
UNIT 10 OCCUPATIONAL INFORMATION

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10.1 INTRODUCTION

You have been already familiar with the term Occupational Information as one of the guidance services (Unit 6: Guidance Programme).

In an era of information explosion, it is important to know about occupations of different kinds. This information service forms the core of guidance programme.

In this Unit, we will discuss about collection, compilation, updating and dissemination of occupational information and technicalities involved in the same. Before you go through the unit you may refer to **Wanted Advertisements** in newspapers in general and Employment News (a government publication) in particular in order to get proper insight into the Unit.

10.2 OBJECTIVES

After going through this unit, you should be able to:

- explain the term Occupational Information;
- describe the need for collecting, classifying, updating and disseminating Occupational Information;

- list different sources of occupational information and different activities for dissemination of Occupational Information;
- describe different components of Occupational Information;
- compile, organize, revise and disseminate Occupational Information; and
- review Career Literature.

10.3 COLLECTING OCCUPATIONAL INFORMATION

The term Occupational Information means any and all kinds of information regarding any position, job or occupation provided that the information is potentially useful to a person who is choosing an occupation.

Occupational Information includes accurate and usable information about industries, processes and training facilities to the extent that such information is related to jobs. Occupational Information also includes pertinent and usable facts about occupational trends and supply of and demand for labour.

Occupational Information does not include the study of abilities, aptitudes and other characteristics of individuals, workers, job seekers or students. Occupational information service serves the following purposes:

- a) To develop a broad and realistic view of life's opportunities and problems at all levels of training.
- b) To create an awareness of the need for accurate and valid occupational educational and personal-social information.
- c) To provide an understanding of the wide scope of educational, occupational and social activities in terms of broad categories of related activities.
- d) To assist in the mastery of techniques of obtaining and interpreting information for progressive self-direction.
- e) To promote attitudes and habits which assist in making career choices and adjustment.
- f) To provide assistance in narrowing choices progressively to specific activities which are appropriate to attitudes, abilities and interests manifested.

Sources

Kinds of occupational information needed for career planning may be classified as quantitative and qualitative. Quantitative information implies occupational distribution trends and employment opportunities. Qualitative information implies nature of work performed, qualifications required, conditions of work and the returns to the worker.

Sources are basically of two types. They are primary sources and secondary sources that regulate employment. Primary sources of occupational information may include employer of an organization, employee in an organization, government organizations, agencies or official bodies.

Some of them are listed below:

- 1) Central Institute of Research and Training in Engagement Service (CIRTES), DGET, Ministry of Labour, New Delhi.
- 2) Association of Indian Universities (AIU), New Delhi.
- 3) National Council of Educational Research and Training (NCERT), New Delhi.
- 4) Union Public Service Commission (UPSC), New Delhi.
- 5) Directorate of Audio Visual Publicity (DAVP), New Delhi.
- 6) Planning Commission, New Delhi.
- 7) Ministries – Annual Reports.
- 8) Central Statistical Organization (CSO), New Delhi.
- 9) Institute of Applied Manpower Research (IAMR), New Delhi.

Secondary sources are thus called because they collect information published by the original sources. One advantage of secondary source is that information regarding different occupations and organization is available at one place itself. However, the veracity of the information needs to be verified by the guidance personnel.

Types

- a) **Career Fiction:** An account portrayed through the experiences of one or more fictional characters of an occupation which may encompass duties, qualifications, preparations, conditions, nature of work and advancement.
- b) **Biography:** An account of the life of a man or woman successful in a given field of endeavour portraying the problems the subject faced in preparing for and advancing in his or her career.
- c) **Occupational Monograph:** It offers extensive coverage of all phases of an occupation including details, comprehensive analysis of related occupations.
- d) **Occupational Brief:** It covers the various types of specializations in an occupational field in general terms. It is not as extensive as monograph but yet describes all job opportunities.
- e) **Occupational Abstract:** It is a concise summary of a job in an occupational area citing the duties and nature of employment in general terms. It may be in narrative or outline form.
- f) **Occupational Guide:** It presents general information about various phases of an occupation but doesn't describe any specific job.
- g) **Job Series:** It offers broad coverage of an entire occupational area giving brief accounts of all job opportunities in the field. It may be in book, manual or article form.
- h) **Business and Industrial Descriptive Literature:** It gives an account of specific industry of business and the major occupations are represented in it.

- i) **Occupational or Industrial Description:** It describes the principal opportunities of an occupation in an industry or occupations in several industries.
- j) **Recruitment Literature:** It is in the form of recruitment procedures, nature of work, financial benefits helpful to students and youth who seek employment.
- k) **Poster or Chart:** These are pictorial and schematic portrayal of occupational information in the direction of catching the attention of target groups and sustaining the same.
- l) **Article or Reprint:** An account of an occupational phase of an occupation or person performing the occupation.
- m) **Community Survey, Economic Report and Job Analysis:** It is an account of accurate, highly statistical, comprehensive report made as a result of local, national or industrial studies.
- n) **Audio-Visual Material:** These are in the form of motion pictures, still pictures, video films, audio-tapes, audio skits, video skits, etc.

Methods

You may employ the following methods to collect occupational information.

- 1) You may call on both primary and secondary sources personally to the possible extent or depute someone who can do the job.
- 2) You may address letters to both primary and secondary sources requesting them to procure you occupational information.
- 3) You may contact both primary and secondary sources on telephone and collect required information.
- 4) You may cull out occupational information from newspapers, periodicals, magazines, journals, websites etc.
- 5) Combination of two or three strategies indicated above may be employed for deriving better results.

Check Your Progress

Notes: a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the block.

- 1) State whether the following statements are true or false.
 - i) Occupational Information includes the study of abilities, aptitudes and other characteristics of individual workers, job seekers or students. (T/F)
 - ii) Occupational Information includes pertinent and usable facts about occupational trends and supply of and demand for labour. (T/F)
 - iii) Information relating to employment opportunities forms part of quantitative type of occupational information. (T/F)
 - iv) Occupational Information is immensely useful in counseling process. (T/F)

2) Match the following under 'A' with that of items under 'B'.

A	B
i) Occupational Monograph	a) Covers various specialization in an occupation
ii) Occupational Brief	b) General information about various phases of an occupation.
iii) Occupational Abstract	c) A phase of an occupation.
iv) Occupational Guide	d) A concise summary of a job.
v) Article or Reprint	e) Extensive coverage of all phases of an occupation.

10.4 CLASSIFICATION AND FILING

You would have understood by this time the modus operandi involved in collecting occupational information. We shall now try to understand the well-defined mechanism of classification and filing of occupational information.

10.4.1 Classifying Occupational Information

Jobs may be classified according to the activities involved such as : selling, teaching, typing etc.

Jobs may be classified according to their function such as : research, finance, manufacturing, distribution, education.

Jobs may be classified according to the product which they produce such as: automobiles, chemicals.

Jobs may be classified according to the employer such as : GEC, Bosch, TATA, Railways, etc.

Jobs may be classified according to the expressed interest patterns and measured interest patterns such as: artistic, computational, etc.

Jobs may be classified according to school subjects such as Mathematics, Languages, etc.

Jobs may be classified based on International Standard classification of Occupations published by International Labour Organisation.

Jobs may be classified based on National Classification of Occupations, a document published by DGET, Ministry of Labour, New Delhi. You will know more about the same in the coming section.

Jobs may be classified based on International Standard Industrial classification published by the United Nations.

Jobs may be classified based on National Industrial classification published by Ministry of Statistics.

Advertisements relating to broad fields of occupation, training, apprenticeship, job oriented courses etc. are classified based on Guidance Code Numbers (GCOs) which comprise two components namely interest area and educational level.

10.4.2 Characteristics of a Good Filing System

- 1) It should provide sufficient space for keeping written and printed documents, clippings from newspapers and magazines, posters, pictures, films, tape-recordings, pamphlets, books and anything else that may contain useful occupational information.
- 2) It should provide one and only one designated location for each item to be filed so that there may be no confusion about where to file an item or where to find it.
- 3) It should be easy to use so that all those who use it can find what they want with a minimum of time and effort.
- 4) It should bring together as many as possible of the materials on any one occupation or industry or employer.
- 5) It should bring together related occupations or industries or employers.
- 6) It should provide some means of quickly finding material in books and other publications which describe several different occupations.
- 7) It should be expandable so that it can grow as collection grows.
- 8) It should provide for filing and finding related materials such as the results of follow-up studies and community occupation surveys.
- 9) It should extend its scope by evolving novel methods for collection of occupational information.

10.4.3 International Standard Classification of Occupations (ISCO-08)

The International Standard Classification of Occupations (ISCO-08) is a revision of ISCO – 88. The framework and concepts used in ISCO-08 are essentially the same as those used in ISCO-88. In ISCO-08 the definitions of these concepts were updated and guidelines for the design of the classification were strengthened and clarified. The classification of occupations provided by ISCO-08 serves as a reference for countries developing or revising their national occupational information and classifications.

Conceptual framework

ISCO – 08 is designed on the basis of two main concepts: the concept of *job*, and the concept of *skill*. ISCO -08 has defined these terms as follows.

A *job* is defined as “a set of tasks and duties performed, or meant to be performed, by one person, including for an employer or in self employment”.

Occupation is defined as a “set of jobs whose main tasks and duties are characterized by a high degree of similarity”.

Skill is defined as the ability to carry out the tasks and duties of a given job. ISCO-08, has used two dimensions of skill to arrange occupations into groups. These are *skill level* and *skill specialization*.

Skill level is defined as function of the complexity and range of tasks and duties to be performed in an occupation. Only four broad skill levels are defined in ISCO-08.

Skill specialization is considered in terms of four concepts:

- The field of knowledge required;
- The tools and machinery used;
- The materials worked on or with; and
- The kinds of goods and services produced.

Within each major group, occupations are arranged into unit groups, minor groups and sub-major groups, primarily on the basis of aspects of skill specialization.

Skill level 1

Occupations classified at Skill Level 1 include office cleaners, freight handlers, garden labourers and kitchen assistants.

Skill level 2

Occupations classified at Skill Level 2 include butchers, bus drivers, secretaries, accounts clerks, sewing machinists, dressmakers, shop sales assistants, police officers, hairdressers, building electricians and motor vehicle mechanics.

Skill level 3

Occupations classified at Skill Level 3 include shop managers, medical laboratory technicians, legal secretaries, commercial sales representatives, diagnostic medical radiographers, computer support technicians, and broadcasting and recording technicians.

Skill level 4

Occupations classified at Skill Level 4 include sales and marketing managers, civil engineers, secondary school teachers, medical practitioners, musicians, operating theatre nurses and computer systems analysts.

Table 10.1: Mapping of ISCO-08 major groups to skill levels

ISCO-08 major groups	Skill level
Managers	3+4
Professionals	4
Technicians and Associate Professionals	3
Clerical Support Workers	2
Services and Sales Workers	
Skilled Agricultural, Forestry and Fishery Workers	
Craft and Related Trades Workers	
Plant and Machine Operators, and Assemblers	
Elementary Occupations	1
Armed Forces Occupations	1+2+4

Where formal education and training requirements are used as part of the measurement of the skill level of an occupation, these requirements are defined in terms of ISCED-97.

Table 10.2: Mapping of the four ISCO-08 skill levels to ISCED-97 levels of education

ISCO-08 Skill Level	ISCED-97 groups
4	6 Second stage of tertiary education (leading to an advanced research qualification)
3	5a First stage of tertiary education, 1 st degree (medium duration)
2	5b First stage of tertiary education, (short or medium duration)
	4 Post-secondary non-tertiary education
	3 Upper Secondary level of education
	2 Lower Secondary level of education
1	1 Primary level of education

Classification Structure

ISCO-08 has arranged occupations into one of 436 unit groups. Each unit group is made up of several ‘occupations’ which have similarity in skill level and skill specialization. Unit groups are arranged into minor groups, minor groups into sub-major groups, and sub-major groups into major groups based on skill level and skill specialization.

Table 10.3: Numbers of groups at each level of ISCO-08

Major group	Sub-Major Groups	Minor Groups	Unit Groups
Managers	4	11	31
Professionals	6	27	92
Technicians and Associate Professionals	5	20	84
Clerical Support Workers	4	8	29
Services and Sales Workers	4	13	40
Skilled Agricultural, Forestry and Fishery Workers	3	9	18
Craft and Related Trades Workers	5	14	66
Plant and Machine Operators, and Assemblers	3	14	40
Elementary Occupations	6	11	33
Armed Forces Occupations	3	3	3
Total ISCO-08	43	130	436

Code Scheme

ISCO-08 provides a code number, a title and brief description for each group classified at the four skill levels. The code number for each group is denoted as follows:

- a) Major group - One digit
- b) Sub- major group - two digit (comprising the major group code plus one digit)
- c) Minor group - three digit (comprising the higher level code plus one digit)
- d) Unit group - four digit (comprising the higher level code plus one digit)

Let us take major group 2: professionals as an example from table: 3 to illustrate the code scheme. This major group is divided into six sub-major groups, twenty seven minor groups and 92 unit groups each with a title and description as mentioned earlier.

The following are the six sub-major groups in major group 2 with their code number.

- 21. Science and Engineering Professionals
- 22. Health Professionals
- 23. Teaching Professionals
- 24. Business and Administration Professionals
- 25. Information and Communication Technology Professionals
- 26. Legal, Social and Cultural Professionals

You may have noticed that in the sub-major group, 'Teaching Professionals' is given the code number 23 (2 digit) in which 2 indicates the major group and 3 indicates the serial order in the sub-major group.

The sub-major group is further divided into minor groups (3 digit) and unit groups (4 digit) as given below.

- 23 Teaching professionals
 - 231 University and Higher Education Teachers
 - 2310 University and Higher Education Teachers
 - 232 Vocational Education Teachers
 - 2320 Vocational Education Teachers
 - 233 Secondary Education Teachers
 - 2330 Secondary Education Teachers
 - 234 Primary School and Early Childhood Teachers
 - 2341 Primary School Teachers
 - 2342 Early Childhood Educators
 - 235 Other Teaching Professionals

- 2351 Education Methods Specialists
- 2352 Special Needs Teachers
- 2353 Other Language Teachers
- 2354 Other Music Teachers
- 2355 Other Arts Teachers
- 2356 Information Technology Trainers
- 2357 Teaching professionals Not Elsewhere Classified

This is a comprehensive classification of the sub-major group 23: Teaching Professionals. In this classification you have seen that the sub-major group 23: Teaching Professionals is divided into five minor groups and each minor group is further divided into one or more unit groups. As you can see, there are twelve occupations listed at the four digit level unit groups. Now let us see the description of the tasks of one of the occupations at the unit group level.

Let us take the example of 2330 Secondary Education Teachers.

Unit Group 2330

Secondary Education Teachers

Secondary education teachers teach one or more subjects at secondary education level, excluding subjects intended to prepare students for employment in specific occupational areas.

Tasks include –

- a) designing and modifying curricula and preparing educational courses of study in accordance with curriculum guidelines;
- b) establishing and enforcing rules for behaviour and procedures for maintaining order among students;
- c) preparing and giving lessons, discussions and demonstrations in one or more subjects;
- d) establishing clear objectives for all lessons, units and projects and communicating those objectives to students;
- e) preparing materials and classrooms for class activities;
- f) adapting teaching methods and instructional materials to meet students' varying needs and interests;
- g) observing and evaluating students' performance and behaviour;
- h) preparing, administering and marking test, assignments and examinations to evaluate pupils' progress;
- i) preparing reports about pupils' work and conferring with other teachers and parents;
- j) participating in meetings concerning the school's educational or organizational policies;
- k) planning, organizing and participating in school activities such as excursions sporting events and concerts.

Source: ISCO-08 Vol.1.ILO. pp 11-140.

10.4.4 National Classification of Occupations–2015 (NCO-2015)

National Classification of Occupations – 2015 (NCO-2015) is a revised version of NCO – 2004 in line with ISCO -08 and National Industrial Classification 2008 (NIC 2008). The NCO-2015 is a comprehensive repository of national occupations. The main objectives of updating the NCO 2004 were:

- To create a useful model of the development of National Classifications of Occupations (NCO)
- To make NCO – 2015 compatible to ISCO – 2008 so that it is relevant for international reporting, comparisons, and exchange of statistical and administrative information about occupations.

Design and Structure

In NCO 2015, the skill level of the occupation is defined as follows:

Table 10.4: Skill level and educational requirements – ISCO-08 & NCO -2015

Skill Level	ISCO -08 Educational Requirements	NCO – 2015 Educational Requirements
I	Primary Education	Upto 10 years of formal education and / or informal skills
II	Secondary Education	11-13 years of formal education
III	First University Degree	14-15 years of formal education
IV	Post – Graduate University Degree	More than 15 years of formal education

The NCO 2015 has classified occupations into nine divisions in tune with skill levels as defined in Table 10.4.

Table 11.5: NCO -2015 Division, Title, Skill Level

NCO-2015 Divisions	Title	Skill Level
1	Legislators, Senior Officials, and Managers	Not Defined
2	Professionals	IV
3	Associate Professionals	III
4	Clerks	II
5	Service Workers and Shop & Market Sales Workers	II
6	Skilled Agricultural and Fishery Workers	II
7	Craft and Related Trades Workers	II
8	Plant and Machine Operators and Assemblers	II
9	Elementary Occupations	I

You may have noticed that skill level is not defined for Division 1 comprising of Legislators, Senior Officials, and Managers.

Coding Structure

Based on the ISCO-08 and the factors impacting skill and labour environment in India, the NCO 2015 coding framework was created.

The coding structure of NCO – 2015 is as follows:

Table 10.6: Coding structure NCO – 2015

Coding Structure NCO -2015 Digits	Representation	Corresponding Mapping to ISCO – 2008
The first digit	Division	Major Group
The first two digits	Sub-Division	Sub-Major Group
The first three digits	Group	Minor Group
The first four digits	Family	Unit Group
The first two digits after the decimal	Occupation	
The last two digits after the decimal	QP NOS	

- The first digit of NCO-2015 represents the Division (Major Group in ISCO)
- The first two digits of NCO-2015 represent the Sub-Division (Sub-Major Group in ISCO)
- The first three digits of NCO-2015 represent the Group (Minor Group in ISCO)
- The first four digits of NCO-2015 represent the Family (Unit Group in ISCO)
- A decimal is introduced after the first four digits in order to create a distinction between the Families and individual Occupations.
- The first two digits after the decimal of NCO-2015 represent the different occupations that can be combined under the given Family.
- The last two digits after the decimal of NCO-2015 represent the availability of a QP NOS for the job role (QP means Qualification Pack or sector specific competency framework. NOS means National Occupational Standards)
- The value of the last two digits would depend on two scenarios:
 - i) If QP NOS is available, then the value of the last 2 digits after the decimal will be between 1-99 (arranged sequentially).
 - ii) If QP NOS is unavailable, then the value of the last two digits after decimal will remain 00. Coding structure is illustrated in Table – 7 below.

Table 10.7: Coding Structure

Code : 2330.0100 Job Title: Senior secondary and secondary school teacher, Arts		
2	Division	Professionals
23	Sub-Division	Teaching Professionals
233	Group	Secondary Education Teachers
2330	Family	Secondary Education Teachers
2330.0100	Occupation	Senior secondary and secondary school teacher, Arts

Here, the first digit '2' in the code stands for Division (Professionals), '23' stands for sub-division (Teaching professionals), '233' stands for Group (Secondary Education Teachers), and '2330' denotes Family. Therefore, the occupation code for the job title: Senior Secondary and Secondary School Teacher, Arts is '2330.0100' (8 digits). The first two digits after the decimal in the occupation code represent the different occupations under the same Family. The last two digits (00) after the decimal in the occupation code indicate that QP NOS is not available for the given occupation title (senior secondary and secondary school teacher, Arts).

Occupation codes for other job titles under the same family (2330) are given below:

2330.0200	Senior Secondary and Secondary School Teacher, Science
2330.0300	Senior Secondary and Secondary School Teacher, Commerce
2330.0400	Language Teacher, Senior Secondary and Secondary School
2330.9900	Senior Secondary and Secondary School Teachers, Other

Source: NCO-2015, Vol. 1, PP. 15-65 GOI, www.ncs.gov.in

10.4.5 Industrial Classification

In this section you will study the classification of economic activities by industry. In this category, occupational information is available at the international and national level.

International Standard Industrial Classification (ISIC Rev.4)

The International Standard Industrial Classification of All Economic Activities is published by the Department of Economic and Social Affairs (Statistic Division) of the United Nations.

Structure and Codification

The ISIC Rev. 4 structure consists of 21 'sections' identified by letters A-U, 99 'Divisions' represented by two digits, 990 'Groups' represented by three digits and 9900 'Classes' represented by four digits.

Table 10.8: ISIC Rev. 4 Sections, Divisions, Descriptions

Section	Division	Description
A	01-03	Agriculture, forestry and fishing
B	05-09	Mining and quarrying
C	10-33	Manufacturing
D	35	Electricity, gas, steam and air conditioning supply
E	36-39	Water supply; sewerage, waste management and remediation activities
F	41-43	Construction
G	45-47	Wholesale and retail trade; repair of motor vehicles and motorcycles
H	49-53	Transportation and storage
I	55-56	Accommodation and food service activities
J	58-63	Information and communication
K	64-66	Financial and insurance activities
L	68	Real estate activities
M	69-75	Professional, scientific and technical activities
N	77-82	Administrative and support service activities
O	84	Public administration and defence; compulsory social security
P	85	Education
Q	86-88	Human health and social work activities
R	90-93	Arts, entertainment and recreation
S	94-96	Other service activities
T	97-98	Activities of households as employers; undifferentiated goods- and services-producing activities of households for own use
U	99	Activities of extraterritorial organizations and bodies

As you can see from table -8 , Education comes under 'Division 85' in 'Section P'. Let us examine the detailed structure and coding scheme for the 'Description' Education.

Table 10.9: Section P Education

Division	Group	Class	Description
Division 85			Education
	851	8510	Pre-primary and primary education
	852		Secondary education

		8521	General secondary education
		8522	Technical and vocational secondary education
	853	8530	Higher education
	854		Other education
		8541	Sports and recreation education
		8542	Cultural education
		8549	Other education
	855	8550	Educational support activities

The ‘*Group*’ code is a three digits number. For example, the ‘*Group*’ code for secondary education is 852, the first two digits represent the ‘*Division*’ 85 Education, the third digit represents the hierarchical order in the ‘*Group*’. There are two classes under *Group* 852. General secondary education is represented by the numerical code 8521 and Technical and vocational secondary education is represented by the numerical code 8522. In both cases the fourth digit represents the class in the hierarchical order.

Source: ISIC Rev. 4, pp 11-61. unstats.un.org.

National Industrial Classification 2008 (NIC-2008)

National Industrial Classification 2008 (NIC-2008) is the revised version of NIC-2004 in line with the ISIC Rev. 4. The NIC-2008 provides a basis for the standardized collection, analysis and dissemination of industry wise economic data for India.

Structure and Codification

All the activities are grouped into several “activity groups” or “tabulation categories” in a hierarchical manner. Activities are first grouped into ‘section’ alphabetically coded from A through U, every section is divided into ‘division’ with 2-digit numeric code, every division into ‘group’ with 3-digit numeric code, every group into ‘class’ with 4-digit numeric code and every 4-digit class into 5-digit ‘sub-class’. The structure is illustrated below.

Table 10.10:

Level	Description
Section P	Education
Division 85	Education
Group 852	Secondary Education
Class 8521	General Secondary Education
Sub-Class 85211	General School Education in the first stage of the secondary level (upto Xth standard) without any special subject pre-requisite.

The structure of NIC-2008 is identical to the structure of ISIC Rev. 4 up to 4-digit level ‘*class*’.

Classes were then divided into 5 digit 'sub classes' according to national requirements. NIC-2008 has 21 sections, 88 divisions, 238 groups, 403 classes and 1304 sub-classes.

Source: NIC-2008, pp 9-121. GOI. www.mospi.nic.in

Uses

Having gone through the different types of Occupational Classifications, let us examine the uses of such classifications:

- ISCO and ISIC serve as model for countries developing or revising their national classifications of occupations.
- ISCO and ISIC provide an understanding of occupation/job descriptions and economic activities prevalent at an international level.
- NCO and NIC provide a national picture of occupational classifications and economic activities in alignment with the ISCO and ISIC.
- Employment exchanges use these data for registering employment seekers
- NCO and NIC provide data for international comparison. These data can be used for studying the socio-economic development taking place in the country.
- NCO and NIC are used by the government agencies, industry associations and researchers for administrative, analytical and research purposes.
- Counselors can use the classification of occupations for career counseling.
- Counselors can use the occupation descriptions to make the students aware of the tasks and duties involved in an occupation.
- Counselors can make students aware of the skill level needed for various occupations.

10.4.6 Guidance Code Number

Guidance code numbers are allotted to broad categories of occupations. Training, apprenticeship and admission notifications are advertised, based on two-factors, namely – interest area followed by educational level.

In the guidance code number, first interest area code is written, followed by the educational level code. These codes are used in the case of educated freshers and these are not used in the case of occupationally set or semi skilled categories of students or unemployed youth.

The following educational levels are assigned code numbers indicated against them.

Post-Graduate – 1

Graduate – 2

PUC/+2 – 3

Matric – 4

Middle – 5

Others – 6

The following codes are allotted to interest areas.

Interest Area	Code
Technical	0
Health	1
Scientific	2
Welfare	3
Teaching	4
Clerical	5
Business Contact	6
Manual	7
Literary	8
Artistic	9
Protective	10

For e.g. 'X' showing interest in the area of teaching and is a graduate is assigned Guidance Code Number 4.2.

'Y' showing interest in the area of Business Contact and is a matriculate is assigned Guidance Code Number 6.4.

The assignment of Guidance Code Number to educated fresher's is done with a view to prepare a comprehensive programme from the view point of providing systematic occupational information.

Check Your Progress

Notes: a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the block.

3) Fill in the blanks with at least two suitable answers.

i) Jobs may be classified according to the activities such as

.....

ii) Jobs may be classified according to function such as

.....

iii) Jobs may be classified according to the product which they produce such as

.....

iv) Jobs may be classified according to school subjects such as

.....

10.5 UPDATING OCCUPATIONAL INFORMATION

To keep pace with current trends it is desirable to update the already collected information and collect latest information. You have to maintain a master copy at your level wherein you effect changes in the same as and when you notice change in the information either by way of collecting information from individuals, institutions, associations, industries, employers or by way of collecting from publications of different kinds including mass media like Newspapers, Magazines, Radio, TV, etc.

Obsolete occupational information should be weeded out by conducting reviews periodically and your master copy should be updated to provide latest information.

With the world wide web/internet available today, you can gather information from any part of the country or the world at the click of a mouse. Another important highlight that would emerge out of this is the need for professionals to develop software in this regard . You need to develop yourself professionally in taking up this challenge.

Activities

- 1) Collect 15 wanted advertisements from newspapers and attempt to prepare a note in the context of updating available information.
- 2) Collect, compile and update any kind of data related to occupational information from the world wide web.

10.6 DISSEMINATION OF OCCUPATIONAL INFORMATION

You are now aware of the strategies that are involved in collection, compilation and updating of occupational information. The modalities involved in dissemination of occupational information are given in the following sections.

10.6.1 Tools

Occupational information is collected and updated using the following as tools:

- a) Career Fiction
- b) Biography
- c) Occupational monographs
- d) Occupational Brief
- e) Occupational Abstract
- f) Occupational Guide
- g) Job Series
- h) Business and Industrial Descriptive Literature
- i) Occupational and Industrial Descriptive Literature
- j) Recruitment Literature
- k) Posters

- l) Charts
- m) Article of Reprint
- n) Community Surveys, Economic Report or Job Analysis
- o) Audio Visual Aids
- p) Computer

10.6.2 Methods

You may employ any of the following methods to disseminate occupational information.

- 1) Delivering class talk, career talk, address by Non-Governmental Organizations, Parent Teacher Associations, Teachers Associations and similar gatherings.
- 2) Display of career literature of different kinds for the benefit of students, unemployed youth, non-governmental organizations, employer's associations, parents and community members at large.
- 3) Screening career films on need based topics for the benefit of different target groups.
- 4) Arranging discussions so as to interact with different target groups in the context of placing world of work before them.
- 5) Conducting Mock Interviews in order to prepare candidates either for admission to specialized courses or for entry into different occupations.

10.6.3 Activities

You may conduct the following activities in order to disseminate occupational information which you have studied in the unit titled: Group Guidance.

- i) **Class talk:** A talk-addressed to students in school/colleges/universities intending to apprise them about 'Planning'.
- ii) **Career talk:** A talk intended to place world of work before a group of students in schools/colleges/universities or unemployed youth in employment exchanges. These talks should be need-based and target oriented.
- iii) **Career Conference:** This is generally intended for students pursuing their studies in classes like X, XII, Final Year Graduation or Final Year Post Graduation.
- iv) **Career Exhibition:** This involves display of career literature for the benefit of students pursuing their studies in High School/Colleges/University.
- v) **Career Film Show:** You may screen films relating to different career so as to place before a group of students/unemployed youth realities prevailing in a particular occupation or group of occupations.

There are a good number of video films on variety of topics in the context of occupational information which are precise and at the same time provide comprehensive information.

- vi) **Career Visit:** You may arrange visits to nearby industrial establishments for a group of students to enable them to access information of variety of occupation, making them observe while employees are on their jobs and at the end seek clarifications from the authorities concerned. You should carefully plan and monitor the entire range of activities starting from student leaving the school for visit till such time they return home safely.

10.6.4 Emerging Trends

You should equip yourself with the strategies which have emerged in the recent past and which would help you to keep pace with current trends

Some of the strategies are listed below and explained briefly:

- a) Screening of career oriented film, to inform the target groups.
- b) Organization of career fairs where, apart from display of career literature, experts are available to clarify doubts on the part of those who participate in the fairs.

Of late these fairs have gained immense importance in view of their relevance to the present day context. They are attracting the attention of different strata of society. Many Corporate Houses are coming forward to sponsor such fairs.

- c) Conducting Rozgar Bazar/Rozgar Mela implies arranging face-to-face meet between employers and potential employment seekers to provide opportunity to clarify each other's point in arriving at consensus about the extent of suitability or otherwise on the part of employment seekers.
- d) Organization of Entrepreneurial Awareness Campus in order to apprise the potential employment seekers about the existing realities prevailing in the wage-paid labour market and to enable them to have exposure to avenues available in launching their own enterprises in terms of Governmental Schemes, Financial assistance available, Traits that are required to take up self-employment, Managerial inputs that are required and so on.

Check Your Progress

Notes: a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the block.

- 4) List any four activities that are conducted to disseminate occupational information

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10.7 EVALUATION OF OCCUPATIONAL INFORMATION MATERIAL

Evaluation of occupational information material is a continuous process and you should undertake the same periodically so as to improve upon the quality of the material.

This can be done by raising relevant issues in terms of When? Where? Who? Why? and How? which have direct bearing upon copy-right date of book/material, geographical limitation, quality of authorship, purpose and modus operandi of collection and presentation of factual information respectively.

The following criteria may be kept in mind while evaluating occupational literature:

Criteria

Occupational literature can be evaluated in terms of the comprehensiveness of the content, presentation of textual and tabular material and availability of the latest data in tune with the international and national level data. Tabular and graphic materials should be accompanied by a well integrated discussion. Tabular material should be set up-in proper form.

Text or footnotes should indicate the source of quoted or paraphrased material. Transition between parts of the text should make clear interpretations. Occupations should be presented in their social and economic setting.

Methods Used for Collecting Data

You have to evaluate in terms of what organization, group or individual sponsored it. Indication of data when material was gathered, bear evidence of methods used in gathering the data, bear evidence to prove findings are validated and tryout with consumers or target groups.

Style and Format

You should see that data of publication is always given and style should be clear, concise and interesting but not too verbose.

Format should be pleasing, attractive and typography reader friendly. A table of contents, index and bibliography should invariably find a place in the publication. Provision for revision should be made when original publication is issued.

10.8 MOBILISING RESOURCES FOR SETTING UP OCCUPATIONAL INFORMATION SERVICE PROGRAMME

The resources that are required to organize occupational information service can be broadly classified under three categories namely manpower, material and money.

- 1) **Manpower:** Apart from harnessing your potentialities as vital manpower resource, you need to mobilize other appropriate individuals and institutions

as manpower resources. Community members should be harnessed as resources for conducting different activities under occupational information service programme. Trained guidance personnel, teachers, community members specialized in different areas can also be utilized in the conduct of various activities of occupational information service.

- 2) **Material:** To set up occupational information service programme, lot of materials are required in the form of publications like Newspapers, Magazines, Periodicals, Journals, Annual Reports, Video Films, Audio Tapes, Television, Video Cassette Recorder, Tape Recorder, Projector, Computers etc. These materials have to be mobilized for effective dissemination of information.
- 3) **Money:** This is a crucial input for the effective conduct of various activities in the context of any endeavour and more so in the case of occupational information service programme. In order to mobilize this input you need to bring about awareness among all those who are in a position to make contributions financially. Apart from this you need to make them appreciate the importance of the activities in the context of their own professional development so that the programme becomes need based and sustainable.

Community members with philanthropic mind and non-governmental organizations can come to your rescue in a big way as far as mobilizing of this input is concerned.

Target groups like student, youth, parents, teacher, teacher-educators, social workers can be involved in the process of generation of this input.

Publicity measures through Mass Media have to be initiated so that financial, material and manpower contributors on one hand and different target groups on the other hand would effectively involve in the endeavour of development of well articulated occupational information service programme.

10.9 LET US SUM UP

Informational need occupies a significant place in the hierarchy of needs. There are four phases involved in occupational information service namely collection, compilation, updating and dissemination.

Collection of occupational information involves approaching sources such as personal contacts, writing letters, telephonic contacts, etc.

There are two kinds of sources:

- 1) Primary Sources - Employer, Employee and Government that regulates
- 2) Secondary Sources- Publications in different forms.

Compilation of occupational information involves systematic filling of information based on activities, functions, products, employers, expressed interest patterns, measured interest patterns, school subjects, occupations, etc.

Updating of occupational information implies weeding out obsolete information and effecting changes as and when change results in information in a designated

document called master copy which is required to be maintained by every guidance personnel so as to provide current information to those who seek latest information.

Dissemination of occupational information to different target groups like students, parents, unemployed youth and community members is organized in the form of Class-talk, Career-talk, Career Exhibition, Career Film show, Career Fair, Rozgar Mela, Rozgar Bazar, Career Visit, Radio Broadcast, TV Telecast, contributing articles in Newspapers, Magazines, Journals, and Periodicals. Schools, Colleges, Universities, Non-Governmental Organizations and Community Centres have to be harnessed as resources so as to reach the target groups.

Mobilising resources of both internal and external kinds have to be carried out in a systematic and planned manner and it should be converted into a sort of movement to the extent that resources get generated, organized and channelized in the form of Human Resource Development. This is possibly achieved by harnessing human, financial and material resources and deriving strategies for the management of the same with governmental and non-governmental support, resulting out of development of forward and backward linkages among guidance personnel and schools, colleges, universities, non-governmental organizations and community centres and community at large.

10.10 UNIT - END EXERCISES

- 1) Visit a library in your locality/school/place of work and collect information on various sources of occupational information. Prepare a report.
- 2) Explain with the help of illustration any two methods of classification of occupational information with relevant examples taken from a school or library situation?
- 3) Observe a number of advertisements concerning occupational information and also study the methods of updating occupational information. Discuss in brief the method you would like to follow in these situations.
- 4) Visit a nearby Employment Exchange. Discuss with the employment officer about various vocational guidance activities that he/she conducts for dissemination of occupational information and prepare a report.
- 5) Collect two Employment News issues, one the current and the other a year old. Analyse both the issues in tune with principles of evaluating occupational information materials.