

CBSE

Students Global Aptitude Index

छात्र सार्वभौम अभिक्षमता दर्शिका

Teachers Manual 2012



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FOREWORD

It gives me great pleasure to announce that CBSE will hold the second edition of Students Global Aptitude Index Assessment on 22nd January 2012.

During school, a student passes through the most important phase of life termed as 'Adolescence'. Apart from mental, physical and emotional transition, adolescence is also a time of exploration and choices which direct an individual's future. It is often seen that career decisions are based on parental and peer influences. They may lead adolescents to achieve higher positions in the field of work later in life but not the desired satisfaction. This is due to the gaps between aspirations and actual potential. It becomes difficult to take a u-turn and search for ones interest or passion in life. Many children find role models in the school and home environment and start building specific career aspirations. At this stage they need to be guided so as to match their unique interests and values with academic and vocational choices.

Students Global Aptitude Index is **optional** for any class X student who wishes to know preference for subjects on the basis of assessment. This stage coincides with the span of adolescence and beginning of career concepts and planning (although not in the concrete form). It is therefore crucial to give a road map to the child with a realistic and favourable support.

The process of understanding "Self" by a student should invariably involve talents interest, skills, desires etc. However, a student must be aware of his or her strengths, weaknesses and opportunities.

The CBSE SGAI was designed with the aim to empower such an adolescent with "**self knowledge**" and to assess Aptitude or his/her innate potential to perform a particular set of tasks with interest. However, CBSE SGAI should be taken only as an **indicator or a facilitator. The test will help the larger population including parents, teachers and students to initiate an ongoing dialogue on subject choices and climate building through workshops/discussion that lead to effective career planning in life.** It will help students and parents in making informed subject choices in class XI.

The first CBSE SGAI was conducted on 22nd January 2011. A total of 212466 students from 3225 schools took the CBSE SGAI 2011. 91 schools from overseas including Gulf and Japan also participated.

Based on the positive feedback received from different quarters, the training manual has been updated and revised. Schools are expected to conduct the sessions mentioned herein. This will generate a positive climate and enable the students and parents to understand the importance of the assessment. This will lead to more

realistic and reliable performance of the students while attempting CBSE SGAI 2012. However, SGAI scores may depend upon the mental preparedness, sincerity, environmental stimulus and motivation level of the student.

A lot of sincere effort has been made towards updating the training manuals, making new items, sampling and developing norms, I am very thankful to the dedicated team of our experts including Dr. B S Nagi, Dr. Amulaya Khurana, Dr. Jitender Nagpal, Km. Manika Nayal, Smt Meenakshi Kumar and Smt. Rama Sharma, Public Relations Officer, CBSE for preparing the new textual material for Teacher Training, advocacy and assessment questionnaire for 2012. I am also thankful to the other advisors Dr. Sushma Gulati, Head (NCERT), Dr. Veera Gupta, Secretary CBSE, all the Principals, Teachers and Students who participated in the trialling process.

Feedback from all users is highly solicited as it would provide the desired impetus to improvise the tool.

Vineet Joshi
Chairman, CBSE

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INTRODUCTION

Each one of us is destined to be something and do something worthwhile in life. To do something in life one must know what one can do and how one can do that. This call for discovering one's potential and capabilities, to be aware of one's talents abilities and interests. Does one have the ability to plan? Is one imaginative? Does one have an aptitude for numbers and problem solving? Does one enjoy writing? Is that person an introvert and likes to be on his own. Does one have passion for clothes, music, style, colors, fun ?

Find out who you are. **Know yourself**- what are your strengths, what fascinates you, what are your dreams, what do you want to be.....begin this exciting journey now. As Walt Disney said, "**IF YOU CAN DREAM IT, YOU CAN DO IT!**"

CAREER SELECTION A MATCH OR A MISMATCH

To earn a living each one of us needs to pursue a career. How does one select the right career? It is a question of great importance because every person spends a major part of their life in pursuing his or her career. It is a decision affecting one's life time so it needs to be taken very seriously. In today fast changing technology driven world though with limitless option and opportunities, The career selection is a complicated affair. As a student one needs to begin some basic career orientation programmes. Various factors influence one's career choice .Parental aspiration, media influence, personal interest and many more such factors contribute to one's career selection.

The process of career planning stretches through the secondary and senior secondary years at school. It essentially requires an adequate understanding of oneself in terms of academic potentials, attributes, talents, interests, personality, values, expectations and resources. This basic understanding helps in deciding suitable options. It has been observed that when planned routes to a career or optional careers are chalked out during school years, keeping in mind all attributes, preparation to enter a course and career are adequately motivated and effective. This motivation stirs the young through preparation, study, competition and self-confidence.

Good career planning envisages a match between requirements for a job, aptitude, interest, personality and expectations. Awareness of "true" motivation, aspiration, strengths, dislikes, limitations and weaknesses are essential. This awareness must be as specific as possible. It must be backed by actual achievements and behaviour if required, supplemented by certain test results. The test results however are often used loosely for giving judgement on suitability of career options. Students and parents should be cautious against the singular use of testing results for career decision making.

When choosing a career, one also has to consider what one expects from the job-power, money, status, discipline, command or challenge. Interest in the job is absolutely vital for growth in any profession.

WHAT COULD BE THE MISMATCH

You may have noticed some people complaining perpetually about work. It may be worthwhile investigating, why is it so? Essentially because they take up jobs without taking themselves into consideration i.e. without assessing their aptitudes, interests and personality. They may take up courses and career for only some superfluous reasons, e.g. under their friends influence, or to suit their parents desires or take the easiest available opportunity. When the reasons are not at all related to self knowledge and personal needs, choices tend to be distorted.

The ultimate consequence of a poor choice in career results in dissatisfaction and frustration. Dissatisfaction leads to unhappiness, boredom, stress and physiological threats. Work is a major source of personal identity. It is also wrong to presume that there is only one kind of work a person can do over a whole life time. Certain highly gifted people do have one pre-dominant talent and interest, which is expressed through work over a lifetime. But most of us have a range and combination of talents that equip us for a variety of jobs.

A CAREER BASKET SHOULD INCLUDE.....

- **UNDERSTANDING ONESELF**

Childhood dreams are often labeled as fantasy. What then is real? As you grow up what really drives your career choices are your abilities, motivations and personality. These are to a very large extent the product of your environment, your potentials and the influences of significant adults in terms of shaping your thoughts and ambitions. Self –development avenues such as- inter house competitions national talent search competitions, mathematics Olympiads, quizzes, extempore speeches, sports, debates, nature clubs etc., provide the stimuli for your growth as a complete person and a balanced personality.

Goals turn the dreams into reality. But to make your dreams come true plan your day, improve your study skills, manage your time effectively, sharpen your analytical and life skills, and undertake the responsibility for your growth. **Think Big, Think Ahead, And Act Now.**

EXPLORING WHO AM I

To select a realistic career option, one needs to analyze who one is and what one wants from life. Each person possesses a range of talents, interests and skills any of which could be the basis of a worthwhile career. One needs to rightly acknowledge these skills and try to develop them to the fullest.

With greater clarity of oneself, one can now be able to look at the goals one can achieve and figure out the direction one needs to take for reaching these goals.

Discovering who you are will help you think about what you are good at, what you are ok at what you are afraid of and what makes you happy. It is necessary to start the career decision making- helping you to work out what you want and don't want, and pointing you in the direction in which you should be heading rather than wandering around lost and bumping into dead ends.

The first step in this **journey** of self discovery is gathering information about oneself. You need to know what skills and talents you have. Get into the gear by taking a good hard look at yourself on certain aspects such as:

Discover your Talent: Everyone has some talents and a multitude of skills. Few people know what talents and skills they possess. They can identify some of them, but are often unaware of others. Each one of you has a unique set of talents and skills; yours are different to what your friend in class possesses.

Talent is an ability that is inherent in you- you are born with it, and it usually doesn't go away. A skill is an ability that is learned, and can get better through practice and application. Naturally, you will like to develop skills linked to the talents you possess. If you are a good sportsperson you will want to play your favorite sport and learn how to play it well. So some skills may be better developed than others. Skills can also change. You may also develop new skills.

Knowing your abilities and developing the necessary skills can open up a whole new world of opportunities. You can then begin to build your career path on a solid base.

Identify your abilities: it is also likely that your abilities may extend to more than one area. You could have technical and creative abilities, or even technical, reasoning, and verbal abilities. Pinpointing your abilities and skills will open up doors to new career opportunities.

You need to know what you do well, so you can choose to use those abilities and develop the necessary skills in a career that will satisfy you. You may be great at

singing but may not want to make music a career. You may instead prefer to use your creative abilities to develop new ideas in a field like advertising or television.

Develop skills: there is a range of other skills that are learnt or developed over a period of time. They could be technical skills such as computer, language, gardening or cooking and personal skill like communication, leadership or management skills. Sometimes it is important to have these skills as they enhance your career prospects. Computer skills are required today for practically every job. Those who want to join the travel or airline business would benefit from learning a foreign language. Communication skills are important whether you are a teacher, computer programmer, manager or doctor. And if you plan to become a chef, your cooking skills will certainly come in handy.

You can develop some of the skills through your daily activities. Students who participate in debate shows in school improve communication skills. Working together with classmates on a school activity can help develop leadership and management skills, while designing costumes and sets for a school concert can refine your creative skills.

So take stock of your abilities and the skills you have developed. Think of your achievements- what you do well at home or in school, what gives you a sense of pride. Build a picture of yourself.

While talking about developing requisite career related skills and abilities it is essential to understand the importance of life skills that enable individuals to deal effectively with the demands and challenges of life.

CORE LIFE SKILLS

Self Awareness

This enables the students to understand their own weaknesses and strengths. Being aware of the good points about oneself helps the Student to build a sense of self esteem and self confidence. Being aware of their weaknesses will enable them to learn more. This also helps them to utilize the opportunities available to them in relation to their ability and make correct career choices.

Empathy

Being empathetic means that one has the ability to imagine oneself in the shoes of someone else i.e. a friend, parent or others and experience their emotions. One can understand their concerns, worries, fears, and needs and how they feel and how they work, thereby enhancing their understanding of their world of work.

Critical thinking

This is an ability to analyze information and experience in an objective manner. It can help us recognize and assess the factors that influence our attributes and behavior, such as media and peer pressure influences, and how that can have an impact on ones career decision making.

Creative thinking

This contributes to both problem solving and decision making by enabling us to explore the alternatives and various consequences of actions or lack of actions. It helps us to respond adaptively and with flexibility to situations in daily life, including professional life, even if no problem is identified or no decision is made.

Decision making

This skill is required for choosing the best amongst the various alternatives in life situations. The situation may not really be the problem. But may require a choice to be made. This skill enables one to weigh the pros and cons of alternatives and choose the best option available and accept responsibility for the consequences of the decisions both personal and professional.

Problem solving

The process of problem solving involves various steps. It also involves clearly identifying the problem, exploring the available alternatives and deciding on the best possible solution.

Effective communication

The essential components of communication skills are listening and speaking skills. Body language is as important as the spoken words and may even have more impact.

Interpersonal relationship

This skill is the ability to establish positive relations, which help us to relate in positive ways with the people we interact with. This may mean being able to make and keep good and friendly relationships with family members, friends and people at work place which are important sources of social relationship.

Coping with stress and emotions

This involves recognizing emotions within us and others. Being aware of how emotions and stress influence behaviour and being able to respond appropriately, in all our social circles.

ACADEMIC POTENTIALS

It is good to make an assessment of your academic worth. Spread across the table your academic progress reports for a minimum period of 5 years. The high and the lows, consistencies and incidental spurts or plunges will give you an insight of your chances for success in an academically demanding stream/subject.

An average profile demands that you consider options which are not rigorous. Actually you could choose between an academically demanding route (generally competitive), an averagely demanding route or a talent or skill based training. Our educational system follows the 10+2+3 system, i.e., going through school, college and university is the academically average option while going for professional colleges through rigorous preparation is academically demanding. The vocational stream may begin after class viii, after class X or even at college. The academic pursuit necessarily draws on the intellectual talent of the individual while the vocational stream develops critical jobs skills.

PERSONALITY

Personality is described by a single dominant characteristic- weak, strong, polite, shy, smart, good etc. Personality is a very complex psychological concept, difficult to define. It is a concept by which we understand and view ourselves. Normally external appearance and behaviour are the main characteristics which are used to describe personality. Personality varies and can be seen along a continuum from one extreme to the other in its several dimensions. In terms of occupations, people vary in personality types in terms of sheer tolerance. Some can work endlessly; other cannot sustain them through hard work. Matching occupational

requirements with personality characteristics is a very important part of career guidance.

One of the most important steps in choosing career is to be armed with an understanding of one's strengths and weaknesses and an awareness of what you truly value. Your own personality traits really impact your chances to succeed or fail and thus becoming aware of what you truly value, you are in an excellent position to pick a career which you will find rewarding.

- The one who is creative, dislikes performing routine tasks and resists being controlled by others is likely to work better in careers like actor, scientist, engineer etc.
- A person who is future oriented, who dislikes dealing with details works better in careers like entrepreneur, writer etc.
- One who is flexible and lay back, prefers to work alone is suited for professions like _____.

THE WORLD OF WORK

Why to work??? Imagine how we would fill in twenty-four hours of each day every day if we didn't have to study. Sure- watch T.V, read a lot of books and magazines hang out with friends, off to the beach in summer, the movies in winter, play cricket, listen to music, sleep etc. But would you? If we don't study we would not be able to get a job later on. Without a job where would the money come from to pay for the TV or the movie tickets, the cricket bat or tennis racquet, or the pizza? Not to mention other things like a house to live in, clothes, etc.

So some people are in their jobs primarily for the money, but they also work for the recognition it offers or the intellectual stimulation it provides. Some people work because it's fun. Some people choose to work for social contact and self-identity. Still others would change jobs in a minute. Thus reasons vary from one individual to another and can be quite illuminating. Therefore we need to find our reasons before beginning to hunt for a career.

Look at the list and decide which of the reasons would be important to you:

- Keeps me busy and helps fill in the time
- Allows me to try out new ideas.
- Gives me opportunity to use my abilities, skills and knowledge.
- Allows me to meet many people
- Gives me power to influence others

- Provides opportunity to make friends
- Lets me control time
- Lets me help people
- Lets me be creative
- Allows me to be known and liked by people.
- Provides money
- Provides physical activity for me
- Lets me make decision for myself
- Gives me a feeling of achievement
- Gives me a feeling of security

CAREER ACTION PLAN

A career action plan is a blueprint for success. The foundation on which you can build your vision- a picture of the success you aspire for. To construct a career action plan for one self one needs to have a clear understanding of ones real self .To discover oneself, acquire knowledge of what one is good at, likes to do or is not happy in doing it. This will help one to develop one’s personal career plan ,to map the route to one’s career goal.

Note: The facilitator to ensure that introduction to career planning comprises of subtopics Career by choice, not by chance, ‘Career Basket’ and ‘Exploring who I am to be covered before giving out ‘Self Awareness worksheet’

To start with we can do a SELF AWARENESS EXERCISE,
The students can mark themselves in the following categories under the headings given below: -

S.NO	SUBJECT/ACTIVITY AREA	STRENGTH	WEAKNESS
1.	Subjects in school: a. English b. Maths c. Science Biology Chemistry Physics d. Social studies History Civics Geography e. Hindi f. Third language Sanskrit German French Spanish (any other)		
2.	- My Interest Areas a. Musical pursuits- Instrumental/Vocal b. Art pursuits- drawing, painting etc	Interested	Not interested

	<ul style="list-style-type: none"> c. Dramatics –acting d. Writing e. Reading books, newspaper/ current affairs f. Information on Law/ legislations/ public service g. Business/ trade/ commerce h. Take care of people/ nursing/ medicine i. Pets/ taking care of pets j. Food/ cooking/ housekeeping k. Finance/stocks and shares/ sports l. Computer: hardware/ software m. Gardening n. Research o. Police/Defense/Detective work p. Advising/ Teaching people 		
3.	Skills	Excellent	Fair
A	Decision making		
B	Time management		
C	Inter personal skills		
D	Creative skills		
E	Artistic skills		
F	Leadership skills		
G	Communication		

EFFECTIVE CAREER PLANNING

It involves an understanding of the following: -

- The importance of a career plan
- The various factors affecting a career choice

Materials

Flipcharts, marker pens, case studies cards with alphabets on it, white board markers.

Activity No	Topic	Methodology	Duration
Activity 1	The importance of an effective career plan	Brainstorming, Group Discussion.	45 mins
Activity 2	Identifying The various factors affecting a career choice	Power point presentation	60 mins
		Case studies and group discussion	

➤ Activity 1- Understanding the importance of an effective career plan.

The teacher Divides the students into 5 groups and allots each group one of the topics given below. The groups are asked to discuss and plan for the topics allotted. There are given 10 minutes to discuss and 3 to 4 minutes for presentation.

- Farewell party
- School fete
- Visit to a picnic spot
- Preparation for a family wedding
- A trip to a museum

After the allotted discussion time a group leader is invited from each group to make the presentation.

After each group has made their presentation, the teacher can initiate a discussion on the following on the following issues.

1. What happens if you don't plan for these occasions?
2. Can you enjoy it the way you would have liked to?
3. Is planning actually very important in life. ?
4. Can we relate planning to career planning?

Wrap up the discussion by highlighting the need for career planning with the help of the points given below.

All these activities are simple and regular things which happen to us yet we plan them carefully and well in advance. So planning is essential for everything in life, from cooking for the day to planning a festival or any event in life, significant or not significant. So, you have to plan all the activities. Like wise when one starts thinking about one's careerone needs to plan seriously for it. Career selection is a very important in one's life which requires a great deal of thinking and planning. *Please Emphasis on the fact that decision should be made after a lot of thinking and careful planning.*

➤ **Activity 2- Identifying Factors affecting a career choice**

The teachers has to Divide the students into 6-8 groups upon the class size and give each group one of the following case studies.

The students are asked to read and discuss the case study within their group and find answer for the following questions for their specific case studies.

- How did the person choose the career?
- Was it thoroughly planned?
- What were the consequences of his/her planning?
- State the reasons due to which he/she succeeded or failed in planning?

The groups are given 10 minutes for discussion. Then each case study is discussed with the entire class on the basis of the answers to the questions allotted.

Finally the teacher highlights the various factors that emerge through the discussions that have a major impact on the career choices made by the students.

Case study -1

Kamla completed her class XII std. With distinction in science group (PCM) and wanted to be an engineer. She lived in a village where there were no adequate facilities. There was only one Arts and Science College near her village .Being influenced by her friends she got admission in the college near by in B.A Public administration. Her first year result showed poor performance and she was unhappy about it.

(Note for the facilitator- Random career choice, based on proximity of College and friends is a disadvantage)

Case study -2

Kamlesh had a passion for designing. He completed his XII with high scores in his school. At that time B.Tech was the trend among youngsters. He took up B.Tech in leather Technology. The Government then came up with rules and regulations due to hazardous environmental issues and ordered many leather industries to shut down. Today he has a job which is less remunerative and no further scope for growth.

(Note: B.Tech was a lucrative career with scope, but kamlesh looked at B.Tech as a lucrative course and ignored the importance of understanding the demands of the job market, while selecting the specialization of leather technology.)

(Note for the facilitator- Lucrative career at that time, not considering job demands can be a disadvantage)

Case study -3

Raju is studying BA journalism IInd year .His father guided him to study journalism and become newspapers reporter likes himself. But Gopi is a calm and quite person and does not like to mingle with people. Therefore he scored very less in the practical when compared to his class mates. Now Gopi thinks –“will this Career suit me or not”?

(Note: Raju’s father not considering Raju’s aptitude and personality made him choose a career which was totally opposite to his introvert personality)

(Note for the Facilitator-Not considering one’s interest, success, aptitude and personality can be a disadvantage)

Case study-4

Amar has a great passion to join the Armed forces. In his school he was selected as the best NCC cadet. He is the only son from a well to do business family. His parents were very affectionate and cared for him. He completed his class XII and applied for NDA (National Defence Academy) exam. His parents become aware that Amar was keen on joining the defence services when they saw the hall ticket for the NDA exam. They were totally upset. When they had a talk with Amar about this and justified their concerns, Amar sacrificed his desire of becoming defence personnel and took charge of family business. He was distressed with the decision he took because of parental pressure.

(Note for the Facilitator-Going into family business under parental pressure is a disadvantage)

Case study -5

Jagan was interested in taking photos when he was in class XI. Soon he got opportunities to take photos at functions of his friends and relatives as he was good. This fetched him good money. His parents on one hand wanted him to be a graduate and on the other hand feared that he would dropout from school and become a photographer as he was passionate about it. They communicated both their desire and fear. Jagan planned his career accordingly and chose B.Sc. Visual Communication after his class XII. The parents were convinced with his decision and he was also happy.

(Note for the Facilitator- Considering personal preference is an advantage)

Case study-6

Randhir was interested in becoming a film director and at the same time was interested in taking up a regular course .He completed class XII; joined a regular B.Sc course and worked as assistant to a film director .He utilized his spare time in enhancing his skills required for direction .He got his degree and then assisted in the direction of three movies. Later he directed a movie of his own .Now he is a known successful director.

(Note for the facilitator-Considering one's ability/talent is an advantage).

Case study -7

Rita was interested in becoming a doctor like her aunt. She gathered information from her aunt and other relevant sources about the courses. After completing her class X, she chose the science group, worked hard and got 92% marks in her class XII. She got into a good medical college, completed her MBBS, specialized in psychiatry and is now a very successful Psychiatrist.

(Note for the facilitator- Planning before time is an advantage.)

Case study -8

Sarla is always interested in helping the poor and downtrodden sections of the society. This has been her nature since childhood. When she was in class X there were no proper roads in her village. When the road repair started, Sarla enquired about it .She understood that because of the Collector's intervention the village had a newly laid road. Inspired by this incident Sarla decided to become an IAS officer and was appointed as a Collector of a District. Now successful in her service she is working with enthusiasm having complete job satisfaction.

(Note for the facilitator - Focusing on Job satisfaction is an advantage)

Graduation meant the certainty of securing a job .but today the situation is not the same.

- Unlike the past, today jobs are specialized and training needs to be taken. For example 10 year back, a student who completed graduation with a first class could easily get a job in a bank; today there are students who have done specialization in financial management .A person with specialized knowledge would definitely be preferred over somebody who has just completed his graduation. We have more than 200 types of engineering courses in our country? Every single day a new institute opens up offering some specialized course. The amount of options has increased, so has the confusion. Hence we need to plan a career effectively and be updated with the changes so that we can grow with newer careers. We need to be informed about our choices and then plan our next step.
- Job density has increased with people from smaller towns migrating to bigger cities for jobs and education.
- Globalization has increased the standards of education and career profiles, therefore students have standards to adhere to, for Studies abroad.
- Multinational companies are opening in India and are looking for well trained employable individuals. if you choose a career sensibly you will do well and will be picked up by any good organization.
- Considering the amount of money one spends in educating oneself it would be a waste if the ultimate career choice would be one which is not satisfying.
- Unhappiness and dissatisfaction in career leads to depression, discontent, anxiety, poor work performance, lack of motivation etc.

CAREER DECISION-MAKING

“Most people don’t plan to fail; they fail to plan.”

- Author unknown



FACETS OF CAREER DECISION- MAKING

- Career decision-making is a process.
- Career decision-making is a skill that can and should be taught.
- The purpose of career decision-making is to help one organize one’s thinking about factors important in choosing a career.
- It’s important to assess one’s style of decision-making to help overcome obstacles that might inhibit the process.
- Students should not make a final career decision lightly.

The goal of career planning is to link academic knowledge and real-world experience to determine the path of one’s future professional life.

People create career patterns as they make decisions about education, work, family and other life roles. (Handbook on counseling by UNESCO). The following definitions are important to an understanding of career as a concept.

A **JOB** is a paid position requiring a group of specific attributes and skills that enable a person to perform tasks in an organization either part –time or full-time for a short or long duration.

An **OCCUPATION** is defined as a group of similar jobs found in different industries or organizations.

A **CAREER** is the sequence and variety of occupations (paid and unpaid) which one undertakes throughout a lifetime. More broadly career includes life roles, leisure activities, learning & work.

Career **DEVELOPMENT** is the process of managing life, learning and working over a lifespan.

Career **GUIDANCE** is an inclusive term that has been used to describe a range of interventions including career education and career counseling.

When developing career education programmes, it is important to be aware of the context in which career development and career decision-making occur. Career decision-making is not simply matching a person to a career. There are many influences that impact on a person's career decisions. The following table lists these influences.

Individual variables	Social variables	Environmental variables	Other factors
Self – concept	Political scenario	Family	Time perspective (past, present and future)
Health	Educational institutions	Peers	
Values	Geographical location	Community groups	Change over time
Gender	Employment market	Media	Reclusiveness
Interests Skills	Workplace	Socio-economic status	Interdependence of influences
Age	Globalization		
Beliefs	cultural trends		
Aptitudes			
Physical attributes			
World of work Knowledge			

Selection of a suitable career needs meticulous care, thought and proper planning, keeping in mind one's goals, and expectations from that career. Before deciding on the choice of a career, you should have a clear notion of your interest, aptitude, ambition, scope and qualification **ions**.

ADOLESCENTS NEED GUIDANCE

Adolescents demand independence. Hence the teacher must provide possible opportunities for self-study and self-expression. The teacher would do well to allow the students to participate in the planning of the class and school activities. These youngsters are also mature enough to shoulder responsibilities, moreover educators have noticed that rules and regulations framed with the assistance of the students can be easily enforced and they are really obeyed. It is also noticed that they themselves come up with certain disciplinary actions. It works wonders and the administration is in an advantageous position in this regard. This type of democratic function with the student body helps them to be better quality leaders in the future.

Teachers must be patient and tactful in all their dealings with the adolescents.

They should guard against hurting feelings or unnecessarily challenging these young people. We must remember that youth gangs are very strong. Though they can do excellent constructive work, but provocative situations can arouse very destructive tendencies in them. Simplicity, sincerity and a friendly attitude however works wonders with young people. The teacher must make the adolescent feel that he/she is really interested in them. Once they spot a friendly adult who is ready to understand them, they become the nicest people on earth.

Adolescents will not tolerate favoritism, inequalities, injustice and double standards from teachers. They easily understand that a relationship is not in order and is not able to get along with his colleagues. If he has developed sensitiveness to the miseries of the people around him and desires to do some civic or community service to the disturbed or the handicapped, he may ask guidance in that area and plan his time and energy to gain maximum satisfaction.

At each stage of development, guidance is required and if given systematically and scientifically it will help to make the individual fully satisfied and life worth living.

➤ Activities to Enhance Decision Making Skills

P.O.W.E.R Model

P= Problem step 1: Stop and state (or identify) the problem.

O= Options step 2: Think of different things you can do and use them. The more options you have, the better.

W = Weigh step 3: Look at the good things and weigh them against the bad things of every option you thought of, to solve your problem. The things you value should guide you in your decision making.

E = Elect step 4: choose the best option, talk to a person you respect, then take the best action. Elect the option which contains what is important to you (values).

R = Reflect step 5: Think or reflect about what happened because of your decision.

1. Ask the students about the key factors that affect Decision Making, e.g., correct information, Motivation, Peer-Pressure, Culture/Traditions, etc.
2. Ask the students to form pairs. Tell them to think of a situation in which they had to make a decision.
3. In addition, randomly give the following situations to some of the pairs.

Suggested situations: -

1. You are not doing well in a particular subject. This disturbs you a lot. Now how would you manage this situation?
 2. Your friends have joined an institute for private coaching. You also wish to go along, but your parents object to this. How would you respond to this situation?
 3. You have your exam the next day and tonight you have a plan to study at your friend's house late night but your parents do not permit you to do so. What would you do?
 4. You have always dreamt of being a fashion designer but for your parent a fashion designer is synonyms to a tailor. How would you respond?
4. Ask them to respond to these situations using the steps in the POWER Model.
 5. Ask for some of the pairs to present their use of the POWER Model to the rest of the class.
 6. Generate a discussion by asking the rest of the class to suggest other feasible, and possibly better, options.
 7. Highlight that in the same situation, different people take different decisions leading to different results.
1. Now tell them that they have to come to a consensus and repeat the activity as a group. Ask the group representative the following questions to simulate group learning.

Discussion Questions

- How did your group arrive at a consensus?
 - Were the options of all the group members same?
 - Did you change your options from the ones that you had marked in the individual exercise? Why?/Why not?
 - How much influence did your friends have on the decision you made?
 - Do you feel satisfied with the group's decision? Why?/Why not?
2. Inform the students that in the next activity they would be learning the method of taking a decision.
 3. Use the slide below to recapitulate and highlight the key messages.

Key Message

- Decision Making is when one has choice and must choose the best one or when one is trying to make up his/her mind on what one wants and what is best.
- There are many ways to solve a problem.
- Think about the options/choices and the good and bad consequences that may follow as a result of each.
- It is important to be able to think of as many options as possible- even if they may not be very practical.
- Making the "right choice" is what is important! some "consequences" kill
- It is important to analyze the information before taking a decision.
- Environmental factors such as Peer Pressure often influence our decision.
- It is important to evaluate the consequences for each of the options and only then take the decision.
- If there is a problem in obtaining right information regarding a decision, you should take the help of a trusted adult.

➤ Activity 2: How to make well informed decisions

Objective

To enable the students to review the Decision-Making process and practice better Decision-Making.

1. Initiate the activity by giving out the handout on page 27.

2. Ask student to recall how they dealt with a difficult decision or addressed a major problem in their lives. The aim is to see whether the students can identify the key steps they take (and have taken) when deciding what choices they should make around a difficult decision.

Expected Answers

Steps in Decision Making:

- Define the Problem: Find out what causes the problem and why it occurs.
 - Consider the Alternatives: Find more than one way to solve problem.
 - Consider the consequences of each Alternative: For each alternative found think about how it can affect you, your family, your friends or other people. When considering the consequences, it is important to consider your personal values and beliefs.
 - Choose the best Alternative.
 - Implement the Decision: Put the decision you chose into action.
3. Write the suggested steps and fill in the missing gaps. Explain the POWER model to them.

Key Messages

- Decision-Making is when one has chosen the best one, or when one is trying to make up his/her mind on what one wants and what is best.
- There are many ways to solve a problem.
- Think about the options/choices, and the good/bad consequences that may follow as a result of each.
- It is important to be able to think of as many possible options - even if they may not be very practical.
- Making the "right choice" is what is important.

Handout
'Making -Informed Decisions'
 The three C's to good decision making

1. Challenge (or decision) you are facing.....

2. Choices you have.....

Choice

1.....

Choice

2.....

Choice

3.....

3 Consequences of each/mentioned choice:

Positive	Negative

Your decision is:

Major reason is:

PARENTAL ROLE

Preparing ones child for the world of work is a critical part of parenting- like a bird showing its off- spring how to catch worms. Parental efforts to help promote the child's career will be part of parental legacy to him.

Parents can have the greatest influence over their children's career choices.

- √ You have the best knowledge of your child's interests and abilities.
- √ You have the strongest interest in their well-being and success.
- √ You spend a great deal of time with them and can help to cultivate a variety of career considerations.
- √ You are one of their first role models. You can instill a positive view of all kinds of work and career planning.

Home is the first workplace

- √ Share responsibilities and make decisions that develop work skills at an early age.
- √ Resolve problems and work as a team to develop important work skills.
- √ Let your child plan meals for a week.
- √ Let your child set up and organize a family outing.
- √ Let your child work with another family member on a project.
- √ Discuss with your child how a problem situation was resolved.
- √ Be a role model - children learn by example.

But why there is a difference between parents and adolescents career choices? How parents can communicate effectively with adolescents on their career concerns? Activity to trap parental concerns is as follows

Activity	Topic	Methodology	Duration
Activity 1	Difference between parents and adolescents career choices	Case study analysis, Group Discussion	30 mins
Activity 2	Effective Communication skills for parents	Role Plays, Group Discussion	60 mins

➤ **Activity 1- Difference between parents and adolescents career preferences**

Step 1 Divide the participants into four groups. Assign one topic to each group.

Group1. Factors considered by parents while making a career choice for their adolescent son/daughters.

Group2. Factors considered by adolescents while making a career choice for themselves.

Group3. What career parents generally opt for their children?

Group4. What career adolescents generally opt for them selves?

Step 2

Let the groups discuss and prepare their presentations in 15 minutes.

Step 3

Invite the groups to do their presentations one by one and let the other groups ask questions or seek clarifications.

Step 4

Highlight the main points of each presentation.

Factors considered by parents while making a career choice for their adolescent son/daughters.

- Social Economic Status
- Parental Education/ Employment
- Expenditure involved
- Proximity of the institution and safety of their ward
- later placements
- Opinions of friends, neighbors and media.
- Current trends

Factors considered by adolescents while making a career choice for themselves.

- Marks
- Peer Influence
- Societal Influence
- Status
- Financial and other benefits
- Challenges involved
- Current trends

What career parents generally opt for their wards?

- Traditional careers like doctors, engineers, civil services etc.

What careers adolescents generally opt for themselves?

- Pilot
- Media and communication
- Fashion Designing and Technology
- Fine arts etc.

Step 5

Ask the group which option is better out of the following two and why?

1. Adolescents choosing their own career
2. Parents choosing a career for their adolescent sons/daughters

Step 6

Now ask the participants – ‘if parents and adolescents together make a career choice – will it be the best option’?

Step 7

Discuss the ideal process to be followed in helping an adolescent choose an appropriate career option, by taking input from each group.

Collate their inputs on the board –

- Talk to the adolescents about their likes/dislikes.
- Don't reject, allow them to express themselves
- Through indirect questioning find out what he/she actually knows about the Career-path, Qualifications required, Salary, Prospective employers, etc.
- Encourage him/her to meet people in that field and genuinely support him/her in that process
- Parents should also get information about the Careers
- Open Dialogue b/w parents & children about careers
- Together explore available options.

➤ **Activity 2- Effective Communication Tips**

Step 1

Divide the participants into small groups. Give each group one situation given below and ask the participants to prepare a role play on it.

Give 15 minutes to participants to prepare their role plays.

Situation 1

17 year old Rahul is a student of class XII; He does not want to go the engineering coaching. He is keen on landscape and photography and asked his parents to introduce him to cinematographers. But parents have a feeling that the son is not on the right track he perhaps needs counseling to come out of his rigid thinking.

Situation 2

15 year old Gita worked as a house maid for the last two months. When she was asked about her education, she says "I want to study but my mother said that I will not gain anything by studying, At least by working I can get some money to save for my marriage".

Situation 3

17 year old Mohit, the only son after five sisters in the family, aspires to go for higher studies abroad. Parents are worried about the expenditure and the distance. They have been discouraging him from applying elsewhere.

Situation 4

Kamal has been having difficulty in studies since early childhood. He had scored only 45% in his X with difficulty. He has passed Grade V in Key board training. He wants to take up music composition. Parents feel that he is not making a financially viable choice.

Situation 5

15 year old Rahul wants to go for training to become a pilot. His father is a doctor and wants him to do MBBS so that he can join his nursing home.

Situation 6

Shobha is doing her first year MBBS, but is not keen on pursuing the course. She wants to have a career in music. Her parents are not keen on the change as all her cousin have either done or are doing their MBBS.

Step 2

Invite the groups to present their role plays. Initiate a discussion on

- The reasons behind difference of opinion between parents and children's decisions and the causes behind it.

The negative effects these conflicts have on parent-child relationship leading to tensions and stress within the family.

Factors that influence parents' decisions while making a career choice for their wards-

- Parents not being aware or not accepting the strengths and weaknesses of their wards.
- Parents concerned about the welfare or their apprehensions of sending a child to an institution about which they are not aware/are too far off/are in big cities and parents feel their sons/daughters will get spoilt over there.
- Financial constraints.

Step 3

Discuss the various ways of promoting healthy communication between parents and adolescents

Do's	Don'ts
Accept adolescents as individuals and recognize that they are entitled to make their choices.	Don't treat them as Child new in capable of making the right decision for themselves
Accept that their choice can be different from yours	Don't thrust your opinions/aspirations unfulfilled dreams on you adolescents.
Help them to analyze their strengths and weaknesses	Don't ridicule the adolescents by repeatedly pointing out their weaknesses especially in public.
Genuinely help them to explore the different career options.	Don't ridicule the adolescent in public on their choices.
Be an empathetic patient listener. Practice active listening.	Don't reject their views, opinions.
Look for more information on the career option chosen by your son/daughter to make your self comfortable with his/her choice.	Don't say NO to their choices, without having enough information about it.

Step 4

Addressing the needs and concerns of adolescents will help them develop into healthy and empowered adolescents and they will be able to contribute their best to the society and Family.

CAREER GUIDANCE

It is important for school to identify the teachers in the starting of the year having certain skills to provide Career Guidance to the student.

The certain skills/traits that could be searched in teachers so that they are effective for providing guidance to students related to career are:

1. Patient and convincing listening ability- Communication Skill.
2. Comprehending ability – Critical Thinking.
3. Patience – Interpersonal Skill.
4. Knowing others – Empathy.
5. Integrity – Interpersonal Skill.
6. Emotional Maturity – coping with emotion.
7. Convincing presentation- Communication Skill.
8. Specific Knowledge & assessment – Self awareness.
9. Critical Thinking.
10. Areas in which guidance is to be provided – Decision Making.

Since the teacher will be responsible for providing students with information about potential job fields and educational pursuits, it is important for them to have knowledge about the job market. The teacher can enhance their knowledge about this by regularly reading newspapers and magazines and collecting information about various careers, colleges, institutions. Teachers could make this information available to all students by either making pamphlets, catalogs or even setting up career corner. The place where children and teacher's confidentiality could be maintained along with availability of information. These items would help students in formulating good decisions with regard to their future steps relating to education or vocation.

As students would look up to these teachers, they also need to have understanding about certain other skills that would indirectly encourage students to come to her/him.

a) Listen and clarify

Teachers should demonstrate good listening skills by not only understanding what a person is trying to say, but also to allow her/him an opportunity to express herself/himself. As they will need to act upon the statements and desires of the student, they need to listen clearly to know exactly what the student is looking for with regard to educational and/or vocational opportunities. It would also include attending to non-verbal communication, and the ability to ask questions about non-verbal communications. Also, they can make use of clarifying statements to check upon any misunderstanding.

b) Ask open-ended questions

This is a good way to start and continue a discussion. Open-ended questions start with. How, why and what ("How does this affect us?" Why is it an issue?" What can we do to change this situation?") This would encourage discussions and help students in getting clarity about their own thoughts and wishes.

c) Being nonjudgmental

Teacher also needs to learn about not making judgments on behalf of the person being helped. Although they would have their own values, these should not be imposed on the students and thus teachers must retain the ability to listen to and accept the views of students.

d) Confidentiality

Teachers also show complete discretion, never revealing what others say or do within the guidance context. Confidentiality is paramount in such talks, especially if demanded by student.

Non-verbal facilitation skills

- Make eye contact with the student. Poor eye contact can be readily misinterpreted by the student as lack of interest and can inhibit open communication group.
- React to what they say by nodding, smiling and generally showing you are listening.

Verbal Facilitation Skills

- Formulate your questions to encourage open discussion.
- Use open-ended questions such as: "What do you think about...? Why...?, How....?"
- After one of the students makes a statement, ask the others if they agree/disagree, if you are conducting group sessions. Encourage the students to answer each other's questions. In that way, everyone can learn to listen and to show respect for each other.
- Ask the students to paraphrase or repeat something in their own words to check if they understand it. You should also frequently paraphrase important points made by the students to reinforce them.
- Regularly summarize the discussion. Ask the student if they disagree with anything and help them to draw conclusions.
- Share personal experiences to reinforce the student's views or opinions.
- Modeling appropriate behaviors and techniques for dealing with problems
- Affirming positive results and encouraging the student
- Offering alternative choices
- Identify and understand clients' personal characteristics related to career.