

# **HANDBOOK OF CAREER INFORMATION: INDIAN CONTEXT**

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# HANDBOOK OF CAREER INFORMATION: INDIAN CONTEXT

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## **HANDBOOK OF CAREER INFORMATION: INDIAN CONTEXT**

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## Foreword

With the entry into the new millennium the world has witnessed the launching of innumerable job/career opportunities and also a large number of aspirants to these positions of power and accomplishment - all as an obvious offshoot of the globalization process. Education and acquiring of other professional skills and talent have become mandatory for getting into a career and not just a job. Choosing the right career to oneself is a critical stage in the life of these aspirants, a large influx indeed due to the opening up of the global market and effective social inclusion processes. This has created a huge demand for careers and career information by a large number of people with varying qualifications and efficiency. To these are added the hitherto excluded communities who have received an impetus to modernize and globalise and thereby mitigate the discrimination and differences imposed by traditional institutions of caste, creed, region, gender and so on. New development and expansions in each of the already existing areas of careers such as Science, Technology, Medicine, Engineering, Law, Humanities, Arts, Music, Sports, Media, and a number of others have resulted in panic and confusion in the minds of the youngsters and their parents who have to choose the right career and at the quickest time possible. They are confused as to what is to be chosen as one's career in this world of specialization, with skill and competence posing as the buzz words in this race for potentially good and rewarding careers. Thus, we have a highly heterogeneous crowd of career seekers, needing guidance and information that address their specific individual goals and matching qualifications.

The work "**Handbook of Career Information: Indian Context**" by Dr. Mohan Das and Sri. R. Nagesh, is a valuable contribution towards meeting this need and filling the void and lacunae in the field of career information and guidance, especially making it more valuable as it is offered against the Indian context. It has opened up the doors for launching successfully the new terrains of career guidance and counseling tips to the large mass of aspirants. The scholars have painstakingly toiled to bring out this precious handbook that is a beacon light to thousands of young men and women in our society who need the right kind of guidance to take up their employment to survive in this fast changing and challenging economic and political environment. They have put in all their valuable and long professional experience, spanning more than 12 years in the field of both teaching and vocational guidance, to a large cross section of students, especially drawn from the rural and tribal parts of our society. Needless to emphasise, it is to these sections that our goals of development have to reach and who were found by the two scholars, clueless about job prospects and the modes of choosing the right career. The work deserves all appreciation, and merits much recommendation, for the reason also because it is a rare effort to draw upon large amount of material, drawn from various sources and analysed rigorously to evolve streams and strands of ideas of how to go about finding a career, what is suitable and to whom? What needs to be the preparation for getting into the selected careers in terms of education, skill formation, training etc., and knowledge about the right kind of subjects to be chosen at a very early stage of one's education to get into these careers later in their lives? What is more, the work presents the large mass of information about various sectors of careers, the required educational and vocational qualifications, nature of career/job, modes of getting into them, periodicity, rewards, specifications about application process, probationary periods, promotions and other incentives, etc., in a highly

systematic and professional manner, making the work a worthy and indispensable guide for all categories of aspirants in the Indian context. The material is organized well, to progress from theoretical, and in a step by step manner, to hands on understanding of the whole process. The inborn skill and empathy of the scholars towards the needy sections among the youth is evident, largely owing to their own humble, rural beginnings and long experience of having worked in educational institutions with a large number of poor and vulnerable students, hailing from poor homes and born to illiterate parents. It is the striving of this younger generation to reach towards suitable careers, encountered by confusion and ignorance that has inspired the work by the scholars arousing their humane understanding of the plight of the youth and motivating them to undertake this challenging task of preparing a handy work on careers and guidance-cum-counseling.

The work is, thus, a milestone in the direction of bridging the gap between the elitist students and the poor rural dwelling ones, who have limitations to access the latest in development, much more so in terms of their future careers in the globalised, modern, liberal economy where competence is expected from all, regardless of the drawbacks one suffers from, due to no fault of theirs. Dr. Das and Sri Nagesh, thus, have done yeomen service to the cause of the subaltern development by empowering the needy but at the same time keeping up the values of learning and accomplishing by opening up the gates of information which is the key word to success today. They deserve all appreciation and encouragement in their endeavour as having transformed their rich experience into a workable solution to the hassles faced by the students, as well as their parents, in searching for and accessing the right kind of career for oneself, with much care and responsibility inherent in such decisions. I find this work will be one of the guiding torches to the students struggling to decide about careers. I must congratulate Dr. Mohan Das and Sri R Nagesh for making this access and I am sure that they would continue such excellent work to help our student community and direct many young minds on proper lines in their career search.

Bangalore  
February, 2015

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## Preface

Education is a social process of building personality of the young in a society. It has the noble objective of promoting a productive and conscientious workforce thereby enabling holistic socio-economic development with equity and justice. Modern global economy demands not just workers but entrepreneurs and a workforce that is capable of withstanding modern day challenges of multiple demands, accountability, transparency and the need to survive by proving one's worth at all times. The shift from a state led economic system to market led economy has transformed lives of millions of job seekers making them look for sustainable means of survival. What matters in the global world is proving one's worth by demonstrating proficiency at work and to achieve goals; and not by merely following ascribed assignments.

While conducting career guidance sessions for young school students, we realized that most of them were clueless about choosing careers. Most of them went with the flow, by copying or following their peers. In our view it is an improper approach to making the important decision of deciding on a career.

A key objective of an education system is to build a workforce to enable economic activity in a country. Graduates of such a system help by participating in industries through either employment or entrepreneurship. In such a system, young students usually choose careers in the IX or X standard.

The typical decision criteria that students in India follow today are:

- Personal aspirations
- Performance of seniors in the profession
- Information from peers

The decision is also influenced significantly by inputs from teachers and family on the potential of a particular career.

More often than not, such decisions are weighed heavily by short term considerations such as current salaries offered and the glitter around specific jobs. The decision is rarely a result of an objective assessment. Consequently when they graduate, students are hardly ready for their chosen job and are ill-prepared for their career. The end result is an under-prepared workforce that performs way below potential. A significant percentage of misfits, resulting from an improper initial judgment of aspirations and inadequate skills and training thereof adds to the woes of a poorly performing workforce.

Having chosen a broad career area using the usual approach, youngsters often find themselves unable to chart a future course of action. Amongst the many reasons for such a problem are:

- Lack of information about skills required in a career
- Poor discourse on where skills can be acquired and which courses to attend
- No exposure to life skills needed
- Innate inability to distinguish between job and career leading to an excessive job focus

Through this book we hope to address some of these lacunae and enable students to make an informed choice of careers, identify specific skills to be acquired, reach out to institutions that offer appropriate courses and thereupon plot a successful career.

Our wish is to see an industry ready workforce which contributes well and joyfully so to the country's economy.

We have tabulated in excess of 300 options for youngsters to consider. We firmly believe that this attempt of ours will benefit students and society alike.

There is a caveat however, that some of these vocations may not exist in a few years. And if at all they do, the form may be very different. Hence the contents will need to be regularly revamped to include new vocations that may have emerged as also to make any changes in the vocations already documented.

Believing that 'successful careers are rarely accidental and result from sustained hard work that is driven by a persistent vision of success', the book strives to impress upon the students and others that the first step in their march towards an accomplished personality formation is proper choice of career. As discussed earlier, this first step is often clouded by uncertainty caused by insufficient information on careers and vocations. The book attempts to help students in avoiding impulsive and chance decisions and to make career decisions and planning a diligent process. The book builds on the fact that such decisions must include systematic identification of skills required as well as knowledge of where they are available. By presenting this book, we hope to have succeeded in removing existing lacunae in making an informed career choice, identify specific skills to be acquired, locate institutions that offer courses in this realm and, thereupon, plot a successful career. Our ultimate desire is to launch 'an industry- ready workforce' that contributes well and joyfully to the nation's economy.

Information about careers (and the right career) occupies a place of primacy in the process of career selection and planning. Whenever a certain individual has to achieve her/his dream career/job, s/he has to plan well for the same, noting the details of the career, required abilities, qualification, specialization etc. In addition, one has to take note of appropriate educational institutions that enable accomplish of the dream to get into a certain career.

The most popular professions in India are medicine and engineering. But they are most certainly not the only ones. There are many equally prestigious and economically flourishing professions. The book vividly describes many of them with details of how to apply, course to study and so on. We have tabulated over 300 options for youngsters to consider. The authors are also aware about the caveat that these vocations may not exist in a few years from now; even if they did, they may assume a different form. Therefore, the book has given attention to revamp the existing options to include new vocations that may emerge and make any changes in vocations already documented.

### **Contents of the Book**

The book is designed to serve interests of a wide audience covering students, teachers and professionals in the fond hope providing a fillip to their careers. It is written keeping in view not only the student but also another stakeholder, the teacher. It aims to aid their tryst with career guidance by empowering them in planning careers of their students. The contents are expected to enable Indian readers to choose the right career in a systematic manner and grow in that direction, by doing the right thing at the right time.

The key aspects presented in the book are:

- How to impact decisions in choosing the right career
- Important elements in deciding a career
- Explanation and complete information on different careers

- Clarification and explanation of educational qualifications
- Options and approaches for building careers
- Information on Entrance and Competitive Examinations
- Sources of career information

### Structure of the Book

The book is structured to help disseminate career related information systematically. The broad framework is as below:

**Details of careers:** explanation and definition of the term ‘career’; brief information about a career; information about how career includes its own ideas and links to other careers.

**Qualification and Abilities needed for a Career:** required skills and capabilities needed for practicing a career (e.g. for a student aspiring to be an Accountant, the needed qualities are analytical mind and logical thinking). It adopts a rationale and strategy created by Harvard University experts that help measuring intelligence and decision making abilities, following which one can choose the right career.

**Potentials:** The following potentials are treated in some depth:

**Linguistic Skills:** The book delves deep into the issue of how to use language effectively for communication as also skillful use of vocabulary.

**Analysis and Logical Thinking Capabilities:** The book also helps by showing how to integrate purposive skill in a logical way and solve the problem, how to calculate, analyse, plan and design.

**Ability to design and formulate:** The skill to realize what is dreamt of or observed, to bring it into reality, to use the limited space at disposal in a tactful manner are also the skills that one can learn by reading this book.

**Ability to interact and communicate with people:** The book is a great resource as far as fulfilling the need to understand others and to work with them; to understand others’ problems and to suggest remedial measures and to orient them to good life and

**Physical and mechanical Abilities:** The ability to use and express bodily movements, to use the skill and knowledge to use machines and technical instruments are the other uses of the book.

### Presentation of Chapters

The book is designed to present in 2 parts. Part I deals with terms used in relation to vocations and careers.

A *compendium* of definitions of careers, synonymous words, concepts like information decision, motivation etc. is outlined in chapter 1. Chapter 2 describes the features and role of career in life. In chapter 3 factors influencing decision-making in careers, socio-economic status, role of Gender, parents and religion in career seeking etc are discussed. Chapter 4 describes steps in Career Preparation and Development such as understanding self, understanding the World of Work, alternatives and preparation. Chapter 5 is a modest discussion of academic qualifications and their roles. Part II of the book focuses on long term aspects of building a vibrant career. Chapter 6 contains detailed information about careers such as name, definition, nature of work, eligibility and potential, career paths, specialization, working sectors, educational and training institutions etc are offered, in a capsule form for use by anyone who wishes to understand the specific sectors. Chapter 7 provides information about entrance examination at national and state levels for various courses. In chapter eight, sources of career information are provided.



Thus, the book is a valuable source book on career guidance to all concerned irrespective of whether one is a teacher, student, parent or a professional. It may be read from cover to cover in a sequential manner, or used as a ready-reckoner for any specific information. We recommend a detailed study of Part I for familiarization with terms before moving on to Part II for a thorough guidance on launching a career. In other words, for the fresher, part I is a great source of information to get into a career. For those who are already in a career, part II may be more beneficial. While students may use this as a reference book on vocations and careers, teachers will find the book as a treasure trove in guiding the students in their careers. Thus, the book addresses a much needed objective of holistic education and career building for the youngsters in the Indian context.

The book will be used as a support document for the CAREER COUNSELLING AND GUIDANCE WORKSHOP that we conduct. We recommend that teachers attend our session on how to use this book effectively while guiding their students.

**Dr. Mohan Das  
Nagesh R.**

## Acknowledgement

As career counsellors, when we were conducting career counselling and guidance workshops to students, we realized that students knew little about their interests, aptitude, potential and career opportunities. This hindered them from effective career decision making for their career development. To solve this problem we did intense research. The result is this handbook.

We would like to use this opportunity to place on record our profound gratitude to every individual who guided and enabled us write this handbook.

We are greatly indebted to Dr. Deshpande, Director, Institute for Social and Economic Change (ISEC), Nagarabhavi, Bangalore, who, amidst his busy schedule, was kind enough to read the manuscript and write foreword for this book. He has been a great source of strength and motivation.

We express our sincere gratitude to Dr. K.G. Gayathri Devi, Professor & Social Scientist, Institute for Social and Economic Change (ISEC), Nagarabhavi, Bangalore, for writing about authors. This work would not have been possible without her constant encouragement, and guidance.

We sincerely acknowledge with thanks the valuable contribution of Dr. M. Lingaraju, Professor, Institute for Social and Economic Change (ISEC), Nagarabhavi, Bangalore, through his illuminating insights and creating new avenues for further exploration.

We are greatly indebted to “The Promise Foundation” Bangalore, for given an great opportunity to work as career counsellors and this organization have changed our learning attitude towards design and develop of career information system by doing lot of research in identifying sources of career information. This made us to write this book.

We extend our thanks to Commissioner, Principal Secretary, Director and Regional Joint Directors of Collegiate Education, Govt. of Karnataka for giving an opportunity to work.

We would like to express our gratitude to Dr. Mylarappa, Chairman, Department of Sociology and former Registrar of Bangalore University for his suggestions and guidance.

As the author of this book, I, Mohan Das, extend my sincere thanks to my wife Smt. Kushalakshi S.B for her kindness and support shown over a decade. She has always extended her unstinted support to me in writing this book.

As the co-author of the book, I, Nagesh R, would like to dedicate this handbook to my parents for their immense support and encouragement. I am very much thankful to my wife Madhushree and my brothers who have always been a source of incessant motivation and encouragement to me.

We wish to thank **Niruta Publications**, Bangalore for heeding to our request to publish the book and also for their unstinted support in the publication process.

Our thanks and appreciations to our relatives, friends and colleagues for their timely help and encouragement in developing this book.

We eagerly look forward to receive suggestions from readers.

**Dr. Mohan Das.**  
**Nagesh R.**

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# 1. Introduction

As soon as a young child comes out of school s/he is confronted with the problem of choosing the most appropriate stream to study further i.e. Humanities, Science, Commerce or Vocational courses. The problem will be solved by this book "Handbook of Career Information: Indian Context". This book will provide information to career aspirants to help find a career to become economically productive and socially responsible citizens.

Career choices determine how we spend the majority of our lives and the contribution that we make to our families, communities and society. In order to make these choices, we need a strong foundation of learning, self-awareness, understanding of the world of work and transition skills.

Choosing a career is a process that involves self-awareness, investigation, decision making and implementation. Self-awareness commences with developing an awareness of who you are. It helps in setting priorities that enable informed decisions. Investigation is acquiring information about the world of work i.e. career opportunities, needed qualifications, salary and work trends etc. The next step is decision making. It requires synthesis and integration of information gained in the self-awareness and investigation steps. The decision limits future choices of career. Other than a few overlapping fields of occupations s/he is left with the option to make a career choice from occupational fields covered only under that education stream. Hence, choice of stream must be appropriate in order to avoid regrets later for making a wrong choice. Thus, this exercise of choice assumes great significance in one's life (Arulmani-2001).<sup>1</sup>

This book has a wealth of career information that can ensure an excellent start to your career. It provides guidance that will help you develop skills, work effectively and ensure success. Career information enables career decision-making. If you are a parent, you will in most likelihood pool all your resources to guide your child in making the right choice.

Parents elicit the help of teachers as also known persons and relatives. The combined efforts of parents and the child may lead to a realistic course choice that will ultimately enable entry into an occupation. In the absence of reliable psychological data about your child, the decision may turn out to be incorrect. If your child is bright and the chosen career is below his/her potential, it can be termed as a pessimistic choice. Similarly, if your child has middle level abilities but the choice of career needs a higher ability level, it will be considered an unrealistic one. Your child needs expert assistance to steer out of such situations and make the right choice. In case such help is not readily forthcoming you may want to follow some suggestions in this book to arrive at an appropriate choice of courses for further studies and make him/her efficient and employable (Bhatia-(2002)).<sup>2</sup>

With changing social and economic contexts, career has taken on new significance and meaning over time. In the mid-twentieth century, as large-scale bureaucracies burgeoned in increasingly complex Western industrial societies, career received attention both in theory and practice. Representing individual mobility and meritocracy, it captured the relationship between the individual and society or organization. The ethos of individualism, it was argued, was growing even as a mass society emerged. In particular, the emphasis on effectively matching a person with occupation, advancement, continuity and future planning, and separation of home and work became characteristic of twentieth-century constructs of career.

1. Arulmani, G. (2001). *Counselling and life skills training: A manual for teachers*. Bangalore, India: Consultant Psychologist Group.
2. Bhatia, K.K. (2002). *Principles of guidance and counseling*. New Delhi: Kalyani Publishers

Toward the end of the twentieth century, this context changed considerably, and new forms of career emerged. These include the boundary less, portfolio, and protean forms, that emphasize networks rather than hierarchy. Concern with discontinuities, endings and beginnings, flexibility, instrumentality, self-management and self-direction, employability, lifelong learning, and work-life balance have now become characteristic of career constructs (Super-1980).<sup>3</sup> As the context continues to evolve, new constructs of career are likely to develop.

The assumptions underpinning constructs of career have also changed over time. Midtwentieth-century conditions and social norms ensured opportunities for upward social mobility and occupational advancement that were greatest for white, male, middle-class workers. Career was then a construct based largely on experiences of white, male professionals and managers or those with aspirations of such an elite status. Indeed, when some terms are translated into French and Spanish, career is rendered as "profession". The frequent use of college students for the large-scale samples in career research built those norms into largely unquestioned assumptions career theories of the time. However, those norms are now being challenged with multicultural diversity getting recognized and accepted. Career constructs are no longer regarded as being relevant solely to elites.

Career constructs are also dotted by even more basic assumptions. Science, that has shaped thinking in modern times, informed on interpretation of the individual, the environment, as also the relationship between them, and generated methodological approaches to studying them. These have been adopted in much highly respected career research. Toward the end of the twentieth century, however, new views that critique these assumptions have gained some currency. Constructivism, social constructionism, contextualism, and postmodernism offer alternate ways of understanding and argue that knowledge is constructed in historical and cultural contexts through social processes and actions. Such approaches propose that what has traditionally been regarded as facts, such as structure of an organization or individual traits, are interpretations constructed in a particular context for a particular purpose (Watts-1996b).<sup>4</sup> These views also highlight the way career is constructed through social interaction and throw into question some key notions such as rational decision making, and underpin the interpretations of career in terms of personal constructs, narrative, metaphor and contextual action theory that is now becoming more commonplace.

These new views also suggest that different communities have their own discourses to construct and configure meanings that are central to their identities, interests, and power relations and use rhetoric to promulgate and sustain them. Hence various approaches to career seen in the several domains above can be taken as discourses of career. In other words, there are several types of stakeholders in career, and they all view the construct from their own perspectives and use it for their own purposes. In addition to individuals, stakeholders include government, employers, academics, counselors, and society itself. They use the construct rhetorically to convey their own viewpoints and values and to shape others' interpretations. Vocational psychologists use career to empower clients; employers use career to motivate and retain staff; while policymakers use career to develop human capital and strengthen social inclusion (Arulmani-2004).<sup>5</sup> By regarding career as tying people to labour markets and employment in ways that are both personally meaningful and beneficial to work organizations and society, the rhetorical use of the construct supports the ideologies of society and thereby contributes to its stability.

3. Super, D. E. (1980). A life-span, life-space approach to career development. *Journal of Vocational Behavior*, 13, 282-298.

4. Watts, A.G. (1996b), "Careers guidance and public policy", in Watts, A.G., Law, B., Killeen, J., Kidd, J.M. & Hawthorn, R., *Rethinking Careers Education and Guidance: Theory, Policy and Practice*, pp. 380-391, Routledge, London.

5. Arulmani, G. (2004). *Career counselling: a handbook*. New Delhi: Tata McGraw-Hill Publishing Company Limited

### 1.1 Definitions of Career Related Terms

Are you aware of the correct usage of the term career which is being discussed here? Some of you may desire to know it. Let us define it first of all, since it is interchanged with terms like job, occupation, calling and vocation. Let us begin with a clear understanding of the term "CAREER".

Occupational psychology defines career as a ladder of occupations showing your upward mobility (in some cases, downward mobility). After completion of targeted education you will join an initial occupation and will go on further throughout your working life passing through one occupation to another. This process is termed as your 'career'.

Career can be defined as the evolving sequence of a person's work experiences over time. Each person has only one career. If one says that he had three different careers, then he probably means he has worked in three different occupations or industries. But their experiences in these three different situations are all part of the same career (Arulmani-2001).<sup>6</sup>

The phrase 'work experience' focuses on employment but does not confine careers to paid work. Activities outside employment involve experiences that are also relevant to our career.

Career therefore depends not only on individual preferences and choices but also on opportunities and structures that provide the work people do. Career is a form of self-expression, the expression of one's feelings, thoughts etc.

Different people have different characteristics. Therefore different persons are suited to different occupations. Like people, each occupation has its own profile characteristics indicative of the kinds of people suited for it. For individuals there is a set of variables labeled "abilities". These are the person's capacities and aptitudes relevant to specific skills that many be required to do a job.

A set of variables labeled as values express outcomes that an individual might seek to obtain from a job. Commercial values may be achievement, comfort, status, safety and autonomy (wikipedia).

Careers as journey is not surprising since people think of careers in terms of progression and movement. They tend to qualify the kind of journey such as- a Train journey, a hard road, a roller coaster ride, an expedition, flying and stuck career (Crow & Crow-1951).<sup>7</sup>

People think of careers as having movement like getting them from place to place. Careers as inheritance from their parents or family indicate continuing the tradition of profession that their family members have been following for years together.

Careers at all levels can become prisons if not properly planned and proceeded. They have economic values. Organizations often see employees as resources as in human resource to be used to achieve organizational goal.

A career story is a personal moving perspective on our working life including objective facts and subjective emotions, attitudes and goals of our career. This career notation can be used as a review for ones' own self to analyse job satisfaction from time to time, to take careers as a story, enable us to establish our identity, find meaning in what we do, make retrospective sense of our experience and reflect on the future since story telling is a universal fundamental and often very productive human experience.

Career is a specialized activity chosen by an individual based on his or her suitability, out of his or her own will. It demands preparation in terms of skill acquisition and attitudes towards the chosen career. Career offers opportunities for development towards higher reaches of work specialization.

6. Arulmani, G. (2001). *Counselling and life skills training: A manual for teachers*. Bangalore, India: Consultant Psychologist Group.

7. Crow, L and Crow, A. (1951) *An introduction to guidance: principles and practices*. New York: American Book Company.

## 2. Career

### 2.1 Features of Career

Career has certain distinct characteristics that allow us to describe it as a form of work. It is these characteristics that create a matrix within which career counselling and guidance can occur.

#### 2.1.1. Choice and Decision

Career brings with it the question of choice, decision-making and the exercise of volition. Presented with numerous opportunities, a career aspirant is required to discriminate between various possibilities and identify the career that s/he wishes to follow. Having made this choice the individual is then required to identify and select the path that will lead to the chosen career. Decision-making however does not end at the cross roads that the individual faces at the initiation into the world of work. A career path is not a course that leads directly from one point to another. Career goals are not uniform, solitary targets that one must reach. A career path twists and turns often bringing the individual to new cross roads (Arulmani-2004).<sup>20</sup> New career goals emerge when one target has been reached. All through this course, the aspirant is required to take decisions, exert volition and make measured choices.

#### 2.1.2. Suitability

A career implies specialisation in a clearly circumscribed area of skills. And specialisation brings with it the implication of the individual's suitability for a specific set of work skills. Discovering personal suitability for a career requires identifying personal interests, talents and inclinations. The question of suitability persists throughout the individual's career. Suitability is a particularly critical concept at the point of entry into a career (Bhatia-2002).<sup>21</sup> It is essential that the career aspirant discovers the career in which s/he is likely to excel and find the highest degree of comfort. Having entered a career, the moulding of personal suitability to career tasks is the challenge that faces the career aspirant. Further training would be necessary to sharpen basic suitability for a set of tasks as one's career progresses. The individual is not likely to be completely suitable for all requirements of the chosen career. Success at a career requires making adjustments and learning to cope with newly emerging career demands.

#### 2.1.3. Preparation

Preparation for entry is an essential characteristic of the modern career. It implies developing knowledge about and skills for the chosen career. Career preparation presents two points for consideration. At one level preparation comprises study, training and skill development to meet the demands of the chosen career (Blustein-1989).<sup>22</sup> Inadequate training or a poor knowledge base compromises the type of job for which one would be accepted. At another level career preparation is linked to the attitudes with which one views oneself and a career. For example the unwillingness to mould oneself to the requirements of a career could result in severe conflict. Career preparation also requires developing an attitudinal readiness to survive and progress in the world of work.

20. Arulmani, G. (2004). *Career counselling: a handbook*. New Delhi: Tata McGraw-Hill Publishing Company Limited.

21. Bhatia, K.K. (2002). *Principles of guidance and counseling*. New Delhi: Kalyani Publishers.

22. Blustein, D.L. (1989). The role of career exploration in the career decision making of college students. *Journal of College Student Development*, 30, 111-117.

#### 2.1.4. Ongoing Development

A career usually spans a period of time—it has a beginning (entry into a career) and an end (retirement). We could perhaps link the term career to *carrière*, which is French for race course. In many ways a career is a course that one follows. Movement along this path calls for fitting into predefined structures and following prescribed rules, while simultaneously exhibiting excellence, creativity and initiative (Crites-1976).<sup>23</sup> A comprehensive model of career development in early adulthood. *Journal of Vocational Behaviour*, 9, 105-118. By its very nature career offers opportunities for further development toward the higher reaches of an area of work specialisation. Promotions, switching employers, branching into other areas of specialisation are all examples of ongoing career development. As we have seen in the last chapter the post-industrial, information age that we are now a part of requires that life-long learning is integral to career development.

#### 2.1.5. Social – Personal Dimensions

Running the course of a career is essentially the result of an intricate psycho-social process. A group of people (society at large) presents a wide variety of needs that demand attention. The dynamics of career development motivates individuals from within this larger group, to develop the expertise to meet one of these needs or specific components of a need in a professional manner. Career is a mechanism where by society utilises the services of its members to contribute to its well-being, progress and development (Frank-1961).<sup>24</sup> The larger society in return compensates the individual for delivering a particular service. An individual's career therefore has its being in the dynamic interaction between the garnering of personal gain and the services s/he renders to society at large. Career development suffers or even grinds to a halt when this delicate balance is disturbed. An individual places himself/herself between the traces of a career and willingly spends energy to meet its demands because this investment of effort yields some form of personal gain. At one level this may be in the form of remuneration and material benefits. At another level the career one follows and the career progress one registers is closely linked to social status and prestige. At the deepest level, a career is a mechanism that can facilitate the unfolding of personal potentials, the realisation of one's dreams and ultimately the actualisation of one's self (King & Miller-1984).<sup>25</sup> This description of career and its development is an ideal description. In reality, a variety of forces act together to facilitate, thwart or divert the unfolding of this process. A career rarely bursts abruptly upon the individual. A person's orientation to work and then to career is something that develops over a period of time.

### 2.2 Role of Career in Life

Career is a course of events that constitutes our life; the sequence of occupation and other life roles, which combine to express one's commitment to work in his/her total pattern of self-development. It is the series of remunerated and non-remunerated positions occupied by a person from adolescence through retirement, of which occupation is only one.

Our career gives us

- Economic independence
- Identity
- Fame

23. Crites, J. (1976). A comprehensive model of career development in early adulthood. *Journal of Vocational Behaviour*, 9, 105-118

24. Frank, W. (1961). *Guidance – principles and services*. Ohio: Charles E. Merrill Books.

25. King, L.A. and Miller, A.Z. (1984). Career development: Implications for providers of career services in higher education. *International Journal for the Advancement of Counselling*, 7(4), 289-295.

- Status and standing in society
- Defines our social interactions
- Defines our life.

If we wouldn't have a career, we would not get all of this. That is the role that career plays in our life. It is the way we will live our life. Our life revolves around our career.

### 2.2.1 Economic Independence

Imagine asking someone else for every single expense in your life. How would you feel? All of us like to spend money on ourselves, do something for ourselves that not just makes us independent but also adds to the economy of the country (Arulmani-2004).<sup>26</sup> Why do we want to work or be employed? To be able to take care of ourselves. And a career gives that. Even a housewife which is not a paid career is independent because she is working for her family.

### 2.2.2 Identity

How do people know or recognise you? By what you do, your work and your career. Personal identity is the distinct personality of an individual. It is the individual characteristics arising from personality by which a person is recognised or known.

### 2.2.3 Fame

It is the condition of being successful and known.

### 2.2.4 Status and Standing in Society

Status is the honour attached to one's position in the society. A Career of a person determines one's status in society, in common words standing in society.

### 2.2.5 Defines Our Social Interactions

Social interactions are changing sequences of social actions between individuals or groups. Our career defines our interaction pattern and the individuals and the groups we interact with.

### 2.2.6 Defines Our Journey of Life

Life is a characteristic of self organising, self-recycling systems. It is accomplished when an individual feels dually satisfied about his personal life and career. A sentence that brings the idea of work life balance to the point is: 'Work to live. Don't live to work'. It is still up for discussion, if a harsh separation between 'work' and 'life' is a perfect solution (Drier & Ciccone-1988).<sup>27</sup>

One may argue that work is very much a part of life. Thus finding the right job that is fun to do, might be the more important part in removing possible causes for unhappiness in life today.

Following are the few reasons that make students take wrong career decisions.

1. Lack of Information regarding careers
2. Lack of suitable suggestions and guidelines in the education system pertaining to career selection
3. Influence of family and outsiders on the mentality of students

The professional growth and developmental decision of students or youth is a function of social psychology.

26. Arulmani, G. (2004). *Career counselling: a handbook*. New Delhi: Tata McGraw-Hill Publishing Company Limited.

27. Drier, H. and Ciccone, J.K. (1988). Career guidance: The missing link in educational excellence and work transition. *Journal of Career Development*, 15(1), 3-12.



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# Analytical and Logical Potential Careers

## 6.2 Analytical and Logical Potential Careers

### 6.2.1 Accountant

Accountants keep track of the finances of an organization. They plan, organize and administer accounting systems for individuals and establishments. Obtaining qualifications and practicing a specialization in accountancy is controlled by a specific Association. There are different kinds of accountants depending on their tasks.

#### Nature of Work:

Accountants undertake various specialisations. Tasks would be related to the specialisation.

1. Maintaining accounts; also known as book keeping records
2. Preparing and certifying financial statements for presentation to management, shareholders and statutory or other bodies. It is also called auditing.
3. Preparing tax returns, advising on taxation problems and contesting disputed claims before tax officials
4. Preparing budgets
5. Preparing profit forecasts
6. Conducting financial investigations in such matters as suspected fraud, insolvency and bankruptcy
7. Conducting investigations and advising management on financial aspects of productivity, stockholdings, sales and new products
8. Working out the cost of a product; devising and controlling a system to determine unit cost of products and services

Eligibility to opt for course	Primary Potential	Secondary Potential
Higher Secondary(+2)	Analytical and Logical Potential	Personal Potential

#### Career Path:

Option 1	Option 2	Option 3
<ol style="list-style-type: none"> <li>1. Complete Higher Secondary or Graduation in any stream</li> <li>2. Decide on specialization (see next column)</li> <li>3. Register with the concerned Association (e.g. Institute of Cost and Work Accountants)</li> <li>4. Complete the Foundation Course pass examinations and meet the other requirements set by the Association.</li> <li>5. Gain membership into the Association in order to practice</li> </ol>	<ol style="list-style-type: none"> <li>1. Complete graduation in accountancy (E.g. B.Com)</li> <li>2. Decide on specialization (see next column)</li> <li>3. Register with the concerned association (e.g. Institute of Cost and Work Accountants, Institute of Chartered Accountants of India)</li> <li>4. Appear for and pass the examinations and meet the other requirements set by the association.</li> <li>5. Obtain qualification, gain membership into the Association and practice the profession</li> </ol>	<ol style="list-style-type: none"> <li>1. Complete graduation in accountancy (E.g. B.Com) and practice accountancy</li> </ol>

Specialisations	Examples of where you could work
<ul style="list-style-type: none"> <li>• Accountant</li> <li>• Chartered Accountant</li> <li>• Cost and Work Accountant</li> <li>• Management Accountant</li> </ul>	<ul style="list-style-type: none"> <li>• Accountant</li> <li>• Chartered Accountant</li> <li>• Cost and Work Accountant</li> <li>• Management Accountant</li> </ul>

**Useful Addresses:**

- The Institute of Cost and Work Accountants, Industrial Area, Lodhi Road, New Delhi-110003.
- The Institute of Cost and Work Accountants, Montieth Lane, Egmore, Chennai-600 008.

### 6.2.2 Actuarial Scientist

The career of an actuary is most popular for those with outstanding mathematical abilities and an active interest in the business world. Actuaries are experts in risk management, statistics, specifically in life assurance, investments, general insurance, health care and pension funds.

An Actuarial Scientist knows how to calculate 'risk'! They are professionals in calculating rates for insurance against different types of risks on the basis of statistical, mathematical and financial calculations.

**Nature of Work:**

1. Studying, improving and developing actuarial theories and techniques
2. Collecting and analyzing data from different sources concerning losses to person from death, disability, sickness or injury
3. Collecting and analyzing data from different sources concerning losses to property from fire, burglary, explosion and hazards
4. Working out the probable frequency of such risks
5. Fixing premium rates for different types of risks taking into account the money market and economic conditions and probable future trends
6. Continually study new developments, business trends, legislative, social and other factors affecting the insurance business
7. Recommend to managements suitable measures regarding future policy and course of action for raising earnings

Eligibility to opt for course	Primary Potential	Secondary Potential
Higher Secondary (+2)	Analytical and Logical Potential	Personal Potential

**Career Path**

Option 1	Option 2
<ol style="list-style-type: none"> <li>1. Complete +2 with Mathematics / Statistics</li> <li>2. Apply for student membership of Institute of Actuaries of India (IAI)</li> <li>3. Pass various exams set by IAI to get Associate/ Fellow / Affiliate Membership</li> </ol>	<ol style="list-style-type: none"> <li>1. Complete Bachelor's Degree with Mathematical subjects / with Actuary science</li> <li>2. Apply for student membership of Institute of Actuaries of India (IAI)</li> <li>3. Pass various exams set by IAI to get Associate / Fellow / Affiliate Membership</li> </ol>

Option 3	Option 4
<ol style="list-style-type: none"> <li>1. Complete Master's Degree with Mathematical subjects / with Actuary science</li> <li>2. Apply for student membership of Institute of Actuaries of India (IAI)</li> <li>3. Pass various exams set by IAI to get Associate / Fellow / Affiliate Membership</li> </ol>	<ol style="list-style-type: none"> <li>1. Become fully qualified member of Institute of Chartered Accountants of India (ICAI) / Institute of Cost and Works Accountant of India (ICWAI) / Insurance Institute of India (III)</li> <li>2. Apply for student membership of Institute of Actuaries of India (IAI)</li> <li>3. Pass various exams set by IAI to get Associate / Fellow / Affiliate Membership</li> </ol>

#### Examples of where you could work

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Insurance companies</li> <li>• Financial firms</li> <li>• Consulting firms</li> <li>• Government insurance departments</li> </ul> | <ul style="list-style-type: none"> <li>• Colleges and universities</li> <li>• Banks and investment firms</li> <li>• Large corporations and public accounting firms</li> </ul> |
|--|---|

#### Useful Addresses:

- Alagappa University, D/o Distance Education, Alagappa Nagar, Karaikudi 623003. Course: PG Diploma in Insurance Mgt (corresp.).
- Aligarh Muslim University, Aligarh 202002, U.P. Eligibility: Graduation. Course: PG Diploma in Banking & Insurance.
- Amity School Of Insurance & Actuarial Science, M Block, Saket, N.Delhi- 110017. Courses: Masters in Insurance Mgt (2-yr FT), PG Diploma in Insurance Mgt (1-yrFT/2-yr PT), Certificate in Life & Non-Life Insurance Mgt (for agents & intermediaries).
- Annamalai University, PO Annamalai Nagar 608002, T.N. Course: Diploma in Insurance (PT) Eligibility: Graduation.
- Birla Institute of Management & Technology, Sector 4, Pushpa Vihar, New Delhi 110017. Course: PG Diploma in Insurance & Risk Mgt (1-yr F/T, 11/2-yr P/T)
- Bishop Heber College, Tiruchirapalli 620017. Course: PG Diploma in Actuarial Science.
- Financial Analysts of India (ICFAI). Institute of Certified Risk & Insurance Managers. Course: initially offered through the distance learning mode the course is aimed at training IT-oriented insurance managers.
- Goa University, PO Santa Cruz, Taleigao Plateau, Goa – 403 002
- India Insurance Business School, B 294, Sector 20, Noida 201301. Ph: 914553374, 914536610. Website: www.indiainsurancehub.com..Courses: Licentiate, Associateship and Fellowship Diploma Exams (oral & postal tuition).

### 6.2.3 Farming Advisers

Farming advisers provide technical assistance and advice on farming methods and problems.

#### Nature of Work:

1. Keeping abreast of relevant farming methods and techniques
2. Advising on ways of raising quality of output, increasing yield and measures to increase efficiency of operations and to conserve natural assets and the environment

## Analytical and Logical Potential Careers

3. Advising on measures to deal with problems such as soil erosion or pest infestations
4. Collecting data and estimating quantities and costs of materials and labour required for projects
5. Organising demonstrations, giving lectures and distributing material to promote adoption of improved practices and techniques
6. Applying knowledge of scientific principles and practices in order to identify and solve problems arising in the course of their work

Eligibility to opt for course	Primary Potential	Secondary Potential
Higher Secondary (+2)	Analytical and Logical Potential	Physical Mechanical Potential

### Career Path

#### Option 1

1. Complete Higher Secondary in science.
2. Complete B.Sc in any of the following.
  - Botany / Zoology / Chem.
  - Geology/ Maths / Physics
  - Horticulture/Agriculture
 OR  
 Bachelor of Fishery Science.  
 OR  
 Bachelor of Veterinary Science (BV Sc.) Agricultural Engineering.
3. Choose a specialization and complete Post Graduation (M.Sc.) in: Agriculture).  
 OR  
 Specialise through a Certificate or post graduate Diploma.

Specialisations	Examples of where you could work
<ul style="list-style-type: none"> <li>• Agronomy</li> <li>• Genetics</li> <li>• Plant Breeding</li> <li>• Soil Science</li> <li>• Horticulture – Science</li> <li>• Seed Technology</li> <li>• Entomology</li> <li>• Plant Pathology (or phytopathology)</li> <li>• Agriculture Economics</li> <li>• Animal Husbandry</li> </ul>	<ul style="list-style-type: none"> <li>• Work in Agro-industries</li> <li>• Entrepreneurs</li> <li>• Teaching in Agriculture schools</li> <li>• Work for environmental projects through Non Governmental organizations (e.g. Green Peace.</li> <li>• Work for international agencies such as:                             <ul style="list-style-type: none"> <li>- Commission for Environmental Cooperation (CEC)</li> <li>- UNEO (United Nations Environment Organization)</li> <li>- UNEP (United Nations Environment Programme)</li> <li>- Institute for Environmental Security, - Food and Agriculture Organization (FAO) of United Nation.</li> </ul> </li> </ul>

#### Useful Addresses:

- University College of Agricultural & Engineering Institute, PO Box No 24, Raichur-584101
- University College of Agricultural Sciences, Hebbal, Bangalore.
- Indian Council of Agricultural Research, Krishi Anusadhan Bhavan, Pusa, New Delhi - 110 012.
- Indian Institute of Plantation Management, Jnana Bharathi Campus, P O Malathahalli, Bangalore – 560 056; website: [www.iipmb.com](http://www.iipmb.com)

# Physical and Mechanical Potential Careers

## 6.5 Physical and Mechanical Potential Careers

### 6.5.1 Aerospace/ Aeronautical Engineer

Aerospace Engineers are specialists in designing and manufacturing all types of airborne craft. They also deal with the maintenance of aircraft. Aerospace Engineering could also extend to spacecraft, satellites as well as systems that control and guide these craft from remote locations.

#### Nature of Work:

1. Designing aircraft of all types including the overall design as well designs of parts. This includes applying formulae from mathematics and physics
2. Designing specific systems within aircraft such as fuel injection, air-conditioning, landing gear and so on
3. Testing and conducting experiments of prototypes
4. Supervising the assembly and manufacture of aircraft / aircraft parts
5. Modifying existing aircraft to add new parts (e.g. extra fuel tanks)
6. Preparing aircraft for flight
7. Conducting repairs and regular maintenance

Eligibility to opt for course	Primary Potential	Secondary Potential
Higher Secondary	Physical and Mechanical Potential	Analytical and Logical Potential

#### Career Path:

Option 1	Option 2
<ol style="list-style-type: none"> <li>1. Complete Higher Secondary with Physics, Chemistry and Mathematics</li> <li>2. Appear for appropriate entrance tests to B.E./B.Tech in Aerospace Engineering and complete the course</li> <li>3. Start working or go for post-graduation</li> </ol>	<ol style="list-style-type: none"> <li>1. Complete Higher Secondary with Physics, Chemistry and Mathematics</li> <li>2. Take up diploma courses specialising in Aircraft Maintenance</li> </ol>

Specialisations	Examples of where you could work
<ul style="list-style-type: none"> <li>• Specific parts of the aircraft (e.g. wings, landing gear)</li> <li>• Specific processes (e.g. fuel injection, aerodynamics)</li> </ul>	<ul style="list-style-type: none"> <li>• Manufacturing plants engaged in producing aircraft</li> <li>• Airports</li> <li>• Airline companies</li> <li>• Indian Air Force</li> <li>• Research and development units</li> </ul>

#### Useful Addresses:

- Indian Institute of Space Science and Technology (IISST), Vikram Sarabhai Space Centre, Veli, Thiruvananthapuram – 695022, Kerala.

- Indian Institute of Science (IISc), Bangalore – 560 012 Bangalore – 560 012
- Indian Institute of Aeronautical Engineering, Dehradun, Behind the Upcoming Terminal of Jolly-Grant International Airport, Dehradun ( Dehradun Dist. )- 248140
- Indian Institute of Technology Kanpur, P.O. IIT, Kanpur - 208076.
- Indian Institute of Technology Madras, I.I.T. Post Office, Chennai - 600 036 India
- Indian Institute of Technology (I.I.T.), Mumbai Powai, Mumbai ( Mumbai Dist. ) - 400076
- The Defence Institute of Advanced Technology, Girinagar, Pune-411 025 Maharashtra.
- Institute of Aeronautical and Marine Engineering, # 29, R. K. Layout, Padmanabhanagar, Bangalore, - 560070

### 6.5.2 Agricultural Engineer

Agricultural Engineers design, develop and manage machines, building construction and processes related to the farming industry. Agricultural engineering is concerned with the environment and our natural resources. Agricultural engineers apply engineering principles of science and technology, as well as their knowledge of agricultural practice to agricultural problems.

With the understanding that the environment is able to support us provided we use it responsibly, agricultural engineering addresses the interaction between man-made elements and the earth's living, life-sustaining resources: soil, water, plants, animals.

#### Nature of Work:

1. Designing, developing and supervising the manufacture and use of agricultural machinery, such as pumps and irrigation equipment, tractors, cultivators, sprayers, dusters and harvesters
2. Laying out and supervising construction of farm buildings and utilities, crop processing plants, rural electric power distribution systems, rural roads and irrigation systems
3. Conserving soil and water by installing irrigation, drainage, and flood and soil erosion control systems

Eligibility to opt for course	Primary Potential	Secondary Potential
Higher Secondary	Physical and Mechanical Potential	Analytical and Logical Potential

#### Career Path:

Option 1	Option 2
<ol style="list-style-type: none"> <li>1. Complete Higher Secondary with Physics, Chemistry and Mathematics</li> <li>2. Appear for appropriate entrance tests to B.E./B.Tech in Agricultural Engineering and complete the course</li> <li>3. Start working or go for post graduation in Agricultural Engineering in one of the specializations of your choice</li> </ol>	<ol style="list-style-type: none"> <li>1. Complete Higher Secondary with Science</li> <li>2. Complete Diploma in Mechanical / Aeronautical Engineering / Aircraft Maintenance Engineering</li> <li>3. Go for entrance tests to B.E./B.Tech in Agricultural Engineering</li> <li>4. Start working or go for post graduation in Agricultural Engineering in one of the specializations of your choice</li> </ol>

Specialisations	Examples of where you could work
<ul style="list-style-type: none"> <li>• Farm Machinery &amp; Power</li> <li>• Soil &amp; Water Conservation Engineering</li> <li>• Agricultural Processing and Structures</li> </ul>	<ul style="list-style-type: none"> <li>• Work with manufacturing plants engaged in producing agricultural machines and equipments</li> <li>• Work with research institutions working in the areas of soil and water conservation, pest control, development of rural roads, efficient utilization of wastes/residue</li> </ul>

**Useful Addresses:**

- University College of Agricultural & Engg Institute, PO Box No 24, Raichur-584101.
- University College of Agricultural Sciences, Hebbal, Bangalore.
- Indian Council of Agricultural Research, Krishi Anusadhan Bhavan, Pusa, New Delhi - 110 012.
- Indian Institute of Plantation Management, Jnana Bharathi Campus, P O Malathahalli, Bangalore – 560 056; website: www.iipmb.com

**6.5.3 Agricultural Scientist**

Agriculture is the science and art of raising plants and livestock in a field setting. Horticulture, which is a branch of Agriculture, deals with cultivating fruits, nuts, vegetables and ornamental plants in a garden or orchard setting. Drawing from the disciplines of biochemistry, microbiology, genetics and other sciences Agricultural Scientists engage in conducting research and developing applications on different aspects of agriculture sector.

**Nature of Work:**

1. Developing production techniques (e.g. irrigation management, recommended nitrogen inputs)
2. Improving agricultural productivity in terms of quantity and quality (e.g. selection of drought-resistant crops and animals, development of new pesticides, yield-sensing technologies, simulating models of crop growth, in-vitro cell culture techniques)
3. Transforming primary products into end-consumer products (e.g. production, preservation, and packaging of dairy products)
4. Prevention and correction of adverse environmental effects (e.g., pest infestations, soil degradation, bioremediation).

Eligibility to opt for course	Primary Potential	Secondary Potential
Higher Secondary	Physical and Mechanical Potential	Analytical and Logical Potential

**Career Path:**

Option 1	Option 2
<ol style="list-style-type: none"> <li>1. Complete Class 10</li> <li>2. Take up a Diploma in Agriculture</li> </ol>	<ol style="list-style-type: none"> <li>1. Complete Higher Secondary with Science (Biology is a common requirement)</li> <li>2. Go for a Bachelor's degree in Agriculture or Agriculture and Animal Husbandry</li> <li>3. Choose a specialisation and pursue postgraduate studies</li> </ol>

Specialisations	Examples of where you could work
<ul style="list-style-type: none"> <li>• Agricultural Botany / Chemistry / Mathematics / Microbiology / Soil Science / Physics</li> <li>• Agricultural Communication / Marketing</li> <li>• Agricultural Economics</li> <li>• Agricultural Entomology</li> <li>• Agricultural Meteorology</li> <li>• Agricultural Statistics</li> <li>• Agronomy</li> </ul>	<ul style="list-style-type: none"> <li>• Work with organizations engaged in developing agricultural equipment, food processing methods, fertilizers, pesticides, enhancing crop quantity and quality</li> <li>• Specialist farms such as vineyards and orchards</li> </ul>



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# Entrance Examinations at National and State Level

## 7.0 Entrance Examinations at National and State Level

### 7.1 Management

Name of examination	Eligibility	Eligible for	Contact information
Common Admission Retail Test (CART)	Graduation in any stream	Postgraduate program in Retail Management	<a href="http://www.cart2009.com/">http://www.cart2009.com/</a>
<b>Examples of Institution:</b> <ul style="list-style-type: none"> <li>• Asian School of Business Management, Hyderabad</li> <li>• Bangalore Management Academy, Bangalore</li> <li>• IFIM Business School, Bangalore</li> <li>• International School of Business &amp; Media, Bangalore</li> <li>• Stevens Business School, Ahmedabad</li> <li>• NSHM Center of Management &amp; Development. Studies, Kolkata</li> <li>• Institute of Management and Information. Science, Bhubaneshwar</li> <li>• Design and Innovation Academy, Noida</li> <li>• Jain School of Retail, Bangalore</li> <li>• KLE Society College of Business &amp; Administration, Belgaum</li> </ul>			
Name of examination	Eligibility	Eligible for	Contact information
Management Aptitude Test (MAT) From All India Management Association.	Graduate in any discipline from a recognized university	MBA and PG Diploma	<a href="http://www.aima-ind.org/">http://www.aima-ind.org/</a>
<b>Example of Institutions</b> <ul style="list-style-type: none"> <li>• Indian Institute of Management (Ahmedabad, Calcutta, Lucknow).</li> <li>• Indian Institute of Foreign Trade (INFT), New Delhi.</li> <li>• Alliance Business Academy, Bangalore.</li> <li>• Institute of Management &amp; Information Science, (Bhubaneswar).</li> <li>• IFIM Business School, Bangalore.</li> </ul>			
Name of examination	Eligibility	Eligible for	Contact information
Common Admission Test (CAT)	A candidate must hold a Bachelor's Degree, with at least 50% marks.	MBA	<a href="http://www.catiim.in/">http://www.catiim.in/</a>
<b>Examples of Institution:</b> <ul style="list-style-type: none"> <li>• Indian Institute of Management, Bangalore.</li> <li>• Indian Institute of Management, Indore.</li> <li>• Indian Institute of Management, Kozhikode.</li> <li>• Indian Institute of Management, Shillong.</li> <li>• Indian Institute of Management, Ahmedabad.</li> <li>• Indian Institute of Management, Calcutta.</li> <li>• Indian Institute of Management, Lucknow.</li> </ul>			

Name of examination	Eligibility to take exam	Eligible for	Contact information
Joint Management Entrance Test – JMET	A candidate must hold a Bachelor's Degree, with at least 50% marks.	MBA	<a href="http://www.iitk.ac.in/gate/jmet">http://www.iitk.ac.in/gate/jmet</a>
<b>Examples of Institution:</b> <ul style="list-style-type: none"> <li>• Indian Institute of Science, Bangalore.</li> <li>• Indian Institute of Technology, Bombay.</li> <li>• Indian Institute of Technology, Delhi.</li> <li>• Indian Institute of Technology, Kanpur.</li> <li>• Indian Institute of Technology, Madras.</li> <li>• Indian Institute of Technology, Roorkee.</li> <li>• Indian Institute of Technology, Kharagpur.</li> </ul>			

## 7.2 Engineering

Name of examination	Eligibility to take exam	Eligible for	Contact information
The Graduate Aptitude Test in Engineering (GATE)	Graduation in Engineering/Technology/Architecture/Pharmacy/Science/Mathematics/Statistics/Computer Applications	Post graduation in Engineering	<a href="http://www.iitk.ac.in/gate/">http://www.iitk.ac.in/gate/</a>
<b>Examples of Institution:</b> <ul style="list-style-type: none"> <li>• A.M.E.T. University, Kanathur.</li> <li>• Academy of Aerospace and Aviation, Indore.</li> <li>• Accurate Institute of Management and Technology, Greater Noida.</li> <li>• Agricultural Engineering College and Research Institute, Coimbatore.</li> <li>• Alagappa College of Technology, Chennai, BMS College of Engineering, Bangalore.</li> <li>• Bangalore Institute of Technology, Bangalore.</li> <li>• Bharati Vidyapeeth's College of Engineering, Delhi.</li> <li>• Bharatiya Vidya Bhavan's Sardar Patel College of Engineering (S.P.C.E.), Mumbai.</li> <li>• Chaitanya Bharati Institute of Technology, Hyderabad.</li> <li>• Cochin University of Science and Technology (C.U.S.A.T.), Kochi</li> </ul>			
Name of examination	Eligibility to take exam	Eligible for	Contact information
All India Engineering/Architecture Entrance Examination–AIEEE	Higher Secondary in Science subjects	B.E/B.TEH B.ARCH/B. PLANNING	<a href="http://www.aieee.nic.in/">www.aieee.nic.in/</a>
<b>Examples of Institutions:</b> <ul style="list-style-type: none"> <li>• Motilal Nehru National Institute of Technology, Allahabad.</li> <li>• Maulana Azad National Institute of Technology, Bhopal.</li> </ul>			

	<ul style="list-style-type: none"> <li>• National Institute of Technology, Calicut.</li> <li>• National Institute of Technology, Hamirpur.</li> <li>• Malviya National Institute of Technology, Jaipur.</li> <li>• Dr. B R Ambedkar National Institute of Technology, Jalandhar.</li> <li>• National Institute of Technology, Jamshedpur.</li> <li>• National Institute of Technology, Kurukshetra.</li> <li>• Visvesvaraya National Institute of Technology, Nagpur.</li> <li>• National Institute of Technology, Rourkela.</li> <li>• National Institute of Technology, Silchar</li> </ul>		
Joint Entrance Examination (JEE)	Higher Secondary in Science Subjects	All courses offered at The IIT's	<a href="http://jee.iitd.ac.in/">http://jee.iitd.ac.in/</a>
	<b>Examples of Institution:</b> <ul style="list-style-type: none"> <li>• Indian Institute of Technology, Mumbai.</li> <li>• Indian Institute of Technology, New Delhi.</li> <li>• Indian Institute of Technology, Guwahati.</li> <li>• Indian Institute of Technology, Kanpur,</li> <li>• Indian Institute of Technology, Kharagpur.</li> <li>• Indian Institute of Technology, Chennai.</li> <li>• Indian Institute of Technology, Roorkee.</li> <li>• Indian Institute of Technology, Indore.</li> <li>• Indian Institute of Technology, Himachal Pradesh.</li> </ul>		

### 7.3 Medical Sciences

Name of examination	Eligibility	Eligible for	Contact information
NEET (National Eligibility cum Entrance)	Higher Secondary with Physics, Chemistry and Biology	MBBS / BDS	<a href="http://www.neetexam.net/">http://www.neetexam.net/</a>
	<b>Examples of Institution:</b> <ul style="list-style-type: none"> <li>• All India Institute of Medical Sciences, New Delhi.</li> <li>• Maulana Azad Medical College, New Delhi.</li> <li>• University College of Medical Science and Research Centre, New Delhi.</li> <li>• Christian Medical College, Vellore.</li> <li>• Armed Forces Medical College, Pune.</li> <li>• Lady Hardinge Medical College, New Delhi.</li> <li>• JIPMER, Puducherry.</li> <li>• B.J. Medical School, Ahmedabad.</li> <li>• Grant Medical College, Mumbai.</li> <li>• Bangalore Medical College, Bangalore.</li> </ul>		

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**Dr. Mohan Das** hails from a poor rural family background with both parents being illiterate. He spent his student life in hostels and students' homes and completed his Post Graduation studying in government institutions. He strove very hard to attain higher education and reached its zenith by obtaining PhD in sociology from the Bangalore University. Later, he went on to seek training in Career Counseling from the Martin Luther Christian University, Shillong and proved himself to be a professional career counselor, besides being an academican and social scientist. Having associated with psychologists in counseling services for over a decade and offering guidance and suggestions to students in both their studies and career building, he transformed himself into a unique personality combining professional excellence and expertise.

Dr. Das has shared his enriched knowledge and experience with distinction. In 2013 he got Vocational Excellence Award from the Bangalore Rotary Club for his outstanding contribution to career counseling and guidance.

He is, at present a distinguished faculty in the Department of Collegiate Education in Karnataka. Dr. Das specialises in conducting counseling workshops and programmes, especially to aspirants hailing from poor and vulnerable socio-economic backgrounds. His target group includes school teachers, college students and a cross-section of professionals. He has conducted vocational training and life skills workshops for school dropouts and unemployed youth. This book is cherished dream of his, and hopes that it will light up hitherto unlit lives.



**Mr. Nagesh R** is a HOD of Library and Information Centre in the Department of Collegiate Education, Government of Karnataka. He holds a Master Degree in Library and Information Science from the Bangalore University and an M.Phil degree holder, and also a Post-Graduation Diploma in Computer Applications (PGDCA) from the National Institute of Information Technology (NICT), Bangalore. He also holds a Certificate in Career Counseling and Guidance from the Martin Luther Christian University, Shillong, Meghalaya. He has got UGC-NET in his credit. Mr. Nagesh was associated with a team of psychologists as a documentation officer and has held valuable career guidance and counseling workshops to several students and other aspirants since 2007. He has wide ranging experience in knowledge management in educational institutions, scientific industries, corporate companies and research organizations.

Mr. Nagesh responded to feelings of poor and vulnerable students in contributing to the richness of the book by helping compile much needed resource material for the book. His research focused on sources of Careers Information and Classification of Occupations in the Indian context. Nagesh's motivation to be a professional is: 'To make the correct information available, at the right time in the appropriate package.'

In 2013 he got Vocational Excellence Award from the Bangalore Rotary Club for his outstanding contribution to career counseling and guidance. He is authored for one book and worked as chief-editor for National Conference Proceedings. As a resource person he has delivered many research papers in the State and National Conferences.

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