National Consultation on Career Psychology (NCCP).

An initiative of The Promise Foundation
supported by the
Sir Ratan Tata Trust.

Mid-Term Report (July 2005).

With update on project status up to October 15th 2005

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1. Background

The National Consultation on Career Psychology (NCCP) has been conceptualised by The Promise Foundation (TPF), to stimulate interest in the field of Career Psychology with relevance to the Indian context. It is against the background of a paucity of research into the field of Career Psychology, coupled with a pressing demand for career counselling services, that this project gains its relevance.

The project was initiated in February 2005 on receipt of the first instalment of the grant from the Sir. Ratan Tata Trust (SRTT).

This report summarises the progress of the project and describes its present status at approximately the mid point of the project with a brief update of the project status up to October 15th 2005.

2. Identification of Indian research on Career Psychology

A comprehensive review of the literature was undertaken with two objectives. The first was to develop an overview of Indian research in the field. The second was to identify Research Partners who would be interested to join the core team to conduct the Survey.

The following sources were reviewed to identify Indian research in the field:

2. The Fourth Survey of Research in Education (Volumes 1 and 2).
4. Relevant Indian Journals.
5. Data Bases available through the National Social Science Documentation Centre (NASSDOC).
6. Data Bases available through the Indian Council of Social Science Research (ICSSR).
7. Data Bases available through the National Council for Education, Research and Training (NCERT).
8. Personal interactions were held with key persons in institutions linked to the theme of the study (e.g. Pandit Sunderlal Sharma Central Institute of Vocational Education and NCERT).
9. Key books that have been published in the area were reviewed (Eg: Bhatnagar and Gupta 1999; Mohan 1999).

The titles of a total of 229 journal articles / doctoral dissertations / books / monographs / Government documents / newspaper articles that seemed to have addressed the issue of career choices were identified. Attempts were made to contact each of the individuals / teams that produced these writings. Abstracts and where possible the complete articles were obtained from those who responded.
Our review of these articles indicated that the most dominant themes of research were as follows:

1. Socioeconomic status and career choice.
2. Gender and career choice.
3. Personal identity and career choice.

Barring a few, most of this research was atheoretical and did not reflect contemporary trends in Career Psychology. However information gleaned from these studies will be collated into the Final Report to be developed through the present project.

3. Design of the present study

3.1. Advisory committee

Given the wide scope of the study and the multiple disciplines that it would draw from, an Advisory Council was constituted to guide the Survey. The following persons constitute the Committee:

1. Prof. Mohan Isaac: Formerly Head, Dept. of Psychiatry, NIMHANS, Bangalore. Presently Associate Chair of Population Mental Health at the School of Psychiatry and Clinical Neurosciences of The University of Western Australia (Perth).

2. Dr. Glenn Christo: Former Director of Planning, Manipal Academy of Higher Education. Presently Vice Chancellor of the newly formed Meghalaya University.

3. Dr. Sandra Albert: Medical Doctor, interested in youth and adolescence.


5. Prof Nagadevara: Professor of Quantitative Methods and Information Systems, Indian Institute of Management, Bangalore.

6. Prof. T.S. Saraswathi: Earlier Head of Department of Psychology, M.S. University, Baroda.

7. Dr. R.V. Joshi: Earlier Vice Principal, Chowgule College, Goa. Presently, Dean Educational Studies, International Academy for Creative Teaching (IACT), Bangalore.

8. Dr. A.R. Vasavi: Anthropologist and Fellow at the National Institute for Advanced Studies, Bangalore.
3.2. The research design

Based on the review of the Indian literature, the international literature and The Promise Foundation’s experience in the field of Career Psychology, a detailed Research Design was developed in consultation with the Advisory Committee. The Design document is enclosed with this report and may be referred to for specific details. The key points of the design are highlighted below:

3.2.1. Issues pertaining to the approach of the project

1. Two project components:
   It was felt that there was a need to clearly demarcate between the two components of this project, namely, the Survey component and the Consultation component. It was therefore decided that the Survey would itself be named differently, reflecting its purpose and scope. The Survey component has been named: Work Orientations and Responses to Career Choices – Indian Regional Survey (WORCC-IRS). The findings of the WORCC-IRS will be presented during the second component of the project, namely, the National Consultation on Career Psychology (NCCP).

2. Methodology:
   The research methodology would blend both the qualitative and quantitative approaches in an attempt to collect data in as comprehensive a manner as possible.

   Quantitative methods would draw from standardised questionnaires to address specific variables.

   Qualitative methods would use open-ended questions and narratives.

   A workshop format will be followed and group activities would also be used to elicit information.

3. Ethical considerations:
   Participants’ Informed Consent would be obtained in all cases after they have been explained the nature of the Survey and its purpose.

   Confidentiality would be preserved and the identity of individual participants / schools would not be revealed in relation to specific findings.

   All participants are offered a free Career Information Workshop, after the Survey. The workshop gives students information about new careers emerging today and informs them about the talents and aptitudes required for these careers. All students in the target classes are invited to attend the workshop.
3.2.2. Core constructs selected for the study

1. Social cognitive environments:
   A fundamental objective of this study would be to describe the characteristics of social-cognitive environments in India, within the context of career development. The literature as well as our earlier research, point to the following variables that might describe a social-cognitive environment:

   A. Career Beliefs as characterised by habitual ways of thinking about work and orientation to career development.

   B. Outcome Expectations as characterised by perception of barriers to career development and imagined benefits accruing from career planning.

   C. Goal setting and planning as characterised by the nature of occupational aspirations and efforts directed toward setting career development targets.

   D. Decision-making styles against the continuum of collectivism-individualism.

   E. Community influences as characterised by the nature and extent of parent involvement, pressure to make career choices, access to role models and community support.

2. Self-efficacy for career preparation
   Our field experience and earlier research point to the strong possibility that self-efficacy could be a mediating variable at this crucial juncture in the individual’s career development. The nature of self-efficacy for career preparation could have a significant influence on the path the young person chooses. A second objective of this study therefore would be to explore how self-efficacy mediates in career development in the Indian context.

3. Developmental influences:
   The nature of the career development tasks faced by the Indian adolescent has not been adequately investigated. It is not clear as to whether career maturity is a function of developmental readiness or the requirements imposed by the educational system which expects certain kinds of decisions to be made at certain stages in the individual’s progress as a student. A third objective of this study would be to detail the nature of career development tasks in the Indian context and the role played by career maturity in the career decision making process within the Indian education system.

3.2.3. Sample definition

   The transition from school to work is a crucial stage in career development. A closer look at this stage of career development in the Indian situation indicates that a key developmental task is linked to preparing to enter the world of work. Against this
background the Survey will focus on the career preparation behaviour of young people from the middle of adolescence to early adult hood.

The following criteria have been used for defining the sample:

1. **Age and Schooling**
   The sample will comprise young people between the age range of 14 to 21 years, who are:
   - in Classes 10 and 12
   - following Vocational Courses
   Attempts will be made to also include the following in the sample:
   - those who are within this age range but have not completed schooling
   - those who have completed schooling but are presently unoccupied

2. **Gender**
   Gender plays a critical influence on career development. The sample will therefore draw from both genders and specifically analyse these critical influences.

3. **Socio-economic status (SES)**
   It is almost universally accepted by researchers that SES has a defining impact on career development. This study will draw from low, middle and high SES groups.

4. **Urban-rural factors**
   Urban – rural differences in orientation to work and career have been documented. Both rural and urban groups will be sampled for this Survey.

### 3.2.4. Sample size and sampling procedure

The stratified random sampling procedure has been used. Details of sample selection are given in Section 5.1.1. Researchers would interact with the majority of the sample through group workshops comprising about 50 students in each workshop. Table 1 presents the anticipated group wise break-up of the sample:
Table 1: Group-wise break up of participants in the study *

<table>
<thead>
<tr>
<th></th>
<th>Std. 10</th>
<th>Std. 12</th>
<th>Vocational (Polytechnics)</th>
<th>Vocational (ITIs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low SES</td>
<td>1290</td>
<td>1290</td>
<td>1000</td>
<td>510</td>
</tr>
<tr>
<td>Middle SES</td>
<td>910</td>
<td>700</td>
<td>1010</td>
<td>420</td>
</tr>
<tr>
<td>High SES</td>
<td>910</td>
<td>630</td>
<td>200</td>
<td>200</td>
</tr>
<tr>
<td>TOTAL</td>
<td>3110</td>
<td>2620</td>
<td>2210</td>
<td>1130</td>
</tr>
</tbody>
</table>

* Note: This is only an indicative index. Changes are likely as the study progresses. We are anticipating a total sample size of approximately 10,000 individuals.

A nested design will be followed to study groups with unique needs. The nested design would be conducted by certain Research Partners only, and the samples would not be representative of all regions in the WORCC-IRS. The nested design is for the following groups:
  - Special needs group:
    - those with orthopaedic handicaps
    - those with hearing impairments
  - Unemployed / unoccupied group
    - focus mainly on rural locations

3.2.5. The survey protocol

The WORCC-IRS protocol was developed in English and trial tested through pilot studies on groups approximating the sample for the final Survey. Responses received through the pilot studies were discussed by the Advisory Committee and a draft form of the protocol was developed in English. The protocol comprises a variety of questions and items presented in 10 sections. The questions are designed to elicit information on the following themes:

Section 1: Personal Details, Socio-demographic information and Socio-economic Status.
Section 2: Orientation to work, career and subject choice.
Section 3: Interests, Confidence (Self-Efficacy), Prestige and Parental Attitudes.
Section 4: Career decision-making difficulties.
Section 5: Career beliefs.
Section 6: Career barriers.
Section 7: Individualism-Collectivism.
Section 8: Sources of self-efficacy.
Section 9: Outcome expectations.
Section 10: Career preparation self-efficacy.
4. Preparation for the survey

4.1. Formation of core group of Research Partners

As per the design of this project, a team of Research Partners will execute the WORCC-IRS in different parts of the country. Based on relationships that developed during the literature survey and The Promise Foundation’s national network of honorary youth workers, the core team of Research Partners has been formed. Research Partners have been selected based on the following criteria:

- Fluency in English and their local language with past experience in English to local language translation.
- Experience with and access to the sample under consideration with specific emphasis on their exposure to student welfare work.
- Interest and past experience in career counselling.
- Willingness to go through a self-study programme on Career Psychology, during the course of the project.

Many of the persons selected have been a part of The Promise Foundation’s earlier counsellor training programmes.

4.2. Research Partners: A profile

Mr. Sachin Kumar:
Is a college lecturer teaching Geography at the Govt. College, Chamba. He has been involved in youth welfare activities for the last few years. He also offers consultancy services to the District Institute of Education and Training and to NGOs in the area of counselling and life skills development. Sachin will collect data from the district of Rampur, Himachal Pradesh.

Dr. S.K. Kulshreshta:
Is the retired head of the Dept. of Zoology, DAV College Dehradoon. He has been trained in some of the basic skills of counselling and is presently the Director of Epiphany an NGO involved in offering life skills education. He will interact with the sample in Dehradoon, Uttaranchal.
Dr. M. R. Yeshdharan:
A Rehabilitation Psychologist, is presently the Director of the Arsha International Model School. He will collect data from the special needs group, working in partnership with Faith India (an NGO). He will work in Trivandrum, Kerala.

Ms. Sunita Ajoy:
A Counselling Psychologist, Sunita is based in Chennai. She has many years of experience in working as a school counsellor and presently works as a consultant to The Promise Foundation. Sunita will collect data from Chennai, Tamil Nadu.

Dr. M.V. Baride:
Is a lecturer teaching Geology at the Jai Hind College, in Dhule. He also holds the post of Vice Principal and is the Head of Department. He has held counselling workshops for many hundreds of students in his region. Baride will collect information from Dhule, Maharashtra with specific emphasis on first generation learners from tribal backgrounds.

Mr. Tilroy Fernandes:
Is principal of a junior college of commerce and management, and holds bachelor’s degrees in education and a post graduate diploma in career counselling. He is a master resource person for the career guidance cell in Directorate of Education in Goa and has conducted workshops for students, teachers and heads of institutions. Tilroy will work with a sample in South Goa.
Dr. Eugene Franco:
Is a lecturer in commerce and management with a post graduate degree in the field. He teaches at the St. Xavier’s College in Palayamkotai. He has been involved in youth welfare and student counselling. Franco will collect information from a sample in Nagercoil, Tamil Nadu.

Ms. Sarabjot Kaur Sekhon:
Holds a master’s degree in Sociology. Her participation in the project is under the supervision of Prof. Asha Gupta, a scholar in the area of career counselling. Prof. Gupta is in the Dept. of Education, Panjab University. Sarabjot will work with students in the Union Territory of Chandhigarh.

Prof. T.S. Ramakumar:
An experienced educator, Prof. Ramakumar has worked as a principal at different levels including high school, pre-university and first grade college. He is presently pursuing a master’s degree in Counselling. He will work with students in Shimoga, Karnataka.

Mr. Shah Jahan Ali Ahmed:
Holds an M.Phil in Education and is presently working towards a doctoral degree in Teacher Education. His participation in the project is under the supervision of Prof. Nilima Bhogobotli. Dr. Bhogobotli is the head of the Dept. of Education, and a specialist in the area of counselling based in the University of Guwahati. Shah Jahan will work with students in Guwahati, Assam.

Ms. Sonan Shishak:
Is a teacher and keenly interested in the difficulties faced by the youth of Manipur. She is being supported by a network of principals in Ukhrul. She will collect data for this study from the Ukhrul District of Manipur.
Mr. Tanweer-Ul-Sadiqeen:
Holds the position of Field Advisor at the State Institute of Education, Srinagar. He is an experienced teacher and teacher educator. He has held numerous workshops related to education. He will work with students in Srinagar, Jammu and Kashmir.

Mr. Mohan Das:
Is presently pursuing a doctoral degree in Sociology from the Bangalore University. An experienced career counsellor, Mohan works as the head of the careers services for Government schools at The Promise Foundation. He reaches more than 2000 students every year through career counselling workshops. Mohan will collect information from the lower income groups in two cities: Bangalore and Shimoga, Karnataka.

Ms. Srirupa Dastidar:
Holds a master’s degree in counselling and presently works at The Promise Foundation. She will interact with students from higher income groups in Bangalore.

Mr. Hanut Robert:
Holds a master’s degree in Social Work and presently works at The Promise Foundation. He has experience with field surveys in Tamil, especially with the adolescent age group. He will assist in collecting information from students in Tamil Nadu.

Ms. Kavita Sarin:
Holds a master’s degree in Social Work. Kavita joined the project recently. She will collect information from students in New Delhi.
4.3. A summary of locations finalised for the Survey

In summary, the team of Research Partners will execute the WORCC-IRS in the following regions of the country:

- **Mr. Sachin Kumar:** Rampur, Himachal Pradesh.
- **Dr. S.K. Kulshreshta:** Dehradoon, Uttaranchal.
- **Dr. M. R. Yeshodharan:** Trivandrum, Kerala, with emphasis on the career development needs of special needs groups.
- **Ms. Sunita Ajoy:** Chennai, Tamil Nadu.
- **Dr. M.V. Baride:** Dhule, Maharashtra.
- **Mr. Tilroy Fernandes:** South Goa, Goa.
- **Dr. Eugene Franco:** Nagercoil, Tamil Nadu.
- **Ms. Sarabjot Kaur Sekhon:** Chandhigarh.
- **Prof. T.S. Ramakumar:** Shimoga, Karnataka.
- **Mr. Shah Jahan Ali Ahmed:** Guwahati, Assam.
- **Ms. Sonan Shishak:** Ukhrl District, Manipur.
- **Mr. Tanweer-Ul-Sadiqeen:** Srinagar, Jammu and Kashmir.
- **Mr. Mohan Das:** Bangalore and Shimoga, Karnataka.
- **Ms. Srirupa Dastidar:** Bangalore, Karnataka.
- **Mr. Hanut Robert:** Chennai, Tamil Nadu.
- **Ms. Kavita Sarin:** New Delhi.

4.4. Preparation of Administration Manual

A detailed manual providing the rationale of the study and the methods for executing its various components has been prepared. All training of Research Partners was located around this document.

4.5. Pre-training orientation for Research Partners

Communications with Research Partners were initiated in the early part of March, 2005. A detailed written description of the project was provided and a written commitment obtained from each of them indicating their willingness to fulfil all the project criteria. A sample of the ‘Confirmation of Participation’ form is provided in Appendix 1.

During this time, the orientation to the basic principles of Career Psychology was initiated. Research Partners were supplied with the following learning material:

- A summary of our review of the Indian literature.
- Guided work sheets.
Data collection was combined with training and valuable data was collected through the Research Partners even during the training period. The emphasis at this stage was to collect information about attitudes pertaining to work and career, influences on career choices, career beliefs and other such qualitative information. Information collected by the Research Partners was later discussed during the first consultation. A copy of the ‘Guided Worksheets’ is provided in Appendix 2.

4.6. The first consultation

The first consultation with the Research Partners was held from the 1st to the 5th of May, 2005 in Bangalore. The venue was the green, quiet campus at the Ecumenical Christian Center (ECC), in Whitefield, a suburb of Bangalore.

Some of the important objectives that were achieved during this first meeting of the team are as follows:

4.6.1. Theoretical orientation

Firstly, the self-study and pre-training orientation was used as a foundation to provide the Research Partners with a broader understanding of Career Psychology. The key principles of Career Psychology were presented, with particular emphasis on the Indian context.

4.6.2. Vetting of the WORCC-IRS protocol

Secondly, the WORCC-IRS protocol was discussed in detail. The necessary changes were made based on the feedback given by Research Partners. The emphasis was on ensuring that the protocol was locally relevant and at the same time applicable in all the regions under the study.

4.6.3. Training on the method of administration

Thirdly, the Administration Manual was used to provide Research Partners a detailed training on the method and approach of the study. Most importantly, training focussed on applicational issues. Some of the key themes that the training addressed were as follows:
The importance of consistency and congruence in approach across all regions was demonstrated and strongly emphasised.

Findings of pilot studies were presented as illustrations.

Ethical considerations were delineated and particular emphasis was laid on confidentiality and professional conduct during the Survey.

4.6.4. Practicals

After the theoretical discussions, all Research Partners interacted individually with a small number of young people who were representative of the final sample. This proved to be the most vital aspect of the training, when the Research Partners could actually experiment with the training they had been given. Although the interactions with students were in English, Research Partners had an opportunity to apply the ideas that had been discussed. Feedback obtained during these sessions was incorporated into the final version of the protocol.

4.6.5. Translations

One of the most important aspects of this study is the administration of the protocol in the local language. Accurate translations equivalent to the English original is therefore a crucial element of the entire exercise.

Research Partners, worked in teams under the supervision of The Promise Foundation team to produce the initial translations of the English original into their local languages. All Research Partners agreed
that it was important to balance a literary style with colloquial language that would be easily understood by students.

During the consultation, about 50% of the translations were completed. The rest of the translation was completed after the Research Partners returned to their regions.

An interesting development was with regard to including people with visual handicap in the sample. It was decided that attempts would be made to translate the Malayalam protocol into Braille as well. Dr. Yeshodharan undertook this responsibility.

In surveys of this scale and variety, a commonly encountered difficulty is the lack of consistency between the different researchers. The first consultation gave us the opportunity to streamline the project and build a team that understood the project as well as understood each other.

4.7. Development of the final version of the protocol

4.7.1. Pilot Studies

The first versions of the protocol in the local languages were trial tested on small samples. A Pilot Study with 100 students across SES groups helped us to conduct an initial item analysis, understand the nature of narratives that could emerge, and conduct an initial statistical analysis.

4.7.2. Back-translations and standardisation

The first version of the local language protocol was put through a standardised back-translation procedure, to establish the equivalence of the vernacular versions to the English original. Individuals who were fluent in a given vernacular as well as in English
were identified. These persons were blind to the English original and were given the vernacular versions for back-translations into English. This English translation was then compared with the English original to check for discrepancies in meaning. This process continued iteratively until a vernacular version that was equivalent to the English original was obtained for all the languages.

4.7.3. The languages and mass production of the WORCC-IRS protocols

The final versions of the WORCC-IRS protocols have been developed in 8 different languages.

5. Execution of the WORCC-IRS

Research Partners interact with students through the Survey and the Career Information Workshop. The time taken for the Survey ranges from 2 to 4 hours per group. The Career Information Workshop requires approximately 2 hours.

5.1. Execution of the Survey

5.1.1. Sample selection

This study is following the stratified random sampling procedure. Formation of the groups for the study has been a long and painstaking process. The procedure used is as follows:

- All institutions are selected from within a specific district.
- School types are as per the following criteria:
  - Government Schools; Government Aided Schools; Unaided private schools (e.g. ICSE and CBSE)
  - Under Vocational Schools the ITIs and Polytechnics are selected separately. Vocational school types are as per the following criteria:
    - Government; Private
• In each school type, enough schools are identified to ensure a minimum of 90 students. Students selected for the survey may therefore be from one institution or spread across 2 to 3 different institutions.
• The roll numbers of students are taken across the different institutions selected, for each school type. Lots are then used to randomly select roll numbers to make up the survey sample. For each school type the survey sample comprises minimum of 70 students.
• Research Partners then visit schools with the list of pre-selected roll-numbers, to conduct the Survey.

5.1.2. Survey execution

The execution of the WORCC-IRS started in mid-July 2005. The dates of initiation of the WORCC-IRS have varied across the different regions. At the present time, most Research Partners have completed 75% of the data collection.

5.1.3. Glimpses into the implementation of the Survey

The Survey is conducted in a standardised format. Research Partners have been trained to follow an identical administration procedure to ensure consistency across the various regions. A variance in the procedure has been planned for samples participating in the nested design (ie. the special needs groups and the unoccupied group). Dr. Yesodharan, who will be interacting with the groups has been trained separately for administering the WORCC-IRS protocol with these groups. Similar training for Research Partners who will survey the Unoccupied group is planned.

Given below are some glimpses into the implementation of the Survey from some of the locations.
WORCC-IRS in Shimoga with Prof. Ramakumar

WORCC-IRS in Bangalore with the Promise Team

Glimpses into the WORCC-IRS sessions
5.2. Execution of the Career Information Workshop

In keeping with the project’s objectives all Survey groups were offered a free Career Information Workshop.

5.2.1. Content

Comprehensive career counselling requires detailed training. The orientation of the Career Information Workshop therefore is not toward a complete counselling programme. Instead, the objective is to offer information about occupations and careers that participants could use to build their career plans. All Research Partners were trained on a method standardised by The Promise Foundation for group career counselling interventions. The Career Information Workshop is conducted after the survey.

The method uses a multiple potentials framework according to which participants learn that their talents could be manifested in 5 different ways. Career choices are often limited to the careers the young person has heard about or has been exposed to. An objective of the Career Information Workshop therefore is to widen this horizon so as to provide a broader range of choice.

5.2.2. The Career Information Workshop Kit

All Research Partners were provided with a Career Information Workshop Kit comprising the following:

- Careers Cue Sheet
- Career Name Flashcards
- Career Definition Flashcards

The workshop is activity based and Research Partners were trained on the details of the method during the first consultation. Given overleaf are some glimpses into the Career Information Workshop being conducted in Chennai after the Survey.
Students’ response to the Career Information Workshop has been highly positive. This project has given us the opportunity to translate some of The Promise Foundation’s workshop material into a number of other languages. Feedback received from students highlights the urgent need for systematic and culturally validated services in this area.
6. Developments and changes during project execution

6.1. Changes in schedule

Unexpected developments (e.g., transfer of a Research Partner from Chamba District) and delays in some instances (e.g., floods in Shimla district, economic blockade in Ukhrul District), have called for adjustments in the original schedule of the project. Our present assessment indicates that data collection will require some more time in some of the regions, given the delays in starting the Survey.

6.2. Key note speaker/s for the NCCP

Since Career Psychology is still an infant science in India, a high level of expertise in the field is not as yet available in India. We have therefore invited Professor Anthony Watts (OBE), to provide the Key Note address at the inaugural session of the NCCP. Professor Watts is one of the foremost scholars in Career Psychology and has been instrumental in establishing the national careers service for Britain. Professor Watts has been an advisor to The Promise Foundation’s career counselling research for the last eight years. He has kindly accepted our invitation. In addition to the Key Note address, Professor Watts has also accepted to lead a half day workshop for the Research Partners and other interested persons after the NCCP. A brief biographical sketch of the professor is provided in Appendix 3. His visit will be sponsored by the British Council.

6.3. A widening of the scope of the NCCP

Interactions with scholars, counsellors, educational institutions, non governmental organisations and government departments have generated a considerable amount of interest in the WORCC-IRS and the NCCP, both around the country as well as internationally. We feel therefore that the number of delegates to be invited must be increased in order to ensure a wider dissemination of the findings of the Survey as well as learn from the experiences of others.

6.4. Changes in the Survey Protocol

It had been anticipated that the existing body of Indian research identified through the literature survey, would be incorporated into the project and that the present study would only investigate more contemporary themes. However our review revealed a significant lacuna in the field. It became necessary therefore to extend the scope of the WORCC-IRS protocol to cover a wider range of themes.
7. Update on project progress from July 2005 to Mid October 2005

7.1. Status of Data Collection

Research Partners have encountered numerous difficulties during data collection. Obtaining permissions to conduct the survey in private aided schools has been particularly difficult. However most of them have been able to overcome these difficulties and have worked hard to achieve the targets that have been set. The survey has also been affected by natural calamities. The unseasonal rains in many parts of the country have significantly affected access to the sample. The most recent earthquake has also affected data collections as well as dispatch of completed protocols from some of the regions to our office in Bangalore.

Presently about 75% of data collection has been completed and protocols have been received in Bangalore.

7.2. Coding and Data Entry:

We have a team of about 10 individuals who are working exclusively on coding the data sheets and managing the data entry.

This part of the project follows a three step process:

- Data coding is conducted by trained staff from The Promise Foundation.
- Data entry is conducted through a team of data entry professionals who have been employed exclusively for this process.
- Data cleaning and quality control is managed by the project leaders from The Promise Foundation. A random sample of 40% of the entered data is checked completely for every region.

7.3. Data Analysis

We have conducted a preliminary analysis of the data of 500 protocols. Trends that are emerging are already interesting. Data analysis will begin toward the end of October 2005.
8. The National Consultation of Career Psychology (NCCP):
   Preliminary ideas and preparation

The second part of this project is the NCCP which is scheduled to be held on the 6th and 7th of January 2005. The objective of the NCCP is to present the findings of our survey to scholars, government officials, NGOs, school boards, counsellors and others for discussion. It is our hope that this consultation will stimulate greater interest in this highly neglected field with the view moving toward curriculum development for career counsellor training.

The method we propose to adopt for the NCCP is as follows: The 2 days of deliberations will be divided into approximately 8-10 thematic sessions. During the first part of the session our Research Partners will present the results of the survey pertaining to the theme of the session. A scholar in the field would then respond to the data and interpret it in the larger context of the Indian situation. The discussion would then be opened to the floor for further discussions. The last session of the consultation would comprise brief presentations from the speakers to highlight their recommendations.

9. Conclusion

Assessment at this mid point of the NCCP project indicates that it has moved steadily ahead so far. A few Research Partners have had difficulties specific to their areas. Difficulties have been mainly with obtaining permissions from schools to conduct the Survey. But these setbacks have been overcome in most regions.

This project is a particularly challenging one, but all team members are working hard and with great vigour and enthusiasm to achieve the objectives of the project. It is our hope that the results of this enormous effort would make an important contribution to the lives of the young people of our country.

_Gideon Arulmani,
Director,
The Promise Foundation_
Appendix 1: Confirmation of Participation

To be returned to The Director, The Promise Foundation, 346/2, 1 A Main, Koramangala 8th Block, Bangalore – 560 095
By the 30th of March 2005

1. Your Name and title:

________________________________________________________________________

2. Contact Information:

a. Complete postal address for correspondence: __________________________

________________________________________________________________________

________________________________________________________________________

b. Phone number (Land line): __________________________

Cell Phone: __________________________

(Please add area code)

c. email id: __________________________

3. Summary of your educational background, highlighting the subjects you have studied:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
4. Nature of your occupation (what you do, the place of your work):


5. Your language fluency:

Please indicate your fluency level as:
No Fluency, Basic Fluency, Functional Fluency and High Fluency.
An example is provided for your reference. The first entry is for your regional language, the second is for English.

<table>
<thead>
<tr>
<th>Language</th>
<th>Spoken</th>
<th>Written</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>High Fluency</td>
<td>High Fluency</td>
<td>High Fluency</td>
</tr>
<tr>
<td>Hindi</td>
<td>Functional</td>
<td>No Fluency</td>
<td>Basic Fluency</td>
</tr>
</tbody>
</table>

 Language | Spoken | Written | Reading |
-----------|--------|---------|---------|
 Name of your Language: |
 English: |
 Other Language: |
 Other Language: |

6. Access to the target group:

a. Estimate of Numbers:

Please give us an estimate of the number of individuals you have access to across the target group. An example is provided for your reference:

<table>
<thead>
<tr>
<th>Class</th>
<th>Low SES</th>
<th>Middle SES</th>
<th>High SES</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>90</td>
<td>45</td>
<td>50</td>
<td>185</td>
</tr>
<tr>
<td>11</td>
<td>60</td>
<td>55</td>
<td>40</td>
<td>155</td>
</tr>
<tr>
<td>12</td>
<td>60</td>
<td>75</td>
<td>25</td>
<td>160</td>
</tr>
<tr>
<td>Vocational</td>
<td>55</td>
<td>25</td>
<td>0</td>
<td>80</td>
</tr>
<tr>
<td>Unemployed</td>
<td>20</td>
<td>0</td>
<td>0</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>285</td>
<td>200</td>
<td>115</td>
<td>600</td>
</tr>
</tbody>
</table>
Provide your Estimate below:

<table>
<thead>
<tr>
<th>Class</th>
<th>Low SES</th>
<th>Middle SES</th>
<th>High SES</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
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<td></td>
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<tr>
<td>11</td>
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<tr>
<td>12</td>
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<td></td>
</tr>
<tr>
<td>Vocational</td>
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<td></td>
</tr>
<tr>
<td>Unemployed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b. Give us an idea as to how would you access the target group.
Eg:   - Through your own institution.
     - Conducting special workshops in schools.
     - Conducting special workshops through voluntary organisations

c. Do you have access to the parents / teachers of the target group? Will this be a difficulty?

7. Are you willing to travel to Bangalore for all 3 meetings, adding up to a total of 8 full days described in the schedule above.

8. Are you willing to devote time and effort to learn about and be trained in the basic concepts of Career Psychology and counselling?
9. Do you have easy access to email and internet? ____________________________

Confirmation of participation

I hereby confirm my participation in the National Consultation on Career Psychology, as a Research Partner, per the terms described above.

Name:

Signature:

Date:

Where necessary please obtain permission from your institution or concerned authorities

Signature of designated authority:

Seal:
Appendix 2: Orientation to Career Psychology: Work Sheets

Background

Some of you already have been introduced to career counselling and perhaps to the theoretical aspects of Career Psychology through other training programmes that you have attended. However, most of you may not have had a formal orientation to this branch of psychology as yet.

Career counselling is a form of counselling that ought to be drawn from theoretical principles provided by Career Psychology. It is important that all of us are oriented to these conceptual foundations, so that we could direct our efforts through the NCCP in a concerted and unified manner. It is also important to note that very little is known about career development in the Indian context. Many forms of career counselling practiced in India are not based on sound theory. The objective of this orientation therefore is to prepare our minds to investigate career development behaviour in the Indian context, in a scientific and objective manner.

The Method

Ideally we ought to have time to teach and learn together about Career Psychology. But we do not live in an ideal world – we are limited by time and budgetary constraints! Therefore we thought it best that we adopt a guided self-study method.

Your main sources for study are:

• Career Counselling: A Handbook.
• A few other research documents with particular reference to India.

The Handbook consists of two sections: Conceptual Foundations and Core Skills. The emphasis will be mainly on the first part, namely, Conceptual Foundations. You are required to read through each chapter of this section and complete the worksheets that have been prepared for each chapter.

Note:

• You are to limit the length of your answers to the space provided below each question.
• Since the fundamental purpose of this study is to bring the focus to India and the career development of Indian young people, your responses will also be taken as narrative data for this study.

Chapter 1: From the flint to the microchip.

1. Imagine that India was never colonised. How do you think work would have evolved in such a context?

2. We are said to be living in the ‘post industrial’ era of the history of work and the characteristics of work are said to be changing. Is this true where you live? Discuss with examples.

3. Describe different kinds of traditional work in your area (e.g. basket weaving, cleaning coconut trees etc). What is the history of these kinds of work? What is the future and economic viability of these kinds of work? If they have become unviable – why?
Chapter 2: Career development: The person and the context.

1. “Career is a mechanism whereby society utilises the services of its members to contribute to its well-being, progress and development”. Explain this statement with examples from your region.

2. Individualism (making a career decision on my own) and Collectivism (making a career decision according to the wishes of my family / community) are said to describe important differences between Western and Eastern ways of life. Which of these influences do you find strongest in your part of India? Give examples.

Chapter 3: Theories of Career Psychology

1. “Further study does not bring a better job,” or, “A girl’s first responsibility is to be a mother,” or “If you are intelligent you should study science”, are typical examples of firmly held career beliefs in the Indian context. Write down examples of career beliefs that are common in your area.

2. “Career beliefs are transmitted from one generation to another”. Is this true in your region? Give examples.

3. What are the career development tasks faced by the Indian adolescent in your region?

4. What are the common career interests in your region?

Chapter 4: The Indian situation

1. Make a list of at least 5 strong influences on the young person’s career choice in your region.

2. List out some of the new careers that have emerged in your region in the past 10 years.

3. Barriers to career development are said to be of two types: internal (e.g. poor self-confidence) and external (e.g. lack of opportunities). Make a list of internal and external career development barriers in your region.

4. Are there career counselling services available in your area? What is the status of government services for career counselling? Provide details.

Chapter 5: Career counselling: A model for India

1. Pages 126 to 129 in the Handbook provide a summary of our Career Preparation Process Model. Provide your critical appraisal of this model in the context of the career development needs of Indian young people in your region.
Appendix 3: Professor Anthony Watts: Biographical Note

Professor Tony Watts is a Senior Fellow and Life President of the National Institute for Careers Education and Counselling (which is sponsored by the Careers Research and Advisory Centre in Cambridge); Visiting Professor of Career Development at the University of Derby; and a Visiting Professor at Canterbury Christ Church University College.


Tony Watts has lectured in over forty countries, and has carried out a number of comparative studies of guidance systems around the world, as well as acting as consultant to several transnational action projects. He has also been a consultant to various international organisations including the Council of Europe, the European Commission, OECD, UNESCO and the World Bank. From October 2001 to October 2002 he was a member of the OECD staff, working on a 14-country Career Guidance Policy Review. His recent work has included acting as lead consultant to a World Bank study of career guidance policies in a number of middle-income countries, and conducting a review of Careers Scotland. He is also a member of the European Commission’s Expert Group on Lifelong Guidance, and is currently conducting (with Ronald Sultana) a study for the EC’s DG Employment of career guidance in public employment services. He was awarded an OBE in the 1994 Queen's Birthday Honours List for his services to education.

June 2005
Watts: Biography
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