collected not only in the local area but also at the district, state, national and global levels. This can be collected from employment exchanges and industries in the area. Students should be encouraged to explore details about various career opportunities of their interest.

#### ***Role of Counsellor in Career Information Service***

Information about various educational and occupational opportunities is required for the career guidance of students. Therefore, the counsellor should collect the following information, prepare a database and disseminate individually or in groups as per the needs of the students:

- a. Gathering information about facilities for on-the-job training and apprenticeship training in local and neighbouring areas to help students in acquiring practical skills is an important function of a counsellor. For this, they should liaise with industries and entrepreneurs.
- b. The counsellor can use primary or secondary sources and collect information using various methods, (described later in this chapter), as per the need.

#### ***4.5.4.4 Counselling Service***

Counselling is a one-to-one helping relationship that focuses upon the individual's growth and adjustment, and problem-solving and decision-making needs. This is a friendly, permissive and accepting relationship and not a one-way advice-giving situation. The aim of counselling is helping an individual in self-understanding, self-acceptance and self-realisation. Counselling requires a high level of professional training and skill; therefore, it is done by a trained counsellor. If a trained counsellor is not available in the school, the cases may be referred to other guidance agencies.

#### ***Role of Counsellor in Counselling Service***

If a counsellor is trained in counselling techniques, then they can help students in resolving their personal-social issues.

#### ***4.5.4.5 Placement Service***

Placement of vocational students is very important in VET. In this service, the pass-outs are helped in their placement in further education and/or training, in apprenticeship training or a job.

#### ***Role of Counsellor in Placement Service***

Placement of vocational pass-outs is a big challenge. The counsellor should keep information about educational and occupational opportunities for vocational pass-outs in the local as well as global areas. The counsellor can help students in applying for jobs, participating in mock interviews, writing a CV, etc.

#### ***4.5.4.6 Follow-up Service***

Through this service, a record of school leavers (dropouts and pass-outs) could be kept. Before leaving the school, the students are told about follow-up and its purpose. Through questionnaires, interviews, letters and telephone calls, data could be collected and used for guidance of present students.

### ***Role of Counsellor in Follow-up Service***

This service is also important as it helps in keeping the success of the VET programme. The follow-up on placement of vocational pass-outs helps in creating awareness among the present students about the importance of vocational education and training in the employment market.

#### **4.5.4.7 Referral Service**

Students with special needs and with specific problems (emotional, behavioural or educational) may require referral to the professionals of special agencies. Such cases may be referred to special institutions for proper care and rehabilitation. The school counsellor should have the addresses of such institutions.

#### **4.5.4.8 Evaluation of Guidance Programme and Research in Guidance**

Guidance programme needs to be evaluated periodically to know the extent to which it has achieved desired results, to judge the efficacy of the various practices, methods and techniques, and to suggest improvement in the light of these outcomes. Continuous evaluation is essential to suggest changes and improvements in the programme and competence of the personnel. Similarly, research in this area is required to evolve effective strategies to render guidance and counselling services to students.

### ***Role of Counsellor in Evaluation of Guidance Programme and Research in Guidance***

The counsellor should plan an annual school guidance programme (details given in Chapter 9) with specific objectives. This should be evaluated periodically to assess the success of the activities and to make improvements, if required.

## **4.6 Career Information Service**

We know that the society in which we live and work is becoming more and more complex day-by-day. On one hand, many youngsters are not able to get a job of their liking, whereas on the other hand, a large number of positions in every organisation are lying vacant for want of suitable workers. Not only this, a variety of new job opportunities that were unheard of a few years ago are coming up in the employment market, about which the young job aspirants need to know. This situation calls for providing guidance or assistance to students in school to expose them to requirements and trends pertaining to the world of work and help them make wise career-related decisions. The career information service caters to this need. Career information refers to helpful data about jobs, industries, work processes, employment trends, and opportunities. This service may entail information about the nature of work, details of work conditions, methods of entry into the job, essential requirements for entry into it, methods of promotion, salary or earnings, future trends of the job, occupational hazards, good features, etc.

The career information service has three major roles:

- ◆ Collection of information
- ◆ Classification and filing of information
- ◆ Dissemination of information for guidance in career planning and preparation

Relevant information regarding requirements of varying jobs helps the students in planning, preparing and progressing in the suitable area of education and vocation. Career information covers the information about different courses of studies, training facilities, job requirements and opportunities available in different work set-ups and establishments, various government schemes and scholarships/fellowships.

#### **4.6.1 Components of career information**

There are three components of career information: occupational information, educational information, and personal-social information. Career cards describe all three components. The components of career information are described in the section below:

##### **4.6.1.1 Occupational information**

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

##### **4.6.1.2 Educational information**

This includes information about educational and training opportunities available at different stages of education, curricular and co-curricular activities, requirements of admission, methods of entry into course or training, boarding and lodging facilities, pattern of examination, fees and other expenditure, scholarships/ financial assistance, etc.

##### **4.6.1.3 Personal-social information**

It is the information about all the aspects that promote in the 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, 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 would be meaningless.

#### **4.6.2 Importance of Career Information**

- i. It promotes Career Development
- ii. It develops Career Related Thinking

- iii. It develops Self-understanding
- iv. It helps in Making Career Choices
- v. It caters to the ever-changing World of Work and Individual Aspiration

#### **4.6.3 Dimensions of career information**

The understanding of dimensions of career information helps in the requirements of a job. The following section provides a detailed description of all the dimensions of career information:

- 1. Nature of Work
  - a. Duties
  - b. Materials, Machines and Equipment Used
- 2. Working Conditions: Physical Conditions; Psychological and Social Conditions
- 3. Method of Entry
- 4. Earnings
- 5. Educational Requirements of Courses and Occupations
- 6. Special Training
- 7. Individual Requirements of Courses and Occupations
- 8. Advantages
- 9. Any Health Hazards
- 10. Advancement
- 11. Employment Trends and Outlook

#### **4.6.4 Sources of Collection of Career Information**

- ◆ Primary sources
- ◆ Secondary Sources

##### **4.6.4.1 Primary sources**

These are also known as direct sources. The information is obtained directly from those engaged in the occupation. These include:

- ◆ **Employer:** The Employer is the one who gets the work done by employing workers and pays for it. Every employer has several jobs in the organisation and can provide information about this.
- ◆ **Employee/worker:** An Employee/worker is the one who gets paid a wage to perform a specific job in an industry or organisation. They can provide information about the job they are presently holding.
- ◆ **Government organisation, 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 workers. This information is available in their literature /websites.

##### ***Limitations of collecting information using Primary Sources:***

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

that are as follows:

- i. Some information may be secret or confidential and may not be shared by the sources.
- ii. Information may be incomplete.
- iii. The sources may be either unavailable or just inaccessible, especially when you need to get current information to update your files or database.
- iv. The sources may be available at different places, or the information is maintained by different people. All these conditions can result in incomplete information.

#### **4.6.4.2 Secondary sources**

These are also known as indirect sources. These sources of information are called secondary sources because they use the information collected or published by departments, educational institutions, agencies, and individuals and organise it under suitable titles for the purpose of publication. Please see Additional information given below for **A - Sources of published Career Information and B - Types of Career Information Material.**

The advantage of using secondary sources of information is that they are time-saving and easy to locate and procure.

Sometimes information may not be the latest and therefore requires continuous updating.

#### ***Additional information***

##### *A - Sources of published career information*

Following are few international, national, state and local organizations bring out publications related to careers.

- I. **International level:** Many organisations and agencies publish career information at the international level. Those published by the United Nations (UN) may be collected by using their websites.
- II. **National level:** At the national level, various ministries, their departments and autonomous organizations in all countries bring out information literature about educational training and job opportunities, and related schemes. Joneja (1997) has described in detail various departments and autonomous organisations under different ministries of the Government of India, educational, professional and industrial organizations which bring out career information related publications. Some of these are listed below:
  - Directorate General of Employment and Training (DGE and T) New Delhi
  - Central Institute for Research and Training in Employment Service (CIRTES), New Delhi
  - Association of Indian Universities (AIU), New Delhi ([www.aiuweb.org](http://www.aiuweb.org))

- University Grants Commission (UGC), New Delhi ([www.ugc.ac.in](http://www.ugc.ac.in))
- Institute of Applied Manpower Research (IAMR), New Delhi ([www.iamrindia.com](http://www.iamrindia.com))
- National Council of Educational Research and Training (NCERT), New Delhi ([www.ncert.nic.in](http://www.ncert.nic.in))
- Indira Gandhi National Open University (IGNOU), New Delhi ([www.ignou.ac.in](http://www.ignou.ac.in))
- All India Council for Technical Education (AICTE), New Delhi ([www.aicte.ernet.in](http://www.aicte.ernet.in))
- Union Public Service Commission (UPSC), New Delhi ([www.upsc.gov.in](http://www.upsc.gov.in))
- Directorate of Audio-Visual Publicity (DAVP), New Delhi ([www.davp.nic.in](http://www.davp.nic.in))
- National Book Trust (NBT), New Delhi ([www.nbtindia.org.in](http://www.nbtindia.org.in))
- Confederation of Indian Industries (CII)
- Federation of Indian Chambers of Commerce and Industry (FICCI)

**III. State Level:** Following agencies both in government and private sectors engaged in bringing out career information material at the state level.

- a. **Government Departments and Organisations:** 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 publish 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:** The 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 Placement and Counselling Cells in several educational and training institutions that have set up 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).
- b. **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.
- c. **Non-Governmental Organisations (NGOs):** Considering the need of youth, many NGOs organise career guidance activities such as Career Exhibitions, Career Conferences, Career Fairs, and Career Talks etc. in order to disseminate career information to the students and parents, and help in students' placement. NGOs also bring out their own print and electronic material.
- d. **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.
- e. **Publishing Houses/Agencies:** Many private publishers bring out books guides magazines, periodicals and journals on career related subjects, especially for the youth.

#### *B - Types of Career Information Material*

There are different agencies publishing different forms of information material with different objectives. The available published career information material can be classified into three types, i.e. print material, audio-visual material and electronic material.

#### **Types of Career Information Material**

<b>Print Material</b>	<b>Audio/Visual Material</b>	<b>Electronic Material</b>
<b>Print Material</b> Career Guides Series of Career books Occupational monographs Occupational briefs Handbooks Dictionaries of occupations/ Industries Career fictions Biographies Community Educational and Occupational Survey Reports Occupational/employment reviews Pamphlets and Brochures Newspapers and Magazines Other types of materials	<b>Audio - Visual Material</b> Posters Charts Career Documentary/ video films/Film strips Audio recordings	<b>Electronic Material</b> Radio Television (TV) Computer Database and Internet

## A. Print Material

Published print material covering different aspects of careers is available in different forms. The print material, though very easy to procure and retain, suffers from serious drawbacks, i.e. the material gets obsolete and requires continuous updating. Some common forms of these materials are described below:

- i. **Career Guides:** A career guide presents in brief general information on various phases of an occupation in the form of a booklet or leaflet. The information in a career guide includes the 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.
- ii. **Series of Career Books:** The series of career books covers a wide range of titles such as civil services, careers in history, dairy technology, fashion design, bio-informatics, hotel management as a career and many more. They are also known as the 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 the collection and compilation of facts, updating the facts and the cost of printing
- iv. **Occupational Briefs:** Occupational brief describes all aspects of an occupation, like an occupational monograph in brief, in about 3000 words. 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 than 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.
- vi. **Dictionaries of Occupations/Industries:** The dictionaries of occupations contain a 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 setups. These dictionaries are useful to counsellors in imparting information about the world of work to students.

vii. **Career Fictions:** 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:** A 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 their choice of occupation, nature of work, personal qualities, hobbies, successes, failures, difficulties faced and influences on their life. Biographies, like career fictions, are written on popular occupations and are interesting and inspiring. However, they may not provide factual information on careers.

ix. **Community Educational and Occupational Surveys Reports:** These 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 students' use.

x. **Occupational/Employment Reviews:** These 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. A few magazines and newspapers like employment

News, Rozgar Samachar, etc. exclusively publish 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.

### **B. 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.

- i. **Posters:** A poster carries an attractive picture and a catchy caption/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 and art teacher.
- ii. **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 and subject teachers can be involved in the preparation of charts on the careers of their interest.
- iii. **Career Documentary/Video Films/Film Strips:** Documentary/video films, film strips and photographs on careers show workers engaged in their work. Documentary/video 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, ascertain the relevance and usefulness of these materials for the target audience in the present context. You can also develop your own documentary/video films/Film Strips on different occupations during visits to different work places/ industries. Students may also be asked to do such work as their project work.

iv. **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.

### C. 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 brief description of these media is given below.

- i. **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.
- ii. **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 local TV Channels, from time to time. You can advise students to watch such programmes.
- iii. **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 the 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 the 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.

#### **4.6.5 Methods of Collection of Career Information**

The following are the three methods of collecting career information:

- ◆ Follow-up survey
- ◆ Community Occupational Survey
- ◆ Community Educational Survey

##### **4.6.5.1 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 are conducted to find out career adjustment of school leavers and is quite useful as these provide information about education and employment opportunities in the community and assist school students in developing practical and achievable career plans. There may be students who have similar plans to 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, senior students serve as role models for the school students and the career-related facts provided by the former help the latter to plan their careers.

##### **Steps for Conducting a Follow-up Survey**

###### *1. Determining the purposes or objectives of the survey*

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.

###### *2. The Scope*

- a. Geographical area of the survey may be one school or a group of schools under a given administration, or all the schools in the city.
- b. 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, the sampling method may also be decided if required.

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

### *3. Planning Preparation of the Report*

The follow-up survey reports fall into two basic categories. General reports and detailed reports. These are further explained as:

- General reports include information on all aspects of the survey and present major findings for the students, teachers and community, such as the usefulness of school subjects and participation in extracurricular 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 the interest of students and teachers, 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 this helps 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 every year, help update the career pattern of school leavers.

### ***Procedure for conducting Follow-up Survey***

The counsellor should keep a record of the successful vocational pass-outs. For this purpose, they should prepare detailed information about every pass-out during and after successful completion of the course.

*A: During the course:* A counsellor should maintain a personal file of every student at the time of admission and also during the course, so that there may be a detailed record of successful students in their field/area. The following data may be recorded.

- ◆ Family background
- ◆ Academic achievement
- ◆ General behaviour, hobbies, personality characteristics, values, etc.
- ◆ Important event during their stay in the school.
- ◆ Views of other teachers and fellow students.
- ◆ Participation in co-curricular activities.
- ◆ Persons motivated them to opt for the course.
- ◆ Level of proficiency/skill.

*B: During employment:* An assessment will be made based on reports by the parents, employers, and fellow workers. Also, self-reporting will be made by the student regarding job satisfaction, desire for a change of job,

their status in society, and opinions of people about them. Progress made during their stay in the profession will be another parameter for evaluating the success of the individual.

*C: Tool for Survey:* Following proforma developed by the PSSCIVE for follow-up vocational pass-outs may be adopted or adapted as per the need.

### ***Proforma for Follow-up of Vocational Pass-outs***

1. Name of the Student:
2. Age:
3. Sex: Male/Female
4. Present Postal Address:
5. Residence (with pin code)
6. Working place (if employed, with pin code)
7. Tel. No.
8. Present Status: Please tick the appropriate one:
9. Year of passing class XII:
10. Name of vocational course passed:
11. Percentage of marks:  
Theory \_\_\_\_\_ Practical \_\_\_\_\_
12. i. Have you done apprenticeship training?  
 Yes  No  Not applicable  
ii. If yes, kindly give the complete postal address of the place of training.
13. i. Are you pursuing further education/training?  Yes  No  
ii. If yes, kindly mention the name of the course and the address of the institution.
14. i. Are you employed?  Yes  No  
ii. If yes, self-employed  Wage employed
15. If self-employed, did you face any problem in
  - i. Project formulation and launching? Yes/No
  - ii. Getting finance  Yes  No
  - iii. Procuring raw material  Yes  No
  - iv. Marketing of finished goods/services  Yes  No
  - v. Any other (please specify)  Yes  No
16. If yes, how did you overcome any of the above problems?
17. Who has helped you in establishing the enterprise?
18. Are you satisfied with the income/salary from the enterprise?
19. What are your further plans?

20. If the wage employed indicates the following:

- Name of the agency/organisation
- Designation
- Nature of Job
- Gross income per month

21. Are you satisfied with the salary you get from the job?

22. Do you feel vocational education at the +2 level was sufficient to develop skills for entering into the world of work?  Yes  No

- In self-employment
- In wage employment

23. If no, please tick the areas of deficiency:

- Practical training in school
- On-the-job training
- Entrepreneurship development
- Apprenticeship training
- Course content
- Teaching/instruction

24. Are you unemployed?  Yes  No

- If yes, have you registered your name in the office of Employment Exchange?  Yes  No
- If not employed, why? Give reasons.

25. Please provide your specific suggestions regarding the implementation of the vocational education programme more effectively.

#### ***Follow-up of the Activity***

- Publish such success stories in newspapers, and school magazines.
- Organise a visit of present students to the successful person's workshop/place of employment.
- Invite such successful persons to the school for interaction with other students.

#### **4.6.5.2 Community Occupational Survey**

A community occupational survey enumerates and describes jobs within a 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. The success of a community occupational survey depends upon the cooperation from the community, especially the principal organisations and representatives from various agencies. Besides, it also depends on the coordination among those who are

interested and involved in the survey. For Conducting Occupational survey please see additional information given in this chapter after summary as activity: identifying job opportunities in a particular work set-up.

### **Steps to conduct the survey**

The following are the essential steps to be followed in conducting a community occupational survey. These steps can be modified to suit local conditions.

- i. **Determining Purposes of Survey:** 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:
  - a. Availability of adequate training facilities in the community.
  - b. Jobs which are available to school leavers without further education or training. Occupations in which demand has been increasing over the years.
  - c. Occupations with a short supply of manpower.
  - d. Effectiveness of school curriculum in developing knowledge and skills required for entry-level jobs.
- ii. **Determining the Scope of Survey:** The scope of the survey may include
  - a. the geographical limits of the survey.
  - b. all industries or specific groups of industries, all occupations or special occupational groups, all institutional training facilities or apprenticeship training facilities, etc. The worker characteristics or job characteristics to be studied.
  - c. the group of individuals to be included, that is, all groups, men, women, physically challenged, disadvantaged groups, etc.
- iii. **Determining Sources:** 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.
- iv. **Preparing a List of Sources:** A list of all local places of employment should be prepared using various sources, such as telephone directories, business directories, yellow pages, lists compiled by industry association, lists of professional and labour organisations, ministries, etc., which are of great help in the 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. The survey tools, whether a questionnaire or interview schedule, should be brief, well-structured and tried out on a small sample to see their effectiveness.

v. **Interpreting the Data, Preparation of the Report and Evaluating the Survey:** The outcomes 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 and should be disseminated widely, and the findings should be utilised in the school situation. 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.
- Findings on various aspects covered in the survey can be presented through classroom lectures and discussions, displayed on bulletin boards and articles in local newspapers or school magazines, etc.

A community occupational survey is an elaborate activity that requires a lot of planning and resources. However, on your own, you may conduct a brief survey involving your students and other vocational teachers/ subject teachers. Each student may visit an agency near their residence and obtain the information on the dimensions mentioned in the following activity. This exercise will create awareness among students and inculcate exploratory behaviour.

### **Activity**

Collection of Information Related to a Vocational Course or Training

### **Procedure**

A counsellor should know the following points while collecting information about a vocation/occupation:

1. History of the vocation
2. Importance of the vocation in the present context
3. Nature of work, whether mental, physical, administrative, executive, etc.
4. Duties or set of tasks to be performed
5. Required aptitudes, skills and personality characteristics for successful performance
6. Working conditions: temperature, ventilation, light arrangements, indoor work, field work, city site, countryside side, etc.
7. Type of organisation or agency: Government, Semi-Government, Central, State, Private Sector, Local bodies, etc
8. Age limits and qualifications
9. Related vocations
10. Training courses, entry qualifications, etc.
11. Method of entry
12. Probation period
13. Pay scale, emoluments/perks (such as house, health care, LTC, etc.)

14. Promotion chances
15. Health and occupational hazards, if any
16. Availability of jobs/future outlook

The occupational survey can be conducted using a questionnaire designed for it or by interviewing the actual workers, supervisors, officers, and other people engaged in a particular vocation. A proforma for gathering information is being suggested below. It can be modified as per the requirement.

The counsellor can take the help of students in collecting information about various vocations.

#### **Job Study Schedule (Exemplar)**

1. Name of the Employer/ entrepreneur:
2. Age:
3. Name of the Job/enterprise:
4. Description of Job/ enterprise: (mention some specific functions)
  - ◆ Administrative
  - ◆ Executive
  - ◆ Managerial
  - ◆ Clerical
5. Employer:
  - Government (State/Central)
  - Autonomous
  - Private
  - Local Body
6. Name of Department: Concern/Factory/Organisation
7. Place of Duty Work: Indoor/Outdoor
8. Temporary/Permanent/on piece basis/daily wager:
9. Holidays (weekend holidays, other holidays, vacation):
10. Whether the job is transferable/non-transferable:
11. Touring/non-touring:
12. Activity analysis of functions:

S. No.	Exact Duty	Time Spent	Qualities Required	Knowledge Required	Skills Required	How Performed	How Acquired
1.							
2.							
3.							

13. Working conditions/environment:

14. Training required  
General Education Specific Training Experience/On-the-Job Training
15. Pay scale & other allowances (perks):
16. Intake capacity (no. of persons required):
17. Future prospects (promotional channel):
18. Satisfaction/dissatisfaction of workers: (causes to be recorded)
19. Achievements and difficulties faced: (commendable work & hindrances faced)
20. Occupational hazards (accident risk, threat to life):
21. Remarks

#### ***Follow-up on the activity***

After obtaining information about various vocations, the counsellor, with the help of vocational teachers, can compile and file the information either in files or a database, and disseminate it to students individually or in groups.

#### **4.6.5.3 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 adequate information as these need an updating regularly. Through the community educational survey, information from the institutions can be collected in a uniform pattern. Like other surveys, a questionnaire or interview schedule needs to be designed to gather the information. The following details may be included in the questionnaire or interview schedule-

- ◆ Name of the institute, address, telephone number, and website.
- ◆ Courses offered, duration of each course, number of seats, etc.
- ◆ Entrance requirements and methods of admission.
- ◆ Fees, stipend 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 the institute, along with the prospectus, information brochure, website printout, etc.

#### **D. 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 techniques and can be conducted periodically, weekly, monthly or quarterly.

Generally, the following two types of employment-related advertisements are found in the newspapers:

- “Help wanted” ads and “Situation wanted” ads.

“Help-Wanted” ads list vacant positions as specified by the employer, providing information about jobs currently available or upcoming openings. “Situation-Wanted” ads indicate the type of employment or position sought by job seekers or workforce-supplying agencies, reflecting the availability of workers for potential job opportunities. These advertisements can be classified according to areas of interest, curricular subjects, or occupational categories. Students can also participate in this activity by tabulating advertisements related to their vocational courses or subjects of study, helping them understand the employment demand and opportunities in their field.

Nowadays, many employing agencies do not advertise all the posts, and those who advertise do not always give enough descriptive data like the nature of work, working conditions, salary, etc. Some advertisements do not identify the employer or the agency. They may simply give a post office box number for sending a resume or phone number. This makes follow-up enquiries very difficult. In this case, you will have to collect information by contacting the employer and seeking the desired information.

#### **4.7 Summary**

The chapter provides an in-depth view of guidance and counselling as essential services embedded within modern education systems, especially in alignment with the National Education Policy (NEP) 2020 and the National Curriculum Framework for School Education (NCF-SE) 2023. It underscores the need for a structured and inclusive guidance system to cater to students' diverse academic, emotional, and career-related needs. The guidance process helps students make informed life decisions, while counselling addresses deeper psychological challenges, promoting self-awareness and resilience. In vocational education, guidance plays a key role in helping students understand career pathways, access opportunities, and develop relevant skills. The chapter also outlines the various services and strategies—including orientation, career information, placement, and follow-up—that support career development. It highlights the importance of collaboration between counsellors, teachers, parents, and community agencies in creating a nurturing, future-ready educational environment.

## Additional Information

### Activity

#### Identifying Job Opportunities in a Particular Work Set-up

Before visiting a workplace, the Vocational Teacher/VGT should take permission from the head or higher authorities and also inform them about the purpose of the study. He/she should also fix the date and time of the visit. He/she should keep in mind that information given willingly by the person should be obtained, and should not try to force anybody for a particular detail.

**Example:** Suppose a Vocational Teacher/VGT is going to study the work setup in a secondary school. There are various posts held by differently qualified persons. The following posts may generally be found in a school:

- a. Manager, trustee, patron;
- b. Headmaster, Principal;
- c. Supervisor/Vice Principal;
- d. Subject teachers in humanities, science, commerce, and vocational stream;
- e. Special teachers, e.g. physical instructor, yoga teacher, craft teacher, drawing teacher, music teacher, guidance worker/career teacher;
- f. Office Superintendent, head clerk, senior clerk, junior clerk, typist/computer operator, stenographer, cashier, estate manager, etc.
- g. Librarian, library clerk/assistant, laboratory assistant, etc.;
- h. Peons, sweepers, bus drivers, gardeners, security guards, etc.

Make a brief note of each job, describing its:

- ◆ duties and responsibilities,
- ◆ skills required,
- ◆ qualifications,
- ◆ promotion chances and advancements, etc.,
- ◆ pay scales,
- ◆ other facilities,
- ◆ advantages/disadvantages, and
- ◆ work environment, etc.

Similarly, information about industries, enterprises, service centres, workshops, and educational/training institutions can be obtained.

### Material required

Job schedule proforma, paper, pencil, pen, etc.

Resource Persons. Teachers, students (as a class project), and parents.

### References

- a. Training in Career Guidance: A Practical Manual for Vocational Teachers, 2005, Published by PSS Central Institute of Vocational Education (NCERT), Bhopal, India

- b. In-service training of Vocational Teachers in Career Guidance: Theoretical Modules, 2005, Published by PSS Central Institute of Vocational Education (NCERT), Bhopal, India
- c. Vocational Guidance and Counselling Reference Study Material, 2024, Published by PSS Central Institute of Vocational Education (NCERT), Bhopal, India
- d. Exploring Career Paths with Career Cards (A Career Guide for School Students) Volume 2, 2024, published by National Council of Educational Research and Training.

# Chapter 5

## Dissemination of Career Information

### 5.0 Overview

This Chapter focuses on the systematic dissemination of career information to students, highlighting its critical role in supporting their career planning and decision-making. It emphasises that while career information can be collected from multiple sources, its value lies in delivering it meaningfully through individual and group methods. The chapter explains the importance of making students aware of varied educational and occupational opportunities from an early stage, which can shape their aspirations and enhance career adaptability. Various methods like career talks, group discussions, plant visits, career exhibitions, and the use of audio-visual materials are described in detail. Each activity is presented with a structured plan, including steps for planning, execution, and follow-up to ensure effectiveness for the career guidance of students. The chapter also integrates experiential learning with NEP-2020's vision, encouraging practical exposure and real-world understanding as part of a continuous career guidance framework.

### 5.1 Objectives

After the completion of this chapter, you will be able to:

1. Describe the different activities used for disseminating career information, such as career talks, group discussions, career day/exhibition and plant tours.
2. Explain the significance of dissemination of career information in creating awareness among students about available vocational choices.
3. Elaborate advantages and limitations of individual and group methods for disseminating career information.
4. Demonstrate the ability to plan and conduct the group guidance activities such as career talk/group discussion session/career day/ plant tours based on the needs and interests of students.
5. Organise career exhibition by preparing audio-visual material (like posters or charts) to effectively communicate specific occupational information to students.

In chapter 4, you have learnt about the different dimensions on which career information needs to be collected, primary and secondary sources of career information and various methods of collecting information. The career information collected has to be provided to the students in a meaningful and effective manner to meet their career information needs. Career information can be effectively disseminated individually or in groups.

## 5.2 Need and Importance of Dissemination of Career Information

Dissemination of information on various educational and occupational opportunities, along with their requirements, is essential to give exposure to students. The perceptions and preferences of students about different careers are generally influenced by the kind of information they are exposed to. Therefore, the basic assumption behind disseminating career information is that if the students are well informed about different careers, they will be able to make an appropriate career choice and can use the information to address the various career-related problems as and when they arise. It also encourages them to think about relatively new and upcoming careers. Therefore, to promote career development and adjustment, the students need to be provided with career information right from the beginning, i.e., the elementary school stage.

### Objectives of Dissemination of Career Information

The objectives of disseminating career information are to –

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

## 5.3 Methods of Dissemination of Career Information

Career information may be disseminated effectively through both individual and group methods. Each method has its own advantages and limitations. In certain situations, group methods may be more suitable, whereas in other situations, the use of an individual method may be more suitable.

### Individual method

Dissemination of career information individually helps students to develop an understanding of themselves and make career-related decisions and

adjustments. Some students need career information to set a career goal, while others may require more specific and detailed information about a particular career to finalise their career choices. Providing career information to a particular student based on their needs may require one-to-one, deeper interaction between the counsellor and the student. In such cases, they have to plan individual career guidance and counselling sessions. However, this is time-consuming and not cost-effective.

### **Group method**

In schools, much of the information on careers in general is disseminated through group activities and in regular classes because such students generally have some common needs and problems. Career information is disseminated to groups with two purposes:

- a. Creating awareness about various conventional and emerging careers to larger groups; and
- b. Providing specific information to a small group of students based on their specific needs.

The size of the group varies according to the common needs of students. The group activities include delivery of career talk, conducting group discussion/workshop, visiting a plant/industry, organising a career exhibition/career conference, etc. Such activities help a larger number of students at one time, which not only saves time and effort but is also cost-effective. However, the group methods of dissemination of career information require prior planning and involvement of many people.

## **Organisation of Group Activities for Dissemination of Career Information**

### **I. Career Talk**

Career talk is one of the widely used and effective activities adopted by the school counsellors and guidance professionals for disseminating career information. The counsellors can conveniently plan and organise career talks within the regular classroom settings. They can often use audio-visual aids while presenting the career talk to enhance its effectiveness. However, sometimes, depending on students' needs, professionals from various fields are also invited to talk to them. This creates an opportunity for students to get information directly from the experts about careers. It gives students the opportunity to clarify their doubts related to careers through direct interaction with the experts. Alumni of the schools who are successfully placed in diverse fields can also deliver career talks. For a career talk to be effective and impactful, the following three aspects must be taken care of:

- ◆ Selection of an appropriate topic;
- ◆ Adequate coverage of relevant content; and
- ◆ Systematic Organisation of talk.

### **Activity: Preparation and Delivery of Career Talk**

The topic for the career talk should be selected while keeping in view the students' needs and interests. It should be delivered to the homogeneous group. To make the career talk more effective and meaningful, the following steps may be taken:

1. **Introduction to the topic:** It should include the importance of the topic from an employment point of view and its role in the economy, and statistical data to support the statement. For example, if the talk is about 'career in hotel management', then it should include types of hotels, posts, along with the nature of work and categories of employees, their salary structure and future employment outlook, along with advantages and limitation in the occupation.
2. **Plan of talk:** It may be in two forms, narrative or question-answer form. The question-answer method may be more appropriate as it involves the participation of students. Date, time and topic should be decided in advance and informed to students.
3. **Duration:** The session should last about 40 minutes, with 10 minutes set aside for student queries and discussion.
4. **Language:** Use simple, clear, and age-appropriate language so that all students can understand and connect with the content.
5. **Use of audio-visuals:** The use of audio-visual material is beneficial during the talk to make it more interesting and effective. To make students aware of more detailed information about a particular career, mention the latest sources of information.
6. **Question-Answer session:** At the end, students should be encouraged to ask questions to clarify their doubts.
7. **Requirements:** Certain basic physical facilities are required to conduct career talks. These are:
  - It should be conducted in a classroom and not in a hall.
  - A proper seating arrangement should be made.
  - White/green board, overhead projector, etc., should be made available.
  - The number of students should be such that it can facilitate more interaction with the speaker.
8. Suggested areas for Career Talks
  - Career in agriculture and skilled fields
  - Careers in secretarial practices
  - Paramedical occupations as a career
  - Careers in fashion designing
  - Self-employment/ entrepreneurship as a career
  - Apprenticeship training

### **II. Group Discussion (GD)**

Group discussion is an established method for disseminating career information to groups of students. This is a good setting to clarify pre-

conceived notions and beliefs towards the world of work. Like career talk, the selection of a topic for group discussion should also be based on the students' needs. Students may be asked about the topic or career they want to discuss. The topic may also be selected on the basis of your observation or experiences, or feedback from other teachers regarding common interests of students. GD is effective from the primary school stage onwards, as students are mature enough to think about their careers. The following points should be taken care of while organising a Group Discussion:

- a. The size of the group should be manageable and easy to facilitate. There should be 10-12 members in the group. If the group is very large, it will be very difficult to give a chance to each member to actively participate in a discussion.
- b. Students should be informed in advance about the topic or career to be discussed during the group discussion.
- c. Relevant information on the topic selected for discussion should be available, and the students should be guided to collect information from different sources. Sufficient time should also be given for preparation.
- d. To initiate the discussion, the group leader (you can act as group leader) can give a brief introduction to the topic or career and highlight the key points for discussion.
- e. The discussion will evolve through the student interaction as well as the opportunities to gather information about different careers, and will clarify misconceptions or misperceptions about those careers.
- f. In the end, the achievements of group discussion should be summed up.

The basic advantage of using GD for the dissemination of career information is that the group members share the information they have collected individually, therefore gaining more insight about a particular occupation. Experts can also be invited to participate in a GD to clarify any points or further queries of the students.

### **Activity: Conducting a Group Discussion**

For an effective group or panel discussion, the topic should be relevant and engaging for the students. It is crucial to inform students about the topic in advance so they can come prepared.

#### **Group discussion**

1. The counsellor should start a Group Discussion by:
  - ◆ Explaining the topic and guidelines, including the total time and approximate time for each participant.
  - ◆ Remain active throughout the discussion and try to keep a balance in the discussion so that all the members are encouraged to participate.
  - ◆ Make oneself aware of all the related information, as well as what is expected.

- ◆ Queries on the subject in advance.
- ◆ Do some homework before the group discussion.

## 2. Characteristics of Group Discussion:

- ◆ All members are free to share, participate and lead by supporting information shared by others.
- ◆ Every member is free to express his/her ideas on the topic in his/her own way.
- ◆ No personal remarks should be made in group discussion.
- ◆ Time should be fixed in advance for the group discussion session.
- ◆ Members are requested not to take too much time, but try to excel within the given time limit.

The important discussion points may be recorded by the reporter and summarised towards the end by the group leader.

At the end, the audience may be invited to offer any suggestions they wish to share.

### **III. Plant Tours/Field Trips**

Plant tours and field trips provide counsellors and the students an opportunity to observe workers in real work situation and get first-hand information about different aspects of the workplace or industry, such as, nature of work or activities involved, working conditions (physical/social/psychological), educational qualifications/training, professional skills and personal qualities required, organizational hierarchy, facilities, hazards, etc. This, in turn, brings about greater awareness amongst students as they observe the work environment in which they may enter later on. They not only gain firsthand information about the workplace but also get an opportunity to interact with employers and employees. Therefore, plant tours are a very useful method of providing career information to students.

#### ***Planning and Organisation of Plant Tours/Field Trips***

In order to organise plant tours/field trips for the dissemination of career information, a lot of planning and preparation is required. The following points should be considered while organising a tour to a plant or a workplace:

#### ***Selection of institution/organisation/industry***

While selecting the place for the field trip, the following points should be considered:

- ◆ Select the plant, industry, company or organisation depending upon the purpose of the visit and the nature of the visiting group. If possible, select the place of visit in the locality. It will minimise the time, budget and efforts involved in organising the tour.
- ◆ Choose the locations/places where ex-students are employed, because they will be able to provide more information and help in making the tour effective and meaningful.

- ◆ Select the places that have a variety of jobs and where a large number of people are working. This will give an idea to students about the employment opportunities available in a particular organisation/industry.
- ◆ Select the places where most of the students would like to seek employment. This will help them obtain the information required to make career-related decisions.
- ◆ Visit the place once before the trip to ascertain whether the trip would be useful to students or not.

#### ***Preliminary arrangements***

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

#### ***(iii) Preparing students***

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

#### ***(iv) During visit/trip***

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

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

#### **(v) After the visit**

After the visit, before leaving the place, it is important to express gratitude and appreciation for the time, support and trouble taken by the organisation, company guide and other staff for making the visit fruitful. After the visit:

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

**Note:** These plant tours and field visits may also be effectively organised during 10 Bagless Days as proposed in the National Education Policy (NEP 2020). They can be integrated with exposure visits, internships/OJT of Vocational Education from Grades 6 to 12. It will enhance real-world understanding and contextual career learning. Counsellors are encouraged to design these experiences not as one-off events, but as part of a broader, continuous vocational guidance framework that includes preparatory orientation, reflection, and follow-up discussions.

### **IV. Organisation of Career Conference and Career Exhibition**

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

Career conferences may be of various types; one is where a series of weekly or monthly talks is held during or after school, each devoted to a single field of interest. Sometimes, a career conference is organised jointly by neighbourhood schools. Organisation of any type of career conference requires careful and advanced planning.

## **Planning and Organising Career Conferences**

While planning and organising a career conference, the following points should be considered:

1. Planning a career conference should be a cooperative effort involving the counsellor, the school staff, parents and students. A planning committee consisting of representatives from each group may be constituted. This serves to make the entire school feel involved. More importantly, it draws upon expertise for organising a large-scale activity. A well-organised and interested group can share the workload. Besides, it serves as a valuable learning experience for the students and helps to bring the students and staff closer together.
2. The timing of the career conference should be organised at a time when the maximum number of students can take an active part in its planning and organisation.
3. A career conference should be organised in the school auditorium or any big hall used by the school for such purposes. Some posters and charts should be displayed to make it more attractive.
4. Wide publicity should be given to the conference by displaying the topics on which the guest speakers will be speaking, on the notice board of the school, neighbourhood schools and public places, even in the local newspaper, radio/TV channels.
5. The counsellor should also assign duties and responsibilities to students to ensure their active involvement in the activity.
6. Initial planning is important to achieve the objectives of a career conference. It is essential that the details of the conference be worked out with care. Some planning steps are outlined below:
  - The students' career interests should be determined in advance.
  - Students should be oriented about the purpose and goals of the career conference, and their roles and contributions to make it successful.
  - Students should be involved in planning the conference, and assigned duties such as preparation of posters and charts, designing invitations, organisation of display and conference hall, attending to guest speakers, etc.
  - A letter is to be sent to the principals of schools in the neighbourhood and to the parents, inviting them to participate in the event. The invitation letter should highlight the objectives of the career conference, the need for cooperation between the school guidance committee and the community, the programme schedule, venue, date, etc.
  - A detailed programme of the activities, such as career talks, group discussions, career film show and career exhibition needs to be outlined.
  - A list of expert speakers for each career talk should be prepared. It is advisable to have speakers who are experienced, successful, well-informed and impressive. This will attract student attention.

- Speakers should be briefed about the purpose of the conference. An outline in preparing the career talk should be enclosed with the letter so that they may provide the students with complete information, covering the essential features of the occupation.
- A career exhibition of posters, charts and suitable print and audio-visual materials on different vocational courses will be organised to make the career conference effective and motivating.
- After each career talk, some time may be kept for discussion and a question-and-answer session.
- After the conference, it is a good idea for the counsellor to evaluate the conference through written responses or through group discussion. In this way, weaknesses in planning can be discovered and avoided in future programmes. So, a counsellor should plan the point at which evaluation will be done using a rating scale, a checklist, or a feedback questionnaire and get feedback from students, parents, teachers, experts, etc.
- Counsellors should maintain a well-documented file of the planning, execution, participation and evaluation of their career conferences to make the succeeding conferences easier to plan and organise.

## **V. Preparation of Audio-Visual Material and its Display**

Audio-visual material plays 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, and 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 it as per the needs of students:

- a. **Pamphlets and Brochures:** Pamphlets and brochures provide brief information on a wide variety of topics such as an occupation or industry, 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.
- b. **Posters:** A poster carries an attractive picture and a catchy slogan in a few words on a particular theme (on personal, social and academic issues). 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.
- c. **Charts:** A chart depicts information in concise form on particular 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.

- d. **Career Films, Film Strips and 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.
- e. **Audio-video Recordings:** Audio-video 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-video programmes on different occupations during visits to different workplaces/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.

### ***Displaying Career Information through Audio-Visual Material***

A counsellor and students can arrange a display of career information materials in various prominent locations within the school, such as the school library, guidance room, school hall, corridors, or classrooms, or any other place where many students are likely to see them. For displaying career information, a display board or bulletin board can be used. Besides display boards, effective displays can also be arranged on display racks or on an ordinary table for showcasing career literature in the guidance room.

The display material must be frequently updated. Outdated and old reading materials, charts, posters, and other items will not attract students. Posters and charts should be made attractive with the help of colours and pictures. Avoid overcrowding the display with too much printed matter or reading material.

To create an effective display of career literature, one must remember the following points:

- ◆ Display should be built around one theme according to the interests and needs of the students.
- ◆ Display should be attractive, innovative and one must have elements like pictures, photographs and cartoons.
- ◆ The display should contain relevant, meaningful and up-to-date information that could be read by the students.
- ◆ This display material can be developed using “Career Cards” available in ‘Exploring Career Paths with Career Cards’ Volume-2

Get help from your school art teacher or students for ideas regarding effective displays. Students who have artistic skills can prepare the charts and posters. It is through their involvement in preparing materials and organizing the display that students can easily learn and absorb career-related information.

## 5.4 Summary

This chapter outlines the need and strategies for effectively disseminating career information among students to assist them in making informed and realistic career decisions. It explains both individual and group methods of dissemination, recognising that each has its own advantages depending on context and student needs. Group-based methods, such as career talks, group discussions, plant tours, career conferences, and exhibitions, are emphasised for their reach, interactivity, and cost-effectiveness. The chapter provides detailed guidance on organising these activities and highlight the importance of planning, student participation, and feedback. It also discusses the use and preparation of audio-visual materials like posters, charts, pamphlets, and video recordings to enhance engagement and retention. The integration of these practices with NEP 2020's "bagless days" and vocational exposure ensures a holistic approach to career guidance that is experiential, participatory, and aligned with real-world requirements.

# Chapter 6

## Plan your Career: Know Yourself

### 6.0 Overview

This Chapter emphasises the importance of self-awareness in effective career planning. It guides students and counsellors through the foundational process of understanding personal strengths, interests, aptitudes, values, and personality traits. The chapter outlines how early career orientation during secondary and senior secondary years helps students make informed decisions, avoiding common pitfalls like peer pressure, parental expectations, or societal prestige. It introduces key assessment tools, such as, the Vocational Interest Inventory (VII), Try and Measure Aptitude and Natural Abilities (TAMANNA) Aptitude Test, and Work Values Chart that assist in identifying compatible career options. The chapter highlights that career counselling, aligned with NEP 2020 and NCF-SE 2023, equips students to explore real-world career pathways with confidence.

### 6.1 Objectives

After the completion of this chapter, you will be able to:

1. Describe the key components of self-discovery, such as interests, values, skills, and aptitudes, and name the tools used for assessment (e.g., Vocational Interest Inventory (VII), TAMANNA, Work Values Chart).
2. Elaborate how self-awareness influences career satisfaction and the role of factors such as personality and environment in shaping career preferences.
3. Apply the results of self-assessment tools to identify potential career options that align with the traits and values of students.
4. Compare different career choices using information gathered from interest inventories, aptitude tests, and value charts to determine the best fit.
5. Encourage students to justify their top career choices by reflecting on how closely their interests, skills, and values align with those professions, either through guided discussions or written reflections.

## 6.2 Importance of Early Career Awareness

Choosing a career is one of the most significant decisions in a student's life. Career decision goes far beyond simply earning a livelihood, it is about shaping one's identity, happiness, and overall life satisfaction. In today's fast-evolving, technology-driven world, the choices available can feel overwhelming. While this abundance of opportunities is exciting, it also makes career selection more complex than ever. That's why early career awareness and orientation, especially during the secondary and senior secondary school years, is essential.

As a student begins to think about the future, it is important to explore and understand following key areas:

- ◆ Academic strengths and limitations
- ◆ Personal interests and passions
- ◆ Skills, talents, and values
- ◆ Personality traits
- ◆ Long-term expectations and aspirations
- ◆ Available resources (both personal and financial)

Career choices are often influenced by many external factors, such as parental expectations, peer opinions, societal trends, and media portrayals of success. A counsellor should help students in career exploration and planning.

Learning about aptitudes and interests with the demands of a career is important to experience success and satisfaction. Conversely, a mismatch, pursuing a career purely for status, income, or under pressure can lead to dissatisfaction or burnout.

Psychological standardised career assessments test and tools are used for assessing students' abilities, interests, and personality attributes. While these tests can offer insights into understanding abilities, interests, and personality, they should never be used in isolation. The results must be interpreted in context, considering a student's lived experiences, academic record, and personal reflections. Neither parents nor students should rely solely on test scores to define a child's future.

Lastly, one should know about career values. What does the student expect from their future profession? Some may seek challenge, creativity, or leadership; others may be drawn to stability, recognition, or service. All are valid, but must align with the chosen career's nature.

In conclusion, good career planning is about creating a balance between the individual and the profession. A counsellor should help students clarify their potential and match it meaningfully to the outer world of work. With the right guidance, planning, and support, every student can find a career that is not just a job, but a journey of growth and purpose.

## 6.3 Factors influencing the career decision-making of students

Often, people choose careers without truly understanding themselves. They may not have taken the time, or been given the support, to reflect on

their interests, aptitudes, values, and personality. Instead, decisions are made based on:

- ◆ Peer influence (“My friends are doing it, so I will too”)
- ◆ Parental pressure (“This is what my family expects from me”)
- ◆ Convenience (“It was the easiest course to get into”)
- ◆ Social prestige (“It just sounds impressive”)

When career decisions are made without considering who you are, the result can be confusion, disillusionment, and emotional fatigue.

Over time, this misalignment can lead to:

- ◆ Chronic dissatisfaction and boredom
- ◆ Stress and anxiety about work
- ◆ A loss of motivation and engagement
- ◆ Even physical health issues due to prolonged emotional strain

Our work is more than just a job, it is a powerful source of identity and purpose. If it does not resonate with us, it begins to feel like a burden rather than a meaningful pursuit.

However, it is important to understand that career paths are not fixed. It is a myth that there is only “one perfect job” for each person. While some individuals may have a dominant talent that shines through a lifelong pursuit, most people are multi-talented and capable of thriving in various roles across their lifetime.

If a student is unsure or unhappy in their current academic or career direction, it is never too late to reassess. Through proper guidance, self-exploration, and sometimes a few brave decisions, it is entirely possible to shift toward a path that feels more authentic and fulfilling.

## 6.4 Process of Career Planning and Decision Making

### 6.4.1 Understanding Oneself

Many of us dream of many careers, such as, astronauts, models, doctors, teachers and politicians. Although these dreams are a beautiful expression of imagination. However, as we grow, these career decisions should be guided by a more grounded understanding of who you are, your abilities, interests, personality traits, work values and role models around you.

Our personalities are shaped by our environment, family, school, society, and by the experiences we gain. Participating in a wide variety of activities, debates, Olympiads, quizzes, art competitions, extempore speeches, science fairs, sports, nature clubs, offers rich opportunities to explore your potential and discover hidden strengths.

A counsellor should encourage every student to set clear, actionable and achievable goals. One should begin by:

- ◆ Planning daily routine
- ◆ Improving the study and time management skills
- ◆ Practising reflection and self-evaluation
- ◆ Taking responsibility for self-growth

- ◆ Developing life and analytical skills

One of the first and most crucial steps in career planning is self-discovery. Students may be asked to know the following:

- ◆ What am I good at?
- ◆ What makes me excited or curious?
- ◆ What challenges make me nervous, and why?
- ◆ What do I genuinely enjoy doing?

Every student has a unique combination of skills, interests, and personality traits. Recognising and nurturing these can help students to identify multiple career possibilities that align with 'who you are'.

As a counsellor, encourage students by gathering personal insight:

- ◆ Take time to reflect on your hobbies, interests, and achievements.
- ◆ Participate in varied activities to see where you naturally excel.
- ◆ Seek feedback from trusted mentors, teachers, and peers.
- ◆ Get personality, interest and aptitude assessments (as tools, not labels) by a trained counsellor.
- ◆ The self-discovery is not a one-time exercise; it is a continuous process.

As a counsellor, make the students understand the difference between a talent and a skill.

A talent is a natural ability, an individual is often born with. It might show up early in life, sometimes without any formal training, such as an ear for music, a way with words, a flair for painting, or a gift for understanding how things work. These abilities are a part of an individual throughout their life.

A skill, on the other hand, is something one learns. It can be developed over time through practice, effort, and experience. For example, a student might not be a naturally gifted speaker, but with practice, they can become confident and effective at public speaking.

Once the student understands these strengths, they gain clarity about the opportunities that suit them best. They begin to see:

- ◆ Where do they shine?
- ◆ What kind of work energises them?
- ◆ Which paths might bring them long-term satisfaction?

Ask students to start noticing:

- ◆ What activities make them lose track of time?
- ◆ What subjects or hobbies do they enjoy most?
- ◆ What skills have they developed recently?
- ◆ What do others often praise them for?

Students may use this growing awareness to build a strong foundation for their future. The more clearly, they see their own potential, the better equipped they will be to choose a career path that truly fits.

**Tell students to remember:** “Your talent is your starting point. Your skill is your strength, and your awareness is your advantage.”

### **6.4.2 Tools for Assessment of Personal Attributes**

To support this process, here are the three valuable tools for student exploration: The Vocational Interest Inventory (VII) to assess students' areas of interest, TAMANNA for aptitude assessment, and an Activity on Identification of Work Values to help students prioritise what truly matters to them in their future vocation.

#### **I. Identification of Interest**

The Vocational Interest Inventory (VII) is a guidance tool designed to assist students in Grade 8 in making vocational choices based on their interests. The details about the use of inventory, dimensions measured in the inventory, administration and scoring are available online (<https://psscive.ciet.co.in/>). The inventory comprises 78 items. The student has to answer all the items by clicking on either “like” or “dislike”.

#### ***Information about the Vocational Interest Inventory for Students***

Interest is something that a person enjoys learning about or doing. Interests are very much linked with our wants, motives, and basic needs. It also indicates a like or dislike for something or the job responsibilities associated with an occupation. It helps a person to realise their goals.

Both vocational interests and personality traits are motivational processes that influence individual behaviour with respect to choices, including tasks or activities in which they wish to engage. Interests, capacities and values are developed during adolescence as important aspects of a career.

Pursuing one's interest is always satisfying. People might be interested in doing something in life, for example, becoming a photographer, a musician, a tour guide, an animator, an automotive engineer, a space scientist, a progressive farmer, etc. If students are interested in doing certain activities, which are associated with some occupations, then it is the right time for them to assess their interests and abilities to make a “career choice”. As a student, one needs to explore the various vocational opportunities in the world of work and relate their interests to the various occupations available in the world of work. One's decision in making a choice of the subjects is influenced by their interests, attitudes, motivation, personality and aptitude.

The Vocational Interest Inventory is a guidance instrument designed to assess students' interests through an instrument comprising multiple items. It helps students identify their vocational interests and choose a vocational subject or vocation as a career. The assessment evaluates students' interests, and the results are displayed after submission, showing the sectors that match their interests.

### **Information about Vocational Interest Inventory for Teachers/Counsellors and Parents**

The Vocational Interest Inventory has been developed by a group of experts to help students identify their interests and the fields that match them. The Inventory is based on Holland's RIASEC (Realistic, Investigative, Artistic, Social, Enterprising, and Conventional) Model. It is an inventory that will be used to help students identify their interests and personality, and match them with the various disciplines or fields. The inventory comprises items to be answered by the students of Grade 8, which will help them to know their vocational interests and to choose a vocational subject or a vocation as a career. The items are based on the six basic types of personality (RIASEC) to facilitate choosing to work in an environment similar to the interests of the people, as people are more likely to be successful and satisfied when they work in an environment similar to their personality type. It provides information related to the occupational interests of the students and should be taken up voluntarily by students.

Another factor that influences the choice of career is the "personality". Personality tests measure aspects of an individual's personality that are relevant to job performance, including interaction style and behavioural tendencies. However, the correlations of interests with personality characteristics are not very strong, and an individual's personality gives only a rough guide as to their pattern of vocational interests.

The details about the use of inventory, dimensions measured in the inventory, administration and scoring are available online. The outcome of the inventory should not be utilised for imposing the decision on the students regarding the choice of vocational courses or other subjects. The Vocational Interest Inventory Instrument requires the respondent to indicate their probable liking for various kinds of occupations and work activities. Responses to these items are then used to predict which occupations and work activities would be best suited to the respondent.

Teachers and Counsellors can utilise the outcomes of the inventory to guide the students. Items were constructed related to the six dimensions of the Holland RIASEC Model.

#### **Construction of Items**

According to John L Holland (1997), personality in most persons can be categorised as one of the following six types:

- ◆ **Realistic:** Items under this dimension are designed to check the realistic nature of the students.
- ◆ **Investigative:** Items under this dimension are designed to check the investigative nature of the students.
- ◆ **Artistic:** Items under this dimension are designed to check the artistic nature of the students.
- ◆ **Social:** Items under this dimension are designed to check the social nature of the students.

- ◆ **Enterprising:** Items under this dimension are designed to check the enterprising nature of the students.
- ◆ **Conventional:** Items under this dimension are designed to check the conventional nature of the students.

The principles that were followed in the construction of items are as follows:

- ◆ Items are developed for all six dimensions, i.e. RIASEC - Realistic, Investigative, Artistic, Social, Enterprising and Conventional.
- ◆ The items have to be clearly identified with the appropriate dimension, and the difficulty level should be average.
- ◆ The items have to be independent of all other dimensions except the one for which they were constructed.
- ◆ The number of items has to be sufficient in numbers to make a rigorous selection using expert opinion as well as empirical analysis (item difficulty and discrimination index).

## **II. Identification of Work Values**

People view their occupations differently. They work throughout their lives for money, status, respect, a better self-concept, or to turn their dreams into reality. The values people attach to a particular job determine, to a large extent, the success one will achieve and the satisfaction one will draw out of the hard work put into the job. When people like their job, no difficulties are faced. On the other hand, the work that is not liked by them gives a lot of stress, dissatisfaction and tension. Skills are very easily developed when they relate to their attitudes, aptitudes, interests and likings. It is very necessary to learn and develop specific skills for performing specific jobs. The values we attach to a specific job make or break our career in that specific job. A student is greatly influenced by the work values held by their parents and teachers. Being successful in a job is possible in the presence of the right kind of attitude pertaining to the specific skills and the job. When the work values of a person do not match with the work values held by their colleagues or the other people with whom they interact, the person doing the job is at a loss and they will have to work under stressful conditions, taxing their health, attitudes and relationships. Vocational guidance is aimed at steering the individual for a specific job on the basis of their capacities, attitudes, resources and the options available in wage as well as self-employment.

### ***Measuring Work Values through the Work Values Chart***

This activity is designed to help counsellors/students explore and identify the core work values that significantly influence their vocational choices. Work values are the deeply held beliefs and principles that individuals associate with meaningful and satisfying work. These can include values like security, creativity, altruism, independence, intellectual stimulation, status, and many others (Table 6.1).

**Table 6.1 Work Values as Determinants in Vocational Choices**

Leadership	Interest	Self-esteem	Self-expression	Profit
Security	Altruism	Hard work	Economic returns	Honesty
Creativity	Quality	Money	Promptitude	Way of life
Status/ prestige	Creativity	Intellectual stimulation	Job achievement	Relationships
Job security	Physical surroundings	Supervisory relations	Independence	Aesthetic
Variety	Management of others	Prestige	Power	Fame
Pleasure	Knowledge	Democracy	Social values	Social service

Understanding these values is crucial, especially during adolescence when students are in the process of imagining their future roles in the world of work. In this activity, students are provided with a Work Values Chart (Table 6.1) containing 35 different work-related values. These values reflect a broad spectrum of motivation that people might associate with choosing a vocation, ranging from material benefits and social recognition to ethical alignment, personal growth, or aesthetic satisfaction. Students are first asked to thoughtfully review the full chart and reflect on what each value means to them. After a period of quiet reflection, they are invited to select five values that matter most to them personally. These five values are intended to serve as a personal compass, helping students articulate what they truly seek from their future profession, not just in terms of job type, but in the kind of satisfaction and meaning they hope to derive from their work. This activity not only encourages introspection but also enhances students' self-awareness, enabling them to align their vocational aspirations with their inner value system. It serves as a foundation for later exploration of career options that are in harmony with these identified values. For counsellors, this activity provides insight into students' personal motivation and aspirations more meaningfully.

### **Instructions**

Distribute the prepared Work Values Chart containing values to each counsellor/ student. Ask the students to carefully read through all the values listed in the chart. They should take their time and reflect on what each value means to them in the context of their future work life. Encourage them to think about what makes work meaningful for them, what would they be unwilling to compromise on in their professional life? Once they have read and considered all 35 values, instruct them to identify the five most important values they personally associate with meaningful and satisfying work. These should be the values they believe are essential for them to feel fulfilled in any job or profession they choose. After selecting these five, ask them to write the values in the space provided below:

Five most important work values:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Once this is done, initiate a reflection exercise, either written or through discussion, where students are encouraged to explain why they chose each of the five values, and how they believe these values connect to possible career paths. Counsellors should support the activity by creating a safe, non-judgmental space for students to express themselves freely. If possible, follow up the activity with a group discussion, peer-sharing, or a guided conversation about how different professions may align with different value sets. This will help students begin the important process of connecting their inner values with real-world vocational choices.

### **III. Identification of Aptitude**

Aptitude is a natural tendency, special ability, or capacity. This natural tendency determines a person's readiness to learn or acquire a skill or their suitability to pursue a particular career or vocation. Aptitude is a specific ability or a combination of specific abilities, such as verbal reasoning, numerical aptitude, abstract reasoning, etc., which helps to make educational and vocational choices. It helps the person to decipher the career option that is best suited to one's capabilities. Knowledge of aptitude helps a person to make the best choices about career-related decisions. Students with the help of this aptitude test can look forward to career guidance and counselling.

Aptitude is an inborn tendency, but the environment also plays a significant role in the further development of aptitude. An individual's performance of a task depends on intrinsic factors such as personality characteristics, motivation, ability, etc., and on extrinsic factors such as cultural exposures, environmental stimulation, family environment, quality of education, etc. For example, a person who has the ability to be an engineer may not be able to explore this occupation and may not get appropriate training in the same field due to a lack of support from the school and home environment. As a result, despite having the aptitude, the person may not get a supportive environment or proper training in that area.

#### **Use of Aptitude Test**

The aptitude test result offers factual information about a student's specific abilities, which facilitates the student, parents and the school to take a joint decision regarding the student's educational and career

or vocational choices. Self-awareness of aptitude facilitates students to get motivated and take appropriate steps in strengthening their specific abilities. When the result of the aptitude test of a student is seen vis-à-vis the achievement records in a discipline, it may help the student to seek curricular guidance. The aptitude test result also encourages students to explore career pathways and occupations. This helps to broaden their horizon about the world of work and also encourages students to open up to new avenues of occupation/vocations (which they and their family may not be aware of).

Aptitude test results help students to revalidate their choices and thus make suitable decisions to continue or change their educational choices. A relook at their occupational aspirations or goals in relation to their specific aptitudes helps to review the efforts being made by them to achieve such goals. Therefore, the aptitude test result provides information that gives ample time to the students to indulge in self-exploration and self-preparation in academics as well as in exploring the world of work so that they are able to make well-informed career or vocational choices and undertake new exploration as suited to their present ability profile.

**TAMANNA:** An Aptitude Test for School Students, is to help schools use aptitude test data to facilitate students in educational and career planning.

### **Administration**

#### ***General Considerations for Test Administration***

The test comprises seven sub-tests for administration. Specific and detailed instructions for each sub-test of the Aptitude Test are provided in the booklets of the respective sub-tests. As the test measures the individual's inherent potentials/abilities, care needs to be taken to adhere to the timings mentioned in the booklet for each sub-test (10 minutes each, so total time is  $10 \times 7 = 70$  minutes). In addition to the instructions for each sub-test, some important points regarding the Aptitude Test should be kept in mind:

1. Remember that this test is to help know the capabilities (special abilities) of an individual and not to label or find their weaknesses.
2. While introducing the test, it is important to encourage and motivate the students to do their best and tell them about the importance of the test. After all, finding an individual's strengths/ aptitude would help her/him to find careers best suited for her/him.
3. Scheduling testing when students are fresh and alert and conducting it in a non-interfering and conducive environment yields the best results.
4. A 15-minute break can be given after 4 sub-tests to ensure the continued interest of the students and avoid monotony.
5. To bring out the true aptitude/potential of the student, maintaining strict discipline is important. To avoid copying, you can ensure that only one child sits at one desk.

6. Prepare well in advance for the procedure of the test, by familiarisation with testing material, timings of the sub-tests and ensuring conditions such as well-lighted, ventilated, and comfortable rooms are present, along with minimum distractions and interruptions.
7. Reassure the students that they are not expected to get every question/item correct. There is no pass or fail. However, to know their strengths, they have to try to do as many questions as possible within the time limit given. There is no negative marking.
8. Ask the students to write their name, age, gender, class and school on their answer sheets.
9. Read the instructions given on the test booklet aloud, clearly and slowly and ask the students to read the same instructions silently. For each test, say,  
*Read the instructions for this test to yourself as I read them aloud.*  
After reading the example, give a pause to allow the students more time to think about it and let them do the practice item given in each sub-test in order to ensure that they understand and are mentally prepared for solving the kind of questions the specific sub-test has.  
After giving the complete instructions, ask the students,  
Is there any doubt or question before you begin?  
Clear their question or doubt if they have any. They are allowed to read the instructions again, but no new examples should be given or explained.
10. After ensuring that the students have understood the instructions clearly, ask them to start by saying,  
*Turn the page, and you can begin the test now.*
11. As soon as the students begin, start the stopwatch and begin timing. When the time is up, announce in a firm and loud voice, Stop working now. Put your pencils down and turn over the booklet immediately.
12. Stress the importance of directions such as 'Do not turn the page until you are told to do so'. These need to be followed strictly. Invigilation should be done quietly and ensure that students follow the instructions.
13. Ensure that students mark only one box for an item because if more than one box is marked, it will not be counted. Encourage students to answer a question by choosing the best option among the options given. If they do not know the right answer for a particular question, ask them to try to narrow down the choices as much as possible and then put in their best guess.
14. At the end, make sure that every student has handed over the test booklets and answer sheets.
15. Interpret the score and help students to learn about their aptitude.

## 6.5 Summary

This chapter highlights the role of self-awareness and reflection in career planning. It explains how students can identify their interests, aptitudes, and values, while also considering external influences such as peers, parents, and media. Tools like the Vocational Interest Inventory (VII), TAMANNA Aptitude Test, and Work Values Chart are introduced to guide informed choices. By combining self-assessment with counsellor support, students can align their strengths with suitable career options. The chapter emphasises that career planning is not a one-time choice but a lifelong process of growth, flexibility, and purposeful decision-making.

# Chapter 7

## Navigating Career Paths: A Teacher's Guide to Career Cards and Student Exploration

### 7.0 Overview

This chapter explores the Department of School Education and Literacy, under the Ministry of Education, Government of India, in collaboration with UNICEF (United Nations Children's Fund) India and National Council of Educational Research and Training, which launched the “Exploring Career Paths with Career Cards - A Career Guide for School Students” during the Akhil Bharatiya Shiksha Samagam on 29th July 2024. Presented as an “Innovative Guidance and Counselling Resource,” the Exploring Career Paths with Career Cards - A Career Guide for School Students is accessible on the Department of School Education and Literacy’s website. Designed in alignment with the National Education Policy (NEP) 2020, it introduces students to a broad spectrum of career options, detailing job responsibilities, required qualifications, and potential career growth. A key highlight of this resource is the inclusion of 500 “Career Cards,” offering an in-depth overview of various job roles in different economic and social sectors. These cards outline essential personality traits, scholarships, loan provisions, educational pathway, and expected income. They also provide insights into typical work environment for the job role, and where one can pursue the courses related to the job role. Additionally, each card features case studies of successful professionals, giving students a well-rounded understanding of different careers.

The Exploring Career Paths with Career Cards - A Career Guide for School Students is available on the website of the Ministry of Education, Government of India, as a flipbook and a downloadable resource. Teachers and counsellors can use these interactive career cards to support students in exploring and pursuing their professional goals.

### 7.1 Objectives

After the completion of this chapter, you will be able to:

1. Identify a wide range of professions across different sectors, understand their responsibilities, required qualifications, skills, and potential growth opportunities.

2. Analyse personal strengths, interests, and values to match with suitable career paths using career cards and guided activities.
3. Apply the knowledge gained from career cards, case studies, and expert insights to plan educational pathways, assess scholarships and financial support, and strategize for long-term professional development.

## 7.2 Objectives

Career cards are designed to achieve several key objectives in guiding individuals through their professional development.

### Career Exploration

- ◆ Expose students to a wide range of career options across different industries and sectors.
- ◆ Help them discover new and emerging career paths they may not have considered before.
- ◆ Encourage broad thinking about possibilities beyond traditional job roles.

### Skill Identification

- ◆ Help students recognise the key skills required for various professions.
- ◆ Encourage self-reflection by allowing students to assess their own strengths and areas for improvement.
- ◆ Bridge the gap between academic learning and real-world job skills.

### Interest Alignment

- ◆ Guide students toward careers that align with their interests, values, and personality traits.
- ◆ Provide insights into what daily work looks like in different roles.
- ◆ Increase motivation by helping students connect their passions with potential careers.

### Informed Decision-making

- ◆ Enable students to make thoughtful, data-driven career choices based on accurate job role insights.
- ◆ Help them weigh factors like job stability, salary potential, and growth opportunities.
- ◆ Reduce uncertainty about educational and professional pathways.

### Educational Planning

- ◆ Provide students with a clear roadmap for pursuing their chosen careers.
- ◆ Help them understand required qualifications, scholarships, financial aid, and training programs.
- ◆ Support them in selecting the right courses, certifications, and extracurricular activities to prepare for their career goals.

## Career Cards: A Step-by-Step Guide for Teachers

Teachers play a pivotal role in guiding students toward making informed career decisions. Career cards are an engaging and effective tool that helps students explore various career options, understand job roles, and align their interests and skills with suitable professions.

To facilitate effective use, a step-by-step guide is included for teachers. This guide outlines the key job roles covered in Volumes 1 and 2 and provides structured instructions across four main steps: (i) accessing the career cards, (ii) understanding career domains, and (iii) conducting student activities for effectively utilising the career cards. Each step is accompanied by detailed explanations, screenshots, and relevant links to ensure seamless implementation.

### 7.3 Steps for Accessing and Using Career Cards

Following are the Steps for Accessing and Using Career Cards:

#### Step 1: Accessing the Career Cards

**Visit the website:** <https://ncert.nic.in/CareerGuide.php?ln=en>

**Locate the volumes at the bottom of the page:**

Navigate to the respective pages for:

1.	“Exploring Career Paths with Career Cards -A Career Guide for School Students” (Volume 1) in English (containing 218 Career Cards)	April 2025/ ISBN 978-93-5729-059-3
2.	“Exploring Career Paths with Career Cards - A Career Guide for School Students” (Volume 2) in English (containing 282 Career Cards)	April 2025/ ISBN 978-93-5729-442-3
3.	“करियर के समुचित अवसरों का अवलोकन एवं मार्गदर्शन – भाग 1” in Hindi (containing 218 Career Cards)	May 2025/ ISBN 978-93-5729-125-5
4.	“करियर के समुचित अवसरों का अवलोकन एवं मार्गदर्शन – भाग 2” in Hindi (containing 282 Career Cards)	May 2025/ ISBN 978-93-5729-462-1

**Download/read online:** Choose to download the PDF for offline reading or read the guides directly online using the links provided.

#### Step 2: Understanding career domains and the description of career cards

##### Career Card Domains

The domains covered in Volume 1 and Volume 2 are as follows:

S. No.	Domain	Description
1.	Agriculture and Allied Sciences	This domain includes a broad range of career pathways related to farming, livestock, natural resource management, and food production systems.

S. No.	Domain	Description
2.	Arts, Media, Marketing, and Entertainment	This domain encompasses various industries, including visual and performing arts, film and television, journalism, advertising, public relations, and digital content creation. Professionals in this space craft compelling narratives, engage audiences, and influence trends through diverse mediums such as print, digital, and social platforms. With the rise of technology and social media, this sector has become more interactive and innovative, offering endless opportunities for storytelling, branding, and entertainment on a global scale.
3.	Business and Finance	A broad field that focuses on the management of organisations, resources, and capital to achieve strategic goals and maintain financial stability.
4.	Education and Training	Career pathways that focus on the development, delivery, and management of learning experiences. It usually includes teaching, training, curriculum and content designing, mentoring, and fostering lifelong learning.
5.	Health and Wellness	Careers that focus on promoting awareness and providing physical, mental, and emotional well-being through healthcare services, fitness, and lifestyle practices.
6.	Engineering	The application of scientific, mathematical, and technical principles to innovate, design, build, and improve structures, machines, systems, and processes. This domain has career information for those interested in the field of Technology, Science, and Design.
7.	Government Services	Careers that involve overall governance, implementing policies, and managing public programs. These jobs are at the local, state, and national levels.
8.	Information Technology	A field that involves the development, use, and management of technology to store, process, and exchange information, forming the backbone of modern businesses, organisations, and everyday life.
9.	Management	A multidisciplinary field applicable across industries, focusing on decision-making, leadership, and strategy development and implementation to achieve efficiency.
10.	Operations, Logistics and Customer Service	Career pathways focused on managing processes, ensuring efficient movement of goods and services, and delivering exceptional customer experiences and satisfaction.
11.	Public Policy, Law and Safety	Careers related to shaping societal structures, upholding law and justice, and ensuring the well-being and security of individuals and communities.
12.	Research and Development	Creating new knowledge, improving existing processes, or developing innovative products, services, or technologies. This domain provides career information for those interested in doing research and development in various fields.

S. No.	Domain	Description
13.	Technical and Skill Trades	This domain covers hands-on, specialised professions that require practical expertise and technical knowledge. This field includes careers in construction, electrical work, plumbing, welding, automotive repair, air conditioning, and manufacturing, among others.

### Exploring Career Paths with Career Cards

(A Career Guide for School Students)

Volume-1			Volume-2		
S. No.	Sectors	No. of Cards	S. No.	Sectors	No. of Cards
	Agriculture and Allied Sciences	23	1.	Engineering	48
	Arts, Media, Marketing and Entertainment	70	2.	Government Services	33
	Business and Finance	33	3.	Information Technology	26
	Education and Training	21	4.	Management	12
	Health and Wellness	71	5.	Operations, Logistics, and Hospitality	31
			6.	Public Policy, Law, and Safety	15
			7.	Research and Development	35
			8.	Technical and Skill Trades	82
	<b>Total</b>	<b>218</b>		<b>Total</b>	<b>282</b>

The resource “*Exploring Career Paths with Career Cards – A Career Guide for School Students*” comprises a total of 500 career cards, systematically divided into two volumes, covering both conventional and emerging job opportunities.

Volume 1 contains 218 cards across five broad sectors. In Health and Wellness (71 cards), futuristic roles such as Immunologist, Nutritionist and Perfusion Technologist experts are featured alongside traditional careers. *Arts, Media, Marketing, and Entertainment* (70 cards) includes modern paths like Fashion Designer, Journalist, Online Advertising Manager and Radio Jockey (RJ). *Business and Finance* (33 cards) explores innovations such as Investment/Portfolio Manager, Service Fulfilment Executive, and Venture Capitalist. *Agriculture and Allied Sciences* (23 cards) highlights careers like Horticulturist, Hydroponics Technician, and Soil Scientist. *Education and Training* (21 cards) integrates future-focused roles including Curriculum Developer, Lexicographer and Trainer.

Volume 2 encompasses 282 cards across eight sectors. *Technical and Skill Trades* (82 cards) presents opportunities like Camp Helper, CCTV Installation Technician and Leather Technologist. *Engineering* (48 cards) includes roles such as Corrosion Engineer, Nanotechnology/Nanoscience Engineer and Robotics Engineer. *Research and Development* (35 cards) covers careers like Curator, Nanoscientist and Space Scientist. *Government Services* (33 cards) is evolving with roles such as Agniveer, Coast Guard and Sashastra Seema Bal Officer. *Operations, Logistics, and Hospitality* (31 cards) features advancements like Logistics Analyst, Port Operations Manager and Urban Planner. *Information Technology* (26 cards) points toward roles such as Artificial Intelligence Engineer, Cyber Security Specialist and Internet of Things Solutions Architect. *Public Policy, Law, and Safety* (15 cards) includes futuristic positions like Detective, Patent Lawyer and Unarmed Security Guard. Finally, *Management* (12 cards) reflects emerging needs with careers such as Human Resource Manager, Rural Development Specialist/Manager and Sports Agent/Manager.

This structured coverage not only maps current professions but also prepares students for the rapidly changing world of work, ensuring awareness of both established and cutting-edge career paths.

Both volumes are freely accessible online for reference and career exploration through the NCERT and Ministry of Education portals: NCERT has developed the Career Guide for School Students in both Hindi and English. The guide is available in two volumes each:

- ◆ Exploring Career Paths with Career Cards – A Career Guide for School Students (Volume 1 and 2)
- ◆ करियर के समुचित अवसरों का अन्वेषण मार्ग – करियर कार्ड विद्यार्थीयों हेतु करियर पथ प्रदर्शका (भाग 1 एवं 2)

Both volumes are freely accessible online for reference and career exploration through the NCERT and Ministry of Education portals:

### **Volume 1**

- ◆ <https://dsel.education.gov.in/careers/volume1.html>
- ◆ [https://ncert.nic.in/pdf/CareerGuide/Exploring\\_Career\\_Cards\\_Volume1.pdf](https://ncert.nic.in/pdf/CareerGuide/Exploring_Career_Cards_Volume1.pdf)
- ◆ [https://ncert.nic.in/pdf/CareerGuide/Career\\_Ke\\_Samuchit\\_Career\\_Cards\\_Bhag1.pdf](https://ncert.nic.in/pdf/CareerGuide/Career_Ke_Samuchit_Career_Cards_Bhag1.pdf)

### **Volume 2**

- ◆ <https://dsel.education.gov.in/careers/volume2.html>
- ◆ [https://ncert.nic.in/pdf/CareerGuide/Exploring\\_Career\\_Cards\\_Volume2.pdf](https://ncert.nic.in/pdf/CareerGuide/Exploring_Career_Cards_Volume2.pdf)
- ◆ [https://ncert.nic.in/pdf/CareerGuide/Career\\_Ke\\_Samuchit\\_Career\\_Cards\\_Bhag2.pdf](https://ncert.nic.in/pdf/CareerGuide/Career_Ke_Samuchit_Career_Cards_Bhag2.pdf)

**Fig. 7.1(a): A Career Guide for School Students Volume-1 & Volume-2 (Department of School Education Website)**

**Fig. 7.1 (b):** A Career Guide for School Students Volume-1 & Volume-2 (NCERT Website)

## 7.4 Career Card Template and Description

### 1. Job Role Overview

- ◆ Job Title: (e.g., Software Engineer)
- ◆ Industry/Domain: (e.g., Technology, IT)
- ◆ Brief Job Description: (A one-sentence summary of what the job entails)

### 2. Personality Traits Required

- ◆ Key Traits: (e.g., Analytical Thinking, Creativity, Attention to Detail, Problem-Solving, Communication Skills)

### 3. Educational Pathway

- ◆ Minimum Education Requirement: (e.g., Bachelor's in Computer Science, Engineering, or related fields)
- ◆ Recommended Courses: (e.g., Data Structures, AI and Machine Learning, Cybersecurity, Software Development)
- ◆ Certifications (if applicable): (e.g., AWS Certification)
- ◆ Higher Education Options: (e.g., Master's in AI, MBA in Technology Management)
- ◆ Where to Study: (List of universities or online platforms offering the relevant courses)

### 4. Financial Support and Scholarships

- ◆ Scholarships Available: (List of scholarships available and criteria)
- ◆ Loan Provisions: (Details about student loans, government support, and private funding options)

### 5. Expected Income and Career Growth

- ◆ Starting at Senior-Level Salary
- ◆ Career Growth Opportunities: (e.g., Junior Engineer → Software Engineer → Senior Developer → Chief Technology Officer)

### 6. Work Environment

- ◆ Typical Work Settings: (e.g., Corporate Office, Remote Work, Startups, Research Labs)
- ◆ Work-Life Balance: (e.g., High-demand but offers flexibility)

### 7. Case Study: Success Story

- ◆ Professional Name:
- ◆ Career Journey: (Brief story of how they started and where they are now)
- ◆ Key Lessons from their Journey: (e.g., Importance of networking, continuous learning, embracing failures)

### Step 3: Using the Career Cards

1. Explain the purpose of career cards to students and how they can be used to explore various career options.
2. Incorporate career cards into interactive activities like group discussions, role-playing, or career day events.
3. Create activities where students draw a card, research the career, and present their findings to the class.
4. Encourage students to reflect on what they learned about careers, their interests, and their skills.
5. Regularly check for updates on career portals to ensure students have the latest career trends, job market changes, and new educational opportunities.
6. Introduce new career cards as industries evolve (e.g., AI, cybersecurity, sustainable energy).
7. Work with parents and career counsellors to provide comprehensive guidance.
8. Gather feedback from students to adapt your approach for greater effectiveness.

## 9.5 Suggestive Activities

### 1. Career Mapping

- ◆ **Objective:** Help students visualise different pathways to achieve their career goals.
- ◆ **Activity**
  - Provide students with a template or worksheet that outlines the steps from their current grade level to their desired career.
  - Include educational milestones (e.g., skill or vocational training).
  - Encourage students to research and identify alternative routes (e.g., internships and apprenticeships).
  - Discuss different factors influencing career choices (e.g., required skills, financial considerations, personal interests and aspirations).

### 2. Role Plays

- ◆ **Objective:** Help students understand the daily responsibilities and challenges of different professions.
- ◆ **Activity**
  - Distribute career cards with different professions to students.
  - Have each student or group research their assigned profession.
  - Ask them to prepare a short role-play scenario showcasing a day in the life of that profession.
  - Allow time for presentations and reflections on what they learned.

### 3. Career Fair

- ◆ **Objective:** Enable students to showcase their research and engage in hands-on learning about different careers.

◆ **Activity**

- Assign students or small groups different careers to research.
- Have them prepare visual aids such as posters, digital presentations, or models.
- Organise a classroom or school-wide career fair where students set up booths.
- Encourage interaction by having students visit different booths and ask questions.

#### 4. Peer Discussions

◆ **Objective:** Encourage collaborative learning and critical thinking about career options.

◆ **Activity**

- Divide students into small groups.
- Assign each group a career category (e.g., healthcare, technology, arts).
- Have them discuss key aspects of careers within their category, noting similarities and differences.
- Facilitate a class discussion where groups share insights with the class.

#### 5. Skills and Interests Matching

◆ **Objective:** Help students align their strengths and interests with potential careers.

◆ **Activity**

- Distribute a self-assessment questionnaire covering skills, interests, and values.
- Provide career cards and ask students to match careers that align with their skills and interests.
- Discuss how personal attributes influence career choices.

#### 6. Interaction of Students with Experts

◆ **Objective:** Expose students to real-world experiences from industry professionals.

◆ **Activity**

- Invite guest speakers from various fields to talk about their careers.
- Allow students to ask questions about career pathways, required qualifications, and workplace challenges.
- Encourage note-taking and a follow-up reflection discussion.

#### 7. Create a Career Resource Corner

◆ **Objective:** Provide students with tools to explore careers independently.

◆ **Activity**

- Create a resource corner with books, magazines, and career planning guides.
- Share online resources and career exploration websites.

- Encourage students to participate in internships, mentorship programmes, or volunteer opportunities.

## 8. Incorporate Career Information into Curriculum

- ◆ **Objective:** Integrate career exploration within subject lessons for a holistic approach.
- ◆ **Activity**
  - Connect careers to academic subjects (e.g., linking math to engineering, literature to journalism).
  - Assign career-related projects within different subjects.
  - Invite professionals to demonstrate how school subjects are used in their jobs.

## 7.6 Students' Reflection

Encouraging students to engage in reflective writing after participating in career card activities can significantly enhance their understanding and personal growth. The following are some prompts to guide their reflections:

### 1. Which careers interested you the most, and why?

- Students may reflect on the professions that captivated their attention.
- Students may consider what aspects of these careers resonate with their passions, values, or long-term goals.

### 2. What skills are essential for success in these careers, and how do your current abilities align?

- Students may identify the key competencies required for the professions that they are interested in.
- Students assess their existing skills and determine areas where they excel or may need further development.

### 3. What potential challenges might you encounter on this career path, and how can you prepare to overcome them?

- Students may anticipate obstacles such as educational requirements, competition, or personal limitations.
- Students may strategise actionable steps to address these challenges, like seeking mentorship, gaining relevant experience, or enhancing specific skills.

## 7.7 Summary

This chapter introduces the Career Cards, developed collaboratively by the Ministry of Education, NCERT-PSSCIVE, and UNICEF India in line with NEP-2020. The resource contains over 500 career cards across two volumes, covering traditional, emerging, and futuristic professions in sectors such as Agriculture, Health and Wellness, IT, Engineering, Business, Arts and Media, Management, Public Policy, Technical Trades,

and more. Career cards provide essential information about each job role, including personality traits, education and training pathways, scholarships, expected income, work environment, and case studies of successful professionals. Teachers and counsellors are guided to use career cards effectively through structured steps: accessing the resource, understanding career domains, conducting student activities, and encouraging reflection. Activities include career mapping, role plays, career fairs, peer discussions, skills and interests matching, interactions with experts, and creation of resource corners. The chapter emphasises self-awareness, skill identification, interest alignment, and informed decision-making, helping students bridge the gap between education and employment while preparing for a rapidly evolving world of work. Reflective exercises are encouraged to help students assess their skills, anticipate challenges, and plan actionable steps toward achieving their career goals.

# Chapter 8

## My Career Advisor Application

### 8.0 Overview

This chapter introduces My Career Advisor App, an innovative digital tool, developed collaboratively by the Ministry of Education, NCERT-PSSCIVE, and the Wadhwani Foundation to support students and first-time job seekers in making informed career decisions. The chapter explains the purpose of the platform, its key features, and the comprehensive career exploration experience it offers.

It also provides step-by-step guidance on accessing and using the app, from downloading it to creating a personal account, taking the self-review test, exploring career options, planning a career path, and tracking progress. The chapter highlights how the platform empowers learners to align their interests, skills, and values with suitable career opportunities while ensuring accessibility, security, and personalised support.

### 8.1 Objectives

After the completion of this chapter, you will be able to:

1. Describe the purpose, significance, and features of the My Career Advisor App.
2. Demonstrate how to access the App, create an account, take the self-review test, and explore career options.

### 8.2 My Career Advisor App

My Career Advisor APP provides access to an extensive database of over 1,500 career options spanning diverse sectors, with detailed insights into job roles, essential qualifications, key skills, and potential future growth opportunities. It combines user-friendly tools and up-to-date industry insights, enabling students to explore emerging opportunities, align their aspirations with market trends, and plan their educational journey effectively. The platform serves as a trusted guide, supporting both traditional careers and futuristic roles shaped by technology and innovation.

The My Career Advisor app serves as an essential first step for individuals aiming to identify their best-fit career. It is specially designed for students and first-time job seekers; the app offers a guided approach to exploring career options that match one's personal profile. Through its self-review test, users receive tailored recommendations based on their interests, skills, values, and passions. It integrates these insights into a personalised discovery journey, empowering users to make well-informed decisions about their future with clarity and direction.

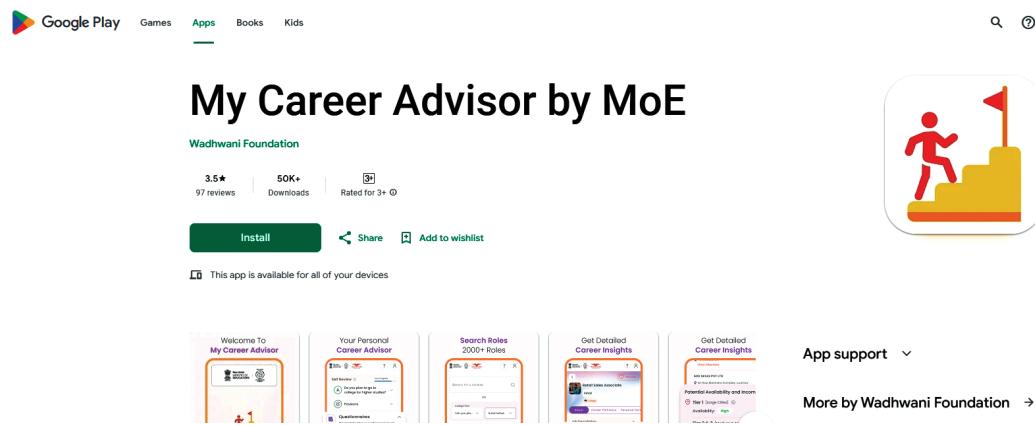


Fig. 8.1: *My Career Advisor by MoE*

The App offers a comprehensive career exploration experience, combining cutting-edge technology with user-friendly features. Powered by AI (Artificial Intelligence), it provides career matches, ensuring relevance to modern education and employment trends. It offers passion mapping, detailed career profiles, and realistic previews through voiceovers and videos, while also suggesting nearby skilling opportunities and providing shareable reports for real-time guidance from parents, teachers, and mentors. It comes with bilingual support, a mobile-first design, and a strong focus on privacy, security, and trust, ensuring accessibility and safety for all users. It has been tested with over 5,000 students and teachers, offering step-by-step preparation guides for each role and transforming career planning into a well-structured and inspiring journey.

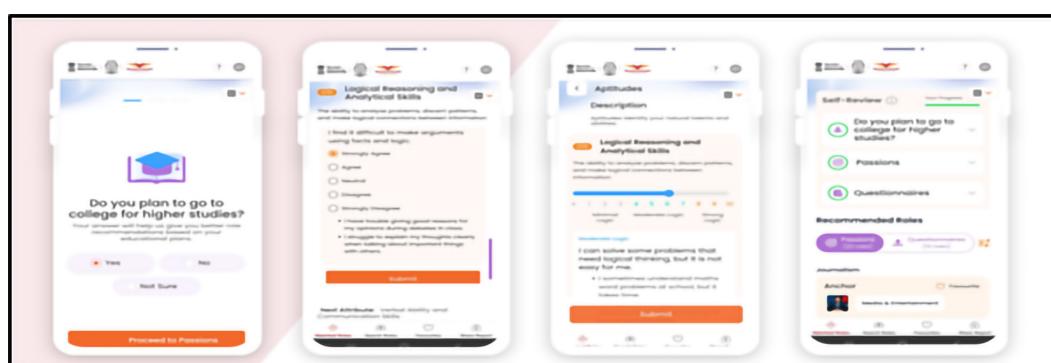
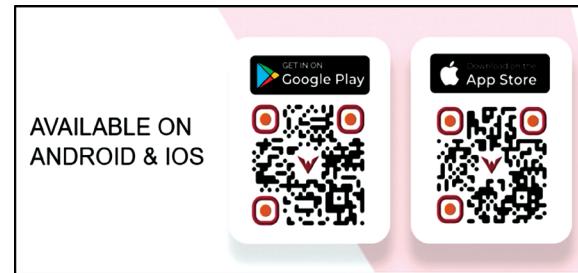


Fig. 8.2: *My Career Advisor Application Interface for Self-Review and Aptitude Assessment*

My Career Advisor app is available for both Android and iOS devices:

- ◆ Android users can download it from the Google Play Store by searching for My Career Advisor.
- ◆ Apple users can download it from the App Store by searching for My Career Advisor.



### 8.3 Steps for Accessing My Career Advisor App

The My Career Advisor App is designed to guide students and first-time job seekers in exploring career options that best suit their interests, skills, and aspirations. The app is user-friendly, and designed to work smoothly on both Android and iOS devices. The following steps provide a structured approach to using the app effectively:

#### 1. Download the App

The first step is to download the app on your device:

- ◆ **Android users:** Open the Google Play Store, type My Career Advisor in the search bar, and click Install.
- ◆ **iOS users:** Open the App Store, search for My Career Advisor, and tap Get to download.

This ensures that the app is installed on your smartphone or tablet, making it accessible anytime.

#### 2. Create an Account

Once the app is installed, you need to create a personal account:

- ◆ Open the app and choose to sign up using your email ID, or mobile number.
- ◆ Fill in your personal details such as name, age, class/grade, and location.

Creating an account allows the app to store your profile, track your progress, and provide personalised recommendations. It also ensures that your career exploration journey is secure, private, and tailored to your individual profile.

#### 3. Take the Self-Review Test

After setting up your account, the app guides you to take the Self-Review Test:

- ◆ This test helps assess your interests, skills, values, and passions through a series of structured questions.
- ◆ Based on your responses, the app generates personalised career recommendations.

The “Self-Review Test” is the core feature of the app. It helps you understand your strengths and inclinations, making it easier to match

them with suitable careers. It ensures that your choices are based on self-awareness rather than external pressures.

#### **4. Explore Career Options**

Once your profile is ready, you can explore a wide range of career paths:

- ◆ Across 1,500 career options for traditional and emerging sectors.
- ◆ View detailed information on job roles, required qualifications, key skills, potential salaries, and future growth opportunities.
- ◆ Use features like passion mapping to identify which careers align most with your interests, and career previews with videos and voiceovers to understand real-world roles.

This step transforms career exploration from guessing to informed decision-making. You can compare different options, understand what each role requires, and visualise your potential career path.

#### **5. Plan Your Path**

After identifying potential careers, the app helps you plan actionable steps:

- ◆ Explore nearby skilling opportunities, online courses, and resources to acquire necessary skills.
- ◆ Access step-by-step preparation guides for each career role.
- ◆ Share your reports and findings with teachers, parents, or mentors for advice and guidance.

Career planning is more than exploration. It is about actionable steps. The app not only suggests careers but also helps you plan the path to achieve them, guiding you through education, skills, and training.

#### **6. Track and Update Progress**

Career planning is a dynamic process, and the app supports ongoing exploration:

- ◆ Update your interests, skills, and achievements regularly to refine recommendations.
- ◆ Explore emerging careers and new opportunities aligned with market trends and technology.
- ◆ Review your progress periodically and adjust your educational or skill development plans accordingly.

As your interests and skills evolve, the app adapts to provide updated guidance. This ensures that your career decisions remain relevant and aligned with your personal growth and future opportunities.

### **8.4 Standard Operating Procedure**

This section provides the step-by-step operating procedure for end-users (students, teachers, parents) and for school administrators who would be facilitating use of MCA.

#### **Roles and Responsibilities**

- ◆ **School Administration:** Promote the platform, schedule orientation, and ensure access for students.

- ◆ **Students:** All the learners are expected to go through the contents of the app diligently, undertake a psychometric test with honesty, as the Gen AI will provide guidance based on what input has been given to the system. Spend time exploring and shortlist the job rules based on their interest as this affects their life ahead. They are also advised to share their choices and the assessment report with their mentors' parents and will be sure well-wishers to be able to choose a career with a well-informed decision.
- ◆ **Teachers/Counsellors:** Spread awareness, encourage and guide students to register themselves on MCA. Help supervise psychometric assessments; host guided conversations; use the dashboard to monitor and nudge completion.
- ◆ **Parents/Guardians:** Review shared reports, support exploration without imposing biases and their dreams on the children.

### **Preparation (School Administration)**

- a. Communicate MCA launch to Schools, students, teachers and parents (email + circular).
- b. Arrange an orientation/demo session (in-class or online).
- c. Ensure devices or computer lab access for students if required.

### **Student Onboarding and Login**

- a. **Access the platform:** Open the web app (or download the mobile app).
- b. **Register:** Create an account using email or mobile number and complete OTP verification.
- c. **Initial profile:** Fill in basic profile details (grade, school, location) to enable localized recommendations.

### **Self-Review and Assessment (Student)**

- a. **Self-Review Form:** Select passion areas (broad categories and specific focus areas).
- b. **Questionnaires:** Complete Aptitude, Interest and Values assessments. These assessments together generate the student's profile.

### **Recommendations and Role Exploration (System + Student)**

- a. The app synthesizes results from passion + questionnaire and suggests matched job roles. Each recommended role card includes:
  - b. Job title and description
  - c. What a typical day looks like (A Day-in-the-Life)
  - d. Challenges and attractions of the role
  - e. How to prepare (education, skills, certifications)
  - f. Minimum qualifications and work experience required (if any)
  - g. Nearby skill centres and training providers (region-aware)
  - h. Estimated salary range
  - i. Personal traits commonly associated with success in the role.

### **Share and Guided Conversation (Teacher/Mentors/ Counsellors/ Parent)**

- a. **Shareable Reports:** Student may share the matched roles or report with teacher/parent for feedback and further guidance.
- b. **Counsellor Review:** Teacher/counsellor reviews the student's profile and selected job roles, suggests next steps (courses, school subjects to prioritise, extra-curriculars, internships).

### **Reassessment and Tracking**

Students may retake assessments after significant changes (new interests, exam results, internships). Teachers/counsellors can nudge students to update progress and re-evaluate matches.

### **Support and Feedback**

In-app feedback and helpdesk support are available. For app support use the contact channels shown in the Play Store listing or platform pages.

## **8.5 Summary**

My Career Advisor App, developed by the Ministry of Education, NCERT-PSSCIVE, is a free platform that supports students in making informed career choices. It uses AI-driven assessments, passion mapping, career previews, and practical guidance to help learners align careers with their interests, skills, and values. With step-by-step instructions, students can easily access the app, take self-review tests, explore options, plan actions, and track progress. Available on both Android and iOS, the platform engages students, teachers, and parents in meaningful career discussions, making the decision-making process structured, accessible, and future-ready.

# Chapter 9

## School Guidance Programme

### 9.0 Overview

This chapter focuses on the design and implementation of a School Guidance Programme, particularly in institutions offering Vocational Education and Training (VET). It emphasises the importance of structured career and personal guidance for holistic student development. The chapter introduces a step-by-step approach to planning and executing a school guidance programme, covering aspects such as need identification, setting objectives, organising guidance activities, forming a School Guidance Committee, establishing a resource centre, and managing human and financial resources. It also outlines methods for evaluation and follow-up to ensure the effectiveness and sustainability of the programme. By integrating community support, student engagement, and institutional collaboration, the chapter provides a practical model to help schools provide meaningful educational and career guidance.

### 9.1 Objectives

After the completion of this chapter, you will be able to:

1. List the key steps involved in planning a school guidance programme.
2. Describe the role of a School Guidance Resource Centre.
3. Identify the importance of community involvement in guidance activities.
4. Develop an action plan for implementing career guidance activities in a school setting.
5. Differentiate between individual and group guidance activities and assess their effectiveness in providing career information to students particularly in vocational education.
6. Evaluate the effectiveness of a school guidance programme based on follow-up reports and feedback from stakeholders.

### 9.2 School Guidance Programme

After understanding the role of career guidance in VET, there is now a need to plan a career guidance programme in schools offering VET.

A school guidance programme envisages the all-round development of all students. A counsellor should learn to plan a school guidance programme to render systematic guidance services to general students and particularly to vocational students. In this section, we are presenting a model of the School Guidance Programme. This will help you in planning an annual guidance programme for your school.

### **9.2.1 Steps to develop School Guidance Programme**

The following steps should be considered while introducing systematic guidance services in the school:

1. Need identification
2. Setting objectives
3. Major activities to be organised
4. Establishment of school guidance resource centre
5. Identifying resource persons to help in the school guidance programme
6. Managing financial/material resources for organising various guidance activities
7. Preparation of Action Plan
8. Follow-up or evaluation of the Guidance Programme

Let us now understand each step:

#### **9.2.1.1 Need identification**

The first step is the identification of the needs of vocational students. The needs may be personal-social, educational and/or career related. For this purpose, the following techniques can be used:

- ◆ Direct observation
- ◆ Consultation/interviews with teachers/parents/peers
- ◆ Focus Group Discussion
- ◆ Survey using a questionnaire
- ◆ Assessment using psychological tests

Develop the appropriate tool/technique and administer it to the target group to identify the needs. Analyse the responses and accordingly plan the activities. For your reference procedure to preparation of questionnaire tool is given after the summary of this chapter as additional information.

#### **9.2.1.2 Setting Objectives**

It is the second step before planning the activities. The major objectives of the guidance programme may be:

- ◆ To help students in their personal-social, educational and/ or career-related issues;
- ◆ Create awareness among students, parents, and employers about VET; and
- ◆ Help vocational students in their placement in higher education/ further training and /or job, including self-employment.

### **9.2.1.3 Major Activities to be organised**

It would be better if initially you plan a programme that can be easily executed. Based on the experiences of the programme, you can extend it in future. The following are the major activities of a school guidance programme:

- a. Formation of School Guidance Committee.
- b. Establishment of School Guidance Resource Centre/ Guidance Cell.
- c. Organising various individual/group guidance activities.

#### **a. Formation of School Guidance Committee**

Guidance is teamwork. Therefore, you have to identify and seek the cooperation of a number of stakeholders for the effective implementation of the guidance programme. Before the formation of the committee, the following details should be worked out:

- ◆ **Number of members:** The number depends on the objectives and the number of activities proposed in a particular year.
- ◆ **Posts:** The posts may be
  - President/Chairperson (Head of the institution),
  - Secretary (Counsellor/Vocational teacher),
  - Joint Secretary,
  - Treasurer,
  - Executive Members (internal and external, staff members, students (present and ex-students), parents, NGOs, employers, eminent community leaders, etc.).
- ◆ Identify the roles and responsibilities of committee members.
- ◆ Number of meetings of the Committee in a year: Minimum 3. This will help in planning activities and also reviewing the achievement of objectives.

#### **b. Establishment of School Guidance Resource Centre**

Another major activity of the guidance programme is to establish a school guidance resource centre. A guidance resource centre has

- ◆ Published guidance material such as occupational monographs/briefs/ abstracts/guide, job series, biographies of successful professionals and entrepreneurs, career fictions, reports of occupational surveys by government and private agencies, prospectuses and brochures of educational and professional institutes, directories of occupations and industries, handbooks of occupations and training facilities (institutional and in plant), employment market information and many more. Detail information is given in chapter 4 under additional Information.
- Audio/Visual materials like charts, posters, leaflets/brochures, career films/strips, career cards, career albums, etc., on careers and various government schemes to make the centre more attractive and informative.

The following activities come under establishing a school guidance resource centre:

○ **Collection of Career Information (CI) through various sources:**

There are many sources for the collection of career information at the international, national, state, district and local levels. The list of these sources is given in chapter 4 under additional Information.

You can explore these sources with the help of students, teachers and parents and procure their publications (print and A/V). Nowadays, many newspapers and websites publish information related to educational and job opportunities.

◆ **Compilation of information and filing of CI in files/ developing a database:**

Educational and occupational information needs to be compiled systematically. Instead of files, the database is better suited to keep the career information, as it saves time in maintaining and updating the information. Students can also easily use it. It is important that before filing information, it should be appraised or evaluated for its authenticity. The information should be the latest

◆ **Preparation and display of guidance material (charts, posters, brochures, etc.):**

There are many methods of dissemination of careers information. One of them is the preparation of A/V materials and systematic display (area-wise/occupation-wise) in the resource centre.

◆ **Wide publicity:**

Once the resource centre is established, you are required to do wide publicity so that the maximum number of students and parents visit the centre and utilise the facilities.

**c. Organising various individual/group guidance activities**

The Following activities may be organised to create awareness about conventional and upcoming vocational careers and also to help vocational pass-outs in their placement:

- ◆ Class/career talk
- ◆ Group discussion
- ◆ Career conference cum exhibition
- ◆ Field/plant visits

These activities (already described in Chapter 2, Dissemination of Career Information in detail) will help students in collecting information about the world of work and in making appropriate career decisions.

#### **9.2.1.4 Identifying Resource Persons to help in School Guidance Programme**

Support of several stakeholders/experts/resource persons is needed for effective and successful implementation of the guidance programme in the school. These include

In school	In the community
Principal	Parents
Vocational Teachers	Professionals from other organisations
Teachers/other staff members	NGOs
Students (present and ex)	Employers/entrepreneurs

The school guidance programme is an integral part of the educational process, and hence all the personnel generally associated with education in school or in the community are required to carry out guidance work. Guidance is not the work of only one person, but it depends upon the team of willing, sincere and motivated persons. It is teamwork. The role of each person may be different, but all are contributing to the process of providing vocational guidance to students. The stakeholders in the school and out of school make guidance a cooperative venture. Although in actual practice the whole responsibility of evolving and executing a guidance programme is that of the counsellor, a career teacher or a guidance functionary, yet the roles of other staff members, Principal, parents and the community are equally important.

Besides the School Principal and the staff, the role of parents and the community has its own importance. Since guidance is an all-inclusive programme intended to help students achieve their optimum potential, such a programme should cater to the total needs of students. Hence, to make the guidance programme a cooperative responsibility, each staff member can execute his/her role according to his/her capabilities and training. A counsellor should learn about their roles and responsibilities to take their full cooperation in the implementation of the guidance programme. Roles and functions of various stakeholders (in school and out of school) are described in chapter 4 of this document.

#### **9.2.1.5 Managing Financial/Material Resources for organising various guidance activities**

Some funds are required to successfully implement the guidance programme in the school. You can request the principal to make provision from the following:

- ◆ School fund;
- ◆ Donation by agencies and other community organisations;
- ◆ Contribution from students/ teachers;
- ◆ Contribution by Parents ' and Teacher Association (PTA); and
- ◆ Some agencies (clubs, banks, industries, religious/community organisations can also sponsor major activities (field/plant visit, career conference cum exhibition, etc.) of the guidance programme.

### 9.2.1.6 Preparation of Action Plan

#### Suggested activities in School Guidance Programme (Exemplar)

Major Activities	Tentative dates, if any	Materials required and resources	Resource persons	Approximate expenditure (₹)	Remarks
i. Collection, compilation and filing of career information	On-going activity	Primary source, Newspapers, magazines, websites, and other literature	Staff, Librarian, Students, Parents, employers and others	—	—
ii. Organising career talks, group discussion, skit or play on vocational Courses for grade 10 students	During November and January	Guidance material, pamphlets, etc.	Vocational lecturer, Staff members, parents, ex-students, employers		
iii. Organising special talks on self-employment, opportunity, schemes for training and for financial assistance	During December and February.	Information about financial schemes, etc.	Experts from DIC, Bank, and the Institute of Entrepreneurship Development		
iv. Follow-up of vocational pass-outs	On-going activity	Proforma developed by PSSCIVE	Counsellor, Teachers, Vocational Teacher		

### 9.2.1.7 Follow-up or evaluation of the Guidance Programme and preparation of a report

After organisation of each activity under group guidance, a report should be prepared. The report of the activity should be presented at the meeting of the committee to evaluate the activity and make necessary modifications, if required. The following points should be considered while preparing the report:

- ◆ It should include all the above-mentioned steps taken for each activity.
- ◆ It should also include success as well as problems faced while conducting the activity, with suggestions for improvement.
- ◆ Feedback should be taken from the target group for which the activity was organised, such as students, teachers, parents, community, and others.

### **9.2.1.8 Report of the meeting of the School Guidance Committee (SGC)**

The Meeting of the SGC can be organised after every quarter. A report of each meeting of SGC should be prepared with the following points:

- ◆ Date and Time
- ◆ Objectives/agenda of the meeting
- ◆ No. of members attended the meeting
- ◆ Any other points of discussion
- ◆ Minutes of the meeting (decisions taken)
- ◆ Suggestions

By now, you have acquired sufficient knowledge to plan a school guidance programme as per the steps mentioned above, depending upon the needs of the students and the resources available.

### **9.2.1.9 Other activities**

The Following activities can be conducted as per the requirement of the courses and availability of the budget.

- ◆ Exhibition-cum-Sale: It can be organised annually at the district level. The neighbouring schools can also participate, and Vocational skill competitions can be organised during the exhibition. The budget will depend upon the size of the exhibition and the number of schools participating.
- ◆ Competition: To popularise vocational courses, essay, debate, chart, poster, and slogan competitions can be organised at the school level. This will help in preparing guidance material.
- ◆ Career Day/Mela: To create awareness about the vocational education programme among the community, this activity can be organised once a year.
- ◆ Campus interview: Campus interviews can be organised for establishing linkages with employing agencies, industries, shops, etc., for the placement of students for OJT, Apprenticeship Training and jobs.
- ◆ Screening of Occupational Video Films
- ◆ Publication of success stories of successful students in the school magazine, newspaper, etc.
- ◆ Popularisation of Vocational Courses: Timely advertisements, articles, interviews, and group/panel discussions about vocational courses can be organised in local newspapers and on Cable TV.
- ◆ Instituting Awards/ Prizes: For excellence in performing skills in particular vocational courses, students can be given awards/prizes. Committed and sincere vocational teachers, collaborating institutions, and organisations can also be given recognition and awards to motivate others.
- ◆ Report Preparation (for each activity separately): A copy of the report should be sent to the supervisors. The report should include the following:

**a. Meeting of the School Guidance Committee:**

- ◆ Date and Time
- ◆ Objectives/agenda of the meeting
- ◆ Number of members who attended the meeting
- ◆ Any other points of discussion
- ◆ Minutes of the meeting (decisions taken)
- ◆ Suggestions

**b. Activity conducted (according to the details given in the above proforma), success as well as problems faced while conducting.**

**9.2.1.10 Follow-up of Guidance Programme**

- ◆ Feedback from the audience for which the activity was organised, such as students, teachers, parents, community, employing agencies, industries and others.
- ◆ Follow-up of organisations/agencies for providing support to students and institutions regarding vocational education programme (for providing infrastructure, training facilities, placements, etc.)

**9.2.1.11 Suggestions and activities for the next quarterly plan based on the previous experience.**

### **9.3 Summary**

This Chapter provides a comprehensive guide for establishing an effective School Guidance Programme with a focus on vocational education. It presents a step-by-step model, starting with identifying student needs through surveys or questionnaires, followed by setting objectives to address personal-social, educational, and career concerns. The chapter emphasises the formation of a School Guidance Committee and a School Guidance Resource Centre as foundational components for successful guidance delivery. It highlights organising various awareness-building and career-related activities such as talks, field visits, exhibitions, and skill competitions. The role of diverse stakeholders, including teachers, parents, employers, and NGOs, is emphasised for successful collaboration. Furthermore, the chapter outlines the importance of financial planning, documentation, and evaluation of each activity through systematic reporting and feedback mechanisms. Overall, it equips educators and counsellors with the tools and processes necessary to help students navigate their educational and vocational pathways with clarity and confidence.

### **Additional Information**

#### **Procedure to prepare a Questionnaire**

##### **1. Define the Objectives**

- a. Clearly identify the purpose of the questionnaire.
- b. Determine what information is needed and how it will be used.

## **2. Identify the Target Respondents**

### **3. Select the Type of Questionnaire**

- ◆ Structured (closed-ended questions for quantitative analysis)
- ◆ Semi-structured (combination of closed and open-ended questions)
- ◆ Unstructured (mostly open-ended, for qualitative data)

### **4. Design the Questionnaire Structure**

1. Title and Instructions: Clearly mention the title and provide instructions for filling the form.
2. Sections: Divide into logical sections (e.g., personal details, specific themes, feedback, etc.).
3. Question Order: Start with general, non-sensitive questions; place sensitive or complex questions later.

### **5. Formulate Questions**

- ◆ Use clear, concise, and unambiguous language.
- ◆ Align each question with the objectives
- ◆ Avoid leading or biased questions.
- ◆ Choose appropriate formats:
  - Multiple choice
  - Likert scale (e.g., Strongly Agree to Strongly Disagree)
  - Ranking or rating
  - Yes/No
  - Open-ended for detailed feedback

### **6. Pilot the Questionnaire**

- a. Test the questionnaire with a small sample of the target group.
- b. Identify unclear wording, confusing layout, or inappropriate length.

### **7. Revise Based on Feedback**

Modify questions, structure, or format based on pilot results. Remove redundant or irrelevant items and improve clarity.

### **9. Finalise the Questionnaire**

Prepare the final draft with proper formatting and appropriate language

### **10. Administer the Questionnaire**

### **11. Analyse the responses and identify the needs for planning guidance activities**

# Chapter 10

## Understanding Entrepreneurship: Foundation, Rationale and Motivation

### 10.0 Overview

This chapter explores the concept of entrepreneurship as a learnable discipline that can be nurtured in school students. Drawing from historical experiments such as Dr. McClelland's Kakinada study, it establishes that entrepreneurial traits like creativity, resilience, risk-taking, and innovation are not inherited but developed. The chapter elaborates on the rationale for including entrepreneurship education in school curricula to prepare students not just for jobs but to become job creators. It discusses the entrepreneurial development process, contrasts the roles of entrepreneurs and businesspersons, and explores various motivations that lead individuals to choose entrepreneurship as a career. The General Enterprising Tendency Test (GETT) is also introduced as a tool to assess entrepreneurial potential, measuring attributes like the need for achievement, autonomy, creativity, risk-taking, and internal control. The chapter ultimately emphasises that entrepreneurship is more than a career, it is a mindset and lifestyle rooted in innovation, responsibility, and self-actualisation.

### 10.1 Objectives

After the completion of this chapter, you will be able to:

1. Describe the five key entrepreneurial attributes measured by the General Enterprising Tendency Test (GETT).
2. Explain the difference between an entrepreneur and a businessperson with suitable examples.
3. Demonstrate how to guide students through the entrepreneurship development process from idea generation to business launch.
4. Compare the benefits and drawbacks of employment versus self-employment using real-world contexts.
5. Assess a student's entrepreneurial potential using the GETT and suggest appropriate support strategies for development.

Developing entrepreneurship culture among school students within the formal education framework is a very important initiative in the

present education system in our country. Therefore, it is very important to understand the genesis, rationale, process and advantages of entrepreneurship.

Entrepreneurial competencies are not innate traits but can be learned and enhanced over time. Educational institutions, training programs, and mentorship can play a critical role in nurturing these skills. A competent entrepreneur combines knowledge, skill, and attitude to transform ideas into successful ventures and contribute meaningfully to economic development.

## 10.2 Introduction to Entrepreneurship

In the early 1960s, Dr. David C. McClelland, a noted American psychologist and professor at Harvard University, conducted a seminal study in Kakinada, Andhra Pradesh, that significantly influenced the approach to entrepreneurship development in India.

The Kakinada Experiment was a landmark in India's entrepreneurship journey. It laid the scientific and psychological foundation for entrepreneurship development and inspired a nationwide movement of structured Entrepreneurship Development Programmes, proving that entrepreneurs can be created through training and support.

### The Rationale behind Fostering Entrepreneurship

- ◆ **It is a discipline, not just a set of innate traits:** As Peter Drucker, an Austrian American management consultant, educator, and author, famously said, "Entrepreneurship is not magic, it is not mysterious, and it has nothing to do with genes. It is a discipline, and like any discipline, it can be learned." While certain intrinsic traits like resilience and drive are helpful, many crucial entrepreneurial skills are teachable.
- ◆ **Focus on teachable skills:** A successful entrepreneur needs business acumen, including skills in managing people, dealing with investors, managing suppliers, crafting marketing strategies, and understanding financial statements. These are all teachable skills.
- ◆ **Learning from experience and avoiding common pitfalls:** Many startups fail due to a lack of fundamental business knowledge. Entrepreneurship development can equip individuals with the tools and knowledge to avoid common mistakes and build a solid foundation for their business.
- ◆ **Building a mindset:** While some aspects of an "Entrepreneurial Spirit" might be harder to instill, programme can help cultivate an entrepreneurial mindset that involves proactivity, a willingness to take calculated risks, adaptability, and a commitment to continuous learning.

## Key Traits and Skills that can be developed

Entrepreneurship as a career requires a combination of knowledge, skills, and aptitude. While knowledge and skills can be systematically acquired and practised, the aptitudes outlined below are largely inherent; however, they can be further nurtured and enhanced through exposure, training, and experience. The following are the key traits and skills that can be developed:

- ◆ **Vision and Goal-Setting:** Learning to envision opportunities and break them down into actionable steps.
- ◆ **Resilience and Perseverance:** Developing the ability to bounce back from setbacks and learn from failures.
- ◆ **Adaptability and Flexibility:** Cultivating an open mind to new ideas and the capacity to pivot when necessary.
- ◆ **Calculated Risk-Taking:** Understanding how to assess risks and make informed decisions.
- ◆ **Innovation and Creativity:** Fostering the ability to generate new ideas and solve problems unconventionally.
- ◆ **Leadership and Team Building:** Learning to inspire, motivate, and guide a team.
- ◆ **Communication and Networking:** Developing effective communication skills and building valuable connections.
- ◆ **Financial Management:** Understanding budgeting, expenses, profits, and investment.
- ◆ **Problem-Solving:** Enhancing the ability to identify challenges and devise effective solutions.
- ◆ **Decision-Making:** Improving the speed and effectiveness of decision-making.

In conclusion, while an inherent drive or passion can be an advantage, entrepreneurship is a skill set and a mindset that can be cultivated and strengthened through education, training, mentorship, and practical experience.

## Advantages of being an employee

- ◆ Work fixed and predictable hours.
- ◆ Evenings and weekends are generally free for family, friends, and personal hobbies.
- ◆ Enjoy regular vacations and holidays.
- ◆ Financial security through a stable and regular income.
- ◆ Peace of mind with predictable work and responsibilities.

## Benefits of Becoming an Entrepreneur

### Factors driving people towards Entrepreneurship

- ◆ People become entrepreneurs because they want:
  - To follow their dreams.
  - Prove themselves to the world.

- Be all they can be.
- Assume a respectful position in society.
- And do what they want, when they want and with whom they want.
- Believe they can do a better job than what's already being done by existing companies.
- Be a net contributor to the system, not a net taker.

Furthermore, they hope to gain success, peer recognition, and more control over their life.

### **Choosing Entrepreneurship as a Career Path**

- ◆ Entrepreneurship is instinctive
  - We are all born curious.
  - We are all born with the need to learn, achieve, experience, create, and take action.
  - We are all born entrepreneurs, at least in spirit.
  - Entrepreneurship is a direct extension of our most basic instinct: our need to survive.
- ◆ Job security is an illusion. If you work for someone else, one day:
  - You have been replaced by the owner's relatives.
  - You might be terminated by your senior, who is illogical, unfair and highly emotional.
  - You might be relocated to another part of the country.
- ◆ To discover who you really are:
  - Boldly go where no one has gone before.
  - Find out what you are really made of.
  - Find an opportunity for self-expression and the realisation .
  - Reach one's full potential.
  - Be who you are, and you will attract others like yourself.
- ◆ To have no regrets:
  - Listen to your inner voice.
  - If you do not listen to that voice, one day you will regret it.
- ◆ To create wealth for yourself
  - The majority of millionaires reported earnings from a business as their most important source of wealth.
  - Wealth is created when you get others to work for you and make a goal theirs.
- ◆ To take control of your destiny:
  - If you have a strong desire to be your own master, take control of your life.
  - Do not let others make decisions for you and forge your own entrepreneurial journey
  - Business should be in the driver's seat; Government is the servant.
  - Do not let people fool you about working smart - you have to do that too.
  - To work in a field, you are really interested in.

- ◆ Be part of a culture of accountability, not one of entitlement
  - Entrepreneurs understand accountability, transparency, and profitability
  - Encourage greatness and eliminate mediocrity
  - Maintain a high personal standard of excellence
- ◆ Be a net contributor to the system, not a net taker:
  - The most important thing that one can ever learn is what one is capable of doing and contributing to the world.
  - Business and entrepreneurship contribute to pulling hundreds of people out of poverty and hardship around the world.
  - Use your skill and your money to make this a better planet.

### **Entrepreneurship Development Process**

The Entrepreneurship Development Process is a structured approach to help individuals acquire the knowledge, skills, aptitude, and resources required to start and grow a successful business. The following is a simplified breakdown of the process:

#### **Entrepreneurship Development Process: Key Stages**

##### **1. Idea Generation and Identification**

- ◆ Identifying market gaps or personal interests.
- ◆ Brainstorming innovative solutions.
- ◆ Evaluating feasibility and potential impact.

##### **2. Project Formulation and Planning**

- ◆ Conducting market research.
- ◆ Preparing a business plan.
- ◆ Setting goals, strategies, and milestones.

##### **3. Resource Mobilisation**

- ◆ Securing finance (loans, grants, investors).
- ◆ Acquiring land, equipment, and technology.
- ◆ Building a team and network of support.

##### **4. Skill Development and Training**

- ◆ Participating in Entrepreneurship Development Programs (EDPs).
- ◆ Learning managerial, technical, and soft skills.
- ◆ Gaining knowledge in finance, marketing, and operations.

##### **5. Enterprise Launch**

- ◆ Registering the business legally.
- ◆ Starting operations and marketing.
- ◆ Delivering products or services to the market.

##### **6. Management and Growth**

- ◆ Monitoring business performance.
- ◆ Making adjustments and improvements.
- ◆ Scaling operations and exploring new markets.

## 7. Sustainability and Innovation

- ◆ Ensuring financial, social, and environmental sustainability.
- ◆ Adopting innovation and technology.
- ◆ Reinventing the business as needed.

### Entrepreneur Vs. Businessperson: Key Differences

All entrepreneurs are business people, but not all business people are entrepreneurs. The primary difference between an entrepreneur and a businessman lies in their approach to business. An entrepreneur creates and develops a new venture, often with an innovative idea, while a businessman focuses on managing and operating an existing business. Entrepreneurs are typically risk-takers who innovate and aim to disrupt the market, while businessmen often prioritise stability and operational efficiency within established frameworks.

An entrepreneur is someone who starts something new by bringing fresh ideas to life. They often create a new product, service, or way of doing things that has not been done before. Entrepreneurs take big risks because they do not always know if their idea will work. For example, when the founder of Ola started the app to book taxis using smartphones, it was a new idea in India. He took a risk but changed the way people travel.

A businessperson, on the other hand, usually runs a business that already has a known method or idea. They may open a shop, buy a franchise like a Domino's outlet, or run a family business. Their main goal is to earn profit by managing the business well. They take fewer risks because they follow a proven path. For example, someone who opens a clothing store in the market and sells popular brands is a businessperson.

In short:

**Entrepreneur** = *New idea + High risk + Innovation*

**Businessperson** = *Existing idea + Less risk + Profit focus*

In conclusion, entrepreneurs are the creators and innovators, while businessmen are the managers and operators. Both roles are essential to the business ecosystem, but they approach business with different mindsets and priorities.

### Entrepreneurial Motivation

Research on entrepreneurs has revealed that both social and cultural factors and personality factors contribute to entrepreneurial behaviour. Behavioural/personality factors distinguish an “Entrepreneur” from a non-entrepreneur.

When a person is in the process of becoming an Entrepreneur, merely providing support, training, and financial help is not adequate to develop his/her entrepreneurial thinking and behaviour. The becoming of an entrepreneur is an “identity change” - from a wife/mother to an entrepreneur, from a farmer to an entrepreneur, from a father/brother to an entrepreneur.

This process of transformation needs to be facilitated through motivational/behavioural changes. The motivation to achieve is what drives entrepreneurs towards success and growth. A motivated person exhibits traits of goal-setting, risk-taking, and always striving to excel in whatever he/she does in life/business.

Entrepreneurial motivation amongst youth needs to be stimulated, and they should be provided an opportunity to act and behave like successful entrepreneurs (before they take up an entrepreneurial career). This is done by creating a situation or giving tasks where the trainees exhibit their achievement behaviour. They are further facilitated in understanding and assessing their own behaviour as to how entrepreneurial they are.

The set of two activities and games to be implemented will bring out entrepreneurial motivation (need to achieve/excel) related behaviours like goal setting, risk taking, own motivation, researching environment for success, and learning from own experiences to perform better and to excel in whatever they do.

### **Key Takeaways**

After learning this chapter, the School Counsellors can:

- 1. Understand the Historical and Scientific Basis of Entrepreneurship**  
**Education in India:** Gain insights into the genesis of entrepreneurship development, including Dr. McClelland's Kakinada Experiment, and understand how entrepreneurship is a skill that can be developed through structured education and training.
- 2. Explain the Rationale and Need for Entrepreneurship in the School Curriculum:** Understand why entrepreneurship is not just a career path but a discipline that nurtures 21st-century skills such as innovation, resilience, and leadership, essential for holistic student development.
- 3. Identify and Develop Entrepreneurial Traits and Skills in Students:** Learn to recognise and foster key traits in students, including vision, creativity, problem-solving, communication, and financial literacy, using experiential methods and real-world examples.
- 4. Differentiate Between Entrepreneurship and Traditional Employment:** Equip students with the ability to compare employment and self-employment, understand the advantages of entrepreneurial careers, and reflect on personal motivations, risk-taking, and self-actualisation.
- 5. Guide Students Through the Entrepreneurship Development Process:** Gain familiarity with the step-by-step process of starting a venture—from idea generation to enterprise launch and growth—and how to mentor students through each stage using available resources and support.
- 6. Distinguish Between an Entrepreneur and a Businessperson:** Help students understand the difference between innovators (entrepreneurs) and operators (businesspersons) by using relatable

examples and encouraging critical thinking about innovation, risk, and sustainability.

### General Enterprise Tendency Test (GETT Test)

The “General Enterprise Tendency Test” (GETT test), often referred to as GET2, is a self-assessment tool designed to measure an individual’s “enterprising tendency” or entrepreneurial potential. It was developed by Sally Caird and Cliff Johnson at Durham University Business School.

The following is a breakdown of what it is and what it measures:

- ◆ Self-assessment tool: It is primarily used for educational purposes and self-reflection, rather than definitive career placement.
- ◆ Measures entrepreneurial characteristics: The test is based on the premise that enterprising people share certain traits associated with entrepreneurial behaviour and success.
- ◆ Widely used: It has gained considerable worldwide interest and is used by various institutions and organisations for education, training, development, and research.

What it measures (five key entrepreneurial attributes):

1. **Need for Achievement:** This refers to a strong motivation to achieve goals, a drive to get things done, and a high capacity for hard work. Enterprising individuals are often highly energetic and committed.
2. **Need for Autonomy:** This indicates a preference for independence, a desire to work alone or in their own way, and a dislike for taking orders. They often want to be in charge and express their own ideas.
3. **Creative Tendency:** This involves having a restless mind with ideas, an imaginative approach to problem-solving, and a curiosity for new concepts. Enterprising people are often innovative and open to change.
4. **Calculated Risk-taking:** This does not mean reckless behaviour, but rather the ability to identify opportunities and pursue them despite potential risks (financial, time, personal, etc.). It involves seeking information and expertise to assess the worth of an opportunity and being decisive even with incomplete information.
5. **Internal Locus of Control:** This is the belief that one has control over one’s own destiny and can make one’s own “luck” through one’s efforts and actions, rather than being controlled by external forces or fate.

The test typically presents a series of statements, and you indicate your agreement or disagreement. Your responses are then scored, and the results indicate your strengths and weaknesses in each of the five entrepreneurial attributes.

### General Enterprising Tendency Test (GETT)

The General Enterprising Tendency Test (GETT) is a psychometric assessment designed to measure an individual’s entrepreneurial orientation and enterprising tendencies. The test consists of a series of questions that evaluate traits such as initiative, risk-taking, leadership,

creativity, and decision-making abilities. By analysing responses, GETT helps students and aspiring entrepreneurs understand their strengths, areas for improvement, and natural inclination toward entrepreneurial activities. The insights gained from the test can guide career planning, skill development, and the pursuit of business or vocational opportunities. The following questions are asked:

1. I would not mind routine, unchallenging work if the pay were good.
2. When I have to set my own targets, I set difficult rather than easy ones.
3. I do not like to do things that are novel or unconventional.
4. Capable people who fail to become successful have not taken chances when they have occurred.
5. I rarely daydream.
6. I usually defend my point of view if someone disagrees with me.
7. You are either naturally good at something or you are not; effort makes no difference.
8. Sometimes people find my ideas unusual.
9. If I had to gamble Rs. 50, I would rather buy a lottery ticket than play cards.
10. I like challenges that really stretch my abilities rather than things I can do easily.
11. I would prefer to have a reasonable income in a job that I was sure of keeping rather than in a job that I might lose if I did not perform well.
12. I like to do things in my own way without worrying about what other people think.
13. Many of the bad times that people experience are due to bad luck.
14. I like to find out about things even if it means handling some problems whilst doing so.
15. If I am having problems with a task, I leave it and move on to something else.
16. When I make plans to do something, I nearly always do what I plan.
17. I do not like sudden changes in my life.
18. I will take risks if the chances of success are 50/50.
19. I think more of the present and the past than of the future.
20. If I had a good idea for making some money, I would be willing to borrow some money to enable me to do it.
21. When I am in a group, I am happy to let someone else take the lead.
22. People generally get what they deserve.
23. I do not like guessing.
24. It is more important to do a job well than try to please people.
25. I will get what I want from life if I please the people with control over me.

26. Other people think that I ask a lot of questions.
27. If there is a chance of failure, I would rather not do it.
28. I get annoyed if people are not on time.
29. Before I make a decision, I like to have all the facts, no matter how long it takes.
30. When tackling a task, I rarely need or want help.
31. Success cannot come unless you are in the right place at the right time.
32. I prefer to be quite good at several things rather than very good at one thing.
33. I would rather work with a person I liked, but who was not very good at the job, than work with someone I did not really like who was very good at the job.
34. Being successful is the result of working hard; luck has nothing to do with it.
35. I prefer doing things in the usual way rather than trying out new ways.
36. Before making an important decision, I prefer to weigh up the pros and cons quickly rather than spending a lot of time thinking about it.
37. I would rather work on a task as a member of a team than take responsibility for it myself.
38. I would rather take an opportunity that might lead to even better things than have an experience that I am sure to enjoy.
39. I do what is expected of me and follow instructions.
40. For me, getting what I want has little to do with luck.
41. I like to have my life organised so that it runs smoothly and to plan.
42. When I am faced with a challenge, I think more about the results of succeeding than the effects of failing.
43. I believe that what happens to me in life is determined mostly by other people.
44. I can handle a lot of things at the same time.
45. I find it difficult to ask favours from other people.
46. I get up early, stay late or skip meals to get special tasks done.
47. What we are used to is usually better than what is unfamiliar.
48. Most people think that I am stubborn.
49. People's failures are rarely the result of their poor judgment.
50. Sometimes I have so many ideas I do not know which one to pick.
51. I find it easy to relax on holiday.
52. I get what I want from life because I work hard to make it happen.
53. It is harder for me to adapt to change than to keep to a routine.
54. I like to start new projects that may be risky.

## Answer Sheet

46	37	28	19	10	1	Row 1 Total: _____
A	A	A	A	A	A	
D	D	D	D	D	D	
47	38	29	20	11	2	Row 2 Total: -----
A	A	A	A	A	A	
D	D	D	D	D	D	
48	39	30	21	12	3	Row 3 Total: -----
A	A	A	A	A	A	
D	D	D	D	D	D	
49	40	31	22	13	4	Row 4 Total: -----
A	A	A	A	A	A	
D	D	D	D	D	D	
50	41	32	23	14	5	Row 5 Total: -----
A	A	A	A	A	A	
D	D	D	D	D	D	
51	42	33	24	15	6	Row 6 Total: -----
A	A	A	A	A	A	
D	D	D	D	D	D	
52	43	34	25	16	7	Row 7 Total: -----
A	A	A	A	A	A	
D	D	D	D	D	D	
53	44	35	26	17	8	Row 8 Total: -----
A	A	A	A	A	A	
D	D	D	D	D	D	
54	45	36	27	18	9	Row 9 Total: -----
A	A	A	A	A	A	
D	D	D	D	D	D	

## Calculating the Score

Starting with box 1 in the top right-hand corner of the answer sheet and working across the sheet to the left, give one point for every D that the applicant has circled in the shaded boxes on that line, like this.

Similarly, give one point for every A that the applicant has circled in the shaded boxes on that line, like this.

Now add up the total score in the top row and write it in the margin.

Do the same for the remaining eight rows, scoring in the same manner as above.

When you have finished, transfer the scores for each row to the box below:

Row 1	_____	Row 2	_____	Row 3	_____
Row 4	_____	Row 5	_____	Row 6	_____
Row 7	_____	Row 8	_____	Row 9	_____

Add the total for row 1 and row 6 together.

This will give a score for Section 1 \_\_\_\_\_

Row 3 alone will give a score for Section 2 \_\_\_\_\_

Add scores in rows 5 and 8 for Section 3 \_\_\_\_\_

Add scores in rows 2 and 9 for Section 4 \_\_\_\_\_

Add scores in rows 4 and 7 for Section 5 \_\_\_\_\_

**Total Row Score** \_\_\_\_\_

## Interpreting the Score

Each section assesses particular attributes. A high score in any category means that the applicant has many of the qualities that the particular section has been measuring. The sections are as follows: -

### Section 1: Need for Achievement

Maximum score-12

Average score -9

If the applicant has scored well in this section, he/she has many, if not all, of the following qualities:

- ◆ Forward looking
- ◆ Self-sufficient
- ◆ Optimistic rather than pessimistic
- ◆ Task orientated
- ◆ Results orientated
- ◆ Restless and energetic

- ◆ Self-confident
- ◆ Persistent and determined
- ◆ Dedication to completing a task

## Section 2: Need for Autonomy/Independence

Maximum score – 6

Average score – 4

The person who scores high in this section:

- ◆ Likes doing unconventional things
- ◆ Prefers working alone
- ◆ Needs to do 'own thing'
- ◆ Needs to express what he/she thinks
- ◆ Dislikes taking orders
- ◆ Likes to make up their own mind
- ◆ Does not bow to group pressure
- ◆ Is stubborn and determined

## Section 3: Creative Tendency

Maximum score – 12

Average score – 8

A high score in this section means that the applicant:

- ◆ Is imaginative and innovative
- ◆ Tends to daydream
- ◆ Is versatile and curious
- ◆ Has a lot of ideas
- ◆ Is intuitive and can guess well
- ◆ Enjoys new challenges
- ◆ Likes novelty and change

## Section 4: Moderate/Calculated Risk-Taking

Maximum score – 12

Average score – 8

If the applicant has done well in this section, they tend to:

- ◆ Act on incomplete information
- ◆ Judge when incomplete data is sufficient
- ◆ Accurately assesses his/her own capabilities
- ◆ Be neither over- nor under-ambitious
- ◆ Evaluate the likely benefit against the likely costs
- ◆ Set challenging but attainable goals

## Section 5: Drive And Determination

Maximum score—12

Average score—8

If the applicant has achieved a high score in this section, he/she tend to:

- ◆ Take advantage of opportunities.
- ◆ Discount fate
- ◆ Make own luck
- ◆ Be self-confident
- ◆ Believe in controlling one's own destiny
- ◆ Equate results with effort
- ◆ Show considerable determination

### 10.3 Summary

The Chapter sheds light on entrepreneurship as a skill and mindset that can be systematically developed in students through education and training. It begins with a historical account of the Kakinada Experiment and the emergence of entrepreneurship development in India. The chapter then presents the rationale for fostering entrepreneurship, noting its teachable nature and its importance in nurturing critical life skills. It identifies key entrepreneurial traits such as innovation, leadership, and calculated risk-taking, and emphasises the value of a growth mindset. The chapter further elaborates on the advantages of entrepreneurship over employment, including autonomy, purpose, and the ability to make a positive impact. The Entrepreneurship Development Process offers a roadmap from idea generation to sustainable business growth. It also clearly distinguishes between entrepreneurs and businesspersons, encouraging students to innovate rather than merely operate within existing frameworks. Lastly, the General Enterprising Tendency Test (GETT) is introduced as a self-assessment tool to help learners reflect on their entrepreneurial attributes. The chapter concludes by affirming that entrepreneurship is not just a career option but a powerful avenue for self-realisation, societal contribution, and economic transformation.

# Chapter 11

## Competencies of An Entrepreneur

### 11.0 Overview

Entrepreneurial success is deeply influenced by a person's core competencies rather than just access to capital or innovative ideas. This chapter focuses on identifying and cultivating these competencies, such as, initiative, persistence, creativity, and risk-taking, which empower individuals to recognise opportunities, tackle challenges, and sustain business ventures. Participants are introduced to the traits and behaviours commonly observed in successful entrepreneurs. The chapter includes an experiential learning component where trainees engage directly with a local entrepreneur to understand the real-world application of entrepreneurial competencies. This helps in bridging theoretical learning with practical insights and provides a motivational boost for aspiring entrepreneurs.

### 11.1 Objectives

After the completion of this chapter, you will be able to:

1. List the core competencies of a successful entrepreneur (e.g., initiative, persistence, risk-taking).
2. Describe the role personal attributes play in the success and sustainability of a business venture.
3. Identify entrepreneurial traits during an interaction with a local entrepreneur and relate them to theoretical concepts.
4. Compare and contrast the traits of successful entrepreneurs with textbook profiles to draw meaningful insights.
5. Assess the effectiveness of different competencies in contributing to entrepreneurial success based on real-life case discussions.
6. Design a personalised action plan for students to develop selected entrepreneurial competencies.

### Activity 1: Discussion on the competencies of an entrepreneur

Entrepreneurial success is not merely the result of a brilliant idea or access to resources it significantly depends on the personal competencies of the entrepreneur. Entrepreneurial competencies are a set of skills,

behaviours, and attributes that enable individuals to identify opportunities, take initiative, manage risks, and drive ventures toward growth and sustainability. Understanding and developing these competencies is essential for anyone aspiring to start and sustain a business.

### **Objective of Activity**

Discussion on competencies of an entrepreneur is to provide an orientation to the participants/students to the profile of a successful entrepreneur and help them to develop entrepreneurial competencies towards an entrepreneurial career.

**Duration:** 1 hour and 15 minutes

### **Advance Preparation and Material Required**

The trainer should carry a copy of the entrepreneurial characteristics and circulate it after the session. The identified competencies of an entrepreneur are given below:

## **Competencies of an Entrepreneur**

Entrepreneurs possess a unique blend of qualities that enable them to take initiatives, face challenges, and lead innovations successfully. These competencies help them not only to achieve business growth but also to adapt to changing environments and inspire others. The Following are the competencies of an entrepreneur:

1. A strong desire to win. (Need for achievement)
2. An approach of never-say-die. (Perseverance)
3. Entrepreneurs prefer a middle-of-the-road strategy while handling tricky situations. (Moderate risk taker)
4. Alert to opportunities and seize them to their advantage. (Ability to find and explore opportunity)
5. They have a dispassionate approach to problems. (Analytical ability)
6. It is important for them to know how they are faring when they work on their goals. (Using feedback)
7. Entrepreneurs do not get deterred by unfamiliar situations but by interesting situations. (Facing uncertainty)
8. They dislike working for others. (Independence)
9. They are flexible. (Flexibility)
10. Entrepreneurs think ahead of others and plan for the future. (Planner)
11. Entrepreneurs can deal with people at all levels. (Interpersonal skills)
12. They can influence others. (Motivator)
13. They can work for long hours and simultaneously tackle different problems. (Stress taker)
14. They know themselves. (Positive self-concept)
15. Entrepreneurs think ahead. (Orientation for future)

## **Activity 2: Experience Sharing with A Local Successful Entrepreneur**

### **Objective of Activity**

The objective of an activity is to enable the trainees to learn the secrets of success from a successful small entrepreneur and help them to gain motivation through interaction with a successful role model. This activity also aims at creating awareness about the difficulties and precautions to be taken for a successful entrepreneurial career.

**Duration:** 1 hour and 15 minutes

### **Instructions for Conducting Activity**

The trainer, keeping in view the level of the trainees, should select entrepreneurs for an interactive session with the trainees. Preferably, an entrepreneur operating in the vicinity of the training location should be selected so that the option of taking the trainees for a factory visit could be exercised.

Welcome the guest and introduce them to the participants. Speak about the objectives of the interface. Thereafter, ask the guest to speak about themselves and provide details of the business enterprise he or she represent. The trainer should act as a facilitator during the interaction and let the trainees interact directly with the guest entrepreneur. See that the discussion points include a profile of the entrepreneur, their family background, qualifications, experience, strengths, weaknesses, etc., apart from the process of enterprise launching and managerial aspects. The role of the support system and entrepreneurs' experiences must also be discussed.

It will be the responsibility of the trainer to keep track of the time allocated for discussion. The trainer must intervene whenever the discussion goes off track so that issues of interest to the group are properly addressed during the discussion. Towards the end, while thanking the guest for their time and views, request a visit from the trainees to his/her enterprise (if the trainees want to do so). The trainer must interact with the trainees after the guest leaves the venue. This brief interaction will include matching the profile of a successful entrepreneur, discussed in the earlier chapter, with that of the one emerging from the interaction with the entrepreneur. Thereafter, ask the participants to identify a few common characteristics. Discuss these in brief with the trainees.

**Note:** The detailed instructions for conducting Activity 2 are given below:

### **Session Guide**

The session will be carried out in an interactive mode instead of a lecture mode. The trainer should encourage the trainees to actively participate in the discussions. This is all the more necessary as they will be new to this type of methodology.

If you wish to start and succeed in your enterprise, you need to play different roles at different stages. Some essential qualities for entrepreneurs are:

1. A strong desire to win. (Need for achievement): Most people dream of success, but seldom do anything to implement it. In contrast, entrepreneurs have a strong desire to continuously hit new goals and will not rest till they win.
2. An approach of never-say-die. (Perseverance): Once committed to a goal and a course of action, entrepreneurs never retract. Difficulties do not deter them, and they work hard till the entire project is accomplished.
3. Entrepreneurs prefer a middle-of-the-road strategy while handling tricky situations. (Moderate risk taker): They don't take high risks; they are not gamblers. They prefer a moderate risk to a wild gamble, high enough to be exciting and containing a reasonable winning chance.
4. Alert to opportunities and seize them to their advantage. (Ability to find and explore opportunity): Entrepreneurs are innovative and can convert crises into opportunities. But they are realistic enough to ensure that the opportunity suitably dovetails into realising their goals.
5. They have a dispassionate approach to problems. (Analytical ability) Entrepreneurs will not let personal likes or dislikes come in the way of their taking a business decision based on ground realities. They seek out experts for assistance rather than friends and relatives. Their decisions are objective and not emotional or impulsive.
6. It is important for them to know how they are faring when they work on their goals. (Using feedback): Entrepreneurs take immediate feedback on performance and prefer prompt and accurate data, irrespective of whether they are favourable or not. Unfavourable news spurs them into making amends to attain their goals.
7. Entrepreneurs do not get deterred by unfamiliar situations but by interesting situations. (Facing uncertainty): Achievement-driven people are optimistic even in unfamiliar situations. Even if they find the odds daunting, they see no reason why they can't succeed with their treasure of abilities. They march undeterred, making the best of the fine opportunities that come their way even without guidelines. They quickly come to grips with the new environment and present a picture of boldness and prudence. They apply their special insight and skill. Applying their special insight and skill, they quickly understand the environment and adjust to it.
8. They dislike working for others. (Independence): Entrepreneurs do not like to work for others and therefore start off on their own. They wish to be their own masters and be responsible for their own decisions.

9. They are flexible. (Flexibility): Successful entrepreneurs have an open mind and do not hesitate to change their decisions, if, after weighing the pros and cons, they find that the situation so demands.
10. Entrepreneurs think ahead of others and plan for the future. (Planner): Most successful people set goals for themselves and plan to realise them in a time frame.
11. Entrepreneurs can deal with people at all levels. (Interpersonal Skills): An entrepreneur comes across all kinds of people. He has to make them work for him and with him to help realise his objectives. He likes working with people and has the skills to deal with them.
12. They can influence others. (Motivator): A successful entrepreneur can influence others and motivate them to think and act in his way.
13. They can work for long hours and simultaneously tackle different problems. (Stress taker): As a key figure in his enterprise, the entrepreneur has to cope with several situations simultaneously and take the right decisions, even if it involves physical and emotional stress. This is possible if one has the capacity to work long hours and still keep cool.
14. They know themselves. (Positive self-concept): An achiever channelises his fantasies into worthwhile, achievable goals and sets standards for excellence. He can do this for he knows his strengths and weaknesses, as well as adopts a positive approach. He is seldom negative.
15. Entrepreneurs think ahead. (Orientation for future): They can look into the future. They won't allow the past to bother them and think only of the present and the future. "Bygones are bygones, what of now?" This is their usual response.

An individual may not have all these qualities, but most will have many. The first step for a person aspiring to become an entrepreneur is to make an inventory of their traits. This self-awareness and analysis will help him define his strengths and overcome weaknesses.

### **Key Takeaways**

After this session, the school counsellors can:

1. Recognise the Core Entrepreneurial Competencies: Identify and explain key traits of successful entrepreneurs such as achievement orientation, perseverance, analytical ability, and risk-taking behaviour.
2. Understand the Psychological and Behavioural Attributes of Entrepreneurs: Gain insights into how characteristics like positive self-concept, independence, resilience, and stress tolerance influence entrepreneurial success.
3. Differentiate Between Essential and Optional Entrepreneurial Skills: Distinguish between non-negotiable traits (e.g., opportunity-seeking, future orientation) and supplementary traits (e.g., flexibility, interpersonal skills), based on context.

4. Apply Competency Mapping for Student Guidance: Learn how to help students reflect on and assess their own entrepreneurial potential through trait inventory and self-assessment exercises.
5. Promote Entrepreneurial Mindset Development in School Settings: Integrate trait-building activities (e.g., role plays, simulations, group discussions) into school programmes to cultivate entrepreneurial behaviour early.
6. Encourage Students to Work Toward Entrepreneurial Growth: Support students in setting realistic entrepreneurial goals by fostering competencies such as planning, self-motivation, and adaptability.
7. Utilise Entrepreneurial Profiles for Career Counselling: Use the understanding of entrepreneurial competencies to provide informed, individualised guidance to students considering self-employment or innovation-driven careers.

## 11.2 Summary

This Chapter emphasises that successful entrepreneurship is rooted not only in good ideas or resources but in a strong set of personal competencies. These include vision, self-confidence, resilience, and the ability to take calculated risks. The chapter encourages participants to internalise these competencies through self-reflection and real-life interactions. A practical session involving experience sharing with a local entrepreneur brings authenticity to the learning process, allowing trainees to witness entrepreneurial journeys firsthand. The session highlights challenges faced, support systems utilised, and behavioural traits that contributed to the entrepreneur's success. Trainees are encouraged to compare these insights with the ideal entrepreneurial profile and recognise common traits. This reflective and interactive approach motivates learners to consider entrepreneurship as a viable and fulfilling career option.

## Chapter 12

# Promoting Entrepreneurship in India: Key Support Institutions

### 12.0 Overview

The development of entrepreneurship in India has emerged as a crucial strategy to foster innovation, generate employment, and ensure inclusive economic growth. This chapter explores how the entrepreneurial ecosystem in India is supported through a wide range of policy frameworks, institutional networks, and practical learning avenues. From the inclusion of entrepreneurship in the school and university curriculum to hands-on experiential learning through pilot projects and internships, formal education plays a pivotal role in nurturing entrepreneurial mindsets. In parallel, government ministries and national financial institutions offer extensive support via funding schemes, capacity-building programs, and regulatory assistance. Specialised institutions like National Institute for Entrepreneurship and Small Business Development (NIESBUD), Entrepreneurship Development Institute of India (EDII), National Institute for Micro, Small and Medium Enterprises (NI-MSME) provide domain-specific training and mentoring, while state-level organisations and consultancy bodies facilitate localised support. Additionally, incubation platforms like Atal Innovation Mission and CSR-driven initiatives further broaden access and innovation opportunities. Overall, the chapter highlights the collaborative efforts of the government, private sector, educational institutions, and civil society in shaping a robust entrepreneurial landscape across India.

### 12.1 Objectives

After the completion of this chapter, you will be able to:

1. List key government ministries and flagship schemes supporting entrepreneurship in India, such as PMEGP, MUDRA, and Startup India.
2. Describe the structure and role of national institutions like NIESBUD, SIDBI, and EDII in fostering entrepreneurship development.
3. Guide students in identifying suitable entrepreneurship schemes and linking them with relevant training or incubation platforms.

4. Compare the contributions of formal education, government schemes, and private incubation in building entrepreneurial capacity.
5. Assess the effectiveness of experiential learning strategies such as internships and pilot projects in promoting entrepreneurial skills.
6. Design an inclusive entrepreneurship development plan for school students using available institutional and financial resources.

The development of entrepreneurship in India has evolved in phases, shaped by economic policy shifts, institutional support, and growing awareness of the role entrepreneurs play in national development. From policy support to mindset shift, the transformation has been gradual but significant, making entrepreneurship a key pillar of India's economic future. Here's a brief overview of the various initiatives taken through the formal education system, training, and policy support.

## 1. Formal Education

- ◆ **School Education:** Provisions have been made for developing Entrepreneurship under *Samagra Shiksha* – Vocational Education (SS-VE). Students learn entrepreneurship skills in grades 9 to 12 as one of the components of employability skills in vocational subjects/job roles under SS-VE. Employability skills are a core subject across all vocational subjects/job roles. For more details, please see the Additional Information section given after the summary of this chapter.
- ◆ **CBSE initiatives:** CBSE integrated entrepreneurship education into its curriculum of Grades 11 and 12 and provided students with the tools and resources to develop an entrepreneurial mindset, thereby preparing them for future careers and contributing to the broader economic development of the nation
- ◆ **State-specific initiatives:** New Era of Entrepreneurial Ecosystem and Vision (NEEEV) is the initiative of the Delhi Government, with the provision of funds of ₹20,000 each to student groups to support entrepreneurial projects. This scheme is designed for students from Grades 8 to 12 and aims to promote entrepreneurship alongside financial and digital literacy, with a focus on experiential learning.
- ◆ **University Programme:** Many universities now offer dedicated entrepreneurship degrees (e.g., Master of Entrepreneurship) and courses within business programs. These provide theoretical frameworks, case studies, and opportunities for practical application.
- ◆ **Workshops and Certifications:** Universities/Colleges offer shorter programs with the focus on specific aspects of entrepreneurship, such as business planning, marketing, or financial management.

## 2. Entrepreneurship Development Programme (EDPs):

These are specifically designed to nurture entrepreneurial skills, mindsets, and practical know-how. EDPs often involve:

- ◆ **Instructional Sessions:** Covering topics like market analysis, strategic business planning, financial literacy, and sales techniques.

- ◆ **Interactive Workshops:** Hands-on activities to apply learned concepts.
- ◆ **Mentorship Opportunities:** Connecting aspiring entrepreneurs with experienced founders and business leaders.
- ◆ **Networking Events:** Facilitating connections with other entrepreneurs, investors, and industry professionals.
- ◆ **Access to Resources:** Guidance on securing funding, legal aspects, and other essential business support. EDPs often cater to specific groups, such as women, youth, or individuals from disadvantaged backgrounds, to promote inclusivity.

### 3. Experiential Learning (Learning by Doing):

This is often cited as one of the effective ways to develop entrepreneurial skills. It involves:

- ◆ **Internships and Apprenticeships:** Gaining real-world experience within existing startups or businesses.
- ◆ **Pilot Projects and Small Ventures:** Starting small, low-risk initiatives to test ideas and learn from direct experience.
- ◆ **Simulations and Case Studies:** While not the same as real-world experience, these can provide a controlled environment to practice decision-making and problem-solving.
- ◆ **Continuous Learning:** Successful entrepreneurs are lifelong learners, constantly seeking new knowledge and adapting to changing market conditions.

## Institutional Ecosystem to Nurture Entrepreneurship

India has established a strong ecosystem to nurture entrepreneurship through various institutions offering financial, technical, infrastructural, and mentoring support. These institutions work across central, state, and sectoral levels.

### 1. Government Ministries and Flagship Schemes

- ◆ **Ministry of Skill Development and Entrepreneurship (MSDE)** (<https://www.msde.gov.in>)
  - **Initiatives:** National Entrepreneurship Policy, PM YUVA, Skill India, etc.
  - **Focus:** Capacity building, entrepreneurship training, skilling.
- ◆ **Ministry of Micro, Small and Medium Enterprises (MoMSME)** (<https://msme.gov.in/>)
  - **Key Schemes:**
    - **PMEGP** – Credit-linked subsidy for new enterprises.
    - **MUDRA** – Collateral-free loans under Pradhan Mantri Mudra Yojana.
    - **SFURTI** – Cluster development support.
    - **ASPIRE** – Promotes rural innovation and entrepreneurship.

- ◆ **Ministry of Commerce and Industry – Department for Promotion of Industry and Internal Trade (DPIIT)** (<https://dpiit.gov.in/>)
  - **Initiative:** Startup India
  - Regulatory support, seed funding, incubator support, tax exemptions.
- ◆ **Ministry of Rural Development (MoRD)** (<https://rural.gov.in/>)
  - **Key Schemes:**
  - **NRLM** – Aims to reduce poverty by creating sustainable livelihoods
  - **DDU-GKY** – Providing skills training to rural youth to improve their livelihoods.

## 2. National Level Financial Institutions

- ◆ **SIDBI (Small Industries Development Bank of India)** (<https://www.sidbi.in/en/>)
  - Refinancing, credit guarantees, venture capital for MSMEs and startups.
- ◆ **MUDRA Bank** (<https://www.mudra.org.in/>)
  - Provides micro-finance through Shishu, Kishor, and Tarun categories.
- ◆ **NABARD** (<https://www.nabard.org>)
  - Promotes rural entrepreneurship through credit and capacity building.
- ◆ **NSIC (National Small Industries Corporation)** (<https://www.nsic.co.in/>)
  - Facilitates credit, marketing support, and raw material assistance to MSMEs.
- ◆ **Commercial Banks**
  - Public and private sector banks offer various loan products and schemes tailored for startups and small businesses, often in collaboration with government initiatives.
- ◆ **Venture Capital (VC) Firms and Angel Investors**
  - A growing number of private VC firms and angel investor networks actively invest in promising startups across various sectors. Some of the prominent ones are Sequoia Capital India, Accel India, Matrix Partners India, Blume Ventures, Kalaari Capital, etc.
- ◆ **Microfinance Institutions (MFIs)**
  - Provide small loans and financial services to micro-entrepreneurs, especially in underserved areas, enabling them to start or expand their businesses. Some of the prominent ones are SKS Microfinance, Spandana Sphoorty Financial Ltd., Ujjivan Financial Services, etc.

## 3. Skill and Training Institutions

- ◆ **NIESBUD (National Institute for Entrepreneurship and Small Business Development), Noida, Uttar Pradesh** (<https://niesbud.nic.in/>)
  - Entrepreneurship training, EDPs, mentoring support.

- ◆ **EDII (Entrepreneurship Development Institute of India), Ahmedabad, Gujarat** (<https://ediindia.org/>)
  - Offers training, research, and policy advocacy on enterprise promotion.
  - Offers summer camps to instill the spirit of enterprise and achievement
- ◆ **NI-MSME (National Institute for Micro Small and Medium Enterprises), Hyderabad, Telangana** (<https://www.nimsme.gov.in/>)
  - Offers Capacity Building, Research, Consultancy, Skilling, Education and Extension in the field of MSME and Entrepreneurship Development.
- ◆ **IIE (Indian Institute of Entrepreneurship), Guwahati, Assam** (<https://www.iie.gov.in/>)
  - Offers training, research and consultancy activities in Small and Micro Enterprises (SME), with special focus on entrepreneurship development.
- ◆ **State-level CEDs and IEDs like** CEDMAP (Centre for Entrepreneurship Development, Madhya Pradesh), MCED (Maharashtra Centre for Entrepreneurship Development), CEDOK (Centre for Entrepreneurship Development, Odisha)
  - Entrepreneurship training, EDPs, mentoring support.
- ◆ **State-level Consultancy organisations like** MPCON (Madhya Pradesh State Cooperative Marketing Federation Ltd.), ITCOT (Industrial & Technical Consultancy Organisation of Tamil Nadu Ltd.), KITCO (Kerala Industrial & Technical Consultancy Organisation Ltd.), APITCO (Andhra Pradesh Industrial & Technical Consultancy Organisation Ltd.)
  - Project formulation, Training & capacity building in the field of livelihoods promotion
- ◆ **IIMs, IITs, and Universities**
  - Entrepreneurship cells (E-cells), incubators, and accelerator programs.

#### 4. Incubation and Innovation Ecosystem

- ◆ **Atal Innovation Mission**— National Institution for Transforming India (**AIM – NITI Aayog**) (<https://aim.gov.in/>)
  - Atal Incubation Centres, Tinkering Labs, support for grassroots innovation.
- ◆ **Technology Business Incubators (TBIs)** (<https://nidhi.dst.gov.in/nidhitbi/>)
  - Run by premier institutions (IITs, NITs) under DST, supporting startups in tech innovation.
- ◆ **Start-Up Missions and Incubators**
  - Examples: Kerala Startup Mission, Startup Odisha, Startup Punjab, Startup Madhya Pradesh (B-Nest, subsidiary of BSCDCL), etc.

## 5. Corporate Social Responsibility (CSR) and Industry Bodies

- ◆ Federation of Indian Chambers of Commerce and Industry (FICCI), the Confederation of Indian Industry (CII), The Associated Chambers of Commerce and Industry of India (ASSOCHAM), and the National Association of Software and Service Companies (NASSCOM)
- ◆ Corporate Social Responsibility Initiatives by Corporate
- ◆ Many companies fund skill development, incubation, and women's entrepreneurship under CSR in the Public Sector and Private sectors like Reliance, ITC, HDFC, Infosys, TCS, etc.

## 6. International Development Agencies

- ◆ United Nations Development Programme (UNDP), the World Bank Group (World Bank), Deutsche Gesellschaft für Internationale Zusammenarbeit – German Agency for International Cooperation (GIZ), the United States Agency for International Development (USAID), and The British Council (British Council).
- ◆ Partner with Indian institutions for ecosystem strengthening, impact investment, and inclusion.

### Key Takeaways

After learning this chapter, the school counsellors can:

1. Understand the Multi-Tiered Ecosystem Supporting Entrepreneurship in India: Counsellors will gain clarity on the institutional support structure, from national ministries to local incubation centres, and how these works collectively to nurture entrepreneurial talent.
2. Identify and Link Students to Flagship Government Schemes: Counsellors will be able to identify relevant schemes like PMEGP, MUDRA, Stand-Up India, PM-FME, etc., and guide students in accessing financial and training assistance based on their business ideas and background.
3. Integrate Entrepreneurship Education into Career Guidance: Learn to effectively counsel students on entrepreneurship as a viable career path, particularly by using content already embedded in SS-VE and CBSE curriculum from Grades 9 to 12.
4. Facilitate Exposure to Skill and Training Institutions: Gain knowledge of national and state-level entrepreneurship development institutions like NIESBUD, EDII, IIE, NI-MSME, and learn how to refer students or organise training collaborations.
5. Promote Experiential Learning Opportunities: Understand the importance of “learning by doing” approaches, such as simulations, internships, and pilot projects, and integrate these into school-level entrepreneurship programmes.
6. Support Students in Accessing Incubation and Innovation Platforms: Get equipped to introduce students to Atal Tinkering Labs, state incubators, E-cells, and innovation challenges, thereby encouraging early-stage entrepreneurial thinking.

7. Connect with Local Industry, CSR and Community Resources: Counsellors will learn to leverage CSR initiatives, industry bodies (like FICCI, CII, NASSCOM), and local entrepreneurs to build mentorship and funding networks for students.
8. Develop Inclusion-focused Counselling Strategies: Build sensitivity toward promoting entrepreneurship among underrepresented groups such as SC/ST, women, rural youth, and those in aspirational districts—through targeted schemes and institutions.

## 12.2 Summary

This Chapter presents a comprehensive view of the institutional landscape that supports entrepreneurship in India, demonstrating how multi-tiered systems, from central ministries to grassroots incubators, work together to empower aspiring entrepreneurs. It emphasises the integration of entrepreneurship into the formal education system through school-level initiatives like SS-VE, CBSE programmes, and university-level courses. Various Entrepreneurship Development Programmes (EDPs) offer training, mentorship, and networking, with a strong focus on inclusion for women, rural youth, and marginalised communities. The chapter outlines key government bodies and their schemes, such as MoMSME's PMEGP and MUDRA, MSDE's Skill India, and DPIIT's Start-up India—alongside financial institutions like SIDBI, NABARD, and NSIC, which facilitate funding and credit access. Further, it introduces innovation and incubation ecosystems like Atal Tinkering Labs, Technology Business Incubators, and state start-up missions. The role of CSR, industry associations, and international development agencies is also highlighted as a vital contributor to entrepreneurial growth. Ultimately, the chapter equips counsellors and educators with the knowledge and tools to effectively guide students toward entrepreneurship as a sustainable and rewarding career path.

### Additional Information

#### **Developing Entrepreneurship Under *Samagra Shiksha* – Vocational Education (SS-VE)**

Entrepreneurship education plays a vital role in equipping students with creativity, problem-solving abilities, and self-reliance, enabling them to become job creators rather than just job seekers. Integrating entrepreneurship into school curricula ensures that young learners develop the right mindset and competencies early in life, preparing them for future challenges.

##### **1. Provision for developing Entrepreneurship under SS-VE**

The students learn entrepreneurship skills in Grades 9 to 12 as one of the components of employability skills in vocational subjects/job roles under SS-VE. Employability skills are a core subject for all vocational subjects/job roles.

Entrepreneurship skill development is systematically introduced from Grade 9 to 12, with structured sessions designed to build awareness, values, attitudes, and practical competencies step by step. The grade-wise components are as follows:

### **Grade 9**

- Session 1: What is Entrepreneurship?
- Session 2: Role of Entrepreneurship
- Session 3: Qualities of a Successful Entrepreneur
- Session 4: Distinguishing Characteristics of Entrepreneurship and Wage
- Session 5: Types of Business Activities
- Session 6: Product, Service and Hybrid Businesses
- Session 7: Entrepreneurship Development Process

### **Grade 10**

#### *Entrepreneurial Skills*

- Session 1: Entrepreneurship and Society
- Session 2: Qualities and Functions of an Entrepreneur
- Session 3: Myths about Entrepreneurship
- Session 4: Entrepreneurship as a Career Option

### **Grade 11**

#### *Entrepreneurship Skills*

- Session 1: Introduction to Entrepreneurship
- Session 2: Values of an Entrepreneur
- Session 3: Attitude of an Entrepreneur
- Session 4: Thinking Like an Entrepreneur
- Session 5: Coming Up with a Business Idea
- Session 6: Understanding the Market
- Session 7: Business Planning

### **Grade 12**

#### *Entrepreneurship Skills*

- Session 1: Entrepreneurship and Entrepreneur
- Session 2: Barriers to Entrepreneurship
- Session 3: Entrepreneurial Attitudes
- Session 4: Entrepreneurial Competencies

### **2. Approved job roles for SS-VE are designed to develop entrepreneurial/ self-employment skills along with technical/vocational skills.**

Many of the job-roles/vocational subjects (amongst approved 88 for SS-VE) are designed to develop entrepreneurship/self-employment skills along with technical/vocational skills. Some names of these job-roles are as follows:

- ◆ Life form job-roles: Floriculturist, Organic Grower, Dairy Farmer/ Entrepreneur, etc.
- ◆ Machine and material form job roles: Hand Embroiderer (Addawala), Self Employed Tailor, Soya Products Processor, etc.
- ◆ Service form job roles: Beauty Therapist, Web Developer, Character Designer, Fitness Trainer, Travel Advisor, etc.

### **3. Entrepreneurship is one of the academic elective subjects in the CBSE Senior Secondary Curriculum:**

According to the CBSE website ([https://cbseacademic.nic.in/curriculum\\_2025.html](https://cbseacademic.nic.in/curriculum_2025.html)), an opportunity to develop entrepreneurial skills is also available to CBSE students. The student can opt entrepreneurship subject in Grades 11 and 12 as one of the academic electives (Group A). A brief about this course is as follows:

#### **Entrepreneurship Grades 11–12 (2024–25) (Code No. 066)**

##### **Rationale**

School curriculum is a dynamic process. It continuously evolves, reflecting the needs and aspirations of learners. In recent times, our society has been influenced by knowledge creation and technological advancements. Competencies affecting Innovation and creativity have become important in all walks of life, including the business context. This makes entrepreneurship education even more important for enhancing the quality of life. Entrepreneurship plays an influential role in the economic growth and development of the country. As the world economy is changing, so is the dynamism of the business world. This course aims to instill and kindle the spirit of Entrepreneurship amongst students. The idea of this course is to create “job providers rather than job seekers”.

##### **Objectives**

- ◆ To develop Entrepreneurial mindset among Higher Secondary School children.
- ◆ To encourage school children to opt for self-employment as a viable option for earning a dignified means of living.
- ◆ To enable students to appreciate the dynamic changes happening in the economy.
- ◆ To acquaint the students about the role of Entrepreneurship in the growth and economic development of the nation.
- ◆ To promote Entrepreneurship as life-skills to improve quality of life, skills of creation and management of entrepreneurial pursuits.

##### **Key Takeaways**

The school counsellors are able to:

1. Understand the Integration of Entrepreneurship in School Curriculum: Gain clarity on how entrepreneurship is embedded in the

Employability Skills component from Grades 9 to 12 under SS-VE and as an academic elective in Grades 11–12 through CBSE (Code 066).

2. Recognise the Role of Vocational Job Roles in Promoting Self-Employment: Identify vocational job roles designed to foster entrepreneurial and self-employment skills, and understand how these roles align with industry and livelihood opportunities for students.
3. Guide Students in Selecting Entrepreneurship as a Viable Career Path: Develop the ability to counsel students and parents on the benefits of choosing entrepreneurship as a life skill and career option, encouraging them to become job creators.
4. Promote Entrepreneurial Mindsets through Career Guidance Activities: Learn how to design and support career awareness initiatives, mentoring programmes, and hands-on learning experiences that develop students' entrepreneurial thinking and competencies.

# Chapter 13

## Flagship Government Programmes to Promote Entrepreneurship

### 13.0 Overview

This chapter explores three critical pillars of entrepreneurship development in India: Incubation and Acceleration Programmes, Government Flagship Schemes, and Craft Development Support Schemes. It begins by explaining the purpose and process of incubation and acceleration centres, emphasising how they nurture innovative startups through infrastructure, mentorship, funding, and networking. The chapter highlights various national and state initiatives such as Atal Incubation Centres (AICs), Startup India Seed Fund Scheme (SISFS), and BIRAC-Bio NEST that promote technology-driven and inclusive entrepreneurship. It then shifts focus to specialised government support for India's craft sector—particularly weavers and artisans, through programmes like NHDP, AHVY, and Mega Cluster Schemes. These interventions collectively contribute to the socio-economic upliftment of rural and marginalised communities by fostering innovation, skill development, market access, and self-reliance through entrepreneurship.

### 13.1 Objectives

After the completion of this chapter, you will be able to:

1. List the names and purposes of major incubation, acceleration, and craft schemes.
2. Explain the difference between incubation and acceleration, and the importance of craft development initiatives.
3. Identify schemes that are suitable for different student profiles or startup ideas.
4. Compare and contrast incubation and acceleration programmes in terms of features and outcomes.
5. Assess the suitability of a specific scheme for a hypothetical student startup.
6. Design a school-level initiative linking students to local incubation or artisan development centres.

The Indian government has launched a multitude of “flagship” programme to promote entrepreneurship, recognising its crucial role in economic growth, job creation, and innovation. These initiatives often work in synergy to provide a comprehensive ecosystem of support.

The following is a description of some flagship schemes initiated by the Central Government to promote entrepreneurship across the country. These schemes aim to encourage innovation, support startups, and facilitate self-employment through financial assistance, capacity building, and ease of doing business.

In addition to these, various state governments have introduced region-specific schemes tailored to local needs, further strengthening the ecosystem for entrepreneurship development within their respective states.

For each of the schemes mentioned, templates have been provided following the descriptions. These templates include key information such as objectives, features, eligibility criteria, application procedures, and other relevant details, offering readers a clear and practical understanding of how to access and benefit from these initiatives:

### **1. Startup India**

- ◆ **Launched:** 2016 (16 January 2016)
- ◆ **Focus:** Innovation, startup ecosystem development
- ◆ **Support:**
  - Tax exemptions (3 years)
  - Self-certification compliance
  - ₹10,000 crore Fund
  - Startup India Hub, Seed Fund Scheme

### **2. Stand-Up India**

- ◆ **Launched:** 2016 (5 April 2016)
- ◆ **Target Group:** Women and SC/ST entrepreneurs
- ◆ **Loan:** ₹10 lakh to ₹1 crore for greenfield enterprises
- ◆ **Bank Mandate:** At least one SC/ST and one-woman beneficiary per branch

### **3. MUDRA (Pradhan Mantri MUDRA Yojana – PMMY)**

- ◆ **Launched:** 2015 (8 April 2015)
- ◆ **Purpose:** Collateral-free loans to non-corporate, small businesses
- ◆ **Categories:**
  - Shishu (up to ₹50,000)
  - Kishore (₹50,001–₹5 lakh)
  - Tarun (₹5–₹10 lakh)

### **4. PMEGP (Prime Minister's Employment Generation Programme)**

- ◆ **Launched:** 2008
- ◆ **Objective:** Self-employment via micro-enterprises in the non-farm sector

- ◆ **Support:** Margin money subsidy (15–35%) + Bank loan
- ◆ **Max Project Cost:** ₹50 lakh (manufacturing), ₹20 lakh (services)

## 5. PM-FME (Pradhan Mantri Formalisation of Micro Food Processing Enterprises)

- ◆ **Launched:** 29 June 2020
- ◆ **Objective:** Formalisation and upgradation of micro food units
- ◆ **Support:** 35% capital subsidy (maximum ₹10 lakh), One District One Product (ODOP) focus
- ◆ **Special Focus:** Self-Help Groups (SHGs), Farmer Producer Organisations (FPOs), Women, and SC/ST communities

## 6. TREAD (Trade Related Entrepreneurship Assistance and Development) Scheme

- ◆ **For Women**
- ◆ **Support:** Grant up to 30% of project cost, bank loan, training, and capacity building through NGOs.

## 7. ASPIRE (A Scheme for Promotion of Innovation, Rural Industries and Entrepreneurship)

- ◆ **Launched:** 2015 (March, 2015)
- ◆ **Focus:** Promote startups and innovation in agro/rural industries
- ◆ **Support:** Livelihood Business Incubators (LBIs) and Technology Business Incubators (TBIs)

## 8. National SC/ST Hub

- ◆ **Implemented by:** Ministry of MSME
- ◆ **Support:** Market access, vendor development, training, and handholding for SC/ST entrepreneurs.

## 9. Atal Innovation Mission (AIM)

- ◆ **NITI Aayog initiative**
- ◆ **Support:**
  - Atal Tinkering Labs (Schools)
  - Atal Incubation Centres (Startups)
  - Scale-up support for innovation-led enterprises

## 10. Skill India (PMKVY – Pradhan Mantri Kaushal Vikas Yojana)

- ◆ **Focus:** Skilling youth across sectors
- ◆ **Entrepreneurship Component:** Courses on financial literacy, business planning, EDPs

**Note:** The details of the above schemes are given after summary of this chapter.

## Key Takeaways

After reading this chapter, the school counsellors can:

1. Understand the Landscape of Government Entrepreneurship Schemes: Counsellors will gain a clear overview of major flagship programmes such as Startup India, Stand-Up India, MUDRA, PMEGP, PM-FME, ASPIRE, etc., and how they foster innovation and entrepreneurship.
2. Recognise Target Groups and Sectoral Focus: Be able to identify schemes focused on specific groups (e.g., SC/ST, women, rural youth, micro-entrepreneurs) and sectors (e.g., food processing, technology, rural industry), to help guide eligible students and communities.
3. Promote Awareness of Student-Focused Programmes: Understand how schemes like Atal Innovation Mission (ATL labs in schools) and Skill India (PMKVY) encourage creativity, skill-building, and early exposure to entrepreneurship in school-going youth.
4. Enable Students to Access Financial Support for Start-ups: Counsellors will be able to explain how students and young entrepreneurs can access seed funding, MUDRA loans, and other capital through simplified processes (e.g., via portals like Stand-Up Mitra, Start-up India Hub, etc.).
5. Inspire Entrepreneurial Aspirations through Success Pathways: Gain the ability to share realistic start-up pathways using flagship schemes, showing how a student can go from an idea to funding via programs like Start-up India, NIDHI PRAYAS, or PMEGP.
6. Facilitate Skill and Capacity Building among Students: Encourage students to take part in entrepreneurship development programmes (EDPs), short-term vocational courses, and industry-linked skilling supported by PMKVY, NSSH, or TREAD.
7. Foster Inclusive Entrepreneurship: Understand and promote inclusive policies and schemes designed to uplift marginalised groups, especially SC/ST, minorities, women, and aspirational districts, through special support mechanisms.
8. Connect with Local Implementing Agencies and Incubators: Be able to collaborate with implementing partners such as Khadi and Village Industries Commission (KVIC), the National Small Industries Corporation (NSIC), the National Bank for Agriculture and Rural Development (NABARD), District Industries Centres (DICs), Training Partners of Pradhan Mantri Kaushal Vikas Yojana (TPs of PMKVY), and local incubators such as B-Nest., to organise school visits, mentorship, or workshops.
9. Integrate Entrepreneurship into Career Counselling: Equip students with multiple post-school career options, especially self-employment and business creation, through structured guidance on national schemes and entrepreneurship as a viable alternative to traditional jobs.

## 13.2 Incubation and Acceleration Programmes in India

### Incubation programmes

Incubation centres or business incubators are institutions established to nurture early-stage startups and innovative ideas, providing the necessary support to help them grow into successful businesses. These centres offer a range of resources such as office space, internet connectivity, access to labs and tools, and administrative support. Their primary goal is to create an ecosystem where entrepreneurs can focus on building their products or services without worrying about operational challenges.

One of the key functions of incubation centres is to provide mentorship and guidance from experienced entrepreneurs, industry experts, and academics. This helps budding startups refine their business models, understand market needs, and avoid common pitfalls. Most centres also assist startups with basic legal and financial knowledge, branding, Intellectual Property Rights (IPR), and go-to-market strategies. Regular workshops, pitch sessions, and networking events are also organised to build entrepreneurial skills and create connections with potential investors and partners.

In India, incubation centres are a combination of government support, academic involvement, and private sector participation. Prominent government initiatives include the Startup India scheme, Atal Innovation Mission (AIM), and the NIDHI programme by the Department of Science and Technology (DST). These programs fund and support incubators across the country, often hosted within premier institutes like IITs, IIMs, and NITs. Corporate-backed incubators such as TCS Co-Innovation Network and Reliance GenNext also play a major role, providing domain-specific mentorship and funding access.

### Features of Incubation Centres

Features	Description
Infrastructure	Office space, labs, internet, testing tools
Mentoring	Business model, market strategy, scaling
Funding	Seed grants, angel investor access
Training and Workshops	Entrepreneurial and domain-specific skills
Networking	Startup community, corporate and investor linkages
Duration	6 months to 2 years (depending on the centre)

### Functions and Benefits of Incubation Centres

The following are some of the functions and benefits of incubation centres:

- ◆ Providing Workspace
- ◆ Mentorship and Guidance
- ◆ Access to Funding
- ◆ Networking Opportunities
- ◆ Training and Skill Development

- ◆ Access to Resources
- ◆ Support for Innovation.

### Process of Incubators

The process of business incubation typically involves several steps as follows:

1. **Application and Selection:** Entrepreneurs submit their business ideas or startup proposals to incubation centres. These are evaluated based on innovation, feasibility, market potential, and the founding team. Only the most promising startups are selected for incubation support.
2. **Onboarding and Infrastructure:** Once selected, startups are formally onboarded through agreements that define the terms of engagement. They are provided with essential infrastructure such as office space, internet, meeting rooms, and lab facilities. This support helps them focus on building their business without worrying about logistics.
3. Mentorship and Training: Incubates receive guidance from experienced mentors, industry experts, and business advisors. Training workshops cover key topics like business planning, marketing, finance, legal compliance, and Information Protocols (IP) rights. These sessions aim to strengthen the entrepreneurial and managerial skills of the startup team.
4. **Product Development and Funding Support:** Startups get technical support and access to facilities for prototype development and testing. They are also guided on how to raise early-stage funding through grants, loans, or angel investors. Some incubators offer seed funding or link them with government funding schemes.
5. **Networking and Market Access:** Incubators connect startups with corporate partners, industry bodies, alumni, and potential customers. This helps startups validate their product in the market, explore pilot projects, and build brand visibility. Such networks often lead to business collaborations and investment opportunities.
6. **Graduation and Post-Incubation Support:** Once the startup achieves certain milestones, like product launch or market traction, it graduates from the programme. Many incubators offer continued alumni support, investor linkages, or transition into acceleration programmes.

This ensures the startup can scale sustainably beyond the incubation phase.

### Acceleration Programmes

Acceleration programmes are short-term, intensive support programmes designed to help early-growth startups scale rapidly. Unlike incubation, which focuses on nurturing early ideas or prototypes, acceleration is meant for startups that already have a Minimum Viable Product (MVP) and some

market traction. These programmes typically last 3 to 6 months and are cohort-based, meaning several startups go through the process together.

The core function of an accelerator is to fast-track the growth of startups by providing a mix of mentorship, funding access, training, and networking opportunities. Mentorship is a key component, as startups receive direct guidance from experienced entrepreneurs, domain experts, and investors who help refine their business strategies. Startups also get support in developing investor-ready pitch decks and understanding legal, financial, and market dynamics.

Another critical feature of acceleration programmes is the Demo Day, which marks the end of the programme. On this day, startups present their businesses to a room full of investors, corporate partners, and media. Many accelerators offer seed funding or equity investment in return for a small stake, providing essential capital at the right growth stage.

Accelerators benefit startups by not only enhancing their chances of securing funding but also by boosting their credibility and visibility in the market. They create opportunities for partnerships, customer acquisition, and scaling across geographies. In India, popular accelerator programmes include India Accelerator, Microsoft for Startups, NetApp Excellerator, Axilor Ventures, and Techstars India. Many of these are supported by government schemes, private investors, or corporate innovation hubs.

### Features of Accelerators

Features	Description
Infrastructure	Co-working space, internet, meeting rooms, sometimes cloud/lab access.
Mentoring	Expert guidance on scaling, marketing, business strategy, and fundraising.
Funding	Seed funding (around ₹10–50 lakh), investor access, equity in return.
Training and Workshops	Workshops on pitch decks, legal, branding and team building.
Networking	Connects to investors, corporates, alumni startups and industry events.
Duration	Short-term (3–6 months)

### Functions and Benefits of Accelerators

The following are some of the functions and benefits of accelerators:

- ◆ Business Model Refinement
- ◆ Mentorship and Coaching
- ◆ Fundraising Support
- ◆ Structured Training
- ◆ Market Validation
- ◆ Networking Opportunities
- ◆ Demo Day Organisation

- ◆ Infrastructure Support
- ◆ Access to Funding.

## **Major Incubation and Acceleration Programmes in India**

### **1. Atal Incubation Centres (AICs) – NITI Aayog**

- ◆ **Launched by:** NITI Aayog under the Atal Innovation Mission (AIM)
- ◆ **Support Provided:** Infrastructure, mentoring, seed funding, market access
- ◆ **Focus Areas:** Tech, social innovation, agri-tech, AI, healthcare, etc.
- ◆ **Objective:** To promote entrepreneurship and innovation across India.
- ◆ **Link:** <https://aim.gov.in/selected-atal.php>

### **2. Startup India Seed Fund Scheme (SISFS)**

- ◆ **Launched by:** Department for Promotion of Industry and Internal Trade (DPIIT)
- ◆ **Funding Support:** Up to ₹20 lakh for proof-of-concept and ₹50 lakh for product development and market entry
- ◆ **Implemented Through:** Over 300 incubators across India
- ◆ **Target Audience:** Early-stage startups.
- ◆ **Link:** <https://seedfund.startupindia.gov.in/portfolio>

### **3. DST-supported Technology Business Incubators (TBIs)**

- ◆ **Ministry:** Department of Science and Technology (DST)
- ◆ **Implemented by:** Educational and R and D institutions
- ◆ **Support:** Labs, R and D support, funding, mentoring
- ◆ **Examples:** SINE-IIT Bombay, TBI-IIT Delhi, VIT-TBI.
- ◆ **Link:** <https://nidhi.dst.gov.in/nidhitbi/>

### **4. NIDHI (National Initiative for Developing and Harnessing Innovations)**

- ◆ **Launched by:** DST
- ◆ **Components:**
  - NIDHI-PRAYAS: Prototype funding
  - NIDHI-EIR: Entrepreneur-in-Residence fellowships
  - NIDHI-TBI: Support to incubators
- ◆ **Focus:** Nurturing ideas to market-ready products.
- ◆ **Link:** <https://nidhi.dst.gov.in/document/list-of-incubators-supported-under-nidhi-seed-support-program/>

### **5. AIM iCREST – Online Capacity Building Programme**

- ◆ **Joint initiative:** NITI Aayog and Bill and Melinda Gates Foundation
- ◆ **Target:** Incubators and startups
- ◆ **Mode:** Online training on innovation management, fundraising, and scaling.

### **6. Rashtriya Krishi Vikas Yojana – Remunerative Approaches for Agriculture and Allied Sectors Rejuvenation (RKVY-RAFTAAR)**

### **Agribusiness Incubation**

- ◆ **Launched by:** Ministry of Agriculture
- ◆ **Focus:** Agritech startups
- ◆ **Support:** Funding up to ₹25 lakh, training, incubation
- ◆ **Executed by:** Agribusiness incubators like MANAGE, IARI, NAARM, etc.
- ◆ **Link:** [https://nivedi.res.in/NaaViC/rkvy-raftaar/#:~:text=Rashtriya%20Krishi%20Vikas%20Yojana%20%E2%80%93%20Remunerative,Farmers%20Welfare\(MoA%26FW\)](https://nivedi.res.in/NaaViC/rkvy-raftaar/#:~:text=Rashtriya%20Krishi%20Vikas%20Yojana%20%E2%80%93%20Remunerative,Farmers%20Welfare(MoA%26FW))

### **7. T-Hub (Telangana)**

- ◆ **State Initiative:** Government of Telangana
- ◆ **Support:** Incubation, acceleration, mentorship, funding access
- ◆ **Sector Focus:** AI, ML, Blockchain, HealthTech, Smart Mobility
- ◆ **Programmes:** Lab32 (acceleration), T-Angel (funding), etc.
- ◆ **Link:** <https://it.telangana.gov.in/initiatives/t-hub/>

### **8. Kerala Startup Mission (KSUM)**

- ◆ **State-run incubator:** Government of Kerala
- ◆ **Facilities:** Fab labs, incubators, acceleration support, global outreach
- ◆ **Focus:** Student startups, women-led ventures, tech innovation.
- ◆ **Link:** <https://startupmission.kerala.gov.in/>

### **9. BIRAC BioNEST (Biotechnology)**

- ◆ **Launched by:** Biotechnology Industry Research Assistance Council (BIRAC), under DBT
- ◆ **Focus:** Life sciences and biotechnology startups
- ◆ **Support:** Labs, mentoring, funding, IP guidance.
- ◆ **Link:** <https://birac.nic.in/bionest.php>

## **Incubation and Acceleration Centres in Bhopal**

### **1. B-Nest (Bhopal Incubation Centre)**

- ◆ **Run by:** Bhopal Smart City Development Corporation (BSCDCL) under the Smart Cities Mission
- ◆ **What it offers:**
  - Co-working infrastructure + cloud tools (e.g. Esri mapping)
  - Mentorship, workshops, investor links
- ◆ **Target:** Innovators in tech, civic services, etc.
- ◆ **Key benefit:** A central smart-city-backed hub with national network support
- ◆ **Link:** <https://bnest.in/index.html>

### **2. Innovation and Incubation Centre (IICE) – IISER Bhopal**

- ◆ **Hosted at:** IISER Bhopal, funded by DST under NIDHI-TBI
- ◆ **Support includes:**
  - Office + lab space for bioscience startups

- Technical, legal, and business mentoring
- Networking events, IP help
- ◆ **Ideal for:** Research-based, biotech, and deep-tech startups
- ◆ **Link:** <https://iice.iiserb.ac.in>

### 3. AIC RNTU Foundation

- ◆ **Location:** Near Raisen
- ◆ **Programme:**
  - Ideate (10 weeks) – Idea-stage support
  - Discover (13 weeks) – Early-stage incubation + pre-seed aid
  - Growth (12 weeks) – An acceleration programme with workshops, mentorship, and funding connect
- ◆ **Sector:** Agnostic, suited for startups ready to enter markets
- ◆ **Link:** <https://www.aicrntu.com/>

### Key Takeaways

After learning this chapter, the School Counsellors can:

1. Understand the Role of Incubation and Acceleration in Entrepreneurial Growth: Counsellors will grasp the differences between incubation and acceleration, their processes, duration, and how they support startups at different growth stages.
2. Identify Key Government and Private Incubation Programmes: Gain awareness of major national initiatives such as Atal Incubation Centres, DST-TBIs, NIDHI, SISFS, BIRAC-Bio NEST, and how they support idea-stage to early-growth startups.
3. Support Students in Accessing Incubation Opportunities: Counsellors will learn how to guide students and alumni with innovative ideas toward local and national incubators, including B-Nest, AIC-RNTU, IICE-IISER Bhopal, etc.
4. Explain the Incubation and Acceleration Journey: Be equipped to explain the step-by-step process, from application, onboarding, training, product development, funding, and graduation, to students interested in entrepreneurship.
5. Promote Participation in Sector-Specific Incubation Programmes: Learn about domain-focused initiatives like BIRAC for biotech, RKVY-RAFTAAR for agri-tech, and KSUM for student-led startups, and encourage students to align their interests with such schemes.
6. Foster Networking and Innovation Culture in Schools: Counsellors will be encouraged to initiate or support innovation clubs, tinkering labs, and pitch events at the school level, building a pipeline of incubation-ready ideas from students.
7. Build Linkages with Local Incubators and Startup Mentors: Gain practical strategies to collaborate with local ecosystem players, such as incubators and innovation centres, to organise field visits, mentoring sessions, and entrepreneurship boot camps for students.

### 13.3 Support Schemes for The Crafts

The craft sector provides livelihoods for millions of artisans, particularly in rural areas, making it the second-largest employment sector in India after agriculture. Government initiatives and schemes play a crucial role in supporting the craft sector through various programs aimed at skill development, market access, and financial assistance.

The following are key government schemes that support craft development in India, offering financial assistance, marketing support, infrastructure development, and capacity-building for artisans and weavers. Craft entrepreneurs can access these schemes through the official portals [www.handlooms.nic.in](http://www.handlooms.nic.in) and [www.handicrafts.nic.in](http://www.handicrafts.nic.in) or via their respective State Handlooms and Handicrafts Departments.

#### 1. **National Handloom Development Programme (NHDP)**

- ◆ **Implemented by:** Ministry of Textiles
- ◆ **Key Components**
  - **Block Level Cluster:** Infrastructure development, skill upgradation, and marketing support.
  - **Handloom Marketing Assistance:** Participation in domestic and international fairs.
  - **Handloom Weavers' Comprehensive Welfare Scheme:** Health and life insurance.
  - **Yarn Supply Scheme:** Subsidised yarn through the National Handloom Development Corporation (NHDC).

#### 2. **Handloom Weavers' Comprehensive Welfare Scheme provides**

- ◆ **Health Insurance** under PMJAY (Ayushman Bharat).
- ◆ **Life Insurance** through PMJJBY and PMSBY.
- ◆ **Pension support** via the Pradhan Mantri Shram Yogi Maandhan Yojana.

#### 3. **Hathkargha Samvardhan Sahayata (HSS)**

- ◆ Financial assistance for looms and accessories to individual weavers.
- ◆ 90% subsidy provided for purchasing upgraded looms and accessories.

#### 4. **National Handicrafts Development Programme (NHDP)**

- ◆ **Components**
  - Base Line Survey and Mobilisation of Artisans
  - Design and Technology Upgradation
  - Human Resource Development
  - Infrastructure and Technology Support
  - Direct Benefit to Artisans (DBA)
  - Marketing Support and Services

## **5. Ambedkar Hastshilp Vikas Yojana (AHVY)**

- ◆ Cluster-based approach to empower SC/ST artisans.
- ◆ Provides training, toolkits, design support, marketing, and credit facilitation.
- ◆ Focus on Self Help Groups (SHGs) and Producer Companies.

## **6. Mega Cluster Schemes (Handloom and Handicrafts)**

- ◆ Aims to develop world-class infrastructure with modern machinery and training.
- ◆ Regions like Varanasi, Bhagalpur, Sivasagar (handloom) and Srinagar, Moradabad, and Bareilly (handicrafts) have been targeted.

## **7. India Handloom Brand (IHB)**

- ◆ Initiative to promote quality handloom products with certification.
- ◆ Enhances branding, income, and marketability.

## **8. Marketing and E-commerce Support**

- ◆ Support for participation in domestic/international fairs.
- ◆ Tie-ups with Amazon, Flipkart, Government e-Marketplace (GeM), and other platforms for online selling.
- ◆ Craft Villages and Urban Haat for year-round marketing.

## **9. Design Resource Centres (DRCs)**

- ◆ Established in collaboration with the National Institute of Design (NID) and the National Institute of Fashion Technology (NIFT), to provide contemporary design support to artisans.

## **10. Export Promotion Schemes**

- ◆ **Implemented by:** Export Promotion Council for Handicrafts (EPCH) and Handloom Export Promotion Council (HEPC).
- ◆ Provide support for:
  - Participation in international fairs.
  - Buyer-seller meets.
  - Quality certification and market linkages.

### **Key Takeaways**

After learning this chapter, the School Counsellors can:

1. Understand the Role of the Craft Sector in Employment Generation: Recognise the significance of the craft sector as India's second-largest employment source after agriculture, especially in rural and marginalised communities.
2. Identify Key Government Schemes Supporting Artisans and Craft Entrepreneurs: Gain in-depth knowledge of central schemes like NHDP, HSS, AHVY, IHB, and Mega Cluster Schemes, and their components such as financial assistance, skill development, and welfare benefits.
3. Guide Students and Communities on Accessing Welfare and Financial Support: Learn how to connect aspiring craft entrepreneurs or artisan families with government portals (e.g., handlooms.nic.in,

handicrafts.nic.in, etc.) and state-level departments for welfare schemes, insurance, and pension support.

4. Promote Entrepreneurship and Self-Reliance through Crafts: Counsel students, especially those with family backgrounds in crafts, about the entrepreneurial opportunities within the handloom and handicraft sectors and how schemes like India Handloom Brand (IHB) or e-commerce support enhance market access.
5. Support Skill Development and Design Thinking in Vocational Courses: Understand the role of Design Resource Centres (DRCs) and institutions like NIFT/NID in integrating modern design with traditional crafts, and how such exposure can enhance student creativity and employability.
6. Facilitate Career Awareness and Livelihood Pathways through Craft-Based Vocations: Equip students with knowledge of emerging career options in weaving, dyeing, fabric design, marketing, and e-commerce related to traditional crafts, promoting heritage-based vocational pathways.
7. Encourage Inclusion and Empowerment through Cluster and SHG Models: Learn how schemes like AHVY and Mega Clusters promote social inclusion (SC/ST, women) through collective enterprise, and how this can be mirrored in school-level projects or SHG-based vocational clubs.

### 13.4 Summary

The chapter provides a comprehensive understanding of how India's entrepreneurial ecosystem is nurtured through structured incubation and acceleration programmes, flagship government schemes, and support for traditional crafts. It details how early-stage ideas are supported via incubation, providing space, mentorship, and funding, and how acceleration programmes take MVP-ready start-ups to market through focused growth support. The discussion extends to how key government schemes empower specific sectors and communities, notably the craft sector, by offering financial, training, design, and marketing support. Through these initiatives, students, educators, and communities are equipped to understand entrepreneurship not just as a business concept but as a tool for sustainable and inclusive development.

### Additional Information

#### Key information of the Schemes

##### 1. Startup India Scheme

###### *Objective:*

To promote entrepreneurship, drive innovation, and support job creation by providing an enabling ecosystem for startups in India.

### *Key Features and Benefits:*

- ◆ DPIIT Recognition:
  - Startups can apply for official recognition at [startupindia.gov.in](http://startupindia.gov.in).
  - Must be less than 10 years old, incorporated as Pvt. Ltd./LLP/ Partnership.
  - Annual turnover < ₹100 crore.
- ◆ Tax Exemptions:
  - ◆ 3-year Income Tax Holiday (out of first 10 years).
  - ◆ Exemption on Angel Tax under Section 56(2) (viib).
- ◆ Self-Certification of Compliance:
  - For 6 labor and 3 environment laws.
- ◆ Faster IPR Facilitation:
  - 80% rebate on patent filing fees.
  - Fast-track patent examination.
  - Support from facilitators at no cost.
- ◆ Startup India Seed Fund Scheme (SISFS):
  - Financial assistance up to ₹20 lakhs (prototype/PoC stage) and ₹50 lakhs (product commercialization).
  - Support via incubators.
- ◆ Fund of Funds for Startups (FFS):
  - ₹10,000 crore fund managed by SIDBI to provide VC funding support through Alternate Investment Funds (AIFs).
- ◆ Easier Public Procurement Norms:
  - Exemption from prior experience/turnover in government tenders.
  - Relaxed norms for procurement.
- ◆ Startup India Hub:
  - A single-point platform for startup-related queries, learning, networking, and mentorship.
- ◆ Startup Yatra and Incubation Support:
  - Outreach in tier-2/tier-3 cities.
  - Promotion of innovation and incubation centers across India.
- ◆ National Startup Awards and Recognition:
  - Annual awards to recognize high-impact startups.

### **2. Stand Up India Scheme**

The Stand Up India Scheme supports entrepreneurship among women and individuals from Scheduled Caste (SC) and Scheduled Tribe (ST) communities by facilitating bank loans ranging from ₹10 lakhs to ₹1 crore for setting up greenfield enterprises in manufacturing, trading, or services sectors. The scheme aims to foster economic empowerment, job creation, and self-reliance for underrepresented groups by enabling access to finance and support services through scheduled commercial banks. It has been extended until 2025 and has sanctioned over 1.8 lakh loans amounting to more than ₹40,600 crore.

*Launch Date:* April 5, 2016

### *Aim:*

- ◆ To promote entrepreneurship among women and SC/ST communities by facilitating bank loans for Greenfield enterprises in manufacturing, trading, services, or agri-allied sectors.

### *Loan Details*

- ◆ **Loan Range:** ₹10 lakhs to ₹1 crore (composite of term loan + working capital)
- ◆ **Coverage:** Banks typically finance up to ~75% of project cost; borrower must contribute ≥10%, though some convergence with other schemes can reduce this to 15% margin
- ◆ **Security:** Loans covered by collateral or Credit Guarantee under CGFSIL

### *Eligibility and Criteria*

- ◆ **Beneficiaries:** Entrepreneurs who are women or from SC/ST; aged 18+
- ◆ **Enterprise Type:** Only greenfield projects; for non-individual firms, ≥51% ownership/control must be by SC/ST or women
- ◆ **Bank-Level Goal:** Each scheduled bank branch should support at least two projects—one by an SC/ST and one by a woman entrepreneur

### *Tenure and Rates*

- ◆ **Repayment:** Up to 7 years, with a moratorium of up to 18 months
- ◆ **Interest:** Up to MCLR + 3% + tenor premium

### *Support and Implementation*

- ◆ **Referral and Training:** Handholding support from pre-loan stage, via SIDBI, NABARD, DICCI, SUCC, etc.
- ◆ **Governance:** Backed by SIDBI's ₹10,000 crore refinance and NCGTC credit guarantee mechanisms
- ◆ **Integration:** Linked with other central and state schemes; uses the StandUp Mitra portal for registration

## **3. MUDRA Loan (*Pradhan Mantri MUDRA Yojana - PMMY*)**

*Launched by:* Government of India in April 2015

### *Objective:*

- ◆ To provide collateral-free loans to micro and small enterprises, including non-farm sector businesses, to promote entrepreneurship and self-employment.

### *Implementing Agency:*

MUDRA (Micro Units Development and Refinance Agency) Ltd. – a subsidiary of SIDBI (Small Industries Development Bank of India)

### *Loan Categories:*

1. Shishu – up to ₹50,000 (for new or very small businesses)

2. Kishore – ₹50,001 to ₹5 lakh (for growing enterprises)
3. Tarun – ₹5 lakhs to ₹10 lakhs (for established businesses needing expansion)

*Target Group:*

- ◆ Micro entrepreneurs, small businesses, artisans, vendors, shopkeepers, etc.
- ◆ Emphasis on women, SC/ST, minorities, and rural entrepreneurs

*Features:*

- ◆ No collateral/security required
- ◆ Low interest rates (varies by bank and applicant profile)
- ◆ Repayment tenure: up to 5 years
- ◆ Loans available through: banks, MFIs, NBFCs, cooperative banks

*Eligible Activities:*

- ◆ Small manufacturing units
- ◆ Food processing
- ◆ Repair shops, kirana stores, beauty parlours, tailors, transport services
- ◆ Agri-allied activities like dairy, poultry (non-farm sector)

*Supportive Measures:*

- ◆ Credit guarantee via Credit Guarantee Fund for Micro Units (CGFMU)
- ◆ Provision for business mentoring and development support

#### **4. PMEGP**

The Prime Minister's Employment Generation Programme (PMEGP) is a flagship scheme of the Government of India, launched in 2008, aimed at generating employment opportunities through micro-enterprise development.

*Objective:*

To generate self-employment opportunities through the establishment of micro-enterprises in the non-farm sector.

- ◆ **Implementing Agencies**
  - Khadi and Village Industries Commission (KVIC) – Nodal agency at the national level
  - State KVIC Directorates, District Industries Centres (DICs), Khadi and Village Industries Boards (KVIBs) – at the state level
- ◆ **Target Group**
  - Unemployed youth, traditional artisans, and self-help groups
  - Rural and urban areas
- ◆ **Financial Assistance**
  - Bank-financed subsidy program
  - Margin Money Subsidy of 15-35% of project cost (higher subsidy for weaker sections and rural areas)

- Remaining amount as bank loan
- ◆ **Project Cost Limits**
  - Manufacturing sector: up to ₹50 lakh
  - Service sector: up to ₹20 lakh
- ◆ **Beneficiary Contribution**
  - 10% (general category)
  - 5% (special category – SC/ST/OBC/minorities/women/PH/ex-servicemen, etc.)
- ◆ No Collateral required for projects up to ₹10 lakh
- ◆ **Support**
  - Online application via e-portal
  - EDP (Entrepreneurship Development Programme) training mandatory
  - Handholding support by implementing agencies

### **5. Pradhan Mantri Formalisation of Micro Food Processing Enterprises (PM-FME Scheme)**

#### *Objective*

To enhance the competitiveness of existing individual micro food processing enterprises by supporting formalisation, technology upgradation, and capacity building, with a focus on One District One Product (ODOP).

#### *Key Features*

- ◆ **Coverage**
  - Targets 2 lakh micro food processing units across India
- ◆ **Financial Assistance:**
  - Credit-linked subsidy of 35% of the eligible project cost (Max ₹10 lakh per unit)
  - Beneficiary contribution: minimum 10%
  - Balance as a bank loan
- ◆ **Support Provided**
  - Individual enterprises: Capital subsidy for upgradation
  - Groups/SHGs/Cooperatives/FPOs: Support for common infrastructure, branding, marketing, and training
  - Seed capital to SHG members (₹40,000 per member) for working capital and tools
- ◆ **Focus Areas**
  - ODOP-based value chain development
  - Skill training and handholding
  - Strengthening of food safety and quality assurance

#### *Implementing Agencies*

- ◆ Ministry of Food Processing Industries (MoFPI) – Nodal ministry
- ◆ State Nodal Agencies (SNAs) – for ground-level implementation
- ◆ District Resource Persons (DRPs) – for field support

*Target Beneficiaries*

- ◆ Existing unorganised micro food processing enterprises
- ◆ SHGs, FPOs, co-operatives
- ◆ Priority to SC/ST, women, minorities, and aspirational districts

**6. TREAD—Trade Related Entrepreneurship Assistance and Development**

*Promoted by:*

Ministry of Micro, Small and Medium Enterprises (MSME), Government of India

*Target Group:*

Women entrepreneurs, especially those from economically weaker sections.

*Objective:*

To promote women entrepreneurship by providing financial assistance, skill development, and capacity building through NGOs.

*Key Components:*

- ◆ **Credit Support (Loan Assistance)**
  - Government grant: 30% of project cost
  - Remaining 70%: Bank loan (through approved NGOs)
  - The NGO acts as an intermediary to channel the support to individual women or groups.
- ◆ **Training and Skill Development**
  - Grants provided to training institutions or NGOs for conducting entrepreneurship development programs (EDPs) for women.
- ◆ **Information and Counselling**
  - Financial assistance to NGOs/institutes for organising seminars, exhibitions, awareness camps, and counselling sessions.

*Salient Features:*

- ◆ Focus on women below poverty line (BPL) or low-income groups.
- ◆ Encourages group-based activities to ensure viability and sustainability.
- ◆ Promotes non-farm, income-generating activities.

*Role of NGOs*

- ◆ Must have at least 3 years of experience in entrepreneurship development.
- ◆ Responsible for the identification, training, and support of beneficiaries.
- ◆ Coordinate with banks and institutions for credit linkage and follow-up.

**7. ASPIRE – A Scheme for Promotion of Innovation, Rural Industries and Entrepreneurship**

*Launched by:* Ministry of Micro, Small and Medium Enterprises (MSME), Government of India

*Date of Launch:* March 2015

*Objective:*

To promote entrepreneurship and innovation in rural areas, especially in the agriculture and allied sectors, by setting up a network of incubation centres and livelihood business incubators (LBIs).

*Key Components:*

- ◆ **Livelihood Business Incubators (LBIs)**
  - **Aim:** Promote skill development and self-employment in rural areas.
  - **Implemented by:** NSIC, KVIC, Coir Board, NGOs, industry associations, and technical institutions.
  - **Activities include:** Training, handholding, facilitating loans, technology support.
- ◆ **Technology Business Incubators (TBIs)**
  - Set up in collaboration with reputed academic and technical institutions.
  - Promote high-end entrepreneurship based on innovation and technology.
  - Supported with a one-time grant for capital expenditure.
- ◆ **Rural Entrepreneurship Development**
  - Support to entrepreneurs in sectors like food processing, agri-business, rural manufacturing, renewable energy, etc.
  - Encourages formation of micro-enterprises and self-help groups (SHGs).

*Financial Assistance:*

- ◆ One-time grant of up to ₹1 crore for setting up LBIs.
- ◆ Support up to ₹1 crore for setting up TBIs under technical institutions.

*Salient Features:*

- ◆ Focus on rural youth, artisans, and agro-based entrepreneurs.
- ◆ Encourages cluster-based development and value chain integration.
- ◆ Provides a platform for innovation-led and skill-based entrepreneurship in rural India.

*Implementation Partners:*

- ◆ EDII and IIE.

*How to Apply:*

- ◆ Eligible institutions/organizations can submit proposals to the Ministry of MSME at <https://aspire.msme.gov.in/>

## **8. National SC/ST Hub (NSSH)**

*Launched by:* Ministry of Micro, Small and Medium Enterprises (MSME), Government of India

*Implementing Agency:* National Small Industries Corporation (NSIC)

*Year of Launch:* 2016

*Objective:*

To promote entrepreneurship among SC/ST communities and ensure their increased participation in public procurement under the Public Procurement Policy, 2012, which mandates 4% procurement from SC/ST-owned MSMEs.

*Key Features and Support Components:*

- ◆ **Capacity Building and Skill Development**
  - Training in entrepreneurship, technical skills, industry know-how.
  - Workshops and Entrepreneurship Development Programs (EDPs).
- ◆ **Market Access and Linkages**
  - Facilitate SC/ST entrepreneurs' participation in trade fairs, exhibitions, and B2B meetings.
  - Vendor development and government e-marketplace (GeM) onboarding support.
- ◆ **Credit Facilitation**
  - Support in accessing bank credit and availing schemes like MUDRA, Stand-Up India, CGTMSE.
  - Assistance in project report preparation and loan applications.
- ◆ **Specialised Support Services**
  - Mentoring, handholding, and cluster development for SC/ST entrepreneurs.
  - Schemes to support technology upgrades, quality certification, and digital empowerment.
- ◆ **Single-Point Facilitation**
  - Acts as a one-stop support centre for SC/ST entrepreneurs for all business needs, registrations, and schemes.

*Eligibility:*

- ◆ Any existing or aspiring SC/ST entrepreneur owning or planning to set up a Micro, Small or Medium Enterprise (MSME).

## **9. Atal Innovation Mission (AIM)**

*Launched by:* NITI Aayog, Government of India

*Year of Launch:* 2016

*Objective:*

To promote a culture of innovation and entrepreneurship across India by fostering creative thinking, problem-solving, and startup ecosystems, particularly among students, researchers, and grassroots innovators.

*Key Components:*

- ◆ Atal Tinkering Labs (ATLs)

- Innovation workspaces in schools (Grade 6–12).
- Equipped with tools for STEM, AI, robotics, 3D printing, etc.
- Encourage hands-on learning, problem-solving, and creativity.
- ◆ Atal Incubation Centres (AICs)
  - Support for startups and innovators with infrastructure, mentoring, and networking.
  - Located in academic institutions, R&D centers, and private sector.
  - Funding support up to ₹10 crores over 5 years.
- ◆ Startup/Innovation Challenges and Competitions
  - Atal New India Challenges (ANIC): To solve nationally important social problems using market-ready solutions.
  - Focus areas: health, education, agriculture, energy, water, etc.
- ◆ Mentor India Network
  - Nationwide volunteer network of mentors and experts to guide ATL and AIC beneficiaries.
- ◆ Community Innovation Centres (CICs)
  - Promote grassroots innovation in underserved, remote, and rural areas.
  - Partner with NGOs, local institutions, and panchayats.
- ◆ Atal Research and Innovation for Small Enterprises (ARISE)
  - Supports MSMEs and startups in developing tech solutions for public sector needs.

*Impact Highlights:*

- ◆ Over 10,000 Atal Tinkering Labs established.
- ◆ Multiple AICs supporting hundreds of startups.
- ◆ Empowering schoolchildren, youth, and MSMEs to become problem solvers and job creators.

*Focus Areas:*

- ◆ Innovation
- ◆ Entrepreneurship
- ◆ Technology Development
- ◆ Rural and Inclusive Growth
- ◆ Youth Engagement

**10. Pradhan Mantri Kaushal Vikas Yojana (PMKVY)**

*Under the umbrella of:* Skill India Mission

*Launched by:* Ministry of Skill Development and Entrepreneurship (MSDE)

*Implementing Agency:* National Skill Development Corporation (NSDC)

*First Launched:* July 2015

*Objective:*

To enable Indian youth to gain industry-relevant skill training that will help them secure better livelihood opportunities through government-funded, short-term training programs.

*Key Features:*

- ◆ Free Skill Training
  - For youth (primarily 15–45 years).
  - Covers a wide range of sectors (retail, construction, electronics, textiles, healthcare, etc.).
- ◆ Certification and Assessment
  - Upon completion, trainees are assessed and awarded a Skill Certificate recognised by industry.
- ◆ Incentives and Monetary Rewards
  - Monetary rewards for successful certification under the Recognition of Prior Learning (RPL) component.
- ◆ Recognition of Prior Learning (RPL)
  - Acknowledges the existing skills of people with informal/unrecognised training or work experience.
- ◆ Training through Approved Centres
  - Delivered through accredited Training Partners (TPs) and Training Centres (TCs) affiliated with Sector Skill Councils (SSCs).
- ◆ Special Focus Groups
  - Women, SC/ST, differently-abled, school dropouts, and people from North Eastern states and rural areas.
- ◆ Placement Support
  - Post-training support in placement, entrepreneurship, or further education.
- ◆ PMKVY 4.0 (Latest Version - 2023 onwards):
  - Emphasis on new-age skills (AI, robotics, green energy, 3D printing, etc.).
  - Strengthening industry linkages and District Skill Committees for local demand-based training.

*How to Apply:*

Eligible candidates can enrol through PMKVY training centres or the Skill India Portal Website: <https://www.pmkvyofficial.org>

# Chapter 14

## Key Roles and Functions of PSSCIVE

### 14.0 Overview

The Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE) is an apex research and development organisation in the field of vocational education in India. It is a constituent unit of National Council of Educational Research and Training (NCERT), established in 1993 by the Ministry of Education (MoE), formerly known as the Ministry of Human Resource Development (MHRD), Government of India. The Institute has a picturesque 38-acre campus at Shyamla Hills, Bhopal, M.P. The institute has 06 departments and 05 Centres working effectively in the field of Vocational Education.

The Institute is also a UNEVOC (International Project on Technical and Vocational Education) Network Centre in India, which coordinates all the activities, including communication with the UNESCO-UNEVOC International Centre, Bonn, Germany. Through the network, the Centre shares knowledge and experiences related to all aspects of Vocational Education (VE), exchange country experiences, and discusses issues of common relevance.

The Institute is conducting activities in 4 core areas of research, curriculum and resource development, training, and extension programmes on vocational education. The orientation of key functionaries and capacity building of vocational teachers is done on various aspects of the implementation of vocational education. The highly qualified team of the Institute possesses excellent professional skills and experience required to organise various programmes and activities of the Institute. The evolution of the Institute in the last 30 years has witnessed various challenges, but these have served as opportunities to explore new horizons and work on possibilities of reimagining vocational education in light of NEP 2020 and NCF-SE 2023, for meeting the skill needs of the people at the local and global canvas. The institute is playing an important role in supporting States/UTs in the implementation of Vocational Education aligned with the recommendations of NEP 2020 and NCF-SE 2023.

## 14.1 Objectives

After the completion of this chapter, you will be able to:

1. Provide a comprehensive overview of the PSSCIVE, its vision, mission, roles, functions, infrastructure and significance in the vocational education landscape.
2. Describe PSSCIVE's involvement in the implementation and strengthening of Vocational Education in India.
3. Highlight recent initiatives undertaken by PSSCIVE to implement and improve the activities related to vocational education.

## 14.2 Institute's Vision

To be a leading organisation to strengthen the Vocational Education and Training system to meet the skill needs of the current and future workforce.

## 14.3 Institute's Mission

To build the capacity of Vocational Education institutions for meeting the skill needs of the current and future workforce.

## 14.4 Roles and Functions

### 14.4.1 The roles and functions of PSSCIVE

- ◆ Advise and assist the Central and State/UT governments in the implementation of vocationalisation of education in schools.
- ◆ Develop guidelines, curricula, courseware and digital resource materials for a wide spectrum of target groups, including children with special needs.
- ◆ Promote and conduct research to gain new knowledge and to bring about qualitative improvement in the vocationalisation of education in schools.
- ◆ Develop vocational courses and programmes under the National Skills Qualification Framework (NSQF).
- ◆ Offer a wide range of courses and training programmes for capacity building of key functionaries and vocational teachers/trainers.
- ◆ Collaborate with national and international organisations, institutions, and agencies for the promotion of quality Vocational Education across the world.
- ◆ Share experiences and ideas through various extension activities.
- ◆ Organise national and international seminars, conferences and workshops to provide a forum for discussion and strategic directions for effective implementation of VE.
- ◆ Develop virtual skill labs for vocational courses to enhance learning through simulation.

## **14.5 Departments, Centres, Campus Facilities and Infrastructure of PSSCIVE**

### **14.5.1 Departments**

The Institute has the following 06 Departments:

#### **Department of Agriculture and Animal Husbandry (DAAH)**

This department operates in designing and developing vocational courses and teaching-learning materials in different areas of agriculture and allied sectors under the National Skills Qualification Framework (NSQF). The Department is also involved in training key functionaries and teachers, and in conducting research in the field of vocational education. The department aims to promote vocational courses for supporting sustainable agriculture, such as organic farming, vermicomposting, production, etc., and improving the production, processing and quality of food.

#### **Department of Business and Commerce (DBC)**

The department is involved in developing guidelines, curricula and teaching-learning materials for vocational education in various service-related sectors, such as retail, logistics, banking, financial services and insurance. Over the years, the department has developed the credibility of designing and developing courses and conducting training programmes for vocational teachers working in different service sectors.

#### **Department of Engineering and Technology (DET)**

The department involves the designing and implementation of programmes and activities for research, development of guidelines, curricula and teaching-learning materials for vocational courses related to various sectors in engineering and technology, including automotive, electronics, information technology, IT-enabled services, power, etc. Besides research and development inputs, the department conducts training in vocations related to engineering and technology.

#### **Department of Health and Paramedical Sciences (DHPS)**

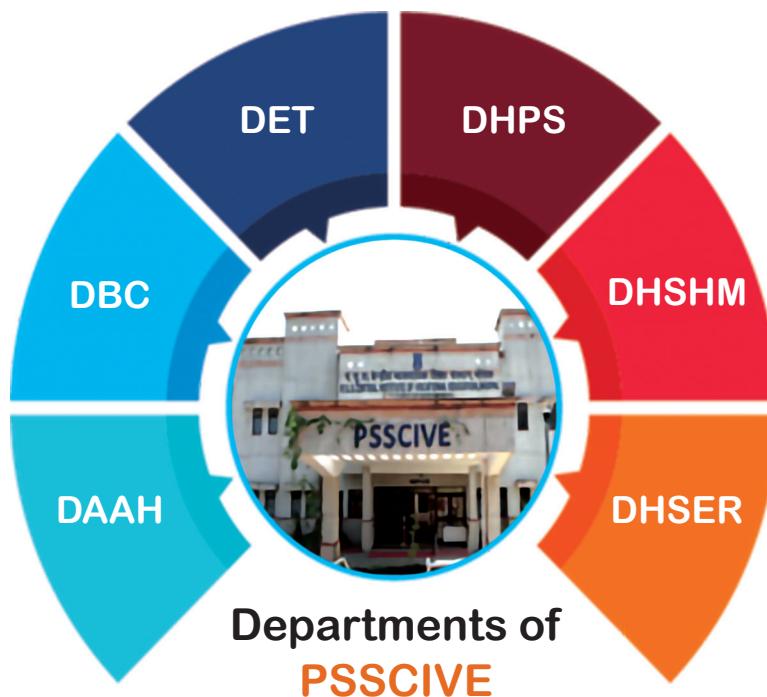
The department is contributing to the development of high-quality middle-level skilled manpower in the health sector. The department strives for innovation and continuous improvement in the quality and relevance of the training programmes and activities for the development of curricula and teaching-learning materials in the healthcare sector.

#### **Department of Home Science and Hospitality Management (DHSHM)**

The department is involved in organising programmes and activities for the development of curricula and courseware, and conducting orientation and training programmes for the teachers and instructors teaching home science-based vocational courses. It has developed courses for a wide range of services in different sectors, including Apparel, Textiles, Tourism and Hospitality etc.

### **Department of Humanities, Science and Education Research (DHSER)**

The department, having a wider scope, provides research and development inputs for guiding the process of developing curricula, courseware and other materials in areas like performing arts, commercial art, entrepreneurship development, rural development, etc.



**Fig. 14.1: Department of PSSCIVE**

#### **14.5.2 Centres**

##### **Programme Planning and Monitoring Centre (PPMC)**

This centre coordinates the process of programme formulation, monitoring and evaluation. It also compiles periodic reports of the activities organised by the Institute. It facilitates the implementation of all programmes approved by the Institute Advisory Board (IAB) of PSSCIVE and the Programme Advisory Committee (PAC) of NCERT. It also coordinates with the Programme Monitoring Division of NCERT for monitoring and evaluation of programmes.

##### **Curriculum Development and Evaluation Centre (CDEC)**

This centre coordinates the activities of development, evaluation and vetting of curricula and courseware for the vocational subjects in schools under the National Skill Qualification Framework. The Centre has developed the design for the learning outcome-based curricula and courseware.

##### **Centre for International Relations (CIR)**

The centre contributes to the international networking and development

of relations with various international institutions or organisations for academic exchange.

### **UNEVOC Network Centre**

This centre is one of the centres in India which coordinates all the activities, including communication with the UNESCO-UNEVOC International Centre, Bonn, Germany. Through the network, the centre shares knowledge and experiences related to all aspects of TVET, exchanges country experiences, and discusses issues of common relevance.

### **Information and Communication Technology Centre (ICTC)**

The centre contributes to developing digital resources or E-content for vocational courses. It also provides for photography and videography services during different activities of the Institute. The centre also operates an acoustic E-studio with all state-of-the-art facilities required for audio and video recording. Apart from this, ICTC Centre is also responsible for the maintenance and supervision of the PSSCIVE website, Intranet, Internet and Wi-Fi facilities.

#### **14.5.3 Campus Facilities and Infrastructure**

- ◆ **Guest House and Hostel:** The Institute has a well-furnished guest house and hostel facility for the officials, teacher-trainees and visitors visiting the institute.
- ◆ **Auditorium and Seminar Hall:** The Institute have a well-equipped auditorium and seminar hall. This serves as a regular venue for conferences, workshops and seminars, and is equipped with all the required facilities.
- ◆ **Committee Hall and Meeting Rooms:** Each department has well-equipped classrooms and meeting rooms, with comfortable seating arrangements for providing a better teaching and learning environment.
- ◆ **Laboratories:** The institute has the following six well-equipped labs where teachers and stakeholders engage in hands-on experiences. These labs also serve as a learning hub for students of the Post Graduate Diploma in Vocational Education and Training (PGDVET) programme, as well as participants from other activities:
  - Agriculture and Animal Husbandry Lab
  - Automobile Lab
  - Food Technology and Processing Lab
  - Health and paramedical lab
  - Retail Lab
  - Textile and Clothing Lab
- ◆ **Library:** The Library of the Institute has all kinds of print and non-print resources, including textbooks, reference books, periodicals, newspapers, manuscripts, DVDs and learning materials in other formats. Users can access a variety of printed resources at the well-stocked library.

- ◆ **Computer Centre:** The computer centre is well-equipped to handle the academic and administrative needs of the institute. It houses state-of-the-art computers with the latest software. It has Wi-Fi connectivity.

## 14.6 Summary

The Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), established in 1993 under NCERT in Bhopal, is India's apex research and development organisation for vocational education. It comprises six departments and five centres and serves as a UNEVOC Network Centre, engaging in international collaboration. PSSCIVE aims to strengthen vocational education and training systems to meet workforce needs, aligning with NEP 2020 and NCF-SE 2023. Its core functions involve advising government bodies, developing curricula and digital resources, conducting research, and providing capacity-building training for vocational teachers. It also promotes national and international collaborations and organises seminars. The PSSCIVE's departmental structure covers various sectors, each focused on developing relevant vocational courses. Its centres support diverse functions like programme planning, curriculum development, international relations, UNEVOC networking, and ICTC. The institute has infrastructure including laboratories, a library, a computer centre, a guest house, and an auditorium. Through research, development, training, and extension activities, PSSCIVE plays a crucial role in advancing vocational education, fostering employability, and addressing the evolving skill demands of the nation.

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## Notes

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## Notes

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## ABOUT CAREER CARDS

Career cards included in this document provide a comprehensive overview of various job titles, highlighting essential personality traits and potential scholarships available, including details on loan provisions and expected income. They also outline the educational pathways necessary for each career. The career cards also describe typical work environments and expected job growth in the sector or industry. Additionally, they offer information on where to study and include examples or case studies of successful people in the field, offering a holistic view of each career option.

These Career Cards Volume 1 & 2 available in English & Hindi you can download from NCERT Websites.

### Link:

<https://ncert.nic.in/CareerGuide.php?ln=en>

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