

## MODULE 2

# CAREER ASSESSMENT IN HIGH SCHOOLS IN GOA



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## **CAREER ASSESSMENT IN HIGH SCHOOLS IN GOA**

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### **INTRODUCTION:**

This module is developed to help school leaders to understand the need of career assessment as an approach to improve learning outcomes. Undoubtedly, **education** is one of the most important factors that impact the growth and development of not only the individual, but also the country, as well as the future course of the country's people as a whole. It is essential for achieving full human potential. It is rightly stated that education is the fourth need of man after food, clothing and shelter in today's competitive world. But how does one further his/her education, if it does meet the interest of the individual? To pursue to being educated the individual has to be able to understand his or her own interests in the field of education. In this regard, school leaders in Goa have made several efforts since a decade to promote assessments of students in various fields such as personality development, knowledge and aptitude improvement, skills assessment etc. If we glance through the NEP 2020's fundamental principles we will trace that it states, '**recognizing, identifying, and fostering the unique capabilities of each student**, by sensitizing teachers as well as parents promotes each student's holistic development in both academic and non-academic spheres'. This is exactly what the present intervention is all about. Career Assessment is one of the interventions that help in identifying the unique capabilities of each individual student to empower them to realize their capabilities and build their skills. This assessment thus assists the students to take up their choice of careers. In the present situation we also have to consider the *agenda for Sustainable Development, adopted by India in 2015, which seeks to "ensure inclusive and equitable quality education and promotes lifelong learning opportunities for all" by 2030.*

In Goa, since 2006 career assessments are being carried out in grades 9<sup>th</sup> to 12<sup>th</sup> in those schools that willingly opt for the same. Till date 100 students have benefitted from these interventions and have taken up careers in higher education of their choices and interests.

**KEY WORDS:**

**Education:** Education is **the process of facilitating learning, or the acquisition of knowledge, skills, values, morals, beliefs, and habits.**

**Career Assessment:** Career assessments are **tools that are designed to help individuals understand how a variety of personal attributes** (i.e., data values, preferences, motivations, aptitudes and skills), impact their potential success and satisfaction with different career options and work environments.

**Aptitude:** the natural capacity of an individual to acquire competence or skill through training.

**Attitude:** Attitudes are views, beliefs, or evaluations of people about something (the attitude object). The attitude object can be a person, place, thing, ideology, or an event. Attitudes can be positive or negative.

**SECTION 1**

**TITLE: DEFINING CAREER ASSESSMENT AND PROCEDURE THAT WAS CARRIED OUT IN HIGH SCHOOLS OF GOA**

**LEARNING OBJECTIVES:**

- To understand the concept of career assessment
- To know the process of career assessment that was implemented in the schools in Goa

Career assessment is a way to learn more about how well a variety of careers might suit the individual. Career assessment refers to the methods used in assessing individual's skills as well as talents which will help the individual to choose the right path for education or career. This helps every person who still wavers while choosing a line of study or career. Different types of assessments focus on specific areas, such as skills, interests, or values. Typically, an assessment consists of questions about what you like, don't like, what's important to you, and what your strengths are. Assessment results may relate to as many as 900 different

occupations. Experts recommended that an individual can take more than one assessment to broaden the individual's ideas before a decision is made. There are various types of assessments that can be used such as 'interest assessment', self-assessment', aptitude tests, etc.

**IMPORTANCE OF CAREER ASSESSMENT:** Career assessment is important for various reasons.

1. **Makes the individual aware of his/her creativity, talents and skills:-** The assessment tool comprises of criteria that analyses your creativity and skills.
2. **Helps in making appropriate career choice:-** As the tool defines your interests, it becomes clear for the individual to further his/her areas of interest.
3. **Helps to focus on the career choice:-** The individual is no longer indecisive or confused, he/she is clear with his/her choice, thus the individual is able to remain focused on his/her choice.
4. **Guidance is provided:-** One completion of the assessment the analysis is done by the expert, who also then guides the individual and explains the analysis so that the individual is able to understand his/her strengths, creative skills and interests.
5. **Helps to define goals:-** The guidance helps the individual to focus on his/her strengths and thus achieve the goals as aimed by the individual.



**ROLE OF THE LEADER:** In Goa, being the head of the institution for decades, the need to conduct career assessment was felt. It was observed that most of the students even after reaching the 10<sup>th</sup> grade were not able to understand their own interests and abilities. Mostly they were ignorant of the term 'assessment'. This caused a hindrance in selection of career options. At that time in 2006 when this process was initiated by the education department, the intervention was not readily accepted. Students too were reluctant to take up the assessments. But feeling the need of such an intervention, career assessments were conducted across several schools in Goa enveloping over 100 students.

### **PROCEUDRE OF CONDUCTING THE ASSESSMENTS:**

Firstly the agency was identified which was willing to conduct the assessments. Students of class 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grades were administered the tool. The test takes 2 hours for each student to complete it. The assessment tool comprised of numerical ability test, spatial ability test, cognitive ability tests, visual memory tests, language ability test, social ability test and numerical memory test. The results helped students to understand their strengths in various aspects (numerical, spatial, lingual, visual verbal and social). Based on this report, the students were then further provided with counseling to build their skills and knowledge. This counseling was done by Mr. Pradeep Masurkar, writer of this module himself. He volunteered his time to provide counseling to almost 100 students across many schools in Goa. This helped the students to remain focused on subjects of their interest.

### **ABILITIES ASSESSED BY THE TOOL:**

1. ***Cognitive Ability:*** This ability is one of the most essential abilities required to complete any academic course. This ability is needed to learn new things, forming new concepts, using these concepts to gather more information and obtain knowledge. Students are assessed for cognitive ability and thus are suggested various methods of improving this ability as per their scoring in this assessment. For example the methods to improve this ability suggested were such as doing self study, practicing writing down concepts in own words and taking down notes while reading reference books.
2. ***Reasoning Ability:*** At school level the students have to learn a variety of subjects. While studying the students collect a variety of information and also receive guidance from teachers. Thus they have to think logically and analytically to understand the underlying theories and interpreting various illusions. Reasoning ability in simple terms means making meaning of what one is studying about. To enhance reasoning ability
3. ***Figural Memory:*** Figural memory is mainly located in the right hemisphere of the brain and refers to our ability to make sense of objects including images, patterns and shapes. The ability of figural memory is more required in subjects like geometry, physics, botany, engineering, fine arts etc. To enhance this memory, students are suggested to learn more through observations.

4. **Spatial Ability:** This ability indicates the understanding of the geometrical figures and different types of instruments. In scholastic subjects it is more important in mathematics. Based on the scores, the students are suggested to enhance this ability about concepts in physics and geometry.
5. **Verbal Ability:** This ability helps to understand the meaning and underlying concepts of words through language so as to learn and gather more information. To improve this ability students are suggested to express in their own words what they have learnt.
6. **Social Ability:** This ability helps in interacting with people. If student's score is less in these criteria, they are advised to willfully interact with teachers and other students to improve on this ability.
7. **Numerical Ability:** The ability involves basic awareness of numbers, quantities, symbols, codes etc.
8. **Numerical Memory:** The ability enables us to remember numbers in large quantities, coded information etc.



**ACTIVITY**

1. *List down the types of abilities that can be part of Career assessments.*
2. *Conduct a group discussion in your class on different types of careers that the students are aware of and ask them what qualities are required to perform those career roles. For example a doctor, teacher etc. Then summarize the qualities and build a curiosity among students to desire to know better about themselves. This will give the opportunity for students to think of having a career/interest assessment conducted of themselves.*

## SECTION 2

### CASE STUDIES:

Ability	Grade
Cognition	Very Good
Reasoning	Good
Figural Memory	Excellent
Spatial	Very Good
Verbal	Very Good
Social	Good
Numerical	Very Good
Numerical	Excellent
Memory	

#### Case Study 1:

Rishab aged 17 years was assessed on the above mentioned parameters for Intelligence and Aptitude, when he was studying in his 9<sup>th</sup> Grade in a Government High School in Bardez Taluka. As a process his parents were contacted and counseled to make them understand the need for the assessment. His assessment report is as follows.

Based on the scoring of the student, a report was provided to the parents and the student and the student was suggested to focus on his higher scoring if he wanted to take up any science stream. His interest in science and mathematics subjects increased and thus he began putting in more efforts to acquire more knowledge in these subjects. The student thus remained focused on his numerical ability and numerical memory from 9<sup>th</sup> Grade itself and is pursuing a science stream, which also is his subject of interest.

#### Case Study 2:

Ishwari was a student of Mushtifund High School. When she was in Grade 9, her parents noticed that Ishwari seemed confused about her career and was not able to concentrate on her studies

Her parents too became worried and were also confused. They were not so particular about which career Ishwari should pursue. All they wanted was that she should feel motivated to pursue a career. So they decided to take advice of an expert. They first decided to meet the Head Mistress of

ORIENTATION	SCORE
Knowledge	Good
Practical	Needs Improvement
Artistic	Excellent
Social	Good
Power	Needs Improvement

Ability	SCORE
Cognition	Good
Reasoning	Good
Figural Memory	Excellent
Spatial	Very Good
Verbal	Good
Social	Fair
Numerical	Needs Improvement
Numerical Memory	Excellent

Ishwari and discuss with her. After which the Head Mistress suggested that career assessments would be helpful for students if their parents too were interested. In this way, assessment was done of Ishwari

In the report, Ishwari's figural memory, numerical memory and artistic orientation had excellent scores. These were the points that were important for Ishwari and her parents. They also observed that she was interested and good in drawing and had an inclination towards drawing subject. In school she was scoring well in this subject. So

parents encouraged her to improve her knowledge in mathematics and drawing. She thus chose to take up Architecture as her career option. She pursued her interests in the relevant subjects for Architecture and thus today she has completed her Architectural degree in Goa and employed as a trainee with an architect.

In this manner, career assessments of students have proved beneficial for both students and parents, it has also helped in improving the academic scores of the students. There are many such examples of students.

**CONCLUSION:** This module was designed to inculcate a positive attitude towards the importance of career assessments. It highlighted the need to understand the reasons to conduct such assessments. The module aims to direct the perspective of a leader towards being flexible in thinking about the interest and abilities of every child. A school leader is required to be involved and concerned about every child's potential. If this attitude does not exist in the leader then she/he should develop such an attitude for enhancing the process of learning various subjects and skills among all students.



*As school leader do you agree that career assessment is important for students? If No, justify the disadvantages of career assessments being carried in school*



**REFERENCES:**

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2. Tools: Anagha Wachasundar Prathishthan's Educational Counseling Centre. Goa

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