



Vipin Kumar
Additional Secretary, SS.II
Tel no.: 011-23070927
E-mail: as-school.edu@gov.in

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Dated: 13th July, 2023

Dear Sir/Madam,

As you are aware that Career counselling at Secondary and Senior Secondary schools is of utmost importance, enabling students to know the various career opportunities available as per their choice, need and strength. This will spur students to utilise their full potential for society and nation-building as a whole.

As per the existing norms of teachers' salary under Samagra Shiksha, qualified counsellor may be provided at the secondary/senior secondary level in a phased manner, however, the services of counselling be extended to all schools at cluster level, at least once in every 15 days. Salary structure will be determined by the state norms for salary. Further, under Academic support to BRC/URC/CRC, an additional grant of upto Rs 5 lakh per annum for expanding the support to secondary level is also supported under Samagra Shiksha. This may include deployment of Academic Resource Persons, and recurring expenditure for strengthening the BRC/URC.

To help students choose the right progressive path, it has been decided that one Academic Resource Person for career counselling may be provided at each block/ULB in BRC. Guidelines for Provisioning of Academic Resource Person for career counselling in the BRCs under Samagra Shiksha are attached at Annexure I. The Programmatic and Financial norms are at Annexure II and financial projections are at Annexure III.

I, therefore, request you to take appropriate action for deployment of Academic Resource Person for career counselling of students in your State/UT.

Yours sincerely,

Regards

[Signature]
13/7/23
(Vipin Kumar)

To:

1. The ACS/Principal Secretary/ Secretary, School Education (all the States and UTs).
2. State Project Directors, Samagra Shiksha (all the States and UTs).

Copy to:

All Bureau Heads
All Divisional Heads
All Consultants- via email

Guidelines for Provisioning of Academic Resource Person for Career Counselling in the BRCs under Samagra Shiksha.

1) Context

One of the most crucial considerations a young person must make is their career. However, due to the countless career options at their disposal, students frequently struggle to select the best career path. An Academic Resource Person for career counseling can duly assist such students in selecting the most appropriate career path after evaluating their strengths, interests, and other related variables. Nevertheless, career counselling entails much more than just selecting the ideal job or career route for the future. Students who receive career counselling and guidance are also equipped with the information and confidence to make the best career choices in the future.

NEP 2020

The National Education Policy 2020 envisions a comprehensive approach to transforming the quality and quantity of research in India. This includes definitive shifts in school education to a more play and discovery-based style of learning with emphasis on the scientific method and critical thinking as also career counselling in schools towards identifying student interests and talents (Para 17.8). Towards this end, provision for one Academic Resource Person for Career Counselling per Block for the existing 7116 blocks is being introduced under Samagra Shiksha.

2) Existing Provision under Samagra Shiksha

Under Samagra Shiksha, there is a provision for 'Qualified Counsellor' which may be provided at the Secondary and Sr. Secondary level in a phased manner (Classes 9th to 12th). The services of this counsellor may be extended to all schools at cluster level and the counsellor would visit all schools in a cluster, at least once every 15 days. Salary structure will be determined by the state norms for salary, under the head of Financial Support for Teacher Salary under Samagra Shiksha. Dedicated counsellors shall be onboarded at block level with an exclusive focus on career guidance and counselling. These counsellors may be supported by teachers in every school who will have 1:1 engagement with students.

3) Major Focus Areas for Career Counselling in Schools:

a) Administer Aptitude test and Interest inventory to identify suitable career paths:

The Academic Resource Person for career counselling can identify areas of interest and skill for each student through a variety of assessments, possibly through NCERT-TAMANNA (TAMANNA is a tool developed by NCERT for career assessment - <https://ncert.nic.in/tamanna/>). Further, a strategic plan to help students pursue their goals to be developed on the basis of the outcome of assessment.

b) Empowerment through increased knowledge: A student's ability to accomplish career goals may be hampered by a lack of knowledge and clear direction. By offering pertinent information, leveraging career portals such as UNICEF developed national portal (<https://careerguidance.unilearn.org.in/>) as well as state career portals and offline material available, career counselling aids in overcoming these challenges and laying out the path to professional success.

- c) **Upgrading Communication and skill:** According to a student's interest and hobbies, Academic Resource Person for career counselling can encourage students to take any certification course or learn a new skill, such as a new language, that will advance both personal and professional development.
- d) **Explore Career prospects:** A student can learn about the various career prospects available from a counsellor, who can also help them comprehend the job market. The counsellor can also assist the students in determining their strengths and weaknesses and matching them with potential careers.
- e) **Organizing Career Melas:** The Academic Resource Person for career counselling may also tie up with Industries or Employers in their areas and in close association with schools may endeavor to organize career/job fairs, campus interviews etc., for suitable placement of students passing out of the Senior Secondary schools. As Ministry of Skill Development and Entrepreneurship (MSDE) and National Skill Development Corporation (NSDC) frequently organize such job melas at the district/block level, the Academic Resource Person can also connect with the district skill committees to be aware of such MSDE-led job melas and leverage their efforts.

4) Roles & Responsibilities

Pre Class 9th	• Preliminary introduction to broad range of careers • Introduction to vocational education and Technical and Vocational Education and Training (TVET) pathways • Understanding ITIs and enrolment into ITIs, etc.
Class 9th	• Continuing to understand a broad range of careers and goals – through internal sessions and industry speakers • Identifying personal interests and skills • Conducting aptitude and personality assessments/games (if available)
Class 10th	• Understanding various streams available in class XI • Selecting appropriate stream based on personal context • Identifying career opportunities within chosen stream • Exploring other options, e.g. polytechnics available post class X
Class 11th	• Understanding post-secondary education requirements for chosen career path –e.g., entrance exams, academic and TVET pathways • Identifying internships, and career exposure programs for interesting career options
Class 12th	• Support in job search for those looking to transition to jobs • Applying for post-secondary education programs/vocational courses related to the chosen career path • Preparing for entrance exams required for the chosen career path • Seeking scholarships and financial aid for higher education

5) Key Stakeholders & Role Summary

Students/Parents

- Primary stakeholders in career counselling who share career aspirations, learn of new opportunities and make informed career decisions.
- Career counsellors to work with students and also try to engage parents directly, perhaps through once a quarter parents' meets/sessions or through school teachers, principal in SMC, etc.

Block level career counsellors

- Dedicated block level resources who provide career counselling services to 8 to 10 schools; group level counselling sessions for students from class 9th-12th.

Extension counsellors

- Nominated teacher in charge who will provide career counselling support to students in their school.

Nodal Person at district level

- State/UT may appoint at district level a nodal person for to coordinate activities of career counsellors, facilitate capacity building and oversee implementation in each block in the district.

Nodel Person at State level

- State education department representative shall oversee program operation at state level.

6) **Mode of Recruitment:** As per the State/UT recruitment policy, State/UT should define the procedure for recruitment criteria; in terms of Qualification, age limit, experience, deployment, terms and service conditions etc., as per their local context. State/UT would also focus on the below suggested criteria while recruiting the career counselors.

7) Essential Qualification for a Career Counselor (Subjective):

- Minimum at-least Graduation; with certificate of diploma in Career counselling/PG Diploma in Counselling or Masters in Psychology (preferred).
- Preferred minimum of one-year experience in providing career/educational counseling to students at schools.

NOTE: *It is strongly suggested that if it is a graduate with a diploma - they have at least 5 years of teaching/counselling experience. If Master's, 1 year of relevant experience could suffice.*

8) **Tenure:** States/UTs may define the tenure of the Academic Resource Person for Career Counselling. Tenure should not be less than a year to cover the entire academic session.

- 9) **Remuneration:** Academic Resource Person for Career Counselling at BRC shall not be paid more than the remuneration paid to the State/UT subject specific resource person.

10) **Monitoring and Evaluation Mechanism**

The purpose of monitoring is to assess the status of a programme progressively with reference to the objects and targets. Technology-enabled solutions such as a website or app-based tool must be used. Existing M&E tools used by State in monitoring – such as school, teacher or supplementary resource person level – can be revised to add monitoring of career counselling initiative.

The purpose of the tool – web-based, app-based, offline, others – would be to enable functions and activities such as -

- a) Every counsellor in the state to be tagged to allocated school, block, district on onboarding
- Counsellor to have view of their monthly calendar with school-wise visits planned for the week
 - Counsellor to have view of any students referred for counselling before every schools visit
 - Counsellor to mark completion details after every school visit
 - Every school in the state to have login to the app; used by Head of School or designated extension counsellors
 - Head of School to have view of counsellor calendar to make timetable arrangements in school
 - Head of School / extension counsellor to upload details of students referred for counselling
 - Head of School to validate completion details marked by counsellors after school visit
 - Every nodal person to have view of dashboard at counsellor level, school level, block level
 - District coordinator to have provision to set KPIs for counsellors, track performance, and compute variable pay for every counsellor
 - Every district coordinator to have view of dashboard at counsellor level, school level, block level, district and state level for program impact assessment, and data-driven decision making

In addition to M&E App, a one-stop platform to enable students' career exploration through real-time content management, etc. could be created. Several states have created or are creating career guidance portals. Key functions suggested herein are-

- Student should be able to create profile with demographic/academic background, career aspirations (stream/higher education/jobs). Personally identifiable information should be withheld due to privacy concerns.
- Student should also be able to take assessment, if any to further build profile
- Student should be able to access matching higher & vocational education opportunities recommended as per their profile
- Student should be able to access recommended college information (course/fees/rating/etc.), application process, scholarship application, etc.

- Student should be able to view matching job opportunities, apply for relevant jobs & track application outcomes.
- Student should be able to view recommended job information (salary/location/etc.), build & share CV, contact HR, etc.

State/UT may develop a new App as per their requirement or it may be on boarded on the already existing App.

11) Capacity building and Training Programme for Career Counselors: Capacity building for career counselors in schools is critical for enhancing their knowledge, skills, and competencies to effectively support and guide students in making informed career choices. CBSE and UNICEF have developed a free, career guidance certificate course for teachers and counsellors, which could also be leveraged for training recruited counsellors (Course details and access information is attached in the annexure 1). States may also consider onboarding a technical organization to support the capacity building of counsellors in the launch year.

State and UT needs to provide regular training for career counselors as per training calendar developed. With a focus on building the capacity of career counselors in schools, the following key areas have been identified:

- a) **Training calendar** to be developed by the State/UT annually with active participation of various state agencies.
- b) **Content Development & Design Training Module:** The training content would be developed based on pre-identified needs and goals. This content should be relevant, and engaging.
- c) **Training orientation programme:** Counselors would be provided training orientation after onboarding by State/UT covering the following:
 - Counselling basics- *Goals, process, ethics of career counselling; rapport building, active listening, changing perceptions; Models & theories of career counselling etc.*
 - Group Facilitation – designing classes, need assessment at group level, etc.
 - Contextual understanding via case studies
 - Demystifying Gender biases in career
 - Supporting students with special needs
 - Leveraging info tech platforms- *Platform navigation & use; content management*
- d) **Assessment Tools and Techniques:** Provide training on the effective use of career assessment tools and techniques. This includes administering and interpreting aptitude tests, interest inventories, personality assessments, and other career-related assessments etc.
- e) **Career Exploration Resources:** Equip career counselors with up-to-date information and resources related to different careers, educational pathways, and labor market trends. This will enable them to provide accurate and relevant information to students.
- f) **Counseling Skills:** Enhance counselors' counseling skills, including active listening, empathy, and effective communication. These skills are crucial for building rapport with students and helping them explore their interests, values, and aspirations.
- g) **College and University Admission Process:** Familiarize career counselors with the application procedures, admission requirements, and scholarship opportunities for colleges and universities. This knowledge will enable counselors to guide students through the college application process.

- h) **Networking and Partnerships:** Encourage career counselors to establish connections with professionals, industry experts, and local businesses. These partnerships can provide students with opportunities for mentorship, internships, or workplace visits, enriching their career exploration experience.
- i) **Professional Development:** Encourage career counselors to engage in continuous professional development activities, such as attending conferences, workshops, and webinars related to career counseling and education. This will ensure they stay updated with the latest trends and best practices.
- j) **Cultural Competence:** Foster cultural competence among career counselors, enabling them to work effectively with diverse student populations. Training should focus on understanding and respecting cultural differences, as well as addressing the unique challenges faced by marginalized and underrepresented students.
- k) **Collaboration and Teamwork:** Encourage collaboration among career counselors, teachers, and other stakeholders within the school community. This collaborative approach can help create a supportive environment for students' career development and ensure a holistic approach to their educational and career planning.

12) School Visits and Report Submission by Academic Resource Person for Career Counselling at the BRCs: Each Academic Resource Person for Career Counselling should visit all Secondary/Sr. Secondary Schools every month. These visits could be as per the State and UT academic cycle. Indicative schedules are detailed below:

- The Academic Resource Person for Career Counselling may visit one School daily.
- The Academic Resource Person for Career Counselling may have the sessions with the students individually to guide them appropriately. They may also work with volunteer/interested teachers who can support with
 - career counselling on the remaining days of the week
 - Parent engagement, as key stakeholders in a student's career decision making process.
- The visit report would be submitted to the BRC/School Principal or uploaded on the App (If available) within a week of the school visit (Before the next visit).
- A calendar should be maintained for the number of visits to be conducted by an Academic Resource Person for Career Counselling in a year and those actually conducted.

13) Provisions of funds for Academic Resource Person for Career Counselling under Samagra Shiksha: The remuneration for Academic Resource Person for Career Counselling shall be supported under the Samagra Shiksha scheme of Department of School Education & Literacy as per the programmatic and financial norms specified in the scheme for appointment of Academic Resource Person for Career Counselling (The central financial assistance for salary purpose of the BRC and CRC will be given on the basis of salary support given by the PAB in 2020-21). However, the States/UTs may provide extra funds (as remuneration) for appointment of Academic Resource Person for Career Counselling.

Note- Detailed Guidelines for Provisioning of Academic Resource Person for career counselling in the BRCs under Samagra Shiksha may be prepared by each State/UT.

UNICEF Certificate Course on Career Guidance for Teachers

Link – [UniLearn: Log in to the site](#)

Introduction & Course Overview

The course is designed to upskill teachers on providing Career Guidance to the students. The objective is to develop the understanding about the different aspects of career guidance. It will help in developing the desired skills in the teachers to be a proficient career counsellor along with the mastery in their own subject. The course aims at facilitating the teachers to help their students in designing career path.

A total of 90 self-paced videos are a part of this course. The Overall duration: 90 hours

- Learning Content/Videos – 30 hours
- Assignments (outside the learning portal) – 40 hours (spread across the course)
- Quiz (after each sub-module) – 20 hours

Following are the modules:

Module 1 - Introduction to Career Guidance: An Overview

This module focuses on the meaning of career guidance, the career development model, socio- geographic elements that influence job choice, and life span perspective, including aspects of career awareness (6–11 years), career education (12–15 years), and career development (16- 18 years). **A total of 13 videos are included in this module.**

Module 2 - Dimensions of Career Guidance

This module provides an overview on different theories related to Career Guidance like – Trait & Factor theory, Person Environment Fit Theory Developmental Theory, Social Cognitive Career Theory and Constructivist Theory. The module also discusses the importance of diversity and parental influence while making a career choice and as a career guide how to deal with it. **A total of 12 videos are included in this module.**

Module 3 - Career landscape

This module focuses on the meaning of career, the concept of decision making, the process of a career guidance session covering the aspect of education, skills and available career options. The impact of technology on future jobs and an introduction to the career portal with special reference to the available career options with every subject combination is also covered in the module. **A total of 21 videos are included in this module.**

Module 4 - Career Guidance Management

This module covers the meaning and uses of different tools of assessment that are essential before helping the child to select a career path. These assessment instruments include Psychometric Assessments, Interviews, Case Studies, Cumulative records and Anecdotal records. The concept of resumes, creating an effective resume and the ethical side of career guidance are also included in the module. **A total of 21 videos are included in this module.**

Module 5 - Roles and responsibilities of a teacher for career guidance

This module focusses on the desirable qualities and attributes to become a successful career guide. It also discusses the importance of skill development among the students and enlists a set activities that a teacher can conduct as a career guide. The guidelines for conducting a

career guidance session in both physical and online set up is also described in this module.
A total of 23 videos are included in this module.

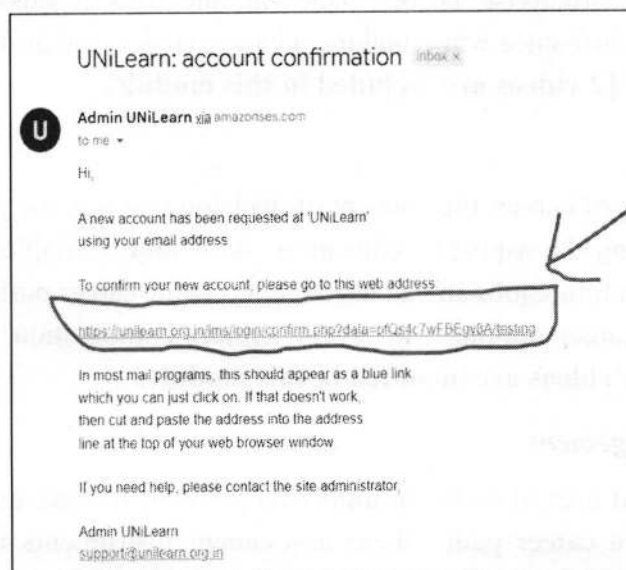
How to register:

Self – Registration - We can self-register on the UNiLearn platform and access the course.
Please find below step-by-step process for self-registration:

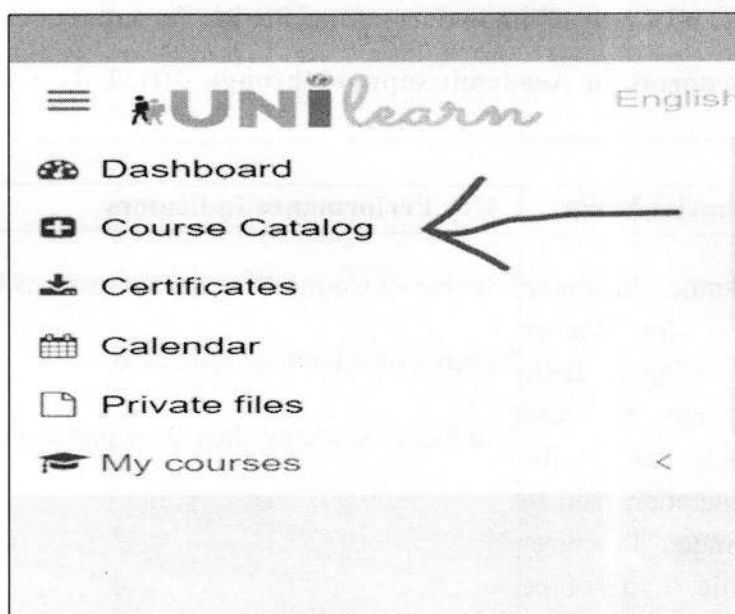
- **Step 1:** Click on the link – UNiLearn: Login to the site
- **Step-2:** On login page, please use the Don't have an account yet? **Sign UP** option and fill in the basic details. (Please give a valid email id as you will be receiving a mail)



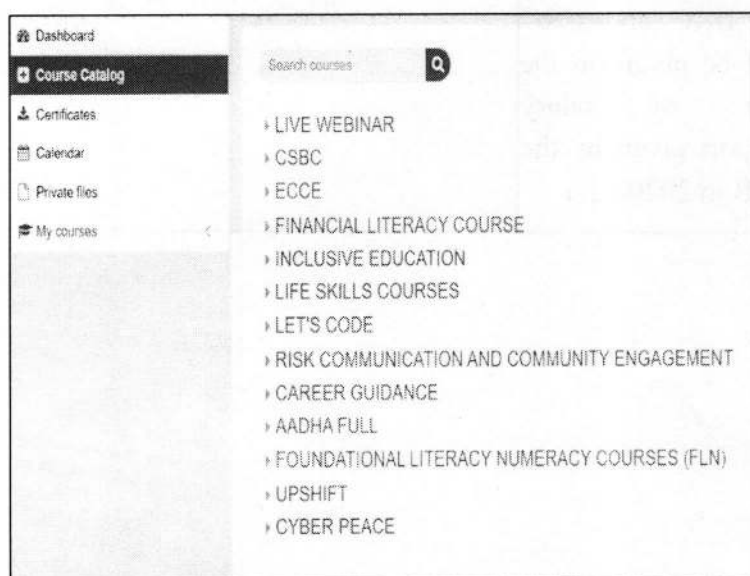
- **Step-3:** Please log in to your personal email account (which was shared during sign up), you will receive the mail with subject "**UNiLearn: account confirmation**". Click on the link and you will be redirected to the UNiLearn home page.



- **Step-4:** On the home page of UNiLearn you will find **Course Catalog** sections.



- **Step-5:** Please select the course and enjoy the learning experience.



Support for Career Guidance and Counselling in Secondary/ Senior Secondary schools**(This will be inserted in the norms for Academic support through BRC/URC/CRC)**

Programmatic Norm	Financial Norm	Key Performance Indicators
One Academic Resource Person for Career Counselling in each block may be provided at the Secondary and Sr. Secondary level in a phased manner.	Academic Resource Person for Career Counselling at BRC shall not be paid more than the remuneration paid to the State/UT subject specific resource person. (The central financial assistance for salary purpose of the BRC and CRC will be given on the basis of salary support given by the PAB in 2020-21.)	Number of Counselling drives/sessions held Number of schools participated Number of students class-wise participated

Budget Projection: Indicative Financial Implications of having 1 Academic Resource Person for Career Counselling per block ULBs where secondary/senior secondary schools are available (as per 2022-23 norms)

Budget Projection										
A	B	C	D	E	F	G	H	I	J	K
Sl. No.	State/UT	Total No of Blocks	Total No of ULBs	Total No of Blocks + ULBs	No. of blocks where Govt. Secondary/H S schools are available	Total Govt. Schools Secondary/H S	Government Enrolment Grade IX-XII	Average Monthly Salary of Resource Person in BRC (In Rupees)	Monthly Financial Implications (Column I x F)(In Rupees)	Annual Financial Implications (Column J x 12)(In Rupees)
1	Andaman & Nicobar Islands	9	1	10	9	100	18867	32000/-	288000	3456000
2	Andhra Pradesh	668	125	793	670	7253	1098245	20000/-	13400000	160800000
3	Arunachal Pradesh	114	35	149	92	332	65149	26453/-	2433676	29204112
4	Assam	249	105	354	147	4714	999031	26750/-	3932250	47187000
5	Bihar	534	242	776	537	9417	4320804	18500/-	9934500	119214000
6	Chandigarh	1	1	2	1	103	57592	36521/-	36521	438252
7	Chhattisgarh	146	170	316	146	4878	1235906	23000/-	3358000	40296000
8	Dadra & Nagar Haveli and Daman & Diu	3	3	6	4	58	22732	33250/-	133000	1596000
9	Delhi	0	5	5	29	1119	927175	25778/-	747562	8970744

10	Goa	12	14	26	12	96	10083	30208/-	362496	4349952
11	Gujarat	250	166	416	245	1999	269892	0	0	0
12	Haryana	143	89	232	119	3436	798753	26684/-	3175396	38104752
13	Himachal Pradesh	99	68	167	135	2865	325922	41525/-	5605875	67270500
14	Jammu & Kashmir	287	80	367	188	2587	455581	20000/-	3760000	45120000
15	Jharkhand	264	56	320	264	2897	1070477	15750/-	4158000	49896000
16	Karnataka	234	313	547	204	6548	1156313	33000/-	6732000	80784000
17	Kerala	152	94	246	164	1303	666272	25833/-	4236612	50839344
18	Ladakh	31	2	33	13	128	9990	20000/-	260000	3120000
19	Lakshadweep	10	0	10	3	13	3796	16667/-	50001	600012
20	Madhya Pradesh	313	417	730	319	9422	2548389	16500/-	5263500	63162000
21	Maharashtra	352	415	767	347	1972	337251	33333/-	11566551	138798612
22	Manipur	70	27	97	35	468	48506	36583/-	1280405	15364860
23	Meghalaya	46	12	58	44	137	20047	20500/-	902000	10824000
24	Mizoram	26	23	49	36	345	26920	25000/-	900000	10800000
25	Nagaland	74	39	113	46	311	29411	18150/-	834900	10018800
26	Odisha	314	115	429	316	5952	849219	16942/-	5353672	64244064
27	Puducherry	6	5	11	6	141	31055	22917/-	137502	1650024
28	Punjab	153	169	322	228	3925	890428	33325/-	7598100	91177200

29	Rajasthan	353	240	593	359	15669	2828453	42167/-	15137953	181655436
30	Sikkim	33	7	40	33	218	34915	13167/-	434511	5214132
31	Tamilnadu	388	660	1048	413	6338	1726228	16000/-	6608000	79296000
32	Telangana	594	143	737	594	6977	914043	16500/-	9801000	117612000
33	Tripura	58	20	78	72	1009	156431	17642/-	1270224	15242688
34	Uttar Pradesh	826	763	1589	851	2686	631206	14621/-	12442471	149309652
35	Uttarakhand	95	115	210	95	2404	317864	0	0	0
36	West Bengal	345	130	475	469	9619	4538106	10125/-	4748625	56983500
	INDIA	4869	7252	12121	7245	117439	29441052	Average: 24276.20588/ -	Total Monthl y: 17,58,81,112/-	Total Annually: 211,05,73,339/ - (₹ 211.06 crore)

Source: UDISE 2021-22
