



# Career Guidance in Delhi Government Schools: An Evaluation Report



This evaluation report was produced by International Youth Foundation (IYF) and its partners for the Skills for Youth component of the MEGA-SkY Project. It was made possible by the generous support of the American people through the United States Agency for International Development (USAID) under the EQUIP3 Cooperative Agreement No: 386-A-00-09-00307-00. The contents are the responsibility of International Youth Foundation and do not necessarily reflect the views of USAID or the United States Government. Copyright IYF 2011.

---

# Table of Contents

---

Executive Summary			4
1	Introduction		4
	1.1	About Skills for Youth (SkY)	
	1.2	Why SkY?	
	1.3	SkY Themes – Life Skills and Career Guidance	
	1.4	Why Career Guidance in Government Schools	
2	Description of the Pilot Project		6
	2.1	Training for School Guidance Counsellors	
	2.2	Delivery of Career Focus Finder Workshop with Students	
3	The Evaluation Approach		9
	3.1	Purpose of the Evaluation	
	3.2	Sample Size and Design	
	3.3	Research Tools and Data Collection	
4	Findings		12
	4.1	Counsellors/Facilitators	13
	4.2	Government School Students	17
	4.3	MEGA Centre Students	23
	4.4	Program Design and Implementation	26
5	Recommendations		29
	5.1	Intervention Design	
	5.2	Resources	
	5.3	Whole School Involvement	
	5.4	Holistic Approach	
6.	Annexes:		
	6.1	List of Delhi Government Schools and Mega Centres	
	6.2	Training Schedule	
	6.3	Resumes of Evaluation Team	
	6.4	Entry/Exit Survey for Facilitators	
	6.5	Pre-workshop Questionnaire for Counsellors and Facilitators	
	6.6	Post-workshop Questionnaire for Counsellors and Facilitators	
	6.7	Pre and Post Test for Students	
	6.8	Focus Group Discussion Guide for the students and counsellors	

## Executive Summary

Skills for Youth (SkY) initiative, led by International Youth Foundation and supported by the U.S. Agency for International Development (USAID) and Education Development Center, Inc. (EDC) is part of the Minority Education for Growth and Advancement – Skills for Youth (MEGA-SkY) program. Within this initiative, a pilot project was implemented from January – August 2011 to try out a career guidance intervention in Delhi Government Schools. The intention was that based on the results of this pilot project, suggestions would be made to inform an intervention approach that could be scaled up beyond Delhi. In close collaboration with the Delhi State Council for Education, Research and Training (SCERT Delhi), SkY tested a model of career planning workshops with students, carried out by school guidance counsellors.

In this pilot project, 13 guidance counsellors were trained and 750 government school students (Classes X and XII) received at least one workshop on career planning. Most of these students were in Class X and their experience, along with the counsellors, was evaluated to identify any changes in awareness of career planning in students and in facilitation skills of counsellors. Improvements were noted in both but were relatively modest, given the short duration of the intervention. In addition, the evaluation – and the pilot itself – served to stimulate good discussions with SCERT, principals, counsellors and students as to the limitations of the intervention piloted and a broader conversation of what a more ideal career development program for government schools should entail. Consensus revolved around the need to start career development much earlier in the life of the students, to embed career information into regular academic subject, and to involve a much broader set of school community stakeholders in the process, including importantly, parents.

SkY facilitated several workshops with key stakeholders, based on the pilot experience and these findings, to inform the development of a more holistic and integrated career development model. SkY then developed such a model and SCERT Delhi – and now also SCERT Bihar – are testing the integrated model in additional schools. This evaluation report describes the original career guidance pilot intervention and the findings that came out of it. The recommendations reflect the broader discussions that led to the development of the integrated model.

In addition, to the school guidance counsellors, the SkY pilot also trained six youth facilitators working at community learning centres as part of the MEGA program. An additional 247 minority students benefited from career workshops led by these facilitators. Some findings are included in this evaluation report. However, the pilot intervention and evaluation were planned based on the government school population so most of the recommendations are focused on that part of the intervention.

## I Introduction

### 1.1 About SkY

SkY is part of a larger program called MEGA-SkY (Minority Education for Growth and Advancement—Skills for Youth). MEGA-SkY's focus is to create educational and skill building opportunities for disadvantaged children and youth in four states of India (Bihar, Delhi, Rajasthan and Uttar Pradesh). MEGA works to facilitate access to quality education and livelihood opportunities among Muslim children and youth. SkY works at the policy level to incubate and replicate successful approaches to

improving skill development for young people. MEGA-SKY is made possible through support from the U.S. Agency for International Development (USAID) and is implemented by Education Development Centre, Inc (EDC) and International Youth Foundation (IYF).

## **1.2 Why SKY?**

It is projected that by 2020, 25% of India's population – and 65% of its labour force – will be between the age of 15 and 29. This concentration of young people will have a profound impact on the country's future economic growth. At the same time, the 2<sup>nd</sup> National Commission on Labour, reports that an overwhelming majority of India's work force does not possess any identifiable marketable skill. Currently, only 25% of technical graduates and 10 to 15% of general graduates have the necessary skills for immediate employment. Only 5% of youth aged 20–24 have undergone any sort of formal training, compared between 60% and 80% in industrialized countries.

Workforce development in India faces the changing realities of globalization and competitiveness, on one hand, and the need for inclusive growth on the other. The low literacy rate and lack of skills of the vast majority of the Indian population pose a major hurdle for its journey towards a knowledge economy. In addition, most of the new jobs or any businesses will demand that youth be equipped with technical and soft skills like critical thinking, communication skills, teamwork, problem solving, multi-lingual abilities and customer orientation. Studies on skill development from various ministries and international organizations confirm that career guidance and soft skills are weak in existing training curricula. Better guidance to help young people identify and prepare for their careers along with the skills needed for the new economy are critical to preparing India's youth for a successful future.

## **1.3 SKY Themes – Life Skills and Career Guidance**

In preparation for the project implementation, the SKY team visited numerous skill development initiatives of the Government across various Ministries in diverse geographies and met with the students, teachers and the officials to identify areas that could use strengthening to make them more relevant to the current market needs. The findings of the research were presented in August 2010 in a consultation workshop to various government officials and stakeholders. Based on the research and consultations with key stakeholders, SKY identified a few cross cutting themes for its pilot interventions. One was life skills for livelihood, which is the focus of another pilot with Jan Shikshan Sansthan (JSS) training centres. The other chosen theme was career guidance and exploration, which was implemented in partnership with the State Council for Education, Research, and Training (SCERT) in Delhi and is the focus of this evaluation report.

## **1.4 Why Career Guidance in Schools?**

Secondary Education in India covers children 14-18 which is over 88.5 million children according to the Census, 2001. At the lower secondary level (grades 9 and 10), the gross enrolment rate (GER) is 52 percent, while at the senior secondary level (grade 11 and 12) it is 28 percent. Most of the economic and employment growth over the past ten years in India has taken place in skilled services (information technology, financial services, telecommunications, tourism and retail) and skill-intensive manufacturing, all of which require, at a minimum, a secondary education degree.

Research findings indicate that the major reasons for school drop-outs in the secondary and higher secondary levels are poor economic conditions of the family and livelihood related issues. There are

various other reasons as well, including poor school experiences and other social stigmas. Youth who drop out at the secondary and higher secondary levels do not even have a minimum level of understanding about career planning and skill acquisition and end up doing unskilled work in order to provide some financial support to their family.

Career Guidance and Career Planning exercises would impact these youth in two major ways: a) to help them understand their interests and aptitude and thereby choose appropriate career opportunities and b) to link them with appropriate skills training to join a skilled workforce and access better livelihood opportunities. It may also help those youth who have dropped out in returning to schools and continuing their education.

SkY designed a pilot project in this area to identify, synthesize, demonstrate and share knowledge in the area of career exploration and guidance for disadvantaged youth. This career guidance project aims to design and institutionalize a contextual Career Guidance Programme for in-school (secondary and higher secondary) youth as a bridge to economically viable vocations. The pilot project was designed as an action research study implemented in partnership with the State Council for Education, Research and Training (SCERT) - Delhi through its YUVA Program<sup>1</sup>, in select 10-15 Government Schools in Delhi in the academic year of 2010-2011. The purpose was to assess impact for future replication and integration with the YUVA program across all Government schools in Delhi.

## 2 Description of the Pilot Project

The pilot project was designed, in close collaboration with SCERT-Delhi, to:

- **Increase guidance counsellors' understanding** of why Career Guidance is important and the what are main influences on Career Choice behaviour of the young people they work with **and enhance their skills** to manage group counselling sessions and be able to deliver a systematised approach to career counselling; and,
- **Raise awareness and understanding among students** about the importance of a career, the key influences on their decisions, why their own interests matter in career choices, and what the basic steps are to planning for a career.

After considering various possible career guidance models, IYF decided to partner with JobCorp, an Indian-based organization which provides youth employability programming solutions, to implement the career guidance pilot in the targeted Delhi schools. The project was implemented in two parts:

1. Training of School Guidance Counsellors
2. Workshops led by the trained counsellors with students

---

<sup>1</sup> YUVA Programme: Department of Education, Delhi along with SCERT Delhi started the “YUVA School Life Skills Programme (SLP)” which utilizes a combination of "Life Skills" that address the important and emerging issues that have an impact on the society and nation, help build student's thinking, social and negotiating skills, learning capacities, personality, effective relationships and promote their health.

In all aspects of the project implementation, SCERT –Delhi was involved, from identifying the specific schools to involve to ensuring principals gave permission for their counsellors to participate. All Delhi Government Schools currently implement the YUVA programme and thus were potential participants in the pilot. Out of these, thirteen schools were selected to participate. These schools were selected based on discussions with SCERT-Delhi, keeping in mind the willingness of the schools to provide the academic and administrative support to implement the programme.

After the initial design of the intervention had been agreed upon, EDC requested that some of their MEGA learning centres also be allowed to receive the training and carry out the workshop with their students. Thus, the plan for the training and follow-up workshops incorporated this second profile of participants, even though the program design did not initially include the MEGA participants, which were a somewhat different profile from the school guidance counsellors.

The pilot project was designed to test out one model of career intervention and to learn from the feedback of students and counsellors about what an ideal career development model might look like. The SkY project also carried out a much smaller intervention with SCERT with younger students (Class 8 and 9) to test some career exploration modules that helped students get a better grasp of the connection between academic subjects and real-life applications through careers. The scope and timing of this intervention was hindered by school schedules and approval processes and as such it was not possible to do a formal evaluation of that pilot. However, lessons learned from that experience also informed the later development of an integrated career model.

## **2.1 Training for School Guidance Counsellors and MEGA Facilitators**

In consultation with SCERT-Delhi and SkY, JobCorp conducted a 3-day training program to prepare adult facilitators to implement its Career Focus Finder model, a career workshop, for Class 10 students. The training program took place at the Indian Council of Social Science Research (ICSSR), in Delhi from 19 – 21 January, 2011. The nineteen participants were from two groups: i) Educational and Vocational Guidance Counsellors (EVGC) working with SCERT at Delhi Government Schools and ii) Facilitators from the MEGA (Minority Education for Growth and Advancement) project who teach vocational courses to minority students. (See Annex 6.1 for a list of participating schools and MEGA community centres). The thirteen participating SCERT Counsellors had undergone the International Diploma course in Guidance and Counselling and had significant years of experience. Unlike their peers from SCERT, the six MEGA facilitators were not trained in Career Counselling and Guidance. It is important to note that the training program was not designed at a very high level of difficulty; however, it was designed with the counsellors from Government schools as the primary target audience.

The 3-day training program aimed to equip the trainees with necessary concepts and skills to conduct Career Focus Finder workshops for the students in High and Higher Secondary classes. (See Annex 6.2 for the training schedule). The training program included the following topics:

- 1) Need for career guidance in secondary schools
- 2) Understanding influences on career decision making in the Indian context
- 3) RIASEC:<sup>2</sup> the theoretical framework

---

<sup>2</sup> The RIASEC Model represents a set of personality types described in a theory of careers and vocational choice formulated by psychologist John L. Holland. According to this model, the interests of the individuals and the environment around them could be classified under six types: a) Realistic - practical, physical, hands-on, tool-oriented; b) Investigative - analytical, intellectual, scientific, explorative; c) Artistic - creative, original, independent, chaotic; d) Social - cooperative, supporting,

- 4) Administering the interest inventory test
- 5) Process of report generation
- 6) Interpretation of the results
- 7) Locating relevant career information
- 8) Developing a career plan
- 9) Collaborating and creating awareness amongst parents on career choices

## 2.2 Delivering the Career Focus Finder Workshop with Students

After the training program, the guidance counsellors and MEGA facilitators prepared to deliver the Career Focus Finder (CFF) workshop with their students. Only eleven of the thirteen guidance counsellors trained were able to deliver the workshops. One was deemed to not have acquired the necessary skills and the second did not participate for personal reasons. The eleven who continued with the project each worked on average with 47 Class X students, ages 15-17 years old, reaching a total of 519 students between January and March. From April to August, four of the eleven counsellors worked with another 231 students from Class XII. Out of the 11 schools, five were co-educational, four were girls only and two were boys only. The gender breakdown of government school students is provided in the table below. The students generally came from low socio-economic strata of society and many were first generation learners, having little awareness and understanding of career and its importance and relevance

<b>Government Schools</b>	<b>Jan – March (Class X)</b>	<b>April – August (Class XII)</b>	<b>Total</b>
<b>Girls</b>	312	119	431
<b>Boys</b>	207	112	319
<b>Total</b>	519	231	750

The six MEGA facilitators worked with on average 43 Muslim youth each at their community learning centres. These youth, both boys and girls, ages 15-18, were a mix of in-school (at Madrasas) and out-of school youth from the minority community, living in resettlement colonies and areas from the walled city in Delhi. The participating youth were attending the vocational training programs or the Coaching classes run by the local MEGA partner at their 'Tarraki Centres'. In total 257 Muslim youth received the career workshop between February and April.

As the pilot was initially negotiated with SCERT to solely focus on Delhi government schools, the workshop was designed to address the needs of Class X students in that setting and to be facilitated by school guidance counsellors. When the MEGA centre participants were added, there was not time to customise the training program for these students. However, the leaders of the workshop did their best to support the MEGA facilitators to understand and apply the material with their students.

The student workshop was a total of 4-6 hours long, and was delivered over two days during school hours. Career Focus Finder consists of a series of 10 activities that counsellors do with students to

---

helping, healing/nurturing; e) Enterprising - competitive environments, leadership, persuading; f) Conventional - detail-oriented, organizing, clerical.

increase their awareness of their own interests and career options and improve their capacity to do career planning. Through the workshop, students learned:

- What is a Career (as distinguished from a Job)
- The key influences on career development in the Indian context
- Criteria for making a career choice
- Possible career paths after secondary school
- Main steps of career planning
- The value of self-awareness in career planning (and taking an interest inventory test)
- A framework (RIASEC) to think about self and career options and how to apply it to themselves
- To identify personal interest areas and related career options
- How to develop a basic career plan

The first day of the workshop focused on orienting the students to the process of choosing a career, and included a few activities to understand their interests. Toward the end of the first session the students completed a standardised interest inventory provided by JobCorp to assess their interests. The scored protocols helped students to identify their dominant interest areas.

On the second workshop day, typically 2 – 3 weeks later, the students reviewed their interest inventory test results and then used a Career Glossary to identify the possible careers that matched their interest profile. Out of the entire set of careers they were asked to choose three career options which they could pursue in the future. The session concluded with an activity on career planning and each student came away with an individualized career plan. In both sessions, the counsellors were accompanied by a JobCorp monitor to provide assistance and guidance as needed.

### **3 The Evaluation Approach**

#### **3.1 The Purpose of the Evaluation**

The purpose of evaluation was to document the key aspects of the Career Guidance Intervention and use the findings to inform further discussions with policymakers about how to implement an effective model of Career Counselling and Guidance in schools across Delhi and India. In order to understand the extent to which the career guidance program has achieved its objectives, the evaluation aimed to do the following:

- Measure any knowledge/skill gains achieved by the students at the end of the workshops
- Gain insight into factors that affect student career decisions
- Determine competencies acquired by counsellors
- Identify the challenges encountered by the counsellors and probable solutions to meet them
- Propose ways to improve design and/or procedures for future implementation

The evaluation research was carried out by Dr. B. Phalachandra, whose bios is attached in Annex 6.3.

#### **3.2 Sample Size and Design**

##### **3.2.1 SCERT Government Schools**

As indicated above, out of the 13 counsellors trained only 11 counsellors were able to implement the intervention with students. Each guidance counsellor worked in a separate government school. All 11 counsellors participated in the evaluation.

The pilot was initially designed to target Class X students, and thus the evaluation was also designed to study those students. So, while there are some insights provided by JobCorp related to the workshops carried out with Class XII students, the core of the evaluation looks only at the Class X students involved between January and March.

<u>Target Group</u>	<u>Total Program Population</u>	<u>Sample for Evaluation</u>	<u>Percentage in Sample</u>
Government Schools/ Guidance Counsellors	11	11	100%
Government Students Experimental Group (Class X)	519	289	56%
Government Student Control Group (Class X)		121	
MEGA Learning Centres/Facilitators	6	5	83%
MEGA learning centre students	257	104	40%

In each school one section of students was chosen randomly to participate in the workshops. Overall 519 Class X students participated in the first workshop given by the counsellors in the 11 schools. All of these students completed the pre-workshop questionnaire. However, due to high absenteeism in government schools only 289 students (56%) of those original 519, also attended the second workshop day **and** filled out the post-workshop questionnaire. While government schools suffer from high absenteeism in general, this situation was exacerbated by the fact that the workshops, due to delays in government approvals and school scheduling issues, ended up taking place very close to the students' end of year exam period. All those 289 students who attended both workshops are included in the evaluation.

In ten of the 11 schools, one section where the intervention was not carried out was chosen as the control group. We chose those sections of the schools where we had considerable amount of students in attendance to include them in the control group. In one of the schools, there was only one section of Class X students. So we did not have a control group from that school. The total number of students that participated in the control group was 121. Again this was low since this group took the post-workshop questionnaire and the timing was close to exams. There was a higher drop-out rate among boys than girls as indicated by the gender breakdown in the table below:

	<u>Project</u>	<u>% of total</u>	<u>Sample</u>	<u>% of sample</u>
Boys	207	40	86	30
Girls	312	60	203	70
Total	519	100	289	100

### **3.2.2 MEGA centres**

Five of the six facilitators of MEGA centres participated in the evaluation. Out of 257 students from the six MEGA centres who received the first workshop, only 104 students (40%) also attended the second workshop day. This absenteeism is even higher than the government schools since these students are attending voluntary training courses at the learning centres and many family and community obligations impede continued attendance. The students coming to MEGA centres were not all from the same grade. The group was mixed and had only one batch coming in for classes at a given period of time. Since there were not any other batches of students, it was not possible to have control group.

## **3.3 Research Tools and Data Collection**

To understand the impact of the training and workshops on the counsellors and students, a pre-post experimental design was adopted. A control group at the government schools was chosen for comparison with the intervention group to understand the impact due to the intervention, although due to late identification of this group, only the post test was applied to them. The same instruments were used to evaluate the MEGA Facilitators and students; however, their application was limited due to the fact that the evaluation was designed with the school population in mind.

The following tools and techniques were used to collect the data from counsellors and students at the government schools and are used to inform the results of this evaluation:

- Pre and post survey of counsellors carried out by JobCorp during the 3-day training programme
- Questionnaire to evaluate the effectiveness of the training course, by JobCorp
- Pre- and post -training questionnaire for counsellors, prepared by SkY evaluation team
- Pre- and post workshop questionnaire for government school students
- Post workshop questionnaire for control group of government school students
- Focus group discussions with counsellors and students of Delhi schools
- Monitoring of JobCorp staff during workshop implementation to evaluation counsellor performance
- Observation of students workshops and counsellors training by SkY staff and evaluators

Tools and techniques applied to MEGA facilitators and students included:

- Pre and post survey carried out by JobCorp during the 3-day training programme
- Pre- and post -training questionnaire for MEGA facilitators, prepared by SkY evaluation team
- Post workshop questionnaire for MEGA youth
- Focus group discussions with MEGA facilitators and students at MEGA centres

### **3.3.1 Counsellor/Facilitator Surveys**

The same survey was applied to the counsellors and MEGA facilitators by JobCorp before and after the training course and measured their knowledge about career counselling (see Annex 6.4). The questionnaires administered to the counsellors by the SkY Evaluation team consisted mainly of open ended questions (see Annexes 6.5 and 6.6) and focused on understanding the counsellors experience and challenges related to career counselling in the government school setting prior to the training as well as the competencies they acquired in the training and what support they need for successful implementation.

### **3.3.2 Student Surveys**

The student questionnaire was identical pre and post workshop and aimed to gauge their understanding of career decision-making – including their starting level of awareness of key factors and influences in choosing a career. The questionnaire was delivered in Hindi and included a mix of open and closed ended questions. The pre-questionnaire was administered just before the first workshop began and the post test was administered right at the end of the second workshop. A copy of the questionnaire is found in Annex 6.7. However, as explained above a single test was administered to the students of control group and MEGA centres at the end of the Day 2 workshop. The same student questionnaire was used for all participating school and MEGA students and the control group.

### **3.3.3 Focus Group Discussions**

Focus group discussions (FGDs) were held with counsellors and students to get their feedback about the programme. All the counsellors participated in one FGD held at SCERT-Delhi. The student FGDs were conducted in three different schools. In the student FGDs, the number of students varied between 15 students to 30 students in each school. All the counsellor and student FGDs for Delhi Schools were conducted from 21<sup>st</sup> February – 23<sup>rd</sup> February, 2011. At that point, all the schools had finished the first workshop session and seven had completed both workshop sessions. The students who participated in the focus groups were from schools that had completed both workshop sessions.

One FGD with three of the six MEGA facilitators was also conducted. A focus group discussion was held with the MEGA beneficiaries at one learning centre where 8 girls and 4 boys participated. FGDs for the MEGA facilitators and beneficiaries were conducted in the last week of April 2011. Focus Group Discussions were guided by an established set of questions for counsellors and MEGA facilitators and another for students (see Focus Group Discussion Guide at Annex 6.8).

### **3.3.4 Observation and Monitoring**

JobCorp monitors observed the counsellors to evaluate counsellors' performance and the students' achievement of objectives at the workshops. All eleven counsellors were monitored and evaluated at both workshop sessions they delivered.

### **3.3.5 Data Collection and Analysis**

The data collected from the questionnaires was tabulated in an excel sheet for the various indicators. The tabulated data was processed and analysed by the evaluators. The whole analysis and compilation of data and findings was carried out by the evaluators over a period of two months.

Basic inferential statistics was applied and the interpretations are based on the percentages of responses received.

## **4 Findings**

The findings are based upon the data collected through questionnaires and focus group discussions held with counsellors and students. The findings are organized the findings under the following headings –

Counsellors, Government School Students, MEGA Students and Program Design and Implementation. The 'Counsellors/Facilitators' section explains the feedback and insights that the SCERT counsellors and MEGA facilitators have expressed. This section also captures the data from the pre and post survey conducted by JobCorp during the training programme and their monitoring report.

The 'Students' sections includes the analysis of the responses made on the questionnaire as well as some insights from the FGDs. The analysed data of the students has been presented in two different sections. The first section captures the analysis of the students from Delhi Government schools having both pre and post test data for the intervention group and only one test for the control group. The second section captures the data from the MEGA centres, where only a post workshop test was administered. It is important to note that for many of the questions, the students were allowed to choose more than one response for a given question. Hence the percentages of some graphs do not always equal 100%. It is important that the reader understands the interpretation in this context. More explanation is given with each data set.

The 'Program Design and Implementation' section outlines what students and counsellors have expressed in terms of suggestions to improve the program and also their critique about this intervention. It also captures the feedback shared by the SCERT functionaries through one-on-one discussions.

## **4.1 Counsellors/Facilitators**

### **4.1.1 Changes in Awareness and Knowledge Levels**

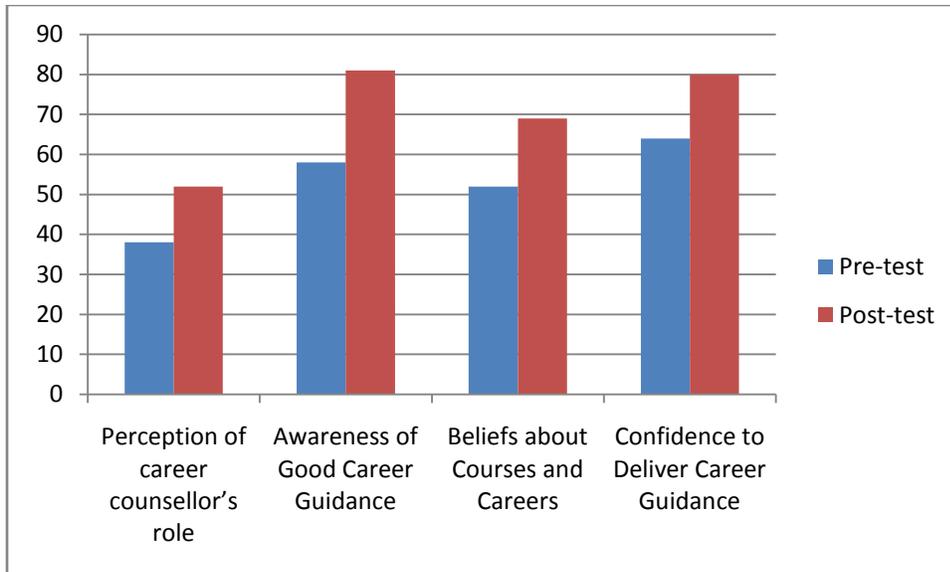
The survey conducted by Job Corp of both school counsellors and MEGA facilitators before and after the three day training workshop was designed to identify changes in the following themes related to career counselling through answers to a series of statements. The percentage of desired responses from the respondents increased in each case, as described below.

***"Perception of career counsellor's role"*** (increase from 38% to 52% correct responses). These responses indicated an improvement in understanding the role of the counselor vis a vis the student and the family.

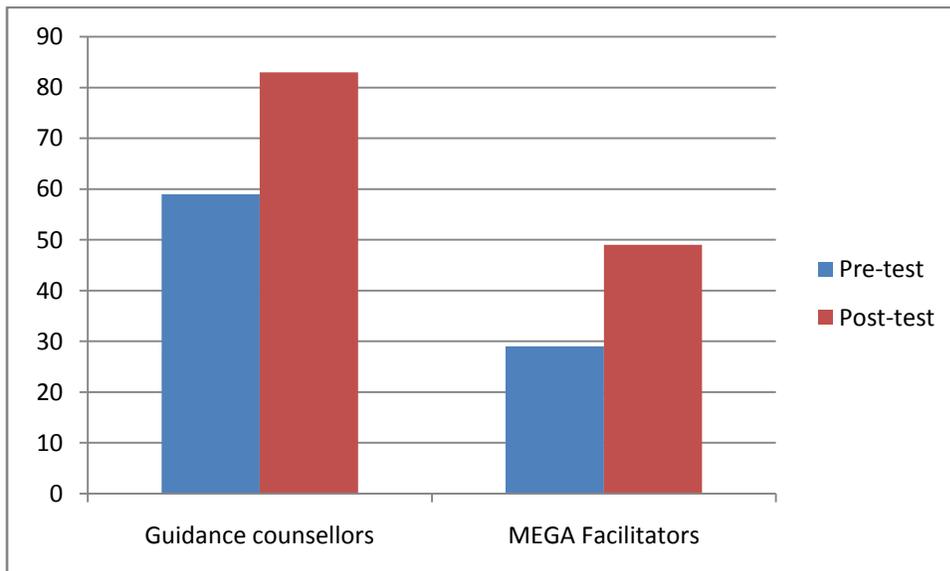
***"Awareness of Good Career Guidance"*** (increase from 58% to 81% correct responses). These responses indicated an improved understanding of skills needed for effective counseling, the steps to follow, career development theory and influences on career choices.

***"Beliefs about Courses and Careers"*** (increase from 52% to 69% correct responses). These statements tested the pre-conceived notions counselors may have as to courses and careers for certain types of students and showed an improved open-mindedness with regards to career options.

***"Confidence to Deliver Career Guidance"*** (increase from 64% to 80%). These statements measured the level of confidence the counselors expressed in their ability to deliver career guidance. A greater number of respondents said they were confident about running a group counseling session and feel they are equipped with tools to help the students.



Due to the different starting points in terms of knowledge and experience of the two groups there is a difference in the overall change in awareness levels/knowledge. The increase in percentage of desired responses overall for each group was 24% for Guidance Counsellors and 20% for MEGA Facilitators:



#### 4.1.2 Observed Ability to Deliver

JobCorp staff monitored the workshops delivered by the school guidance counsellors. They reported on whether each one demonstrated having achieved learning objectives and evaluated his/her performance on certain indicators. Of 15 learning objectives, 8 were deemed successfully achieved by a majority of the facilitator, while 7 areas still needed improvement. Some of the strongest areas included:

- articulating the importance of career education

- identifying key criteria of making career choices
- explaining that everyone has a number of interests and how some relate to one's work
- successfully collecting data for student's interest profile

Some of the weaker areas were in:

- Addressing key influences in career development in Indian context
- Identifying possible career paths after secondary school
- Defining self-exploration in the context of career choice
- Explaining steps in developing a career plan

In addition, monitors observed that the counselors demonstrated good to adequate clarity of concepts and objectives and with few exceptions showed good rapport with their students and time management skill. Monitors also noted that despite the intention that the workshops be delivered in an inter-active, discussion-oriented manner, there was very little active interaction or dialogue between the counselors and students.

Similar observation data of the MEGA facilitators was not available for this report.

#### 4.1.3 School Counsellors Feedback

Since the school counsellors have had training and experience in the field of Career Counselling and Guidance, this program proved to be an opportunity to enhance their skills. Based on the qualitative data analysed through pre and post questionnaires administered by SkY to the counsellors before and after the 3- day training programme, as well as insights from the FGDs, the key competencies acquired by them were:

1. **RIASEC theoretical framework:** The counsellors learned about the RIASEC framework, which was a new framework for them, and ways to use it in career guidance intervention.
2. **Systematic approach to career guidance intervention:** The counsellors became aware of the key aspects of an effective guidance intervention, including self-exploration, exploration of career options and career planning. Most of the counsellors valued learning how to conduct the intervention with a systematic approach.
3. **Communication skills:** Through the SAVE (Speed, Articulation, Volume and Emphasis) exercise, the counsellors learned four key aspects of communication. The counsellors said they were able to communicate their ideas better by following this technique. This increased the confidence levels of the counsellors.
4. **Influences on career decision making:** Counsellors were better able to understand the influences/influencers on student's career decision making; in particular, the counsellors learned about the societal influence on an individual's decision.

*"We were doing things in a haphazard way; now it is more systematic. I need more sessions and I will make them longer. I will be more organized in the future." – Narinder Kaur, school guidance counsellor.*

*"We did career guidance. Now we are doing career education. This is more structured. We understood the need to have a structured program." – Shubha Chauhan, school guidance counsellor.*

Other feedback received from the counsellors included that the:

1. Students should be provided with an aptitude test, not only an interest test, in order to have more complete information to help with career choice;
2. Amount time allotted for the workshop needed to be increased – it was not possible to do everything in the time given;
3. Timing of the workshop, i.e. the end of the academic year, was not well suited for career guidance workshops;
4. Students liked the workshop mode and they became more interested and focused;
5. Students appreciated what counsellors do after the workshop;
6. More activities, over a greater number of workshop sessions, would be more effective;
7. Not all principals seems informed enough or on-board with the program;
8. Students get enthused about having people from outside the school come so good to have other come in to work with the counsellors.

*“When people come from outside, students get excited. Have more people coming in! I will see help from outside people to do it better.” – Tripti Mohanta, school guidance counsellor*

*“There should be some time to explore careers and then to finalize career [choices]. Realistic choices cannot be made in this short duration.”- Alka Singhal, school guidance counsellor*

*“The website is really good. I am trying to see what I can do in summer vacation to have demos from professionals.” – Seema Mehta, school guidance counsellor.*

*“Students became more clear... their look toward me is different; they are more enthused and they became more focused” – Delhi guidance counsellor*

*“The workshop mode is agile. I am using this mode for other sessions too. Another teacher came [to see what I was doing] and asked me to conduct it in her section too.” – Rita Rani, school guidance counsellor*

*“Students were interested with the workshop mode. They were curious about the test and wanted to see their results. They were serious about the interest inventory.” – Anju Dias, school guidance counsellor.*

*“It is frustrating to be a guidance counsellor in government schools because their dreams are not fulfilled. They all want to take up diploma course. Because of limited seats, they don’t enrol in colleges. They end up being apprentices to some employers. They end up with fewer skills – or no skills –and they can’t progress in careers.” – school guidance counsellor*

*“Principals need orientation in order to ensure effectiveness in the training program.” – school guidance counsellor*

#### **4.1.4 MEGA Facilitators Feedback**

The MEGA facilitators were not previously trained in counselling and had no experience doing counselling with students. In fact, this made it difficult for them to answer many of the questions posed in the pre-workshop questionnaire. Based on the limited questionnaire responses and the FGDs, the training helped them realise the importance and relevance of career guidance for their students. According to the MEGA facilitators, the training content was above their skills and abilities. However,

they overcame their hesitation to implement the program and successfully conducted the program for their students. At the end of the programme, they felt confident in conducting the career guidance workshop with their beneficiaries.

The MEGA facilitators felt the students learned the importance of setting goals and working towards them, identifying the career paths and training to pursue after Class X. They believed that the students would be better able to understand the meaning of career after the workshops. They also expressed their desire to conduct these workshops in the future, depending on the availability of licenses to interpret the interest inventory test administered to the students.

## **4.2 Government School Students**

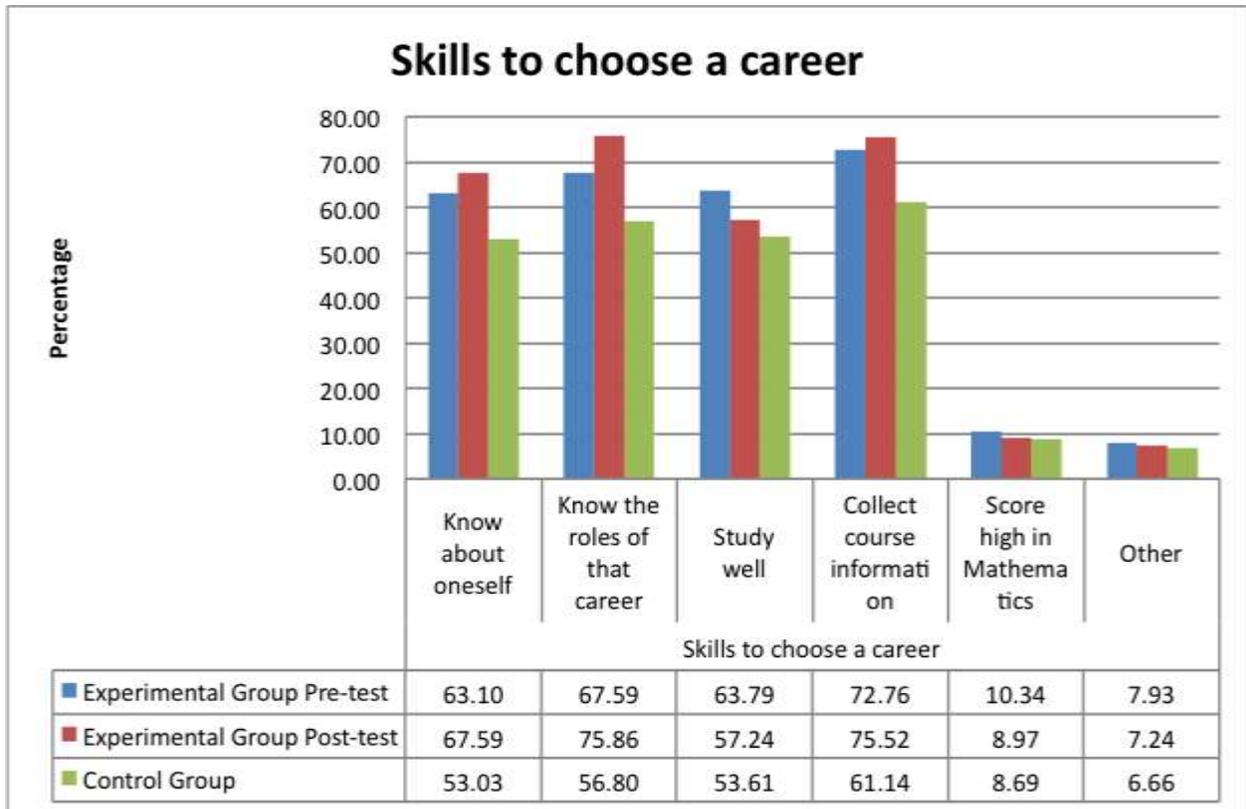
The pre-test / post-test questionnaire administered by SkY and the focus group discussions with the school students aimed to identify changes in students' awareness and knowledge about career decision-making. In most cases, the students were asked to select all relevant answers to a question. Therefore the results are shown as percentages of students who selected that answer. The totals of the answers thus do not add up to 100% because of the possibility of multiple answers. In general the control group, which took the questionnaire at the same time as the experimental students did their post-test, scored on average lower than the experimental group's pre-test scores. It is not completely clear to the evaluators why this is the case. However, it may be possible that simply being asked to participate in a career guidance workshop, with some minimal explanation as to what it may entail, may have slightly increased baseline answers from the experimental group.

The main topics about which the students were asked included:

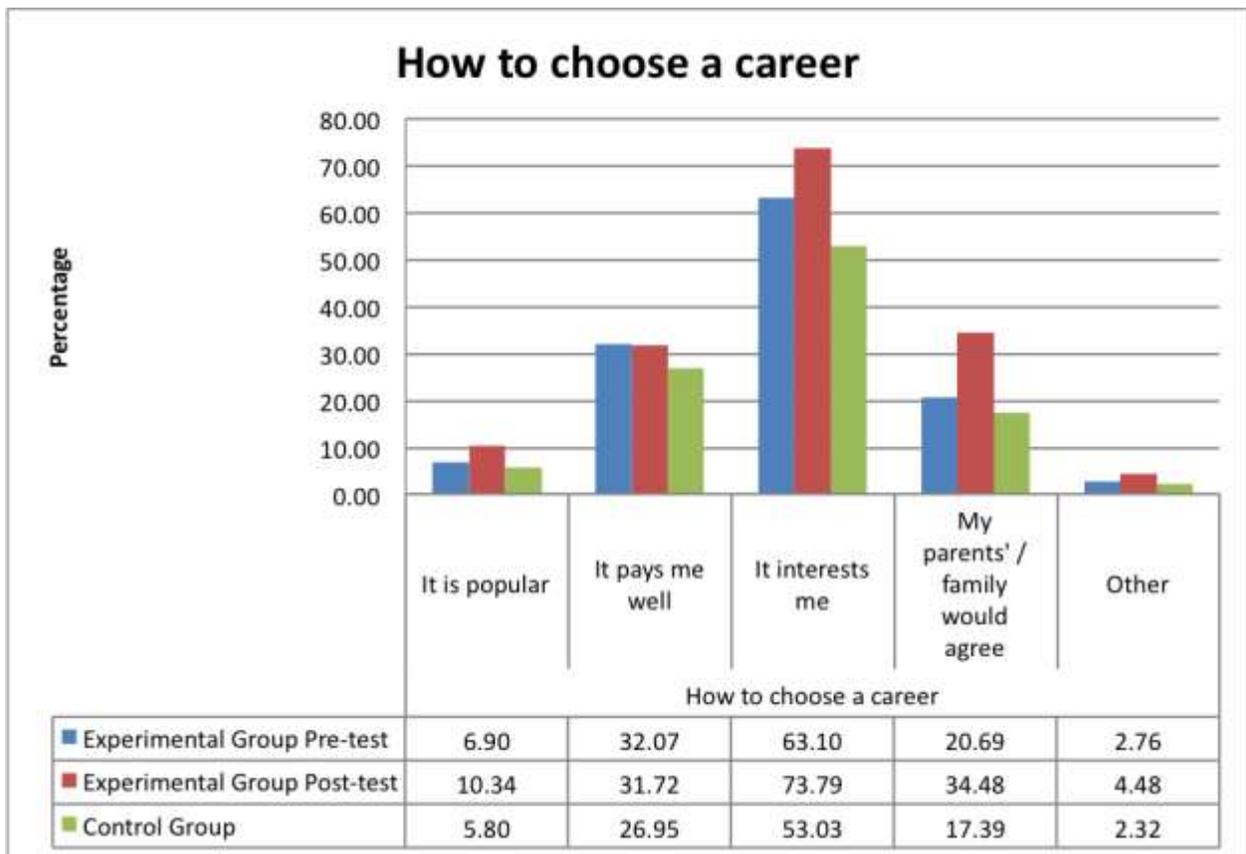
- Skills needed to choose a career
- How to choose (criteria) a career
- Influences on a student's career choices
- Sources of Information for choosing a career
- Problems/challenges faced in pursuing a career

The questions were designed to measure changes in awareness levels before and after the workshop but they also aimed to provide insight into the various factors that affect students' choices and their perception of affects their career decisions. Findings are summarised below.

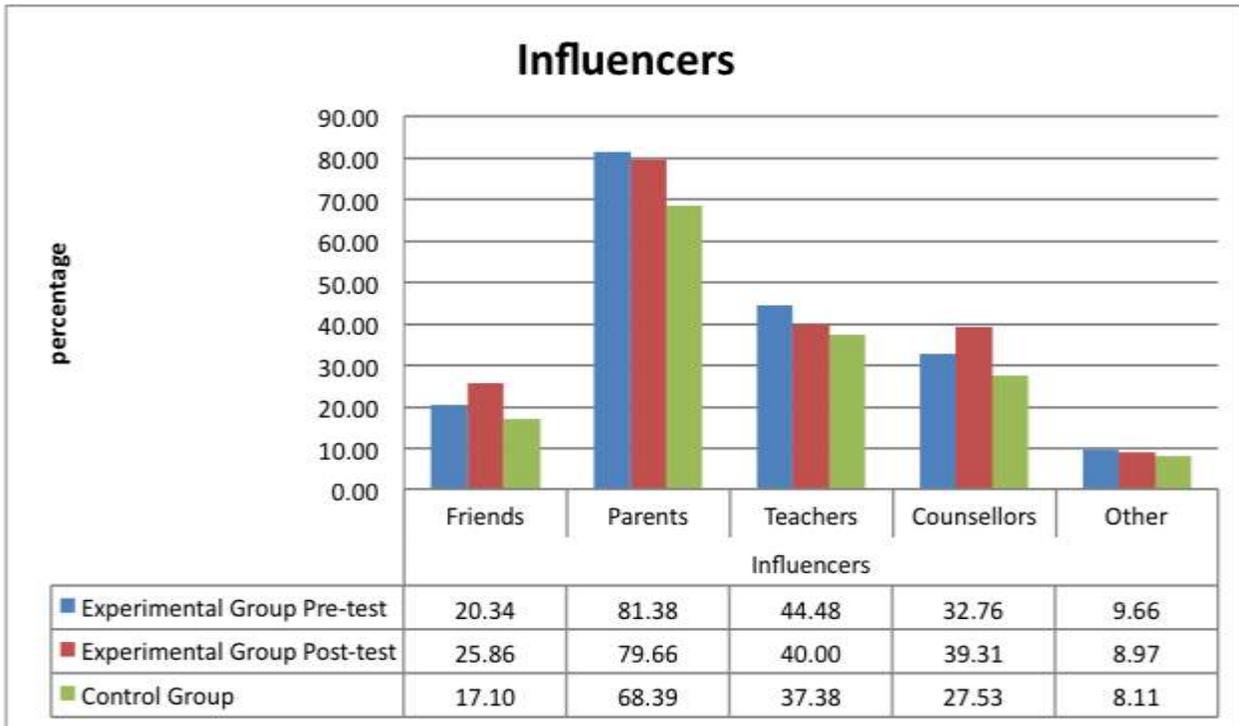
**Skills needed to choose a career:** Students were asked to identify different skills – or knowledge – needed to be able to make good career choices. The workshop aimed to raise students’ awareness of the need to know about the roles of different careers, the value of understanding oneself to help determine suitability for a particular career and the importance of collecting information about the courses that would help one to reach that career. As indicated in the chart below, the questionnaire results indicated an increase in students recognizing the value of these skills post workshop.



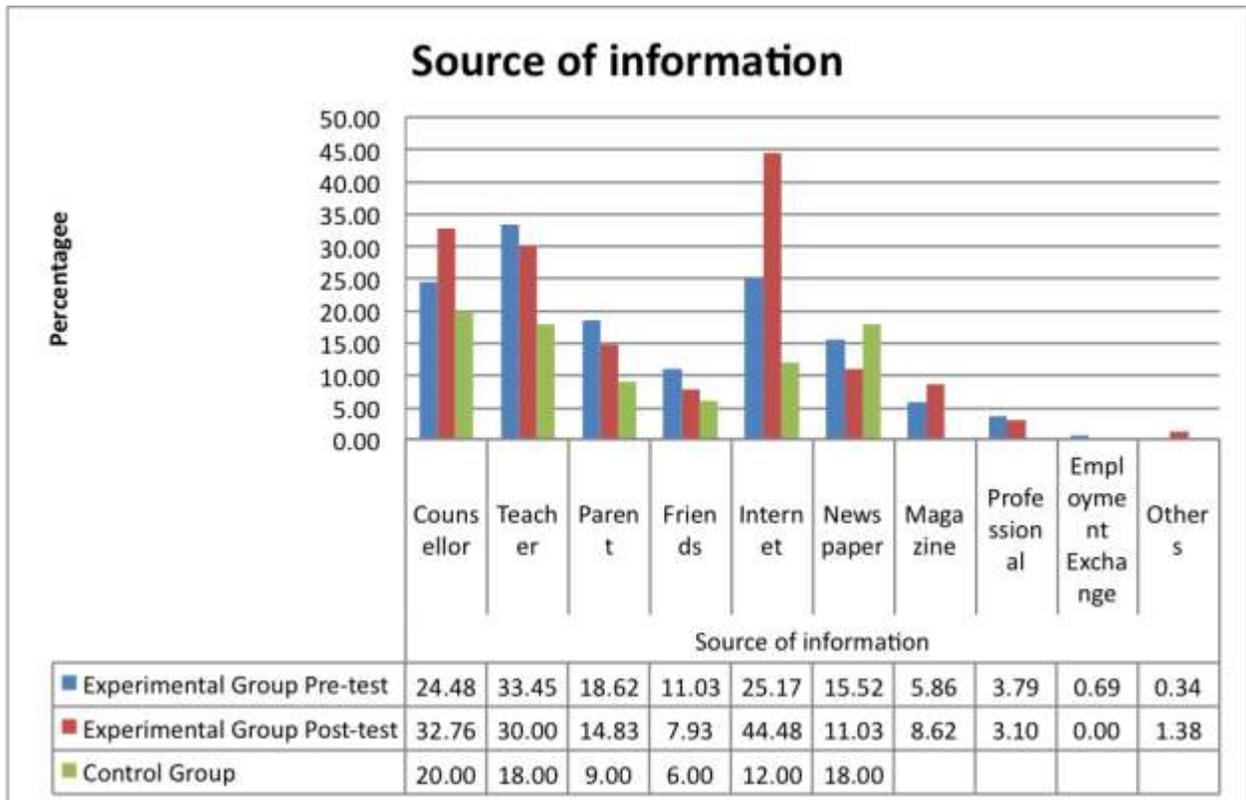
**How to choose a career?** The workshop also aimed to raise students’ awareness of varying criteria for choosing a career. The questionnaire wanted to both see if students’ were more aware of the role that suitability and interest should play in a career decision and also to gauge how strongly other criteria – such as popularity, pay and parental approval - play a part in students’ career choices. Students were asked to choose what was important to keep in mind while choosing a career. The findings indicate that the number of students who chose ‘interest’ as a key factor rose after the intervention. There was also an increase in the number of students choosing family consent as a deciding factor, which highlights that need for parents to be involved by the guidance counsellors in the career decision making process. Choosing a career does imply a number of considerations. One guidance counsellor relayed a comment from a student “Why should I take up interest-based choices if I would not get admitted in any course due to my family situation?”



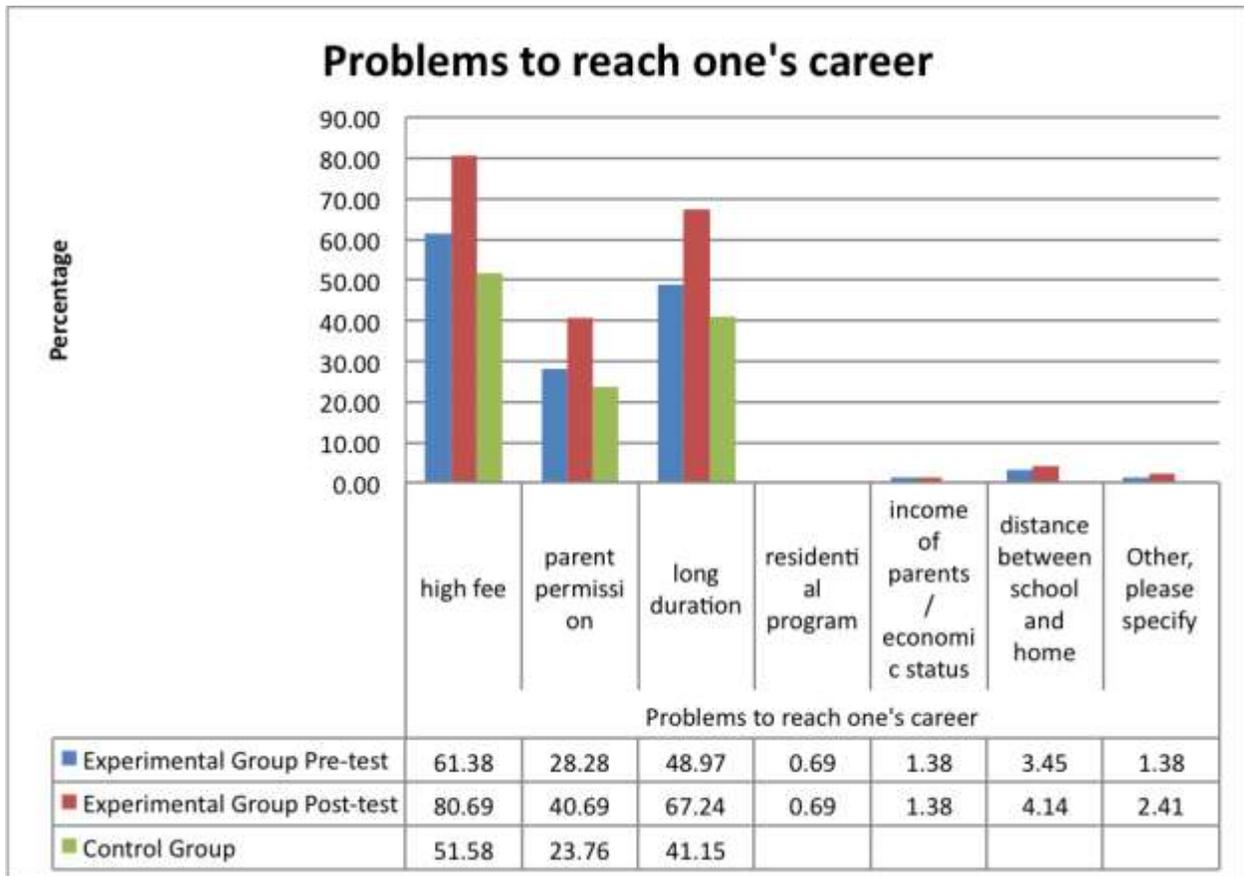
**Influences on career decision-making:** To understand the key influences in the students' career decision making, the students were asked to choose two key influencers that included teachers, parents, friends, counsellors and others. Parents, both before and after the workshop, were clearly the most important influence on students' choices. This reality was also reiterated in the focus groups with the students. The results underscore the need to involve and educate parents on career decision making for their children. The post-workshop results saw an increase in the number of students choosing 'counsellors' as the key influencers, possibly indicating an increased appreciation of the value of the guidance counsellors in decision making process, although the increase here may have also been related to the decrease in choosing teachers as an influence. The increase in choosing friends as an influence in career choice likely reflects a greater awareness, post-workshop, of how societal opinions – in this case, peers - affect students' decisions. Focus group discussions – with both counsellors and students - revealed that the media has an important influence over students' career choices.



**Sources of information:** In order to collect information about various careers, one needs to be aware of the sources available. The workshop aimed to increase students' knowledge of a variety of source they could consult to inform their career research and decisions. The questionnaire asked the student to list two sources of career information. Before the workshop, teachers received the highest ranking, with counsellors and internet as second most cited. Post intervention, there was a significant rise in the number of students who chose Internet and a modest increase in counsellors as the source of career information, both of which out-paced teachers, which dropped slightly. Fewer students cited parents and friends in the post-workshop questionnaire.



**Challenges/problems to reach a career:** The evaluation also sought to identify student awareness of probable challenges that they may face in order to achieve their desired career. Most of their responses pointed to ‘High fee of the course’, ‘duration of the course’, and ‘parents’ approval’ as the key problems to pursuing their goals. It is interesting to note that the percentage of students who identified high fee and long duration increased dramatically, highlighting the fact that there was an increase in awareness of the real challenges that face this profile of students in obtaining a successful career.

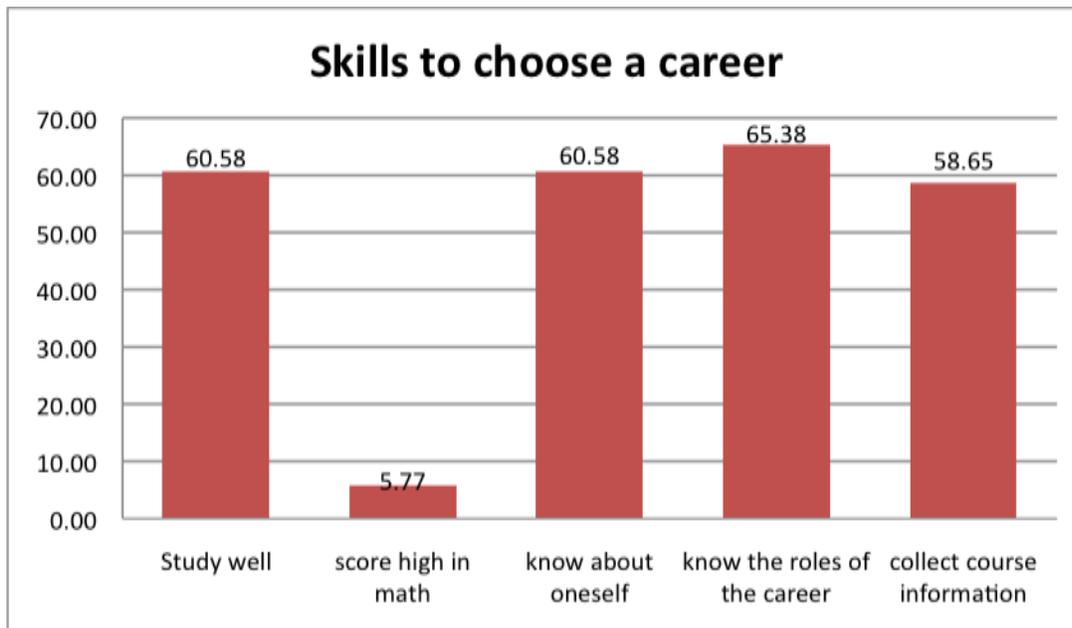


**Perceived Value of the Workshop:** Focus Group Discussions with students provided some insight as to whether they thought the workshop was useful. They said that they did become clearer about their career goals and some changed their planned choice of career over the course of the workshop. The students said the workshop was interesting but they would like to learn more and would need more time to be able to do so. They also indicated that they would like to have these in the future but it would be beneficial for their parents to participate in the workshop too. Students also asked to have more information to link their choice of academic streams to their career choices.

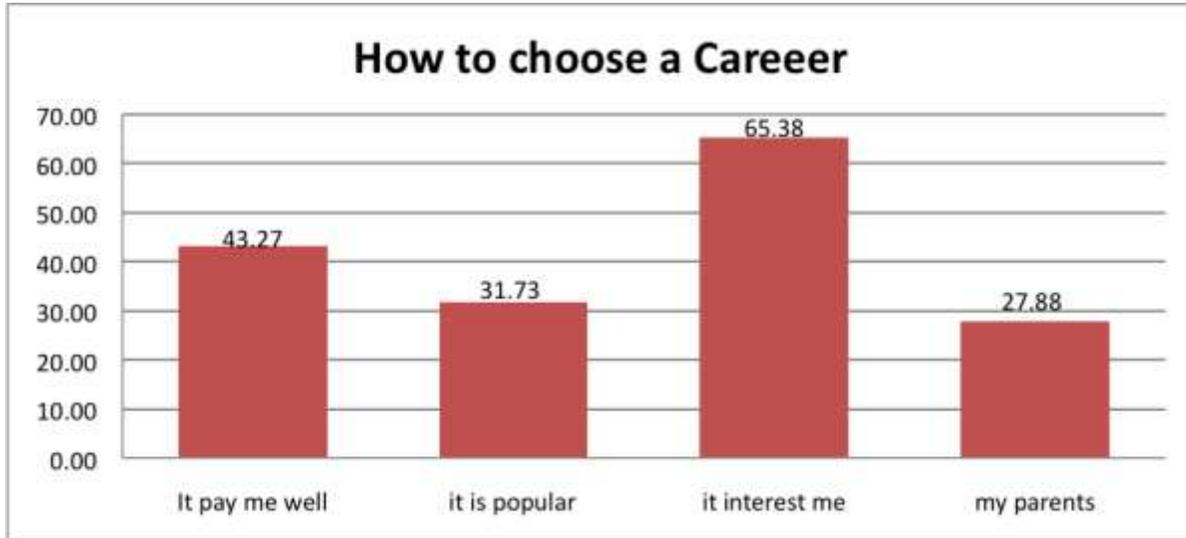
### 4.3 MEGA Students

The MEGA students were administered only the Post-intervention test; thus the results do not measure a change in awareness but simply the level of awareness after the workshop was completed as well as some insights into the factors affecting their career decisions. The findings from this data are summarised below.

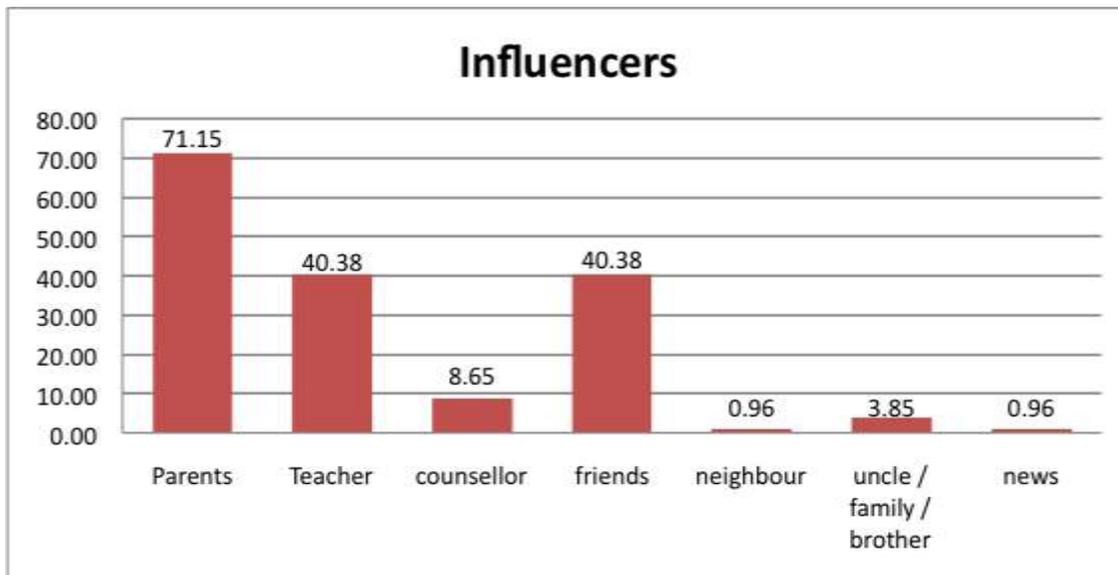
**Skills to choose a career:** Similar to the SCERT students, we could see that more than half of the MEGA students were able to identify the ‘Knowing the roles of career’, “know oneself” and “collect course information” as key skills to choose a career. It was clear in the focus group discussion as well that the students coming to the MEGA training centres emphasised the importance of acquiring the a basic educational qualification.



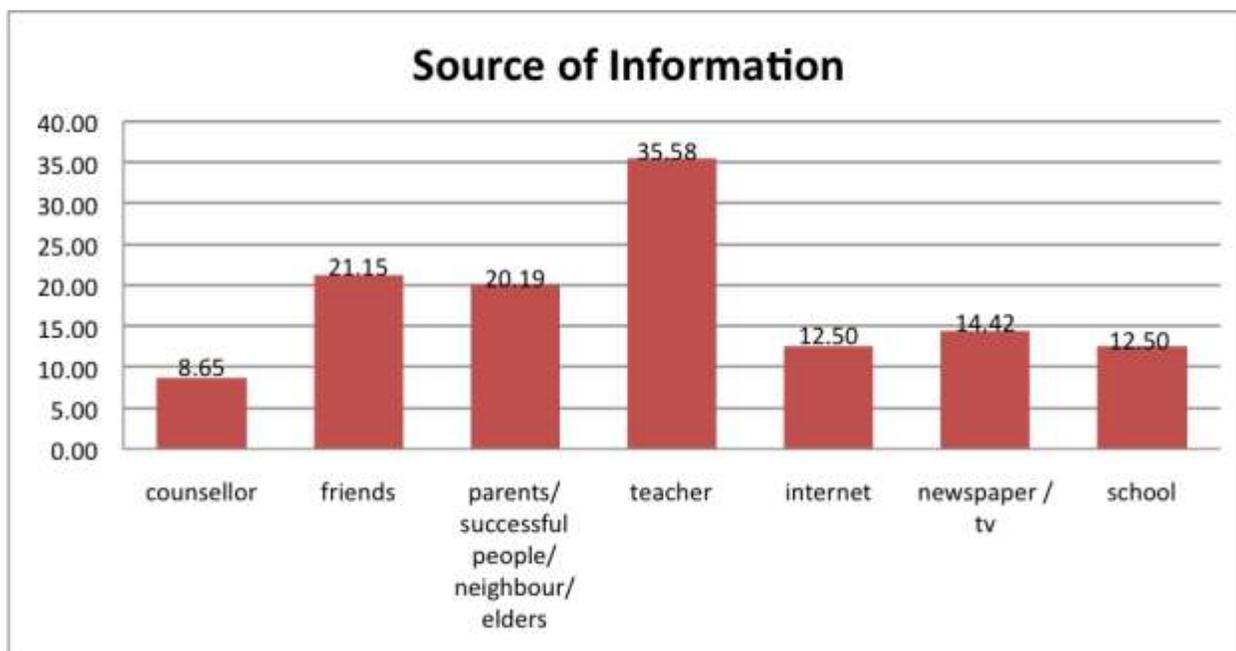
**How to choose a career?** More MEGA students ranked interest as criteria to choose a career than the other choices – similar to the government schools students. Fewer of them indicated parents’ agreement as criteria than their government school counter-parts, giving more weight to both pay level and popularity.



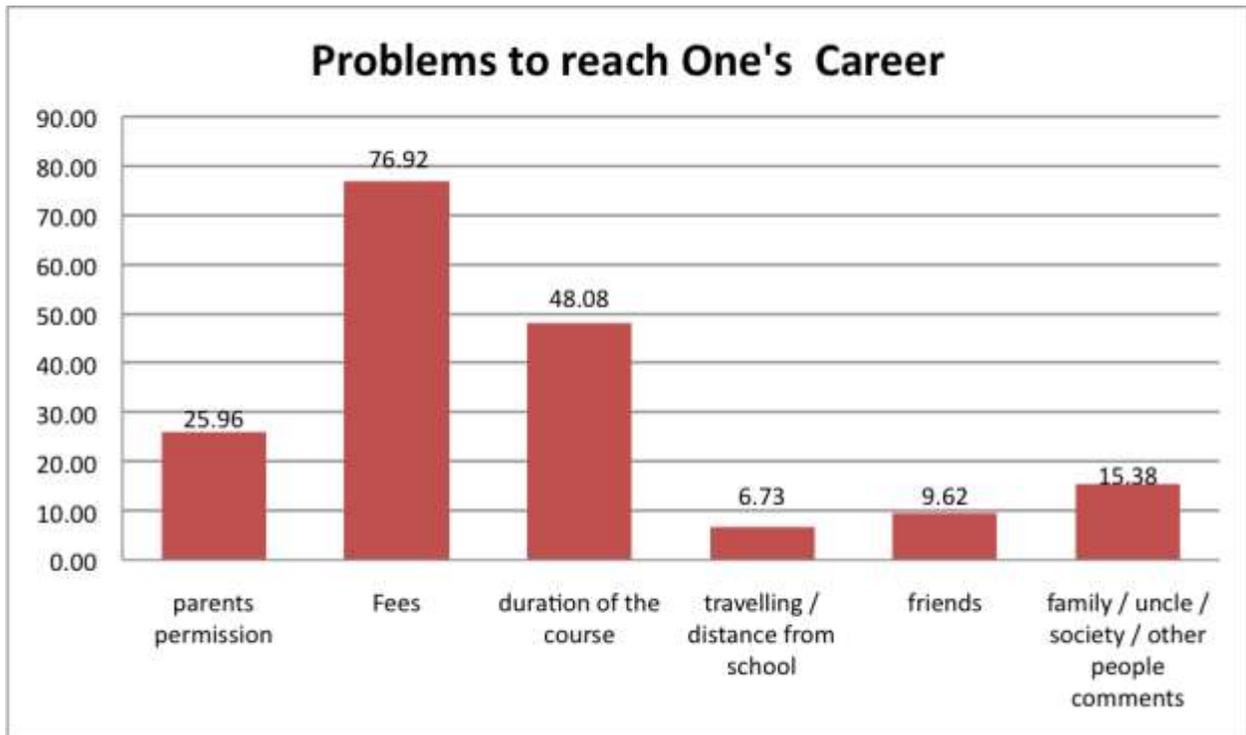
**Influencers:** When students were asked to choose who influences their career decision making, we could see that ‘Parents’ top the chart. We could see that while ‘interest’ is crucial to choose a career, whether that intention gets translated into action is hugely influenced by parents. The second next influence is exerted equally by teachers and friends. We could see that counsellor scores a low vote since in this context the students do not have a counsellor available to them.



**Source of information:** While many SCERT students chose the Internet as the main source of career information after the workshop, the MEGA students considered teachers to be a primary source of career information. This may be because the MEGA students have less access to computers and the internet than the government school students had. The next source of information is from friends, followed closely by parents or other adults in the community.



**Challenges to reach one’s career:** Similar to the government school students, ‘Fees’ clearly seems to be the main challenge for the students to pursue their area of interest. This came up as a concern in the focus group discussion with the students as well, in which students indicated that they do not have any access to scholarship information and the parents are not willing to spend money towards qualification courses, especially for a daughter. Next to fees is the duration of the course, which of course is somewhat related to cost; many students are expected to enter the world of work as early as possible so that the family expenses could be met, and lengthy training hinders this. As different from the government students, a good number of MEGA students indicated that friends, family and other members of the community were a ‘problem’ to their reaching their careers.



**Perception of Value of Workshops:** FGDs with MEGA students indicated that they felt they understood better what a career meant and that career choices need to be based on information about oneself as well as realistic understanding of options.

#### 4.4 The Program Design and Implementation

Through Focus Group Discussions, counsellors and students provided significant feedback with respect to the program design and implementation and made suggestions for improvement. Some of the observations also come from SkY and JobCorp monitoring of training and workshop delivery.

- a) **Teaching methodology:** Most of the counsellors had previously used a lecture style to talk about various careers. Thus, the more interactive activities conducted in the workshop were a welcome change for the students. The students were more engaged and their learning was enhanced. However, the traditional seating arrangement of the classrooms hindered the full potential of an interactive workshop. Several counsellors suggested having classroom seating arrangements that would better facilitate the workshop activities. In addition, JobCorp observers noted that not all counsellors were able to transition into a more interactive teaching approach. Additional support and training to improve facilitation skills would be needed.
- b) **Workshop format:** A systematic and pre-defined format for the workshop helped the counsellors to be on track and ensure that the students reach the stated objectives. One of the counsellors commented that a benefit of the workshop was that students are now able to think about plan their careers systematically.
- c) **Intervention design:** The following comments were made with respect to the design of the approach.
- **Student aptitude:** The intervention focussed mainly on students' interests. However, the counsellors and the students were not sure if it was wise for them to make their career decisions solely based on interest, especially because some of the students expressed during FGDs that they do not always perform well in the subject they like or in the activity in which they love to do. They expressed their desire to understand what their abilities are in order to make an informed choice about their careers. Principals and counsellors suggested including an aptitude test as well as the interest inventory.
  - **Duration of the workshop:** Many students and the counsellors felt that the duration of the workshop was not adequate to cover all the topics. They wanted to increase the time for these workshops so that more concepts could be dealt in a detailed fashion. Counsellors also expressed that the students' choices are biased either by peers or by the media. The counsellors were concerned that the students do not know enough details regarding roles and responsibilities for the various careers. Therefore they felt that more time was needed to provide a more complete picture of career options to students.
  - **Timing of the workshop:** Counsellors, principals and project observers all noted that career workshops should be held at the beginning, not the end of the academic year – and especially not near exam time - both to reduce absenteeism and increase student focus.
  - **Class size:** Since Government schools have a large number of students in each class section (typically more than 60 students), conducting a group workshop with the students was very challenging for a single counsellor. The counsellors expressed the need for more resource people or smaller class size to conduct this intervention effectively.
  - **Counsellors' time:** Counsellors would have liked to have had more time to prepare and also to be able to follow-up with students individually after the workshops.
- d) **Resources:**
- **The Career Glossary,** an information booklet about various careers, was a resource provided for the students. However the number of Career Glossary copies available for the students was insufficient for the number of students in the class. So the students did not have

enough resources to choose their careers during the workshop hours. In addition, the Glossary was in English and many counsellors felt that it should have been in Hindi to make it more accessible to all students.

- **Interest inventory:** The students from a few schools expressed difficulty in comprehending the items in the interest inventory. Also, since the interest inventory is a paid test, some of the counsellors were unsure how this approach could be scaled up system-wide. Facilitators from the MEGA project requested a subsidized version of the tool so that they could use it with more students.
  - **Worksheets:** While the worksheets facilitated the students' step-by-step progress in career planning, some students had difficulty understanding the worksheets due to the language being too advanced. It was recommended that the worksheets use simpler language and more closed-ended questions
  - **Videos and other visual aids:** Several counsellors suggested adding videos or other visual aids to help students explore careers and understand the concepts better.
  - **Case Studies:** The case study presented was not easy to understand for the students. Counsellors suggested there be more case studies, but that they are shorter and simpler to understand.
- e) **Academic Success:** Counsellors also mentioned that the students lack motivation to succeed academically and find it difficult to see the need for an academic qualification, and thus making it hard to be able to translate that into enthusiastic career planning.
- f) **Putting Career Plans into Practice:** Students expressed concerns about putting into action the career plans they developed. Some of them noted that they need 'more information to know which stream to choose in order to pursue the chosen career', 'help to be able to convince parents to buy into their decisions', and 'more time to analyse all the options and make a good choice'.
- g) **Career Guidance at a school and system level:**
- **Importance for Career Guidance:** Counsellors expressed their concern about a general lack of importance given to career guidance and counselling in government schools. They feel that since the schools are worried about students scoring high marks, the counselling periods are not allocated much time. Additionally, at times, counsellors are also given responsibilities to be a substitute 'teacher' or administrative tasks and thus their time as counsellors is reduced. Some counsellors felt that there was a need for an external expert to recommend the importance of career counselling and guidance to policy makers.
  - **Parent involvement:** Counsellors felt it would be critical to include the parents in the intervention so that the decisions made in class get translated into action with the help of the parents. Some students also suggested that parents participate in the workshops so they could participate in and understand the decision-making process.
  - **Better communication/involvement with school administration:** A few of the principals were not well informed about the purpose of the program or its implementation, which caused some difficulties for the counsellors since they did not have the principal's full buy-in. Some suggested an orientation with the principals ahead of time.

- **Student-Counsellor ratio:** It was recommended that the student-counsellor ratio be improved either by reducing the class size or employing more counsellors. In order for the intervention to be effective, there needs to be someone full-time at each school who is dedicated to this role.
- **School-wide 'Buy-in':** It would be beneficial to include all the staff in school in an orientation program about Career counselling and guidance so that the intervention becomes an essential part of school curriculum and not an extracurricular activity.

## 5 Recommendations

In view of the findings stated above, the following are the key recommendations made based on the evaluation findings:

### 5.1 Intervention design

- Incorporating aptitude into career assessment:** Since interest may change and is contingent on one's experience, understanding interests alone might not suffice to make a career choice. Also, to achieve success, students need to be able to excel in the areas they pursue. Hence assessing ability is an important parameter to choosing a career. Future interventions should include a framework to help students understand both their interests and abilities.
- Length of intervention:** A career intervention program should be implemented across the academic year for more hours. Observations and discussions with key stakeholders indicated that the intervention needs time to take root in an institution and for student's to assimilate career information. Students should be exposed earlier to career information so when it comes time to make career-related decisions, they have a base of understanding.
- Incorporate action-oriented activities:** The interventions should include activities that would help students to translate their decisions into action by managing the influences in their environment. At times, the decision made at the end of a Career Guidance Program might not get translated into action due to poor planning or societal influences. So to ensure that the students reach their goals, the intervention should allow room for activities that would facilitate / empower the students to put strategies in place and tackle the obstacles.
- Link to academic subjects:** Based on counsellor observations that student often don't see the value of what they are studying, it is recommended that the intervention include opportunities for career information to be integrated into the academic subjects by indicating the real world application of what students are learning. This would help increase student motivation for their studies as well as help them gain knowledge about career paths. Counsellors, post-intervention, encouraged the idea of introducing career guidance interventions early in the school life of the students. Introducing Career Exploration activity during Pre-High School years would allow students to get exposure to various careers and begin to understand how what they are learning in school has a real-life purpose.

- e. **Systematic Process:** Both counsellors and students benefitted from the more organized approach to career planning. A future intervention should incorporate clear steps that help students follow a path toward decision-making and facilitate counsellors (or other adults) to be able to track students' progress.

## 5.2 Resources

- a. **Increase guidance counsellor presence in the schools:** Ideally there should be more counsellors available to conduct guidance intervention as the current counsellor/student ratio is inadequate for effective support. Therefore more counsellors should be hired for the schools and/or alternative additional resource persons could be delegated to take up the intervention in the schools that do not have counsellors. (See recommendation 5.3)
- b. **Create/maintain career information database:** A centralised repository of career information that is easily accessible, constantly updated and reviewed by field experts, needs to be in place to assist the intervention.
- c. **Career tests and worksheets:** It is critical to ensure that the materials to support student career exploration and planning are in the students' local language and at an appropriate level so that all students can access the materials successfully.

## 5.3 Whole School Involvement

To address the issue of the fact that not all schools have counsellors (outside of Delhi, there are even fewer) and the fact that counsellors are often given other responsibilities take distract from their main role, it would be beneficial if career guidance and exploration was taken on by a broader set of school actors. Ideally, the entire school community – principals, teachers, administrators, parents, and community members - should become a part of the intervention so that the career guidance services function most effectively. There should be an inclusive environment that takes into account various stakeholders who influence the students' career decision making process to play an active role in facilitating the process as well.

## 5.4 Holistic Approach to Career Orientation

Based on all these factors, it seems that a suitable intervention catering to the needs of the career decision-maker would be the one that takes a holistic approach towards career development; a step-by-step attempt to building career decision-making competencies in the student.

Considering the realities at government schools, it is suggested that a career guidance intervention looks at a longitudinal approach to delivering career guidance services. Suggestions indicate that the intervention could begin as early as Class 6 or 7 and go up to Class 10, when the students are made to choose a stream that has to be aligned with their career choice. To illustrate, as a starting point, the students could relate to the relevance of academic qualification by engaging in activities that translate the academic concepts into real life applications. Then the students could spend their Class 8 and 9 exploring various careers by

engaging with professionals through an interview or apprenticeship to get hands on experience with careers of their interest. This approach to a career guidance intervention would need the school ecosystem to participate in facilitating the students to explore the World of Work and themselves in greater detail.

It is suggested that the future interventions evaluate all these recommendations and use them to design a suitable intervention for the students to make well-informed decisions about their careers. The intervention should expose students to career information over a longer time period and involve a broad spectrum of the school community, including parents.

## Annex 6.1

### List of Delhi Government Schools and MEGA Centre

<b>Name</b>	<b>Designation</b>	<b>Organization</b>
Mrs. Santosh Jawa	EVG Counsellor	KGSB Vidyalaya, Chirag Enclave, New Delhi-48.
Mrs. Shubha Chauhan	EVG Counsellor	GBSSS, No 1, Kidwai Nagar, New Delhi.
Mrs. Anju Dias	EVG Counsellor	SPM SKV Chittranjan Park, New Delhi.
Mrs. Seema Mehta	EVG Counsellor	Rani Jhansi SK Vidyalaya, Railway Colony, Tughlakabad, New Delhi- 44
Mr. Krishan Pal Singh	EVG Counsellor	GBSSS GTB Nagar New Delhi -9
Mrs. Tripti Mohanta	EVG Counsellor	Rajkiya Pratibha Vikas Vidyalaya (RPVV) Shankaracharya Marg, New Delhi
Mrs. Narinder Kaur	EVG Counsellor	Rajkiya Pratibha Vikas Vidyalaya (RPVV), Gandhi Nagar, New Delhi.
Mrs. Kusum Kohli	EVG Counsellor	GSSSS, Sec. VI, R.K. Puram, New Delhi
Mrs. Alka Singhal	School Teacher	VSSKV no. 1 Kalkaji New Delhi- 48
Mrs. Rita Rawal	EVG Counsellor	S K V No. 1, Gandhi Nagar, New Delhi - 31
Mrs. Rita Rani	EVG Counsellor	GGSSS, No. 3, Gandhi Nagar, Delhi
Mrs. Sunita Arora	EVG Counsellor	GGSSS and GBSSS No 1, Roop Nagar, Delhi -7
Mrs. Sadhana Sahasrabudhe	EVG Counsellor	GBSSS, No.1, Shakti Nagar, Delhi - 110007
Mohd. Aslam	Supervisor	Datamation Foundation Charitable Trust, MEGA Centre
Mr. Israr Ahmed	Supervisor	Datamation Foundation Charitable Trust, MEGA Centre
Mr. Kamran Ahmad	Supervisor	Datamation Foundation Charitable Trust, MEGA Centre
Ms Shara Parveen	Vocational Teacher	Chetanalaya, MEGA Centre
Ms Shahnaz	Supervisor	Chetanalaya, MEGA Centre
Mr. Ravinder Kumar	Vocational Trainer	Chetanalaya, MEGA Centre

**Training Schedule**  
**Career Focus Finder: Workshop for facilitators**  
**(Jan 19-21, 2011 at ICSSR, New Delhi)**

<b>19-01-11</b>	<b>Timings</b>	<b>Theme</b>
	9:30-10:00 AM	Registration Entry Survey
	10-11:15 AM	Welcome note About the partners Knowing the group Workshop preliminaries
	11:15 -11:30 AM	Tea
	11:30 AM -1:00 PM	Why Career Guidance? Understanding influences on career choice behavior
	1:00 -1:45 PM	Lunch
	1:30- 3 :00 PM	Skills for Group Counselling
	3:00-3:15	Tea
	3. 15- 5.00 PM	Career Focus Finder: Introduction to the model Activity 1 (Cover Page) and 2 (What is a Career?)
<b>20-01-11</b>	9:15-11:30 AM	Recap Activity 3 (Help please!) Activity 4 (Steps to my career)
	11:15 -11:30 AM	Tea
	11:30 AM -1 PM	Activity 5 ( Career Focus Finder tool) Activity 6 ( RIASEC: A lens to look at self and careers)
	1:00 -1:45 PM	Lunch
	1:45- 3 :00 PM	Activity 7 (My interest profile) Activity 8 (My career options-1) Activity 9 (My career optins-2)
	3:00-3:15	Tea
	3. 15- 4:30 PM	Demo of C2C website for career exploration Activity 10 (My career plan)
	4:30- 5:00 PM	Preparation for practice session
<b>21-01-11</b>	10-11:30 AM	Practice session 1
	11:30 -11:45 AM	Tea
	11:45 AM -1 PM	Practice session 2
	1:00 -1:45 PM	Lunch
	1:45- 3 :00 PM	Debriefing Action Plan Training Evaluation Exit Survey
	3:00-3:15	Tea
	3. 15- 5.00 PM	Valedictory Session

**Resumes of Evaluation Team**

**Dr. B. Phalachandra**

Dr. Phalachandra retired as Dean of Instruction from RIE, Mysore in Nov, 2010. He has been working in the area of Teacher Education, Guidance & Counselling, Distance Education and Educational Technology since 1985. He worked as Course Director for International Diploma in Guidance and Counselling. He is an awardee of Fulbright Scholarship (Post Doctoral Research) in the year 1993 in Teacher Education (Vocational Teachers) through Distance Mode. Earlier he worked in different Depts. of NIE (Delhi) like Depts. of Teacher Education, Educational Psychology & Guidance and Central Institute of Educational Technology. He also worked for 5 years as Senior Programme Officer at IGNOU in the World Bank Assisted Project for providing assistance to different States in using Distance Mode for Training of Teachers for their Professional Development.

He has been involved in planning and organizing Teleconferencing programmes, Video conferencing and Interactive Radio Instruction. Involved in evaluation of USAID funded projects, EDUSAT project of Karnataka, EDUSAT projects of ISRO, and developmental projects of COL. Has participated in National and International Seminars and workshops concerning Teacher Education, Distance Education, Guidance and Counselling, and Vocational Education

**Entry / Exit Survey**  
**Career Focus Finder**  
 Workshop for Facilitators

Please read each item and place a tick mark ( ✓ ) in appropriate boxes:

S. N.	Item	Yes	No	Don't Know
1	A career counsellor tells about one best career for a person.			
2	Job and career are almost synonymous terms.			
3	Providing information about different career options is the most important part of the process of career counselling.			
4	If a student is good in Biology, s/he must go for a career as Medical Doctor.			
5	Medical and engineering are the best career options for science students.			
6	Compared to science, students of humanities have fewer career options.			
7	Aptitude testing is the most important part of career counselling.			
8	Counselling is a relationship between counsellor/teacher and student, so parent should be kept out of the process			
9	I am aware of core skills needed for effective counselling			
10	I am aware of the process of effective career path planning			
11	I am aware of the influences on career choice behaviour of Indian students			
12	I am confident in running a group counselling session for career aspirants			
13	I can find relevant career information from internet/newspapers/ magazines.			
14	I have tools to help students find their interests and abilities.			
15	I am aware of at least one theory of career development.			
16	I am aware of links between life skills and career counselling.			
17	Vocational courses are better for poor students.			
18	It is safer to take science after Class 10.			
19	Engineering is the best option for students who are good in Maths.			
20	Professional courses are better than non professional courses.			

**Pre-workshop Questionnaire for Counsellors and Facilitators**

Name: \_\_\_\_\_

Age: \_\_\_\_\_ years

Sex: Female / Male

Name of the School/s:

\_\_\_\_\_

Qualifications: \_\_\_\_\_

Counselling/Teaching experience: \_\_\_\_\_ Years \_\_\_\_\_ Months

Which classes do you counsel/teach presently?

\_\_\_\_\_

Give a brief description about the career guidance model you are practising:

- Topics covered during the career guidance sessions:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- Time taken per session: \_\_\_\_\_

- Number of students per session: \_\_\_\_\_

- A short note on the process of career guidance / steps involved in the career guidance process

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- Does the student get a structured output at the end of the counselling session?  
Yes / No

Give a brief about your professional achievements.

---

---

---

---

What are the challenges / difficulties you face in carrying out the role as a career guidance counsellor?

---

---

---

---

Write a note on the perceived challenges / difficulties faced by your clients in making career choices?

---

---

---

---

**Post-workshop Questionnaire for Counsellors and Facilitators**

Name: \_\_\_\_\_

Age: \_\_\_\_\_ years

Sex: Female / Male

List three specific learning outcomes of this workshop.

---

---

---

Please provide a brief summary of the action plan developed by you for implementing the programme in your school.

<b>Probable dates of the workshop</b>	<b>Activities to be conducted</b>

List two advantages of using this model of career counselling in your school.

---

---

Please mention below the additional knowledge/competencies you acquired by participating in this three days' programme.

---

---

---

What would be the challenges /difficulties you are likely to face while implementing the action plan in your school?

---

---

---

---

What action could you take to resolve these challenges?

---

---

---

What support would you need in order to ensure successful implementation of this program in your school?

---

---

---

---

Pre and post test for the studentsMe and My Career

Name:	Class:	School Name:
Gender:	Phone:	Email:
Address (res):	Father's Occupation:	Father's Qualification:
	Mother's Occupation:	Mother's Qualification:

---

1. List three of your interests. (e.g., swimming / painting / repairing things)
  - i.
  - ii.
  - iii.
  
2. What are the three activities that you can do very well? (e.g., gardening / drawing / playing cricket)
  - i.
  - ii.
  - iii.
  
3. Please define the words given below:
 

Job:

Career:
  
  
- 4<sup>a</sup> List the names of the careers that you would like to take up (at least 5).
  - i.
  - ii.
  - iii.
  - iv.
  - v.
  
5. My favourite career is \_\_\_\_\_.
  
6. Please list the tasks required to be carried out by this career?
7. Three skills that every student should possess to choose a career are: (place a ✓ mark against the right ones)

- Know about oneself       Know the roles of that career       Study well  
 Collect course information       Score high in Mathematics  
 Other \_\_\_\_\_

8. While choosing a career, the most important thing I should check is whether

- a. it is popular
- b. it pays me well
- c. it interests me
- d. my parents' / family would agree
- e. Other (please specify): \_\_\_\_\_

9. Two important influencers for choosing my career are: (place a  $\checkmark$  mark against the right ones)

- Friends     Parents       Teachers       Counsellors  
 Other \_\_\_\_\_

10. Two sources to know more about careers are

- i.
- ii.

11. List the steps you would have to take to reach your career:

- i. Complete Class X
- ii.
- iii.

12. List the problems you may have to reach your career (e.g., high fees, long duration of course)

- i.
- ii.
- iii.

**Focus Group Discussion Guide for the students and counsellors**

**Counsellors**

1. What according to you are the learning outcomes of this program? Key learning you had taken home?
2. What are some of the challenges in implementing the program?
3. What are the suggestions to improve this model and make it more effective?
4. How do you want to take this forward?
5. How to ensure sustainability of this program in the school? Any systems to be put in place?

**Students:**

1. What did you learn out of this career guidance intervention?
2. Did you discuss about this program with your parents, what were their reactions?
3. What are the challenges you have in order to implement the career choices you have chosen?
4. Suggestions to include more resources, activities to improve this program?
5. What support system you may need to achieve your dreams?