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National Framework for

CAREER GUIDANCE & COUNSELLING IN INDIA 2023

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Foreword

India is set to witness a sharp slowdown in population growth in the next two decades. Although it will enjoy the 'demographic dividend' phase, some states will start transitioning to an ageing society by 2030. Even when the age composition will keep changing, India's working age population will continue to increase through 2041, rising by 96.5 million during 2021-31 and by 41.5 million during 2031-41. This will have major implications on the required rate of employment generation in the country.

Emerging technologies, emergence of new business models, new work structure due to gig economy and fast changing labour market needs will also have major implications on 'gainful employment'. Digitization and automation of work- frequently referred to as- Fourth Industrial Revolution- is considered by many to be the most important societal and economic trend in the world- one that will fundamentally change nature of work. These changes might lead to the elimination of millions of jobs and change in skill-sets requirements for many current job roles. At the same time new occupations, new industries and fundamentally new ways of work will emerge. It seems evident that digitization and automation might thus be one of the most important issues to shape the future nature of career choices, career development and career guidance.

Even before we were ready to adapt to the changes and labour market needs of Industry 4.0, unprecedented crisis of COVID-19 has already impacted the whole world, more than any one of us is prepared for. The post-coronavirus world will be very different from the one we lived in. The changing dynamics of the economy will change the standards of employability too. In addition to pursuing mainstream education, youngsters will have to focus on amassing additional skills to enhance their appeal for potential employers. Crisis situations take away millions of jobs, but new ones get created soon. With the outbreak of COVID19, the Healthcare and Wellness sector will get a tremendous boost and create more jobs. Digital economy will get a major boost and create employment for technology professionals. A major change that will start happening is 'localization'. With reduced travel and possibilities of reduced global trade, local economies will re-emerge and start creating small job opportunities that were destroyed by rapid and massive globalization.

India has a diverse socio-economic structure and therefore career guidance does take a complex dimension. In the absence of reliable and standardized framework of career guidance the majority of youth are unable to make informed career decisions. This is leading to skills mismatch and unsatisfactory employment prospects with high rates of attrition and unemployment. Establishing a coherent and holistic career guidance system, which creates a culture of 'lifelong learning', has clear implications on the competences, qualifications and continuous professional development. Career guidance is undergoing a gradual change, resulting from the complex demand and is now also more deeply involved in new areas such as validation of formal and informal learning (drop-outs), accreditation of prior learning (midcareer professionals) and promoting life-long learning (young learners).

In this context, UNDP and FICCI had jointly initiated work on the agenda of developing a Framework for Career Guidance in 2017 when the first International Workshop on Models for Career Guidance and Counselling in Schools & Colleges in India was conducted on 13th - 14th December,2017. Under the guidance of Ministry of Skill Development & Entrepreneurship, GoI a Task Force was constituted comprising key stakeholders like NITI Aayog, MHRD, MoLE, UGC, AICTE, CBSE, NCERT, NSDC, ILO, UNICEF, International Management Institute, School of Inspired Leadership and other relevant organizations working in the space to deliberate on the subject.

The taskforce through multiple consultations has agreed to the requirement of a 'National Policy on Career Guidance and Counselling.' The proposed policy will promote social equality and inclusion, and increase access to educational and labor market opportunities. It would be viewed as a lifelong learning process and it would also need constant, quality engagement starting at school to all the way to working professionals. There was a consensus among the group that Career Guidance can also perform a valuable role in raising the aspirations of the disadvantaged by making them aware of opportunities and supporting them in securing entry to right opportunities. By focusing on the acquisition of knowledge, skills, attitudes and values, the framework seeks to ensure that children and young people are prepared and empowered to face the challenges and opportunities of learning, working and earning livelihood. The framework also provides a structure for identifying needs, designing, delivering learning and assessing the immediate impact of career choices, employability and enterprise education programmes.

Acknowledgements

Career Guidance is an essential component of modern education and training systems. The proposed framework in this paper offers guidelines for shaping and implementing career education and guidance policy at various levels of an individual learning pathways- from School to Professional world. This document was written in consultation with a large number of stakeholders from Academia, Industry, Practitioners, Government, Regulatory Bodies and subject matter experts. As an early stage with the objective of creating a National level Policy Framework on Career Guidance, Ministry of Skill Development & Entrepreneurship, GoI partnered with FICCI and UNDP (with Disha Project in partnership with IKEA Foundation) India to leverage the synergies between existing career guidance related efforts. The National workshop held on August 28, 2019 had participation from over 80 organisations including government, private and public sector.

It is expected that this initiative shall move the conversation from mere career counselling to the holistic idea of career guidance and lifelong learning. It is hoped that more convergence shall occur among the 3 key stakeholders - Government, Education & Skilling Ecosystem and Labour Market.

The Ministry of Skill Development & Entrepreneurship , Ministry of Labour and Employment, Ministry of Human Resource Development, NITI Aayog, State Education Boards, UNDP, UNICEF, University Grants Commission, All India Council for Technical Education, National Council of Education Research and Training, Central Board of Secondary Education, National Skill Development Corporation have actively been involved while developing this framework. Not just these more than 70 eminent members who had participated in preparing the skeletal for this framework. The list is attached as annexure 8.

List of Abbreviations

CBSE	Central Board of Secondary Education
NCERT	National Council of Educational Research and Training
NERIE	The North East Regional Institute of Education
MHRD	Ministry of Human Resource Development
NCS	National Career Service
NSDC	National Skill Development Corporation
NEET	National Eligibility Cum Entrance Test
MSDE	Ministry of Skill Development & Entrepreneurship
QCD	Qualification in Career Development
MOOCs	Massive Open Online Courses
AICTE	All India Council for Technical Education
ATAL	AICTE Training and Learning
UGC	University Grant Commission
UNDP	United Nations Development Programme
KRIVET	Korea Research Institute for Vocational Education and Training
FICCI	Federation of Indian Chambers of Commerce & Industry
KEIS	Korea Employment Information Service
STEAM	Science Technology Engineering and Mathematics
LMIS	Labour Management Information System
QAB	Quality Assurance Body



EXECUTIVE SUMMARY

India is at a very crucial stage demographically; the current demographic bulge is projected to make India the home to one of the world's largest working-age population by 2025. India's rank in Human Development Index (HDI) was 129 out of total of 189 countries in 2018-19. With 1.34 per cent average annual HDI growth, India is among the fastest growing countries, and ahead of China (0.95), South Africa (0.78), Russian Federation (0.69) and Brazil (0.59). But to sustain this momentum in human development and to further accelerate it, the role of current education system and integrated career guidance approach becomes extremely crucial.

In face of the unprecedented pace of changes worldwide with the advent of information technology and explosive growth of knowledge, our education system should aim to develop students' knowledge, adaptability, creativity, independent thinking and life-long learning capabilities. With this they can be better prepared to make informed and responsible choices and thus be able to make the best of the opportunities ahead. The decisions that young individuals between the age group of 11 to 24 make at school level have a huge impact on their lives – affecting not just their further education, training or employment, but also their social lives, finances and health outcomes.

High quality career education and guidance should become an essential part of schooling and in preparing young Indians for their future. Career guidance also promotes equity. Recent global evidences suggest that social mobility relies not just on wider acquisition of knowledge and skills, but of an understanding about how to use them. Career options are now increasingly seen not as being 'chosen' but as being constructed through the series of choices about 'learning' and 'work' that people make throughout their lives. Career education and guidance in this sense need not be confined to the few, it can, and must, be made accessible to all.

With the various methods of career guidance and counselling existing in the country, which operate independent of each other, the way to solve this issue is through a structured mechanism for career guidance at a policy level, which incorporates quality control and use of technology along with being benchmarked to international norms. In the absence of reliable, standardized framework of career guidance and counseling, a large proportion of young individuals are unable to make informed decisions about their future paths.

Proposed National Education Policy, 2019 highlights the importance of occupational readiness of students. It also proposes that institutions should help students in counseling, assist them in clarifying their occupational choices, facilitate processes to identify employment opportunities, and set up interactions with potential employers. This document can further help in integrating institutional frameworks that can be considered by relevant stakeholders in integrating effective career guidance modalities at various stages.

This draft policy document aims to make the core recommendations as below:

1.1 SUMMARY OF RECOMMENDATIONS

- Develop a holistic **definition** and **vision** for career guidance and counselling which is specific for all levels (School Education, Higher Education, Vocational Education and Working/ Non-Working Professionals).
- Focus on building **Knowledge, Skills and Attitudes** for life. These should be forward looking and prepare the young people for the **'Future of Jobs'**.
- Establish an **integrated curricular vision** for career guidance as a continuum from primary to the higher classes/ vocational classes, from higher classes/ vocational classes to employment/employability.
- Establish a **strong institutional support** for concurrent motivation, capacity building and periodic scale-up of career guides, career coaches or career mentors. A dynamic knowledge base and support system should exist for career guidance and counselling.
- Each individual and career guide must have a **career graph**. This graph should include summary of his/her personal and professional achievements. Just like a health card that recommends diet, this career card should recommend career options, learning & development alternatives and competency development for skills required in the future.
- Establish effective mechanisms for **monitoring and quality assurance** for career guidance and counselling. This would call for more cohesive and collaborative approach of work between the Ministry of Human Resource & Development, Ministry of Skill Development & Entrepreneurship, Ministry of Labour and Employment, GoI.
- Establish **portal** for access to guidance and counselling services. The portal should be one stop centre for all career options information at the national level. This platform can even be an upgraded version of the National Career Service (NCS).
- Establish **linkages between existing Government programs/schemes** to bring scale, speed, standard and accessibility (focus needs to be on making people aware about the programs and schemes) to the career guidance process.

1.2 SCHOOL LEVEL RECOMMENDATIONS *(Includes School Dropouts or Never Enrolled)*

- Emphasize the integrity of the primary years in orienting children to various roles and responsibilities, breaking stereotypes and developing life skills to build their capacity to learn
- Introduce formal career guidance services from Grade 8 onwards
- Assign a specific teacher and appoint a quality career guide in every school for career guidance, clearly defining their roles in this process and across all levels
- Establish career labs in schools as one-stop centres on career guidance
- Establish a progressive pathway to be a career guide laying out mandatory training, work experience, accreditation and honorarium in this process

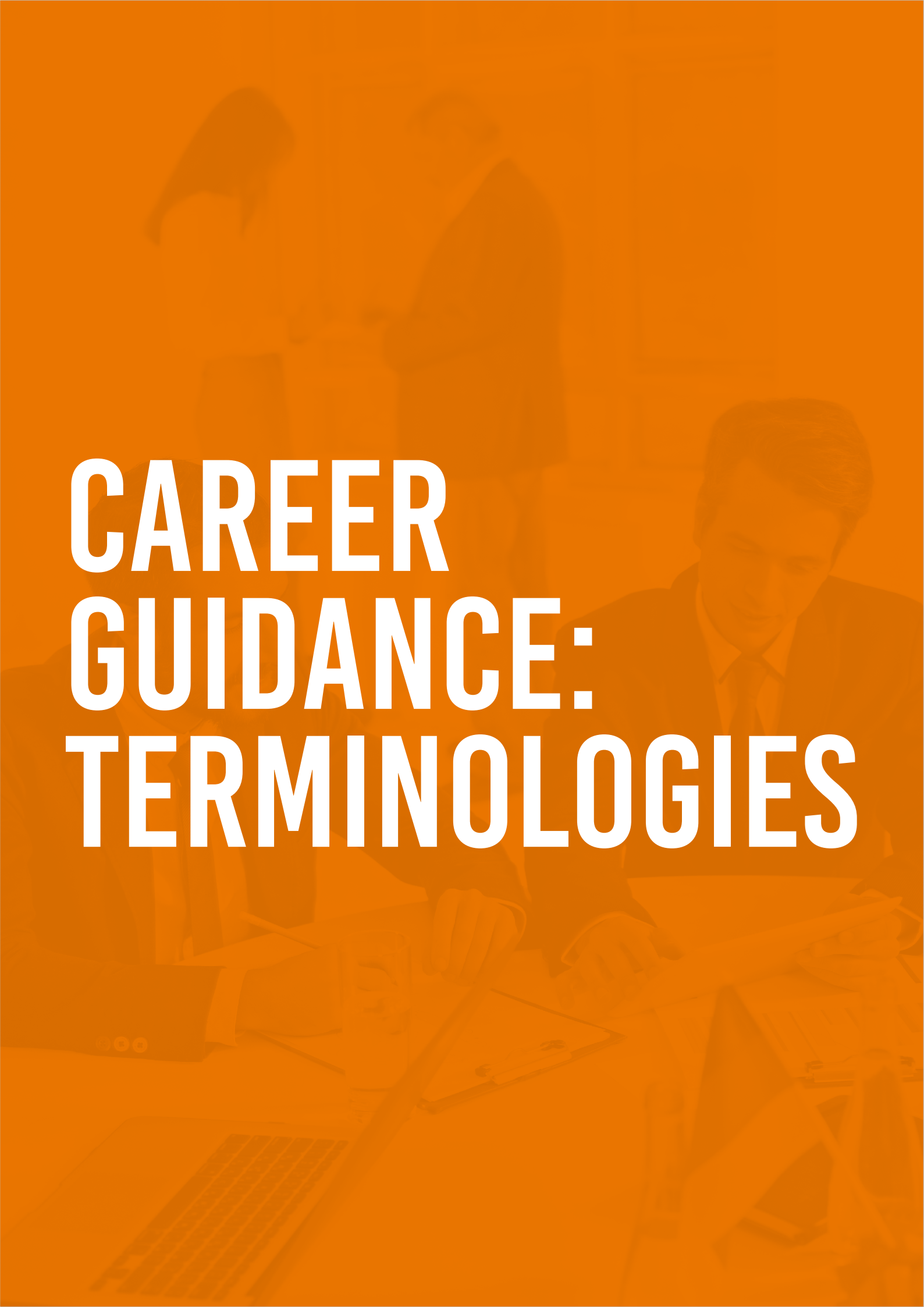
1.3 HIGHER EDUCATION LEVEL RECOMMENDATIONS (*Includes Dropouts*)

- Establish mechanism for stronger industry and Academic collaborations. This should include well-classified information on careers/jobs, career tests, outreach workshops & presentations and adequate career guidance facilities at the institutions.
- Establish links with the community. There are various kinds of links involving liaison with schools, employers, alumni, family and friends. For example, alumni may be invited to speak to current students about their career paths.
- Campus recruitment drives, industry visits, industry talks, internship and apprenticeship opportunities pathways to be established and institutionalized.
- Establish linkages with Medium and Small Industry and Traditional Clusters. Efforts to break social barriers and gender biases must be at the core of building such linkages so that more and more girls/women can also get into the workforce and do not drop out.
- Introduce portfolio system that will have the database of all the skills and competencies of the candidate. It would require students to record not only what they have learnt during their school education but also the work-relatedcompetencies including their interests. These would include any form of co-operative education programmes, internships, work shadowing or work simulations.

1.4 RECOMMENDATIONS FOR PROFESSIONALS (*Includes non-working*)

- Establish mechanism for raising awareness about Entrepreneurship. Right guidance and funding linkages would support in starting up an enterprise and make it self- sustainable.
- Establish learning and development programmes. These programmes should cater to professionals who need career course correction and move to some other sector of work. These programmes should address voluntarily retired/retired workforce, women/men who have taken mid-career breaks or people who seek employment at a later stage in life.





CAREER GUIDANCE: TERMINOLOGIES

De-coding Various Terminologies

At various stages of learning and professional journey career & career guidance are variedly described. A common language and definition will certainly facilitate in conceptualisation, shared understanding and professional dialogue among practitioners in career education and guidance. Following are some of the terminologies used globally in regards to career planning:

Career:
The sequence and variety of work roles (paid and unpaid), which one undertakes throughout a lifetime to actualize one's potential; career includes life roles, leisure activities, learning and work.

Career Education:
It is defined as the development of knowledge, skills and attitudes through a planned programme of learning experiences in education and training settings which will assist students in making informed decisions about their study and/or work options and enable effective participation in working life.

Career Intervention:
Any activity (treatment or effort) designed to enhance a student's life planning/career development or to enable him/her to make more effective career decisions.

Career Information:
A broad term, referring to information (including printed, electronic, personal contacts and other resources) that assists the process of life planning.

Career Development:
A lifelong process of developing beliefs and values, skills and aptitudes, interests, personality characteristics, and knowledge of the world of work (through different career roles).

Career Counselling:
An intensive service that focuses on the interaction between an individual/a small group and the career guidance personnel, aiming at helping individuals to explore personal issues in career and life planning.

Career Guidance:
Is defined as “a comprehensive, right-based development approach, designed to assist individuals in making and implementing informed educational and occupational choices, that in turn lead to their social, financial and emotional well-being”.

The Task Force considered 'Career Guidance' as the right term to be used for this policy framework document. Career guidance refers to a wide range of activities that support individuals to think about and progress into their future. It includes the provision of career related information, educational and counselling interventions and has a strong interface with human resource management.



INTERNATIONAL SCENARIOS

International Scenario

Across the Globe, Career Guidance is an essential component of modern Education and Training systems to re-orient learners and professionals towards the acquisition of 21stcentury. Many countries currently view career guidance as an important public policy area. This includes countries in Europe and the English-speaking world, these have a long history of engagement with career guidance (e.g. Saudi Arabia, Denmark, Germany, New Zealand and USA). It also includes a number of countries which are either developing new career guidance systems or are scaling up under- developed systems. Contexualised frameworks have been developed and implemented in a number of countries including- Australia(Australian Blueprint for Career Development), Canada (Blueprint for Life Work Designs) and New Zealand (Career Education Benchmarks) etc. Most of such frameworks present a continuum of support model for the school guidance programme and set out three areas of learning to facilitate and develop core areas of competence. These areas include learning relating to, oneself(personal/social development), educational opportunities (educational development) and career decision making (career development).

In its contemporary forms, career guidance draws upon a number of disciplines: Psychology, Education, Sociology and Labour Economics. Historically, Psychology is the major discipline that has under-pinned its theories and methodologies. However, in most countries today, people with a very wide range of training and qualifications provide career guidance. Some have had extensive training; others have had very little. Training programmes are still heavily based upon developing skills in providing help in one-to-one interviews. On the other hand, psychological testing now receives a reduced emphasis in many countries as counselling theories have moved from an emphasis upon the practitioner as expert to seeing practitioners as facilitators of individual choice and development.

An organised framework for career guidance & counselling and related mechanisms such as internships and apprenticeship has been a part of the educational system in developed countries. Now this trend is also gathering momentum in many leading developing countries such as Malaysia, Turkey and South Korea. In Switzerland, career guidance and information sessions are mandatory in secondary education. All teachers receive some training on labour market opportunities. In grades 7, 8, and 9 students learn in their own schools about different career options and the main institutions for guidance & counselling. In Sweden, the National Agency for Education maintains a website with descriptions of programmes in upper secondary schools, the occupations to which those programmes lead, and information on what former students on the different programmes do five years after finishing school – for example the type of further education, occupation, and the percentage outside the workforce.

South Korea Model Of Career Development: Growing Global Acceptance

Career development did not gain attention in Korea until the late 1990s. Most Korean students had little guidance for their future careers because a high-stake test-driven educational culture dominated the country. In order to support individual career development offering career assessments and occupational information, the Ministry of Education and Ministry of Labor launched CareerNet (www.career.go.kr) through the Korea Research Institute for Vocational Education and Training (KRIVET) and WorkNet (www.work.go.kr) in 1999 and 1998, respectively.

In 2000, the Korean government began offering the Vocational Counselling license. In 2006, the Korea Employment Information Service (KEIS) was formed to modernize employment support services by collecting and providing employment information, developing and offering career assessments, publishing an occupational dictionary & guides, and supporting employment services, managing WorkNet, among other responsibilities. The role of KEIS has been critical over the last 10 years, advancing employment services throughout the country and managing Worknet effectively by integrating with the National Employment Insurance.

Korea had begun implementing the National Competency Standards (NCS), which resulted from the National Qualifications Framework Act of 2007 in 2013. More recently, the Career Education Act (2015) was enacted and came into effect in 2016. The Act defines career education, career counselling, career experience, and career information. Importantly, it mandates that primary and secondary schools must have Career Education Teachers. The Korean Government has an aggressive plan to facilitate career development in the K-12 setting. According to the Enforcement Decree of Career Education Act (2015), all elementary, middle, and

high schools must have at least one teacher who is dedicated to teach and facilitate career development of students. Figure 1 depicts a planned career education system throughout different levels of education in South Korea (Ministry of Education, 2016).

The Ministry of Education provided revised guidelines to elementary, middle, and high school curricular with two categories: subjects and creative experiential activities with specifically allocated hours for each subject. Creative experiential activities, accounting for approximately 10% or more of the total lesson hours, include free, community, voluntary, and career activities. Career activities include self-understanding, career exploration, and career planning among others. Activities related to career are performed in collaboration among the homeroom teacher, subject teacher, club teacher, counselling teacher, and career & guidance teacher with a possibility of collaborating with parents and specialist in the community who have expertise.

Planned Career Education System throughout different levels of Education in South Korea

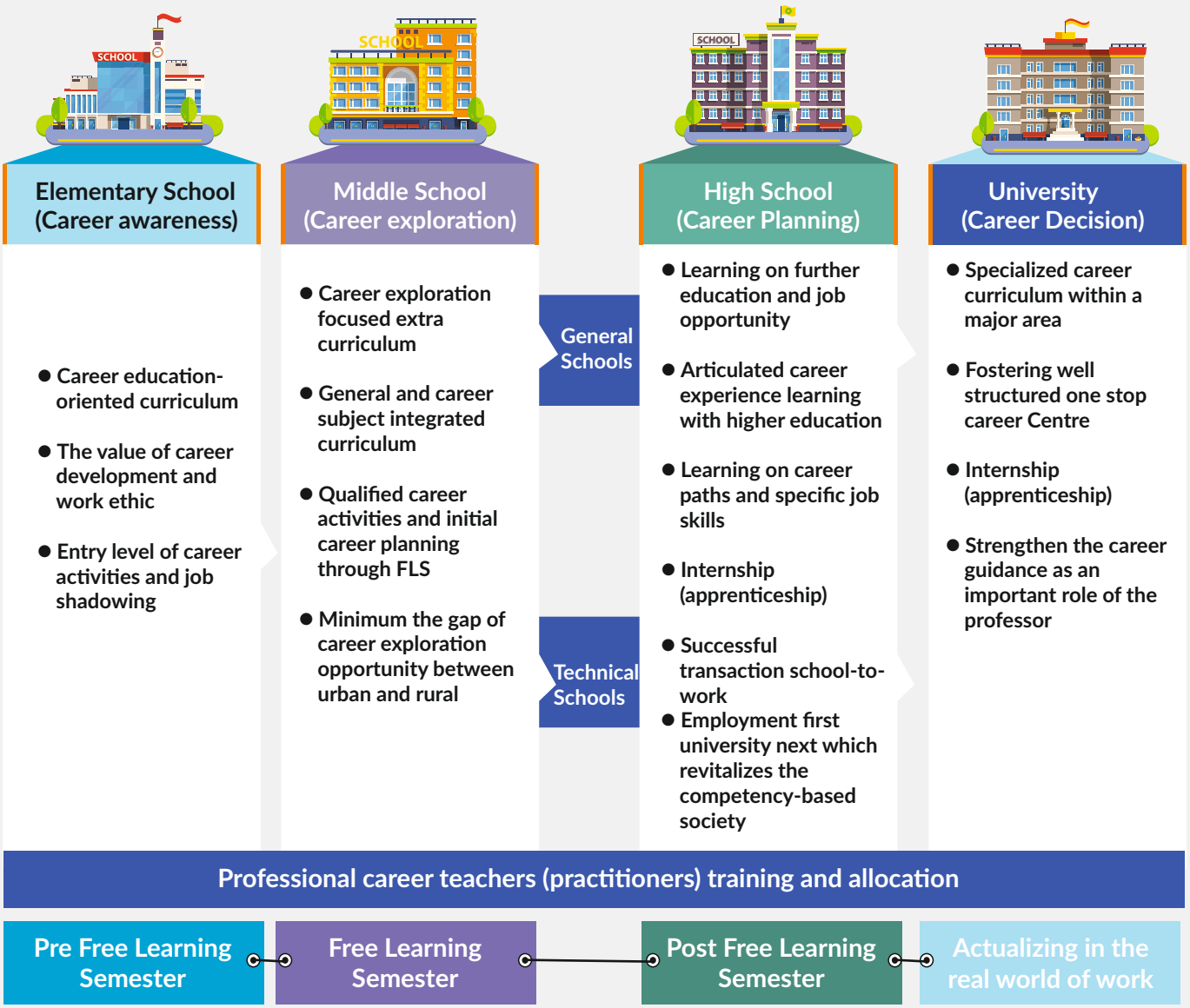


Figure-1: Source: Ministry of Education, Govt. Annual Document, 2016

Korea has made enormous progress with regard to career development in the last 10-15 years to set the structure of a nation-wide career development system tailored to different settings including K-12, higher education, and employment services in the public and private sectors. It has actively benchmarked services, programs, and policies of leading countries in the world and customized them to a Korean context in a creative way. Career Guidance has been at the centre of Education Policy reforms with special focus on: a) demographic changes (b) exponential growth of information (c) evolving sophistication of science and technology (d) changes in economic and social structure (e) sustainable development and (f) addressing millennial aspirations.

Recent developments in South Korea elucidate the deep underlying systems thinking. South Korea is transitioning rapidly towards a competency-based society wherein personalized skill development followed by individual competency is seen to have greater socio-economic value than one's academic background. An organised framework for career education to nurture each individual's talent and aptitude from an early age has thus been designed to facilitate the transformation referred to above. (List of more International Case Studies enclosed as Annexure-1)



INDIAN SCENARIOS AND KEY INITIATIVES

Indian Scenario & Key Initiatives

At the backdrop of Industry 4.0 related exponential technological evolution, research work carried away on subjects like 'Future of Jobs', various reforms at school, vocational education at college level, business innovation in traditional clusters and MSMEs – have led to growing awareness on availability on career options & choices. However, India still has a counselling deficit in the country, it has around 1 lac career counselors in comparison to 2.6 Mn counsellors in US. To address the developmental needs and concerns of students at different stages of schooling, higher studies and mid-career guidance, India needs approximately 14 lacs trained Career Counselors.

While several efforts are being made in India to address the challenges of career guidance, these have been mostly staggered with Central Government, State Governments, Private Organisations making efforts in the areas of Vocational, Secondary and Higher education. In most of the cases while the job market and educational scenario has undergone a massive transformation on the back of technology disruptions but the awareness of the criticality of receiving expert career advice did not keep pace.

Following table covers some of the initiatives by various Government bodies and areas of further improvement: (State initiatives enclosed as Annexure-2)

Ministry/Agency	Initiatives/Programs	Way Forward
Ministry of Education, GoI	• It has supported the development of framework on Counselling and Guidance Coordinators in consultation with NCERT/ NERIE in order to meet the needs for Guidance and Counselling for Secondary Schools • The course through blended mode follows teacher-counsellor approach and is offered to deputed teachers from Jawahar Navodaya Vidyalaya (JNV), Kendriya Vidyalaya Sangathan(KVS) and State Education Departments.	• In the current circumstances career counselling and guidance will not just be career focussed but require a comprehensive approach to create vibrant communities of teachers, who can work collectively and collaboratively to ensure that mental health counselling is also done, students are also informed about 'new-normal' of work places and trained on new digital skills • Career guidance & information sessions
Ministry of Labor & Employment (MoLE), GoI	• MoLE in collaboration with the National Career Services (NCS) initiative aims to address the gaps in supply-demand of workforce through various strategic interventions • Under this initiative, the NCS Portal (www.ncs.gov.in) is the platform where the various stakeholders interact for exchange of career and employment related opportunities	As career counsellors strive to bring their practices into the mainstream of business, there are many emerging career management issues that should potentially be addressed. DGE should start a real-time employers' views/inputs capturing mechanism to help counsellors getting perspective on the emerging career management issues

Ministry/Agency	Initiatives/Programs	Way Forward
	• The Counsellors empaneled with the Directorate General of Employment (DGE), Ministry of Labor and Employment, offer various services through this platform and leverage the network of career centers (employment exchanges) in the delivery of these services • The services include administration of psychometric tests to assess the student's/job seekers' personality/ aptitude/interest • The NCS Portal provides an opportunity to browse through the list of the approved counsellors and book an appointment with them • The NCS Project also envisages offering vocational guidance As career counsellors strive to bring their practices into the mainstream of business, there are many emerging career management issues that should potentially be addressed. DGE should start a real-time employers' views/inputs capturing mechanism to help counsellors getting perspective on the emerging career management issues	• Professional career roadmap/progression path for career guides • Establishing the professional standards authority which subscribes the eligibility & qualifications of the career counsellors
Ministry of Skill Development and Entrepreneurship (MSDE)	• Skill Saathi scheme was introduced under the National Skill Development Corporation (NSDC). The Scheme's objective is to counsel one crore candidates from the age group of 15– 35 years focusing on School & College drop - outs, young adults from the community, college students, polytechnic students, ITI students, Diploma students, Graduates, Post-Graduates, NEET category (Not in Employment education or Training), etc. • License for vocational counselling Counselling is being conducted on a standardized module/content as defined by NSDC/MSDE • License for vocational counselling The scheme was launched in 2018 with an objective to Create Awareness about the Skill India Mission and Vocational Education & its opportunities, and to guide aspirants to make the right choice of training and subsequent employment/entrepreneurship.	• Traditional Clusters have huge potential of creating employment/self livelihood opportunities, Ministry should consider mapping top 100 clusters and tying up with local institutions, ITIs & Polytechnics to sensitize and counsel the local youth on various opportunities linked to a cluster. This will also boost Entrepreneurship. • Licenses for vocational counselling
The Department of Educational Psychology and Foundations of Education (DEPFE), National Council of	• License for vocational counselling It acts as a nodal center for guidance activities at the national level and has been offering its academic resources to departments/ units/agencies at the state level for training of guidance personnel and for setting up guidance services	Countries like UK and Korea have introduced programs such as Qualification in Career Development (QCD) which helps participants in developing better understanding of career

Ministry/Agency	Initiatives/Programs	Way Forward
Educational Research and Training (NCERT)	• NCERT offers Diploma course in guidance and counselling in five Regional Institutes of Education, conducts training & orientation programmes for teachers, Head of Schools, has developed guidelines for States/UTs under RMSA to support States and UTs to implement guidance and counselling services • An aptitude Test 'Tamanna' (Try And Measure Aptitude And Natural Abilities): An Aptitude Test for Senior School Students has been developed which is launched by MoE and CBSE	• Counselling/guidance. NCERT can consider offering similar programs along with its current diploma courses • Also consider scaling up training and qualifying more career counsellors
Central Board of Secondary Education (CBSE)	• It has been facilitating schools to have their career-counselling cells (CCCs) to guide the students not just in career-related issues but behavioral, emotional and psychological concerns • CBSE also launched the first ever Career Counselling and Guidance Centre, in Uttar Pradesh in 2013 • CBSE also released a compendium of courses after +2, this effort of the board aims to facilitate students while scouting for right course choices	A periodic impact assessment of CCCs is needed. Urban schools have their own systems of running various career awareness related programs, however schools in semi urban and rural areas are not able to run effective programs under CCCs. Impact Assessment would help all the stakeholders to synergise and improve upon identified areas
All India Council for Technical Education (AICTE)	• It encourages faculty members to be a mentor for a group of 15- 20 students. The mentor is allotted to a group of students in the first year itself and mentors, this group moves together up to the final year.	Under its AICTE Training and Learning (ATAL) Academy Program, AICTE can consider integrating 'Career Counsellors Development' program as well
Universities Grant Commission (UGC)	• It has Career Counselling Cells (CCC) in each university campus, which addresses challenges and issues of students. CCC acts as a connect between the recruiting agencies and HR personnel of reputed firms	Industry Associations with large number of Members should be linked to CCCs to handhold them in developing sustainable linkages between supply and demand (Institutions and market)



POLICY LEVEL PROPOSAL

Policy Level Proposal

The objective of the policy on Career Guidance is to create framework for information, guidance and counselling intended to assist individuals, of any age, to make educational, training and occupational choices and to manage their careers. Guidance and counselling are an integral part of lifelong learning and includes services in schools, universities and colleges, public employment services, companies, and in the voluntary and private sectors. These include career information, assessment & self-assessment tools, counselling interviews, career education programs and career orientation seminars or workshops exposing the young individuals to the world of work.

The broad objective of Career Guidance framework is to integrate various dimensions of lifelong learning, improving the synchronization between Education, Skilling and the Labour Market and contribute towards reducing dropout, preventing skill mismatches and enhancing employability; and also addressing social equity and social inclusion. Framework will have potential to support learners for successful transition from school to higher education or work and to manage their career pathways and lifelong learning. It further can be elaborated under following heads:

Learning and Development Goals

The proposed Career Guidance Framework will facilitate and support lifelong learning (for both youth and adults) and promote personal development and employ-ability through continuous engagement with education & training. It will assist in finding career pathways through increasingly diversified but linked learning goals, and help in identifying transferable skills.



Socio-Economic Development Goals

Framework will also assist in educational, social and economic integration and reintegration of all age groups including early school drop-outs and marginalized groups; supporting the social integration of ethnic minorities; enhancing female labour market participation and addressing gender segmentation in the labour market



Labour Market Development Goals

It will help in filling the gap between demannd and supply of workforce through raising awareness of current and future employment and learning opportunities, including self- employment & entrepreneurship, and through geographical and occupational mobility



POLICY STRCUTURE ON CAREER GUIDANCE AND COUNSELLING

Why – is a national policy required for career guidance and counselling	• Too many parallel initiatives have left youth in a confused state. There is no one stop shop for solutions and services to career guidance and counselling available and to curb the malpractices by frauds or inauthentic people or organisations.. • One national policy will act as a guideline providing information on definition, scope, quality assurance, monitoring and stakeholder roles of career guidance and counselling • Support young people in finding employment opportunities in line with their interests, competencies, realities • Will help in increasing the Labour force participation rate, Job satisfaction, retention and retrenchment
Who – should define, control, guide, monitor and regulate the career guidance framework in India?	• A national authority should be created whose role will be to: o Define and monitor career guidance interventions as per age or qualification o Define and monitor eligibility, qualification, appointment, development, assessment, certification, skilling and up-skilling, career pathway of career guides and coaches o Conduct research, training programs and constantly upgrade the skills of career guides and counsellors o Define and implement career guidance and counselling mechanisms across the country o Converge the central and state government efforts and align to the national objectives o Constitute a Quality Assurance body whose composition and role are defined in Section seven
Who– should be a part of the national authority?	The national body can have representation from Ministries of Skill Development and Entrepreneurship, Ministry of Education, Micro Small and Medium Scale Enterprises, and Industries, Ministry of Labour and Employment, Ministry of Electronics and Information Technology, GoI. Collaboration will also be needed with NITI Aayog, UN Organizations, Industry, Education Sector Regulators (NCERT, CBSE, UGC & AICTE) as well as Skill Development Organizations (NSDC & NCVET), also Rehabilitation Council of India (RCI) can be included- (presently only Govt. body for licensing rehabilitation professionals, counsellors and psychologists).
When – should career guidance and counselling interventions begin, at what age or educational qualifications? For Primary School group (Age 6 – 11 years)	Career Guidance should be recognised as a crucial dimension of **lifelong learning**, a lifelong guidance that would help an individual in making 'informed career choices'. It should start from School education itself. ***Career Information/awareness*** **–** Technology has made information accessible to learners from all the age group. At an early age, mentors/teacher can share basic information on learning opportunities, building attitude & competencies, developing basic cognitive skills, literacy and numeracy skills, digital skills and help learners to actualize their potential. At this stage, career guidance should be focused on giving the basic information related to different careers and create awareness among children.
For Secondary School group (Age 12 – 15 years)	***Career Education*** **–** It will be focused on awareness of educational pathways, occupational and other choices that will be available as they proceed through school into the Higher Education space. This will be delivered in educational institutions by teachers, guidance counsellors and community resources. It will also help students understand their motives, their values and how they might contribute to society. It will also provide them with knowledge of the labour market; skills to make education/training, life and work choices; opportunities to experience community service and work life; and the tools to plan a career. It will expose them to National and International platforms like WorldSkills. This should start during the secondary years of school education.
For Upper Secondary school group (Age 16 – 18 years)	***Career Intervention/Development*** – This will encompass a wide range of activities including career counseling, expert led workshops help individuals clarify their aims and aspirations, understand their own identity, creating a career pathways, commit to action to achieve the goal, and manage career transitions, both planned and unplanned. It will help individuals to also plan their overseas higher studies plans. This should start during the later end of secondary school education.

For Higher Education group (Age 19 – 25 years)	***Employment/Entrepreneurship Counselling*** – This would help individuals clarify their immediate employment goals, develop in-depth understanding of labour market trends, growing influence of gig economy, understand job market and skill-training opportunities, and learn the skills needed to look for and maintain employment (e.g. CV or resumé writing, interview skills, presentation skills etc.). This should start during the initial years of Higher Education. Individuals should also be helped and guided with getting access to right channels to work on Business Ideas (Entrepreneurship).
For working/non-working group (Age 25 and above)	***Employability Guidance*** – This would help individuals to know about the latest technology trends and their impact on future jobs, emerging skills, re-skilling and up-skilling opportunities, mid-career effective courses, overseas employment opportunities, start-ups etc.
What – Is the difference between career counsellor and career guide?	***Career Counsellors*** should have specialized training in career counselling and career development. They may also have additional training in personal counselling, group counselling, facilitate career development. Counsellors can assist students in various areas. Some examples include increasing self-awareness, decision-making, goal-setting and establishing a plan of action. ***Career Guide*** should have specialized training and be able to provide specific information to individuals on sectors and industry. They should be aware of National and Global hiring trends and other changes in labour market.
Quality standards are needed to ensure that career information, career pathways of career guide are produced in a reliable, objective, timely, comprehensive and user-friendly manner	Career guidance and counselling is a more specialized process where psychological tools and techniques are used to support learner in career planning and decision making; and providing psycho-social support. The definitions, their certification and validity to work as a counsellor/ guide should be based on their skills, knowledge and feedback collected through a rating mechanism. These will be under the remit and supervision of the Quality Assurance Body (QAB). The QAB will regulate: • in recruitment • in-service training, for career guides and counsellors • on-site support • mentoring and assessment of career guides and career counsellors • skilling, up-skilling and re-skilling of career guides and counselors
Where – should the youth go to seek career guidance and counselling services, which is the one stop solution for a person seeking support in career transitions	• Create a dynamic knowledge base and support system on career guidance • Online Availability and distribution of Skill Directories & Brochures: It could enlist educational and skill training centres and information about various government schemes modelled around helping candidates enroll into the training course – and subsequently, job – of their choice, scholarships, apprenticeship opportunities, etc. • LMIS (Labour Management Information System): It could be developed where the counselled candidates could register themselves for placement offers wherein, their qualifications and experience could be mentioned to attract the relevant industrial experts for hiring purposes • Career guides aggregator Portal: Alternate to the LMIS an Aggregator Portal could be developed for Career Guides or Apprentices who could register their availability for getting hired for counselling purpose for schools, colleges, etc. • Online chat facility with career guides: An online interface between candidates and Guides where anonymity could be maintained especially for the women candidates where questions related to course and career choice could be answered. • Online job search facility: It could be made available to candidates for government and private jobs, exam notifications, etc. Guidance on home-based work opportunities for those who cannot step out of house, like select women candidates could also be made available. • Online Tracking of student lifecycle through the career graph • Toll Free Number: It could be made available to candidates as a helpline to obtain information about their future pathway. It could be beneficial for post-counselling sessions as well.
How – can speed, scale and standard be brought and maintained in the career guidance services	Appoint the MoE as the anchor for Career Guidance in Schools & Higher Education Institutions and converge with Ministry of Skills Development and Entrepreneurship for Career Guidance in the Vocational Education, Ministry of Labour & Employment for Working and Non-Working professionals and Ministry of Electronics & Information Technology to be lead for Technology Interface.

ROLES & RESPONSIBILITIES OF CAREER GUIDE/COUNSELLOR

Following table depicts the key roles & responsibilities of Career Guides/Counsellors from Early Years to Employment pathways:

KEY PLAYERS AS CAREER GUIDES/COUNSELLORS	KEY ROLE DESCRIPTION
Mentors/ Teachers/Head Teachers/Coaches/Counsellors **Early Years**	• Be aware of career guidance philosophy and vision of the institution • Creating supportive environment for students • Pastoral care of special needs learners • Take note of career oriented learning environment and actively help shape it • Continuous evaluation of quality and effort of institution's ecosystem on career guidance related education • Ecosystem building on 21st Century competencies • Focus on building basics and helping every learner actualize his/her potential • Aware of Vocation and Educational Training (VET) linkages and programs like Apprenticeship and Programs like Worldskills
Specialist Career Education and Guidance Professionals, Global HR Mobility, Start-ups (Mentors/Career/Guide /Counsellors/ Careers Advisers/ Career Teachers) **Mid Level**	• Research and awareness on career guidance • Develop mechanism to assess and improve upon learners' prior experiential learning • Develop scientific profiling based on the personal, social, cultural and economic context, which could help in right career guidance • Career information, including career options, institutions, scholarship, internship, apprenticeship, short terms courses, diploma/certificate courses etc. • Develop strong self-awareness among learners about their strengths, weakness and interests • Career learning programmes like seminars, workshop on 'Future of jobs' and interaction with role models • Administer aptitude, achievement, psychological assessments as required • Develop sustainable linkages with demand side players (labour market)
Career Education, Industry Linkages, Policy Matters, Global HR Mobility (Career Building Mentors/Career Experts/Career Advisors) **Advanced Level**	• Create awareness, engage in focused discussion on emerging job roles and changing nature of jobs • Workshop and handholding create an ecosystem of planning and managing new enterprises (start-ups) • Mapping and developing skill-sets standards which can match global standards for 'gainful migration' • Continuity of the guidance through the range of self- learning, experiential work, societal engagements and personal transitions



SUGGESTED POLICY INTEGRATION STRATEGIES

Beneficiaries of Proposed Policy

Effective career guidance services need to span across the spectrum of Education, Training and Employment. A relook at guidance and counselling, as emphasized in various policies/curriculum frameworks, indicates that concern for providing guidance and counselling services in Schools and Higher Education has grown in the last decade. The provision of guidance services by trained personnel or counsellors or teachers has also been emphasised. A number of Education Commissions and Curriculum Frameworks have laid special emphasis on guidance and counselling in academic institutions.

The focus of the policy framework continues to be on these four segments:

- School Education
- Higher Education (Graduate and Master)
- Vocational Education
- Working & Non-Working professionals

Policy Integration Strategies

Grade/ Level	Key Learning Opportunities	Integration of Proposed Career Guidance Framework
Primary Level- Classes 1 to 5: Career Information/ Awareness	• Opportunities to engage in hands on activities, strengthen psychomotor capacities, foster language development and experience the joy of learning • Develop attitude of flexibility and resilience to be able to respond to rapid changes in world around us	• 4Cs of creativity, communication, collaboration and critical thinking as critical parts of life skills in education • Developing basic cognitive skills, literacy and numeracy skills, digital skills etc.
Secondary School (Age 12 – 15 years) Career Education	• The process of exposure and building aspirations will continue through this stage. Focus will also be on promoting self-learning. • Introduction of STEAM (Science, Technology, Engineering, Arts & Mathematics) will be important here. • Opportunities will be created for learners to continue exploring their interests and at the same time building their capacities. • Organizing field visits, training workshops and inviting resource persons from diverse occupational domains.	• Learners will be oriented towards the need for specific competencies for pursuing different career paths. • Aspiration building • Introduce technology as an aid • Provide a range of experience/learning opportunities • Introduction to Traditional Skills • Schools will have a dedicated Career guide for each school-primary, elementary, secondary. A supportive teacher (to work with the career guide) with additional responsibility on linking students to career guidance. (Annexure-3)

Grade/ Level	Key Learning Opportunities	Integration of Proposed Career Guidance Framework
For Upper Secondary school group (Age 16 – 18 years) Career Intervention/ Development	• Teaching learning experiences at this stage should be directed towards orienting learners on career pathways. Learners will have the choice to either pursue higher education or streamline their efforts towards preparing for work. • While deciding their learning paths, individuals explore the option of joining online courses like massive open online courses (MOOCs), and correspondence courses. • Learners also make choices between opting for higher education, explore available occupational or entrepren-eurship opportunities • Integration of Vocational education will not just enhance the hands-on skilling component but also the theoretical knowledge, attitudes and mindsets, and soft skills	• Career guidance to include awareness on various courses and career pathways, support to access relevant colleges and universities, information on scholarships, diploma, degree and certificate courses in different domains. • Steer learners towards the future world of work through vocational education and also offer mandatory course content of general subjects • Participating in a cooperative education, internship, apprenticeship, or mentorship program • Career labs will be established in all primary, elementary, secondary schools (Annexure-4)

Higher Education (vocational Pathways)

Grade/ Level	Key Learning Opportunities	Integration of Proposed Career Guidance Framework
Higher Education (Vocational Pathways) Employment/ Entrepreneurship Guidance/ Counselling	• Internet of things, autonomous vehicles, bio and nanotechnology, 3-D printing, material science, quantum computing and energy storage are some of the upcoming areas to explore learning opportunities • Digital platform and online learning providing access to learn beyond the classroom, be part of global learning com-munities, collaborate in joint research etc. • Distance learning and overseas higher education option available	• Mobility of learners between institutions, programmes, and levels of studies • Career guidance elements must be mandated across vocational training institutes, technical institutes such as ITIs and polytechnic colleges or other such skills centres • Developing career management systems and entrepreneurial skills for self-employment • Other Career exploration support (Annexures-5&6)

Professionals (working/non-working)

Grade/ Level	Key Learning Opportunities	Integration of Proposed Career Guidance Framework
Professionals (Working/Non Working) Employability Guidance	• New learning opportunities within the organization • Online short-term and long-term courses • Up-skilling and re-skilling courses for horizontal sectoral transition • Engaging with 'gig-economy' work arrangements • Basic literacy like: financial, digital, business negotiations, e-market registrations etc. for individuals engaged with unorganized sector and traditional clusters • Short-term projects to enhance knowledge and skills	• Imprehensive career guidance to non-working professionals so that they can access a range of support services to increase their employability • Handholding and help with job search and job placement • Handholding in re-establishing a start-up, right guidance and linkages to establish an enterprise and sustain it too • Working professionals to get access to career guidance for career growth & development within their organisation, for career development outside it in similar work, or to retrain in new skills so that they can move into different types of jobs • Guidance on cultural, social, skill-sets requirements for gainful migration



QUALITY ASSURANCE AND MONITORING

Quality Assurance and Monitoring Framework

To make sure that career guidance services across the country are of quality, a robust monitoring system must be established. Objective of the M&E would be to develop periodic feedback mechanism aimed at improvement, growth and development of the program. A comprehensive technology-enabled M&E plan may include the following:

Identification of Indicators

Indicators of assessment will be carefully identified for the programme, based on specific components related to content, capacity building, recruitments, measurement etc. This would make the data collection process and analysis more efficient and save the effort & time spent in collecting irrelevant data.

Development of Methodologies and Tools for Data Collection

An eclectic plan needs to be designed that is able to capture both qualitative and quantitative aspects of the programme. Technology-based MIS can be developed for efficient entry and sharing of data across the block, district and state level. This will also address challenges emerging from manual compilation of data. MIS should be supplemented by tapping other data sources like observations, interactions, testimonies, and others. (Annexure-7)

Capacity Building of Staff Members

Intensive capacity building of staff at different levels (block, district and state) will be required to familiarize them with the purpose of monitoring and evaluation and on collection & analysis ofcollected data. Proper training on using ICT resources like tablets and effective apps should be given to the staff.

Timely Collection of Data

Efficient mechanism to ensure timely collection of data must be in place for a regular data analysis, basis which the feedback can be shared with career guides periodically.

Regular Analysis of Data

Analysis of data and its meaningful interpretation is key to an efficient M&E plan. The data analysis provides insights for identification of challenges and developing ways to address those challenges. Effective data analysis will helps in strengthening the system.

Timely Feedback

Based on the collected data, regular feedback should be provided for improvement of the programme and empowerment of the counselors/guides. Feedback should be provided in a constructive manner, underlining the strengths and specifying the places where improvement needs to be done.

Quality Assurance Board Formation

The Quality Assurance Board should have following representation:

- Industry Expert(s) who could give an industry insight and market/job trends
- Experienced Counsellor(s) and/or Counselling Organization(s) who could give perspective on implementation methodology and facilitation strategy
- Concerned Ministries - MoE (for mainstream education), MSDE (for Skill and vocational Training and Entrepreneurship related Education), MoLE (for employment, market and job demand-type information), MEiTY (for developing integrated technical innovation) etc.
- Student Representative(s) to get a bottom-up perspective as they are the main recipients
- Academicians who could give technical advice as they have the relevant subject information needed for counselling and guidance
- Sector Skill Councils (SSCs) to bring-in sector-specific knowledge as they have affiliations with industry and line ministries

ANNEXURES

Annexure-1

Following table lists down Select Career Counselling International Case Studies:

Country	Career Guidance/Counselling System Brief	Level of Career Guidance/ Counselling Integration	Integration of Career Guidance across Education levels
UK	The national body, Education and Career Guidance (ECG), of the UK provides relevant and timely support to individuals across the different life stages from the early schooling years throughout working life. The service delivery model is through a set of career counsellors/guides, which are affiliated with the national Professional Standards Authority with the help of the National Careers Service.	Junior school till end of working life	No/Partial
Singapore	The Ministry of Education along with the Future Economy Council (FEC) members oversee the implementation of initiatives on the work done by the earlier Council for Skills. Initiatives include Skills-Future and the Career Guidance embedded in the skilling courses and the Skills-Future portal. Singapore has a model where ECG counsellors provide individual counselling or group guidance in education and career choices.	Junior school till -Start of working life category -'Back to work' category	Yes
Australia	The career guidance is fragmented as different institutions have their own counselling methods with various bodies such as the Career Development Association of Australia (CDAA), member of the Career Industry Council of Australia (CICA). Aside from supporting and collaborating with the relevant personnel to facilitate counselling, the CDAA member counsellors communicate and engage with parents and industry partners as and when required.	Segregated school to work life	No/partial
Mexico	The Ministry for Education has developed a career guidance tool available on USB sticks and online. It includes tools that help students to identify their strengths and interests, information on institutions & programmes, and data on the labour market outcomes in several occupations and levels. Students can compare different career options, exploring whether graduates work in an occupation related to their training, how much they earn and their average working hours.	School till Mid- Career Professional	Yes

Germany	Guidance is based on distinction between Educational Guidance (EG) and Vocational Guidance (VG). EG includes school guidance and counselling, school psychological services, vocational and career guidance by the Federal Employment Agency (FEA), Higher Education (HE) counselling services VG includes placement and counselling in the Employment Agencies (EA)/Job Centre, career guidance in the FEA, municipal educational guidance, adult education centres, career guidance in the chambers and guidance by providers of further training.	Segregated school to work life and work life	Yes
Czech Republic	A website provides information on educational options and their labour market outcomes. Website users can learn about the range of programmes provided by secondary and tertiary institutions, their entry requirements, and the qualifications and jobs these programmes lead to. Information is presented about employment conditions and employee satisfaction in different occupations. This is supported by data on employment/ unemployment rates and salaries by educational attainment and field. Web users can also learn about various occupations by watching video material available on the web site, and read about employer needs and their expectations in terms of the skills and competences sought in potential recruits.	Junior school till end of working life	No/partial
Finland	Employment Office employs specialised vocational guidance psychologists. Each has a Masters degree in psychology, and also completes short in-service training. Many obtain further postgraduate qualifications. Their target group includes undecided school leavers, unemployed people, and adults who want to change careers. Career guidance seekers need to make appointments, and mostly need to go through rounds of interactions before shortlisting few career options (in certain cases higher educational degrees or bridge courses)	School till Mid- Career Professional	Yes
Ireland	Secondary schools have one guidance counsellor for every 500 students. Each is required to have a post-graduate diploma in guidance in addition to a teaching qualification. Staffing and qualification levels such as this are quite high by OECD levels. Guidance counsellors are teachers, with a reduced teaching load to provide career advice, to help students with learning difficulties, and to help those with personal problems. Career education classes are not compulsory, but are included in some school programmes.	Schools	Yes
Spain	It has a unified career development programme, built around a database of employees' qualifications and descriptions of existing positions in the firm. Those taking part in the programme are interviewed regularly to assess their competencies and aspirations against future business needs. As part of a planned redundancy programme negotiated with the trade unions, career counselling services are offered to employees. Basis the career counselling findings, people are advised on various available choices.	School till Mid- Career Professional	Yes

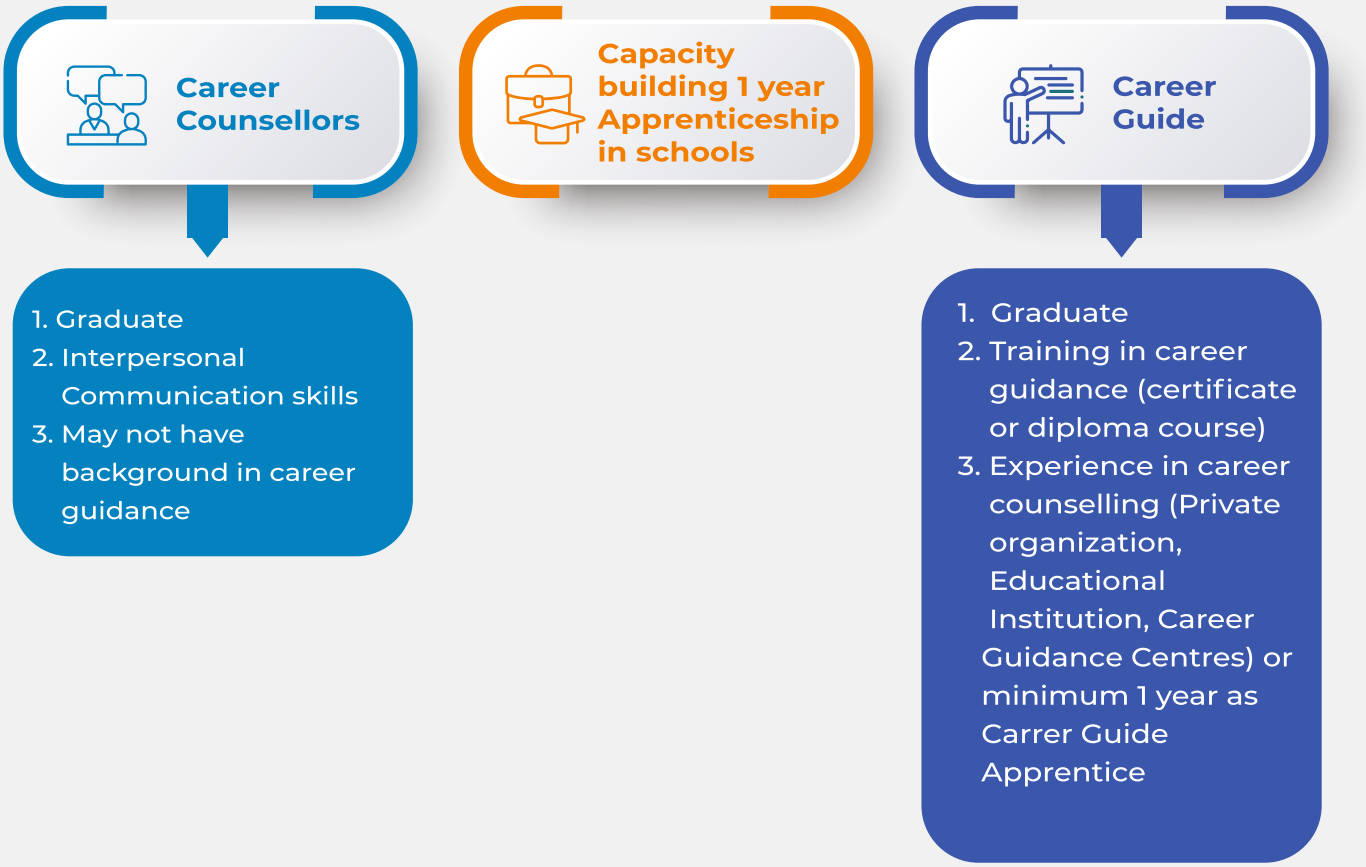
Annexure-2

State	Initiatives	Objective	Supporting /Implementing Agency
Rajasthan	• Career Day • Career Guidance Portal	To motivate secondary and Sr. Secondary students towards career and to set professional and developmental goals	UNICEF
Delhi	• Educational and Vocational Guidance Counsellor (EVGC) bureau • YUVA helpline	• To provide support and facilitate students in career choices, behavioural and social issues • Help in handling exam stress	UNDP/Disha project in partnership with IKEA Foundation
Telangana	• Telangana Skills & Knowledge Centers for career Guidance, Counselling & soft skills	• To enhance employability of students studying non-professional courses in Government Degree Colleges	UNDP/Disha project in partnership with IKEA Foundation
Maharashtra	• Phone Helpline	• For Secondary School Certificate (SSC) students to give them career counselling and guidance	NA
Gujarat	• 4 day long Grand Education Fair	• Provides information and guidance to the students about courses, colleges, universities, fee structures, scholarships, educational bank loans, start-ups, entrepreneurships available in state, India and abroad	NA
Haryana	• Career Counselling and Placement Cell (CCPC)	• To guide students about startups, job opportunities and career aspirations	NA
Karnataka	• Career guidance and counselling cells (CGCC)	• To give students guidance about careers and courses in government colleges	UNDP/Disha in partnership with IKEA Foundation
Punjab	• Career Guidance Portal	• For Higher Education students to provide nowledge about career options	NA
Himachal Pradesh	• Career counselling and a guidance cell in every school	• To offer emotional and psychological guidance	NA
West Bengal	• Career Paramarsh Kendras (CPK)	• Focus on the scheduled caste (SC) and scheduled tribe (ST) students and unemployed youths.	NA

Annexure-3

Two important human resource will anchor the career guidance programme in schools. For this to happen, a two-step process is suggested- 1. Career Guide 2. Career Counsellors

1. ***Career Guide:*** A career guide will be a graduate with a professional training of career guidance like a certificate or diploma course in Career Guidance. Along with this, a career guide will have an experience in Career Counselling from any private organization, educational institution, career guidance centres or minimum 1 year of experience as Career Guide Apprentice.
2. ***Career Counsellors:*** A career counsellor will be a graduate, without a professional degree/diploma or experiencein career gui-dance. S/he will have good interpersonal and communication skills. S/he will have to complete one-year career guidance apprenticeship under the guidance of a career guide preferably in a school or a career guidance centre.



Annexure-4

Career labs will be established in all primary, elementary, secondary schools. Career lab will be a one-stop centre that will address learners needs for information, resources, skill development, expert and psycho-social support and conflict resolution. It is established to support the career guide, career apprentice or teacher to:

- Provide information and understanding on navigating different career paths.
- Create individual profiles and pathway based on learner's needs.
- Provide career assessment, multiple intelligence tests, career profiling, test preparation, teacher preparation, creation of career guidance portals and handholding.

These will be managed by a committed career counsellor/guide who would help learners to access relevant information, use online study material, organize students' workshop with resource persons on relevant issues, organize career orientation activities like expert talk, exposure visits, and engage with parents and teachers.These could also include simulations of real-life role-playing activities for various jobs. These labs could have set up of mock workstations, factory settings, manufacturing units to give learners a first-hand experience of what the industry looks like and what options does the learner have for the future.

Annexure-5

The three-stage process to provide career guidance services to the young people is as follows:

Career Exploration

- May include psychometric test
- Career Profiling
- Exposure to industry through Speaker/Expert Talks
- Internship
- Apprenticeship
- Job Shadowing
- Project work
- Job Fairs/Career Melas
- Seminars and industry visits
- Volunteer work
- Mentorship and Role Models

Guidance Sessions

- Alumni Speaks
- Expert Sessions Communication skills
- Resume Writing
- Interview Skills
- Employability Skills
- Job Search Skills
- Group Discussions
- Focus Group Discussions
- Mock Interviews

Employment or Entrepreneurship

- Job Readiness
- Expectation Management
- Soft Skills and Training
- Report / Document Writing Skills
- Continuous Support for behavioral and psychological support

Annexure-6

Key Roles and Responsibilities of Career Guide/Counsellor

Career Exploration:

The Career guide will be responsible for end to end management of the student centric activities like Psychometric test, Career profiling, exposure to industry through speakers, expert talks, Internship, Apprenticeship, job shadowing, project work, job fairs, seminars, industry visits, volunteer work, mentorship and role models.

Career Guidance and Learning Sessions:

Handled by Senior Expert: Ensures candidate interaction through activities like Alumni Speaks, Expert Sessions, Communication skills, Resume writing, Interview skills, Employability skills, Entrepreneurship skills, Job search skills, Group Discussions, Focus Group Discussions, Mock Interviews.

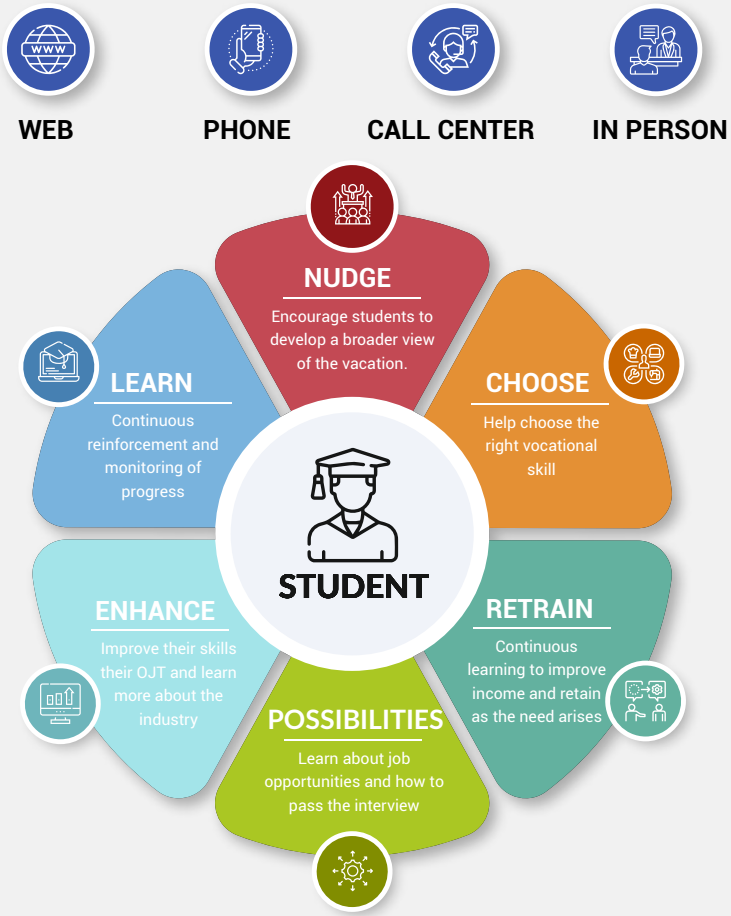
Network with industry:

This involves supporting internships and apprenticeship and support linkage with market opportunities.

Annexure-7

FICCI's- Resource Integration for Sustainable Employment (RISE) platform:

- One stop solution with a aggregate performance evaluation dashboard
- Technology based comprehensive monitoring tool / platform and pragramme
- Provide check on the utilization of resources scheme by scheme through effective process mechanism.
- Handy interpretation of "what's happening where" and "what works where" allowing the policy measures for right intervention.
- Deployment of TECHNOLOGY at massively scale for ease of data drilling and policy instrument



Annexure-8

List of members who had participated in the development of the National framework.

Name	Designation	Organisation
Sunita Sanghi	Senior Advisor	Ministry of Skill Development & Entrepreneurship (MSDE)
Anuradha Prasad	Additional Secretary	Ministry of Labour and Employment (MoLE)
Mr Parag Gupta IAS	Senior Advisor, S&E	NITI Aayog
Dilip Chenoy	Secretary General	Federation of Indian Chamber of Commerce and Industry (FICCI)
Veena Swarup	FICCI Skills Committee, Former Director HR	Engineers India Limited
Clement Chauvet	Chief Skill & Business Development	United Nations Development Program
Dr Harsh Singh	Sr Advisor	United Nations Development Program
Dr Suman Sachdev	Education Specialist	United Nations Children's Fund (UNICEF)
Prof Anjum Sibia	Professor of Psychology (DEPFE)& Head, Division of Educational Research (DER)	National Council of Educational Research and Training(NCERT)
Ms Shobha Mishra Ghosh	Assistant Secretary General	Federation of Indian Chamber of Commerce and Industry (FICCI)
Dr Aquib Javed	Joint Director	Ministry of Labor and Employment (MoLE)
Dr Shikha Chandra	Director Employment	Ministry of Labor and Employment (MoLE)
Dr Maneesh Mishra	HEAD-SANKALP	Ministry of Skill Development & Entrepreneurship (MSDE)
Dr A. N. Bhattacharya	Professor	School of Inspired Leadership (SOIL)
Dr. Vinnie Jauhari	Director Education Advocacy	Microsoft Corporation India Pvt. Ltd.
Ajay Batra	Director	Bennett University
Raj Gilda	Founder	Lend-A-Hand India
Ruchika	Consultant	MSDE
Surabhi Dewra	Co-Founder, CareerGuide.com	Careerguide.com
Priya	Founder-Director	Antarang foundation
Priyanka Sanghai	Manager-content and Training	Antarang foundation

Ms Indrani Sarkar	Child Protection and Adolescent Participation Specialist, UNICEF	UNICEF
Dr Raj Singh Antil	Joint Director	Shri Vishwakarma Skill University
Vishal Sinha	Head CSR and Corporate Relation	Apollo Medskills Limited
Varun Bhutani	VP-Business Development	Aspiring Minds
Anupam Biswal	Implementation Specialist	Asian Development Bank
Seema Rajput	Technical Specialist-Education	Care India
R Devabalan	Program Manager	Care India

Dr. Biswajit Saha	Director (Skill Education & Training)	Central Board of Secondary Education (CBSE)
Rama Sharma	PRO, Project Director, CBSE	Central Board of Secondary Education (CBSE)
Ameen e Mudassar	Founder & CEO	CIGMA
G Srinath Reddy	Director	COIGN Consultants Pvt Ltd.
Vertika	Consultant	UNICEF
Mala Sharma	Counsellor	EVGC, Delhi Govt.
Abhishek Gupta	Advisor	Delhi Government
Dr Vandana	Assistant Professor in Psychology, Keshav Mahavidyalaya	Delhi University
Dipakshi Mehandru	Sr. Advisor- Global Govt. Affairs & Public Policy	Dell International Services Pvt. Ltd.
Cdr. Naveen Badrinarayan	Director - Research and Product Design	Dheya Career Mentors (India) Pvt Ltd
Cdr. Ninad Deshpande	Director - Rural Project	Dheya Career Mentors (India) Pvt Ltd
Mr Anand Desai	Founder and CEO	Dheya Career Mentors (India) Pvt Ltd
Pritha Dutt	Director	Empower Pragati Vocational & Staffing Pvt Ltd
Dr Supriti Dubey	Dean- Career counselling &Training	Extramarks Education India Pvt. Ltd.
Dr Vinay Kumar Litoria	Manager, Corporate Relations	Gautam Buddha University
Mrinalini Batra	Founder and CEO	International Education Exchange (IEE)
Prof Swati Patra	Domain Experts	IGNOU
Dr M Venkateshan	Prof.	Indian Institute of Foreign Trade (IIFT)
Ketul Acharya	COO	IL & FS Skills
Neha Bagariya	Founder & CEO	Jobs for Her
Saurabh K Mehta	Global Account Manager	LinkedIn
Manish Upadhyay	Co-founder, LIQVID (English Edge)	LIQVID
Nikhar Arora	Co-Founder	Mentoria
Shubham Chairania	Consultant	MINDLER

Prakash Nayak	Consultant	MSDE
Chetan Modani	Director, Partnerships	ALOHOMORA
Prof (Retd.) G.K. Joneja	Domain Expert	NCERT
Dr Sushmita Chakraborty	Assistant Professor in Psychology	NCERT
Vineeta Sirohi	Professor in the Department of Educational Administration	NIEPA
Dr. Rajiv Kumar Singh	Director(Academic)	National Institute of Open Schooling(NIOS)
Mr Nagesh Palla	Manager	Nirman Organisation
Chandra Sekhar P	CEO	Nirman Organisation
Tanya Kapoor	Consultant	National Skill Development Corporation (NSDC)
Divyeta Goel	Consultant	National Skill Development Corporation (NSDC)
Dr. Mona Sedwal	Assistant Professor, Department of Training and Capacity Building in Education	National University of Educational Planning and Administration(NUEPA)
Ramneek Majithia	Head (Academic Development & Innovation)	Pearl Academy
Mr Anup Kumar Mathur	Director-CS Technical Support	Samsung India Electronics Pvt. Ltd.
Nidhi Bhar	DGM	Samsung India Electronics Pvt. Ltd.
Rittika Arora	Consultant	Sattva
Gitesh Aggarwal	CEO	Sattva
Sunita Devi	Pvt. School Counsellor	Delhi Schools
Vishal Gaurav	School Principal	Delhi Schools
Pranav Bhatia	Founder	Investor Stirring Minds
Rama K R Gupta	Associate Lead Partnerships (North)	TATA STRIVE
Sumit Ashish	Manager	Times Group
Rohit Choudhri	Managing Director	Transform
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