

CEMCA

# Academic and Career Skills (Self-Assessment) Instrument (ACSI) Manual







# **Academic and Career Skills (Self-Assessment) Instrument (ACSI) Manual**

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The Academic and Career Skills (Self-Assessment) Instrument (ACSI) Manual is an innovative tool developed to help students in Classes VIII and X make informed decisions about their academic and career paths. Created by COL-CEMCA in response to a request from the Central Board of Secondary Education (CBSE), ACSI aligns with the National Education Policy 2020.

We invite you to share your valuable insights on this tool, which maps students' interests and aptitudes to potential careers and CBSE's course offerings. It would help in reducing dissatisfaction and dropout rates among students by aligning academic and career choices with their unique strengths and aspirations. Since this tool has considerable scope for improvement, we would greatly appreciate your feedback. We look forward to hearing from you.

Please send your comments to [admin@cemca.org](mailto:admin@cemca.org).

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<https://www.cemca.org>

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## List of Abbreviations

ACSI	Academic and Career Skills (Self-Assessment) Instrument
CAD	Computer-aided Design
CBSE	Central Board of Secondary Education
CEMCA	Commonwealth Educational Media Centre for Asia
COL	Commonwealth of Learning
DOB	Date of Birth
DTP	Desk-top Publishing
IQ	Intelligence Quotient
IT	Information Technology
MI	Multiple Intelligence
NEP 2020	National Education Policy 2020
RIASEC	Realistic, Investigative, Artistic, Social, Enterprising, and Conventional
STEM	Science, Technology, Engineering and Mathematics

# Preface

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It gives me immense pleasure to introduce the Academic and Career Skills (Self-Assessment) Instrument (ACSI), an innovative tool designed to empower students in Classes VIII and X to make informed decisions about their academic and career paths. Recognising the diverse talents and potential of students across India, this instrument has been meticulously developed to align with the transformative vision of the National Education Policy 2020.

This effort of Commonwealth Educational Media Centre for Asia (CEMCA), the Asian Regional Centre of Commonwealth of Learning (COL), is in response to the request made by the Central Board of Secondary Education (CBSE) last year, suggesting COL-CEMCA to develop the instrument.

ASCI is a simple to complete a questionnaire for students attending Class VIII and X who will be able to, upon completing the form, discover their stronghold in personality, interest and aptitude in life. The students will also be able to gain a basic understanding of their current competences in soft skills and life skills as well as their inclination towards self-management skills, creating thinking, leadership qualities and collaborative spirit apart from the ethos of environmental care and social work. ASCI also suggests possible occupation matches for students who complete the questionnaire by identifying those occupations that best match their interest and aptitude, and these are mapped to CBSE's course offerings.

Further, ACSI offers a culturally relevant, comprehensive profiling that enables students align their academic and career choices with their unique strengths and aspirations, reducing the likelihood of dissatisfaction and dropping out from schools. Backed by robust theoretical background, it will play a crucial role in guiding students toward fulfilling and successful futures. My heartfelt thanks to all the educators, experts, and students who contributed to the development of this invaluable resource.

**Dr. B. Shadrach**

Director

Commonwealth Educational Media Centre for Asia

# Academic and Career Skills (Self-Assessment) Instrument (ACSI)

## 1. Introduction

The development of the Academic and Career Skills (Self-Assessment) Instrument (ACSI) stems from a collaborative initiative between the Central Board of Secondary Education (CBSE) and the Commonwealth Educational Media Centre for Asia (CEMCA). Recognising a critical gap in the availability of career and academic assessment tools for students in government schools in India, CBSE approached CEMCA with the idea to develop a comprehensive profiler. In India, students often face significant peer pressure when choosing their career paths, and vocational education subjects are frequently neglected or considered less important than traditional academic streams.

To address these issues and create an instrument tailored to the specific needs of Indian students, CEMCA conducted a scoping study\* of skills assessment tools used for vocational education and training in various countries. This study highlighted a notable lack of affordable and reliable self-assessment instruments in India.

The study highlights a tool, "... used by PSS Central Institute of Vocational Education Bhopal is worth mentioning. The skill profiling tool is called Vocational Interest Inventory which is based on Holland's (1997)\*\* widely used RIASEC model. Once the test is completed online, scores and report are presented to the user which can be used by teachers, parents and counsellors. Currently, these tests are available for Grades 8 and 10. As the test has been used in vocational education in India and was developed by NCERT, it makes sense to adapt the tool for all schools in India."

Based on the recommendations of the study, the concept of developing the ACSI was conceived. The

instrument aims to provide personalised academic and career guidance, helping students make informed decisions that align with their individual traits, interests, skills, and values.

The ACSI addresses the critical need to help individuals understand how well different academic streams or careers align with their personality, needs, values, and goals. Such assessments employ a series of questions to guide students in discovering which academic streams or jobs best suit their individual traits and aspirations. The ACSI covers four domains: Personality, Interest, Skills, and Values, incorporating Indian ethos and values to make it suitable for use in India. The development of the instrument is based on relevant literature, including concepts like Multiple Intelligence, Emotional Intelligence, and 21<sup>st</sup> century career skills, such as Holland's Codes and Strong's Interest Inventory. A systematic approach has been employed in identifying relevant statements, and the assessment has been tested for its effectiveness.

By evaluating students across eight dimensions— leadership, creativity, practical skills, social skills, organisational abilities, entrepreneurial skills, scientific thinking, and sustainability advocacy— the ACSI provides a holistic view of their capabilities and potential. This detailed profiling helps students align their academic and career choices with their unique strengths and aspirations, reducing the likelihood of dissatisfaction and dropping out from schools.

Moreover, the ACSI is designed to be scalable and accessible, also available online free of cost making it widely available to students across India. This approach not only enhances the reach and impact of the ACSI but also supports educators, parents

\*Shrestha, Prithvi N. (2023). A scoping study of skills assessment tools for vocational education and training in different countries.

\*\*Holland, J.L. (1997), *Making Vocational Choices. A Theory of Vocational Personalities and Work Environments*, 3rd ed.; Psychological Assessment Resources: Odessa, FL, USA.



and career counsellors in guiding children more effectively. The online instrument can be accessed at <https://profiler.cemca.org/>.

## 2. Rationale

Students in India have unique combinations of traits, interests, skills, and values, but traditional education often fails to cater to these individual differences. There is a lack of culturally relevant assessment tools designed for Indian students, and most of the children face financial barriers and peer pressure in accessing quality career guidance. The ACSI fills these gaps by providing a free of cost, culturally relevant instrument aligned with the National Education Policy 2020. It helps students make informed decisions after completing Class VIII and Class X. This approach supports that children should be encouraged to make their own choices based on their unique interests and personalities, rather than succumbing to external pressures.

## 3. Development of the ACSI

The development of the Academic and Career Skills (Self-Assessment) Instrument (ACSI) followed a rigorous process to design a culturally specific and scientific tool for evaluating students' academic and career preferences. It began with theoretical exploration, incorporating principles from Holland's and Multiple Intelligence theories. Recognising the need for cultural relevance in the Indian context, two additional dimensions—Leadership and Sustainability Advocates—were added alongside the existing six dimensions. Operational definitions and adjectives to describe each dimension were finalised in Profiler Version 1.

Subsequent stages involved evaluation by five psychologists and experts to ensure inter-judge reliability, inter-judge validity and face validity, with only descriptors achieving unanimous consensus retained for Profiler version 2. Pilot testing among a small group of students informed improvements, leading to version 3 of the profiler based on feedback from both students and their teachers.

Feedback from CBSE informed further refinements to form Profiler Version 4 which was also tested for reliability and validity. Based on the submissions

of the five Judges, Profiler Version 5 was created. Subsequent pilot study across four schools involving 535 students from both Class VIII and X was conducted. The process culminated in Profiler Version 6, featuring simplified statements and precise descriptors, which underwent final reliability and validation by judges.

The ACSI now stands validated for both individual and school group-level analysis, offering insights into dominant dimensions and recommending suitable career, academic, and vocational pathways tailored to each student's unique profile. This structured approach aims to empower students with informed decision-making tools and supports teachers and parents in providing personalised guidance, aligning educational paths with individual strengths and aspirations.

## 4. Theoretical Foundation

The Academic and Career Skills (Self-Assessment) Instrument (ACSI) is an innovative tool designed to support students in Classes VIII and X in making informed decisions about their academic and career paths. Developed by CEMCA and piloted in schools under the Central Board of Secondary Education (CBSE), the ACSI aligns with the transformative vision of the National Education Policy 2020 (NEP 2020). This policy emphasises the development of skills, knowledge, and values to cultivate global citizens who are deeply connected to their rights, duties, and nation. One of the expected outcomes of NEP 2020 is that 'every child will come out of school adept in at least one skill'.

A skill is the learned ability to perform an action with determined results with good execution, often within a given amount of time, energy, or both. The definition of a skill is a talent or ability that comes from training or practice. Skills, therefore, are acquired or learned, as opposed to abilities, which are often thought of as innate.

The ACSI has been developed keeping in mind the need for personalised academic and career guidance tailored to Indian context, where students have diverse skills and interests. It is grounded in robust theoretical foundations that ensure its effectiveness and relevance.

## The Instrument is based on two concepts:

1. Multiple Intelligence/Emotional Intelligence
2. 21<sup>st</sup> Century Career Skills including Holland Codes and Strong Interest Inventory

### 4.1 Multiple Intelligences

The standard psychological view of intellect states that there is a single intelligence, adequately measured by Intelligence Quotient (IQ) or other short answer tests. Multiple intelligences (MI) theory, on the other hand, claims on the basis of evidence from multiple sources that human beings have a number of relatively discrete intellectual capacities.

According to MI Theory, identifying each student's intelligence has strong ramifications in the classroom. If a child's intelligence can be identified, then teachers can accommodate different children more successfully according to their orientation to learning. Teachers in traditional classrooms primarily teach verbal/linguistic and mathematical/logical intelligences.

Following are the nine intelligences of MI Theory

- i. **Verbal-Linguistic Intelligence:** Well-developed verbal skills and sensitivity to the sounds, meanings and rhythms of words.
- ii. **Mathematical-Logical Intelligence:** Ability to think conceptually and abstractly, and capacity to discern logical or numerical patterns.
- iii. **Musical Intelligence:** Ability to produce and appreciate rhythm, pitch and timber.
- iv. **Visual-Spatial Intelligence:** Capacity to think in images and pictures, to visualize accurately and abstractly.
- v. **Bodily-Kinaesthetic Intelligence:** Ability to control one's body movements and to handle objects skilfully.
- vi. **Interpersonal Intelligence:** Capacity to detect and respond appropriately to the moods, motivations, and desires of others.

- vii. **Intrapersonal Intelligence:** Capacity to be self-aware and in tune with inner feelings, values, beliefs and thinking processes.
- viii. **Naturalist Intelligence:** Ability to recognize and categorize plants, animals and other objects in nature
- ix. **Existential Intelligence:** Sensitivity and capacity to tackle deep questions about human existence, such as the meaning of life, why do we die, and how did we get here.

### 4.2 Holland Codes and The Strong Interest Inventory

The term Holland Code, Holland Codes and abbreviation RIASEC refer to John Holland's six personality types: Realistic (R), Investigative (I), Artistic (A), Social (S), Enterprising (E) and Conventional (C). According to Holland's Theory of Career Choice, choosing work or an education program environment that matches, or is similar to your personality, will most likely lead to success and satisfaction.

The Strong Interest Inventory® (Strong) assessment looks at six broad categories of occupations, or themes: realistic, investigative, artistic, social, enterprising and conventional (RIASEC). It identifies where a person's interests lie. It then uses information about the person's personality and work style, plus empirical data, to find over 100 suitable roles. The roles are ranked to show the 10 most compatible.

We have incorporated John Holland's theory of the six personality types (RIASEC) in the instrument along with Multiple Intelligence. Recognising the need for cultural relevance in the Indian context, two additional dimensions—Leadership and Sustainability Advocates—were added alongside the existing six dimensions. The Academic and Career Skills Assessment Instrument is intended to provide us with an insight into the present level of skills for the individual student across the eight dimensions, with the intent to identify potential opportunity to further develop the skills of the student.

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\*Holland, J.L. (1997), Making Vocational Choices. A Theory of Vocational Personalities and Work Environments, 3rd ed.; Psychological Assessment Resources: Odessa, FL, USA.

Following are the eight dimensions considered for the Instrument:

S. No.	Name of the Dimension
I	“The Leaders”, Netritva
II	“The Creators”, Kalaatmak & Rachnaatmak
III	“The Doers”, Vastavikta Vaadi
IV	“The Helpers”, Saamaajik
V	“The Organizers”, Paaramparik
VI	“The Persuaders”, Udyamee
VII	“The Scientific Thinkers”, Khoji
VIII	“Sustainability Advocates”, Prakratik

The inclusion of these dimensions ensures that the instrument captures the multifaceted nature of students’ abilities and interests, offering a holistic view that aligns with the varied demands of India’s educational and career landscape. This careful

selection process ensures that the ACSI effectively guides students in identifying their strengths and making informed decisions about their academic and career paths.



### 4.3 Description of the Eight Dimensions

<p><b>“The Leaders”</b> <b>Netritva</b></p>	<p>[LEADERSHIP]</p>	<p><b>“The Doers”</b> <b>Vastavikta Vaadi</b></p>	<p>[REALISTIC]</p>
<p>Leadership involves leading others, organizing, directing and motivating their efforts towards achieving certain group or organizational goals. Leadership is choosing, preparing and influencing persons of diverse talents, skills and capabilities and also fostering self-efficacy, hope, optimism and resilience. They are known for their ability to apply knowledge and skills for positive results, attain their goals by capitalizing on their strengths and overcoming weaknesses or compensating for them. They are also known for their ability to come up with ideas and then use the necessary analytical ability to judge whether they are good ideas even if it means going against the crowd.</p>		<p>Realistic people are generally interested in mechanical, construction, and repair activities; nature and the outdoors; providing public safety; and adventurous, physical activities. They often like working with tools, machines, and equipment, which could include computer and computer networks. They prefer working with things rather than people and sometimes animals. They are interested in action rather than thought and prefer concrete problems to ambiguous, abstract ones. They like working mainly with their hands making, fixing, assembling or building things, using and operating equipment, tools or machines.</p>	
<p><b>“The Creators”</b> <b>Kalaatmak &amp; Rachnaatmak</b></p>	<p>[ARTISTIC]</p>	<p><b>“The Helpers”</b> <b>Saamaajik</b></p>	<p>[SOCIAL]</p>
<p>Artistic people are generally interested in visual art, performing arts, culinary arts and writing. This is not to say that they necessarily have artistic talents, but they certainly have a strong appreciation of the arts. Some like observing the arts and others participating in them, and frequently express their artistic interests through leisure activities as well as work. They are interested in aesthetics and self-expression. They like using words, art, music or drama to express themselves, communicate or perform or they like to create or design things.</p>		<p>Social people are generally interested in helping other people. They enjoy working in groups, sharing responsibilities, and communicating with others. They like to solve problems through discussions of feelings and through interactions with others. They like working with people to teach, train, inform, help, treat, heal, cure, serve and greet. They are concerned for others’ well-being and welfare.</p>	

**“The Organizers”  
Paaramparik**

[CONVENTIONAL]

Conventional people are generally interested in activities that require attention to organization, data systems, detail and accuracy. They work well in large organizations and like to use information to solve problems efficiently. They like working indoors and at tasks that involve organising and being accurate, following procedures, working with data or numbers, planning work and events.

**“The Scientific Thinkers” Khoji**

[INVESTIGATIVE]

Investigative people are often interested in activities related to science and math. They like gathering information, uncovering new facts or theories, and analysing and interpreting data. They enjoy knowing things that other people might not know. They are scientific and inquiring, and enjoy ambiguous, abstract problems. They like to discover and research ideas, observe, investigate and experiment, ask questions and solve questions.

**“The Persuaders”  
Udyamee**

[ENTERPRISING]

Enterprising people are usually interested in persuading and leading. They seek positions of leadership, power and status. They enjoy working with other people and leading them towards organizational goals and economic success. They like meeting people, leading, talking to and influencing others, encouraging others, working in business.

**“Sustainability Advocates”  
Prakratik**

[NATURALISTIC]

It is the ability to identify, classify and manipulate elements of the environment, object, animals or plants. It is being nature smart. It is the ability to discern, comprehend and appreciate the various flora and fauna of the world of nature as opposed to the world of things created by human beings. They engage in activities that allow them to have a physical connection with nature. They have sharp observational skills and are empathetic and seek to understand the interconnected elements in nature that allow humans, animals and plants to thrive. They believe in the conservation of the natural world.

These dimensions reflect the diverse skills and traits essential for students' holistic development in India, considering the country's unique cultural, social, and economic landscape. Students complete the instrument by ticking applicable statements, with each tick contributing to their score in each section. The highest scoring dimension is identified as the primary dimension, followed by secondary and tertiary dimensions. Interpreting the results involves identifying

primary, secondary, and tertiary dimensions, which provide nuanced insights into each student's dominant characteristics. These insights are then mapped to suggestive career domains, academic streams, and vocational pathways, offering personalized recommendations that align with their inherent abilities and interests. This tailored guidance helps students make informed decisions, ensuring their educational and career choices resonate with their individual profiles.

\*The Holland/Multiple Intelligence equivalent is mentioned in parentheses [].

## 5. ACSI for Class VIII

### Instructions

The following are statements/sentences. These help you to understand yourself better and help you to decide as to which academic and career stream is right for you, based on how you respond to the asked statements/sentences.

From the lists of statements/sentences, you must tick the ones that apply to you. Tick all that you feel apply to you or are the closest to how you would describe yourself/or how you would behave/act. You can tick as many as you want. There are no right or wrong answers. Typically, it takes about twenty to twenty-five minutes to answer all the questions. There is no time limit or negative marking. This Instrument will not be used for making judgements about you.

### Section I

S. No.	Statement	
1.	You can control or supervise people.	<input type="checkbox"/>
2.	You are someone people come to for guidance or advice.	<input type="checkbox"/>
3.	You cooperate or work well with people.	<input type="checkbox"/>
4.	You are able to make friends easily.	<input type="checkbox"/>
5.	You want to be known as an achiever.	<input type="checkbox"/>
6.	You want to be known as somebody with many success awards.	<input type="checkbox"/>
7.	You would like to make an impact in society.	<input type="checkbox"/>
8.	You prefer work that challenges you to give your best.	<input type="checkbox"/>
9.	You like work that needs thinking or problem solving.	<input type="checkbox"/>
10.	You would like to have the control or freedom to make your own decisions.	<input type="checkbox"/>

### Section II

S. No.	Statement	
1.	You think or do things differently.	<input type="checkbox"/>
2.	You are good at creative things.	<input type="checkbox"/>
3.	You like to sing, act or dance.	<input type="checkbox"/>
4.	You are or want to be a YouTuber/create reels/take pictures.	<input type="checkbox"/>
5.	You like to attend concerts, theater, art exhibits, book festivals or literature festivals.	<input type="checkbox"/>
6.	You like to express through art, music, writing or cooking.	<input type="checkbox"/>
7.	You like to take photographs or videos or reels.	<input type="checkbox"/>
8.	You like your work to be artistic or creative.	<input type="checkbox"/>
9.	You like to express your feelings.	<input type="checkbox"/>
10.	You like to do unplanned things.	<input type="checkbox"/>

### Section III

S. No.	Statement	
1.	You are well organized or orderly.	<input type="checkbox"/>
2.	You can fix electrical or mechanical things.	<input type="checkbox"/>
3.	You can handle difficult situations.	<input type="checkbox"/>
4.	You enjoy making or repairing things.	<input type="checkbox"/>
5.	You like to be physically active.	<input type="checkbox"/>
6.	You like to work on electronics or mechanical things or computers.	<input type="checkbox"/>
7.	You like to work outdoors.	<input type="checkbox"/>
8.	You feel that to give your best, there should be clear processes.	<input type="checkbox"/>
9.	You feel that you give your best when you work on making things.	<input type="checkbox"/>
10.	You feel that you give your best when you are focused on the result.	<input type="checkbox"/>

## Section IV

S. No.	Statement	
1.	You are the person people come to for support.	<input type="checkbox"/>
2.	You are good at forming relationships.	<input type="checkbox"/>
3.	You enjoy planning or supervising things for others.	<input type="checkbox"/>
4.	You like to teach things to others.	<input type="checkbox"/>
5.	You encourage or support others to do well.	<input type="checkbox"/>
6.	You value chances to help others.	<input type="checkbox"/>
7.	You like to help or donate to needy people.	<input type="checkbox"/>
8.	You are happy working with people.	<input type="checkbox"/>
9.	You do social work with no expectations.	<input type="checkbox"/>
10.	You enjoy playing team sports.	<input type="checkbox"/>

## Section V

S. No.	Statement	
1.	You prefer to do things that you are sure of.	<input type="checkbox"/>
2.	You like to record or write a diary.	<input type="checkbox"/>
3.	You are an organized person.	<input type="checkbox"/>
4.	You follow rules or regulations.	<input type="checkbox"/>
5.	You enjoy collecting things.	<input type="checkbox"/>
6.	You follow instructions given to you.	<input type="checkbox"/>
7.	You like to work with numbers or data.	<input type="checkbox"/>
8.	You prefer your work to be well explained.	<input type="checkbox"/>
9.	You like work where you know what will happen in advance.	<input type="checkbox"/>
10.	You like things or work done in a definite way	<input type="checkbox"/>

## Section VI

S. No.	Statement	
1.	You are good at finding solutions to problems.	<input type="checkbox"/>
2.	You can convince people to do things your way.	<input type="checkbox"/>
3.	You are good at leading people.	<input type="checkbox"/>
4.	You are good at selling things or promoting ideas.	<input type="checkbox"/>
5.	You like to have power or status.	<input type="checkbox"/>
6.	You like to make decisions for others.	<input type="checkbox"/>
7.	You like to win awards.	<input type="checkbox"/>
8.	You give importance to the work that brings money.	<input type="checkbox"/>
9.	You enjoy competing with others.	<input type="checkbox"/>
10.	You are very good with jugaad.	<input type="checkbox"/>

## Section VII

S. No.	Statement	
1.	You ask many questions before you believe anything.	<input type="checkbox"/>
2.	You like to examine things in detail.	<input type="checkbox"/>
3.	You like solving complex problems.	<input type="checkbox"/>
4.	You like to clarify or fully understand formulas or quiz questions.	<input type="checkbox"/>
5.	You feel that people describe you as a thinker.	<input type="checkbox"/>
6.	You like to read or watch stories of science fiction.	<input type="checkbox"/>
7.	You prefer to work by yourself.	<input type="checkbox"/>
8.	You like to seek/discover new things.	<input type="checkbox"/>
9.	You like to work on scientific things.	<input type="checkbox"/>
10.	You prefer to focus on results or targets.	<input type="checkbox"/>

## Section VIII

S. No.	Statement	
1.	You take action to protect the environment or to reduce pollution.	<input type="checkbox"/>
2.	You are someone who wants to or is working for the protection of wildlife.	<input type="checkbox"/>
3.	You notice changes in the climate or surroundings.	<input type="checkbox"/>
4.	You like to understand how things work in the universe.	<input type="checkbox"/>
5.	You believe in the importance of saving all living beings including plants and animals.	<input type="checkbox"/>
6.	You like outdoor activities like climbing mountains or gardening.	<input type="checkbox"/>
7.	You enjoy television shows related to nature.	<input type="checkbox"/>
8.	You work best when you are close to natural surroundings.	<input type="checkbox"/>
9.	You try to save, recycle, repair and reduce waste.	<input type="checkbox"/>
10.	You recognize similarities, differences and changes in the environment better than others.	<input type="checkbox"/>

<b>Full Name</b>	
<b>Class &amp; Section</b>	
<b>Age &amp; DOB</b>	
<b>Gender</b>	
<b>Name of School</b>	

Dimension	Leaders	Creators	Doers	Helpers	Organizers	Persuaders	Scientific Thinkers	Sustainability Advocates
	I	II	III	IV	V	VI	VII	VIII
Score								



## 6. ACSI for Class X

### Instructions

The following are statements/sentences. These help you to understand yourself better and help you to decide as to which academic and career stream is right for you based on how you respond to the asked statements/sentences.

From the lists of statements/sentences, you must tick the ones that apply to you. Tick all that you feel apply to you or are the closest to how you would describe yourself/or how you would behave/act. You can tick as many as you want. There are no right or wrong answers. Typically, it takes about twenty to twenty-five minutes to answer all the questions. There is no time limit or negative marking. This Instrument will not be used for making judgements about you.

### Section I

S. No.	Statement	
1.	You feel responsible for others.	<input type="checkbox"/>
2.	You care for the good of others.	<input type="checkbox"/>
3.	You want to have your own business.	<input type="checkbox"/>
4.	You believe that all people are equal.	<input type="checkbox"/>
5.	You are goal oriented.	<input type="checkbox"/>
6.	You are honest even when it can get you into trouble.	<input type="checkbox"/>
7.	You are able to encourage people.	<input type="checkbox"/>
8.	You are a passionate person.	<input type="checkbox"/>
9.	You are problem solver of your group.	<input type="checkbox"/>
10.	You are considered a responsible person by your parents.	<input type="checkbox"/>
11.	You feel that you are self-confident.	<input type="checkbox"/>
12.	You are self-disciplined and do not need anyone to tell you.	<input type="checkbox"/>
13.	You want to be successful in whatever you do.	<input type="checkbox"/>
14.	You can get people to work together in teams.	<input type="checkbox"/>
15.	You like or would like activity/hobby where competition is important like football, cricket, debating or participating in competitions.	<input type="checkbox"/>

## Section II

S. No.	Statement	
1.	You value beauty and art.	<input type="checkbox"/>
2.	You get energy and excitement from creating art.	<input type="checkbox"/>
3.	You are imaginative in what you do.	<input type="checkbox"/>
4.	You are emotional.	<input type="checkbox"/>
5.	You show your feelings and intentions.	<input type="checkbox"/>
6.	You are imaginative and original.	<input type="checkbox"/>
7.	You often act/speak/behave without thinking.	<input type="checkbox"/>
8.	You take you own decisions without help from others.	<input type="checkbox"/>
9.	You mostly do things differently from the way they are done.	<input type="checkbox"/>
10.	You look within yourself to understand things.	<input type="checkbox"/>
11.	You go more by your feelings rather than proof.	<input type="checkbox"/>
12.	You mostly prefer not to follow customs.	<input type="checkbox"/>
13.	You enjoy dance/drama/music/crafts and art.	<input type="checkbox"/>
14.	You avoid repetitive tasks.	<input type="checkbox"/>
15.	You like or would like to do Creative/Do It Yourself/Musical based hobbies like sketching, painting, art and craft, calligraphy, writing prose or poetry, hair styling, acting, photography, singing, playing a musical instrument, choreography, listening to music, making reels or watching movies.	<input type="checkbox"/>

## Section III

S. No.	Statement	
1.	You enjoy doing things that are risky.	<input type="checkbox"/>
2.	You enjoy physical activities.	<input type="checkbox"/>
3.	You are careful when making decisions.	<input type="checkbox"/>
4.	You think that your common sense is more than others.	<input type="checkbox"/>
5.	You see things as they are and act accordingly.	<input type="checkbox"/>
6.	You like to work with your hands and make things.	<input type="checkbox"/>
7.	You like to repair/build things.	<input type="checkbox"/>
8.	You can stay calm and sensible in difficult situations.	<input type="checkbox"/>
9.	You do not give up easily on your goals.	<input type="checkbox"/>
10.	You see yourself as physically strong.	<input type="checkbox"/>
11.	You find simple and doable solutions to problems.	<input type="checkbox"/>
12.	You can be relied upon when people need help.	<input type="checkbox"/>
13.	You keep your feelings to yourself.	<input type="checkbox"/>
14.	You do things on your own without help from others.	<input type="checkbox"/>
15.	You like or would like to do Physical/Activity based hobbies like sports, walking, yoga, dancing, working out at the gym or trekking.	<input type="checkbox"/>

## Section IV

S. No.	Statement	
1.	You are a caring person.	<input type="checkbox"/>
2.	You get along well with people.	<input type="checkbox"/>
3.	You are a forgiving person.	<input type="checkbox"/>
4.	You are a friendly person.	<input type="checkbox"/>
5.	You like to share what you have with others.	<input type="checkbox"/>
6.	You are the person people come to for help.	<input type="checkbox"/>
7.	You think of other people before yourself.	<input type="checkbox"/>
8.	You enjoy meeting new people.	<input type="checkbox"/>
9.	You are thought of as a patient person by your friends.	<input type="checkbox"/>
10.	You willingly take charge for doing things even when others are available.	<input type="checkbox"/>
11.	You understand people's feelings.	<input type="checkbox"/>
12.	You are a pleasant person to be with.	<input type="checkbox"/>
13.	You think of other people's wishes and feelings before your own.	<input type="checkbox"/>
14.	You do charity for needy people.	<input type="checkbox"/>
15.	You like or would like to do Mental/Spiritual based hobbies like yoga, reading, blogging, learning a foreign language, meditation or debating.	<input type="checkbox"/>

## Section V

S. No.	Statement	
1.	You are careful in what you say/do.	<input type="checkbox"/>
2.	You like to follow rules.	<input type="checkbox"/>
3.	You like following a plan.	<input type="checkbox"/>
4.	You do what you are told to do.	<input type="checkbox"/>
5.	You are neat and tidy.	<input type="checkbox"/>
6.	You enjoy following a time table.	<input type="checkbox"/>
7.	You stick to things you believe in.	<input type="checkbox"/>
8.	You enjoy doing things, not thinking about them.	<input type="checkbox"/>
9.	You are clear and correct about what you want to do.	<input type="checkbox"/>
10.	You respect people even when they do not agree with you.	<input type="checkbox"/>
11.	You are seen as an organized person.	<input type="checkbox"/>
12.	You like and follow traditions of our society.	<input type="checkbox"/>
13.	You follow only the correct way of doing things.	<input type="checkbox"/>
14.	You follow a regular routine.	<input type="checkbox"/>
15.	You like or would like making Models/Woodwork/Collecting hobbies like building model kits, working with wood, lego, collecting books, stamps, autographs, match boxes, religious figures or stuffed animals.	<input type="checkbox"/>

## Section VI

S. No.	Statement	
1.	You are excited by challenges.	<input type="checkbox"/>
2.	You give most importance to success, power and fame.	<input type="checkbox"/>
3.	You are someone people listen to and follow.	<input type="checkbox"/>
4.	You are very active and do not feel tired at all.	<input type="checkbox"/>
5.	You want to make a lot of money.	<input type="checkbox"/>
6.	You take quick decisions/actions without being careful.	<input type="checkbox"/>
7.	You expect only good things to happen.	<input type="checkbox"/>
8.	You are good at making people do what you want.	<input type="checkbox"/>
9.	You do not give up when things are difficult.	<input type="checkbox"/>
10.	You enjoy taking risk.	<input type="checkbox"/>
11.	You are considered as a person who is sure of himself/herself.	<input type="checkbox"/>
12.	You like to be with people, who have a high status and power.	<input type="checkbox"/>
13.	You think of new ways of doing things and making it a success.	<input type="checkbox"/>
14.	You have clever ideas.	<input type="checkbox"/>
15.	You like or would like to do Food/Drink/Games/Puzzles based hobbies like cooking, baking, making desserts, mocktails, food photography, sudoku, chess, playing cards, mobile games, board games or carrom.	<input type="checkbox"/>

## Section VII

S. No.	Statement	
1.	You carefully examine things in order to understand or explain them.	<input type="checkbox"/>
2.	You want to know how things work.	<input type="checkbox"/>
3.	You are interested in finding out about many different things and people.	<input type="checkbox"/>
4.	You enjoy activities in which you have to do a lot of thinking.	<input type="checkbox"/>
5.	You consider all the facts to reach conclusions.	<input type="checkbox"/>
6.	You do not like to follow rules and rituals.	<input type="checkbox"/>
7.	You are good and quick at noticing things around you.	<input type="checkbox"/>
8.	You like to do things that are new and fresh.	<input type="checkbox"/>
9.	You are good in finding solutions to problems.	<input type="checkbox"/>
10.	You do not let your emotions interfere with what you think and do.	<input type="checkbox"/>
11.	You are a shy and quiet person.	<input type="checkbox"/>
12.	You are interested in science, maths and technology.	<input type="checkbox"/>
13.	You can do things without people telling you to do things.	<input type="checkbox"/>
14.	You like to inspect and examine things carefully.	<input type="checkbox"/>
15.	You like or would like to do Games/Puzzles hobbies like sudoku, chess, playing cards, mobile games, board games or carrom.	<input type="checkbox"/>

## Section VIII

S. No.	Statement	
1.	You care for animals.	<input type="checkbox"/>
2.	You are concerned about the environment.	<input type="checkbox"/>
3.	You enjoy connecting/capturing the beauty of nature.	<input type="checkbox"/>
4.	You have a strong desire to know how things work in nature.	<input type="checkbox"/>
5.	You like discovering new things.	<input type="checkbox"/>
6.	You would like others to be concerned for animals/plants.	<input type="checkbox"/>
7.	You are energized/refreshed by being in nature.	<input type="checkbox"/>
8.	You would like to/have many pets.	<input type="checkbox"/>
9.	You enjoy subjects like geography/biology.	<input type="checkbox"/>
10.	You are good at observing things/animals.	<input type="checkbox"/>
11.	You like being outdoors to explore and discover nature.	<input type="checkbox"/>
12.	You are sensitive to changes within your body and outside.	<input type="checkbox"/>
13.	You speak up for saving nature.	<input type="checkbox"/>
14.	You have a strong sense of touch and smell.	<input type="checkbox"/>
15.	You like or would like hobbies, such as caring for the environment, animals and plants like looking after pets, gardening, environmental activism or nature walks.	<input type="checkbox"/>

<b>Full Name</b>	
<b>Class &amp; Section</b>	
<b>Age &amp; DOB</b>	
<b>Gender</b>	
<b>Name of School</b>	

Dimension	Leaders	Creators	Doers	Helpers	Organizers	Persuaders	Scientific Thinkers	Sustainability Advocates
	I	II	III	IV	V	VI	VII	VIII
<b>Score</b>								

# 7. Administration

## 7.1 How to Access the Instrument

The online instrument can be accessed at <https://profiler.cemca.org/>. The following page will appear on the Desktop/Laptop. The student has to click on the 'Sign Up' button to register and create an account by providing email address, and creating a 'Username' and 'Password'. He/She has to confirm the password and provide his/her name and select the School's name from the drop-down menu and add the Class. Then, click on the 'Register' button. Now, log into the account using the 'Username' and 'Password' and click on the 'Start Self Assessment' button to use the Instrument. Follow the steps described in the following sections for self-assessment.

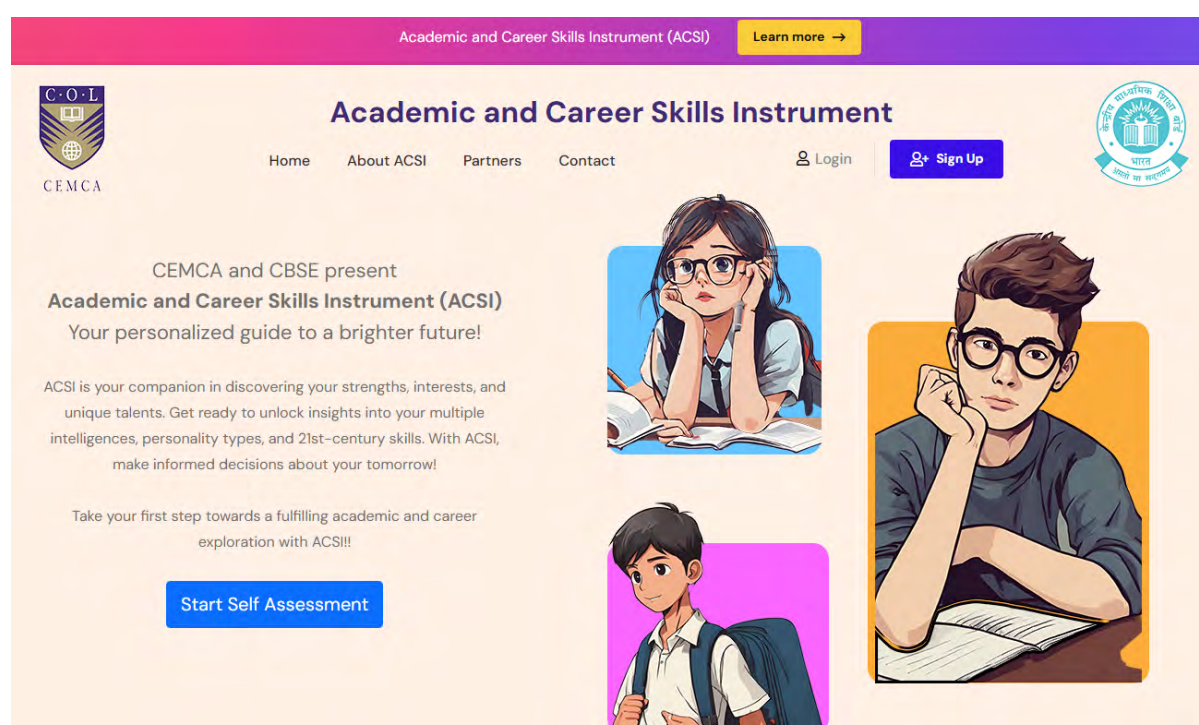
## 7.2 Administration of the Instrument

Students are required to go through a list of statements and tick the ones that apply to them.

They should tick all statements that resonate with how they would describe themselves or how they would behave or act. There is no restriction on the number of statements they can tick, and students are encouraged to select as many statements as they feel are applicable. It typically takes about twenty to twenty-five minutes to complete all the questions, though there is no time limit and no negative marking. Importantly, this instrument is not used for making judgments about the students.

## 7.3 Scoring the Instrument

After completing the instrument, calculate the number of ticks in each section. Each tick carries one mark. The dimension with the highest total marks represents the student's primary dimension. The second highest total marks indicate the secondary dimension, and the third highest total marks identify the tertiary dimension.



S. No.	Name of the Dimension	Total Score	Rank
I	“The Leaders”, Netritva		
II	“The Creators”, Kalaatmak & Rachnaatmak		
III	“The Doers”, Vastavikta Vaadi		
IV	“The Helpers”, Saamaajik		
V	“The Organizers”, Paaramparik		
VI	“The Persuaders”, Udyamee		
VII	“The Scientific Thinkers”, Khoji		
VIII	“Sustainability Advocates”, Prakratik		

## 7.4 Interpreting Results

Based on the student’s primary dimension, the suggestive Career Domains, Academic Streams, and Vocational Streams can be mapped using the provided Appendices 1 and 2. This mapping helps to align the student’s primary interests and strengths with suitable educational and career pathways.

The section with the second highest total is the secondary dimension, and the third highest total marks the tertiary dimension. Based on these identified dimensions, recommendations will be provided to the student for academic and career options. These recommendations align with the student’s inherent strengths, interests, and values, promoting informed decision-making to choose their career paths and vocational streams.



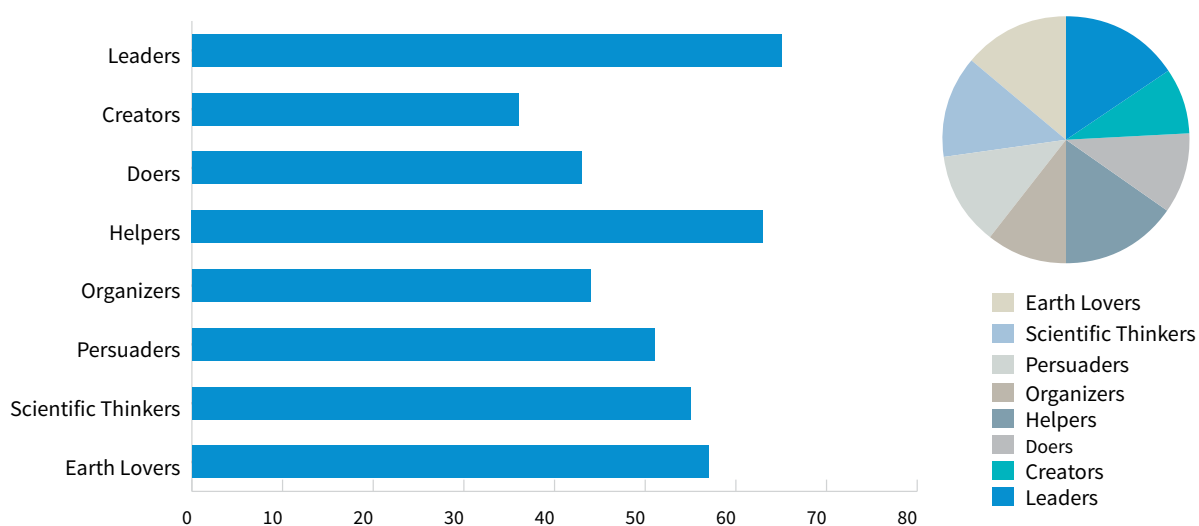
## 8. Pilot Study Results

### 8.1 Summary of Class VII ACSI Data

The sample size for Class VII students is 234. As we can see from the scoring and both the charts below, the dimension of Earth Lover has the highest frequency, followed by Leaders and then Helpers. The dimension of Creators has the lowest frequency, followed by Doers and Organizers. In the middle ground in terms of frequency are the Persuaders and Scientific Thinkers.

Dimension	Leaders	Creators	Doers	Helpers	Organizers	Persuaders	Scientific Thinkers	Earth Lovers
Frequency	65	36	43	63	44	51	55	57

#### CLASS VIII (234)

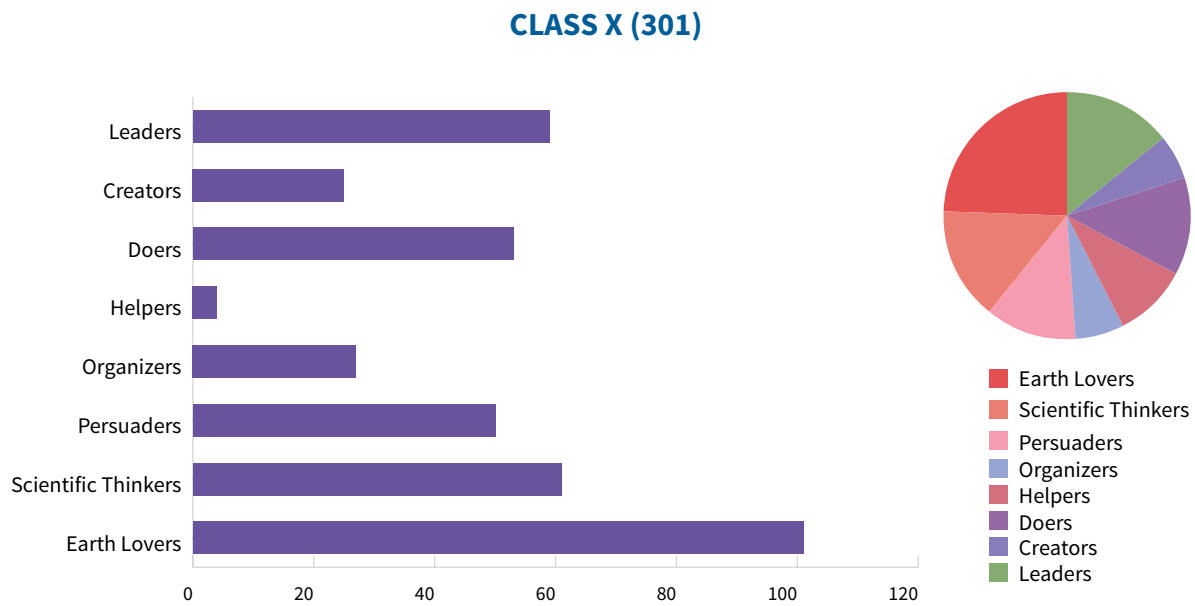


### 8.2 Summary of Class X ACSI Data

The sample size for the Class X students is 301 students. As we can see from the scoring and both the charts below, the dimension of Earth Lover has the highest frequency, followed by Scientific Thinkers and then Leaders. The dimension of Creators has the lowest frequency, followed by Organizers and Helpers. In the middle ground in terms of frequency are the Persuaders and Doers.

Dimension	Leaders	Creators	Doers	Helpers	Organizers	Persuaders	Scientific Thinkers	Earth Lovers
Frequency	59	25	53	40	27	50	61	101





## 8.3 ACSI Report of Ms. Riddhi Jindal, Class VIII

### 8.3.1 Aim and Purpose of the Instrument

We believe that people can learn, unlearn and relearn skills since their 'personality' is dynamic and can be created, nurtured or transformed through self-awareness, coaching, mentoring and training.

We also believe that any assessment, profiling, etc. has to be contextual and take into consideration the larger cultural eco-system.

This self-assessment instrument is aimed at assessing the interests, skills, personality and values of the student with the intent to provide direction in the choice of academic stream and career options after completion of Class VIII and Class X.

This is not a test of right and wrong and it is non-judgmental, non-biased and contextual.

People differ in important skills and there are commonalities and individual differences across people living in similar environments.

The assessment can provide information that helps the student/teachers make better academic and career decisions.

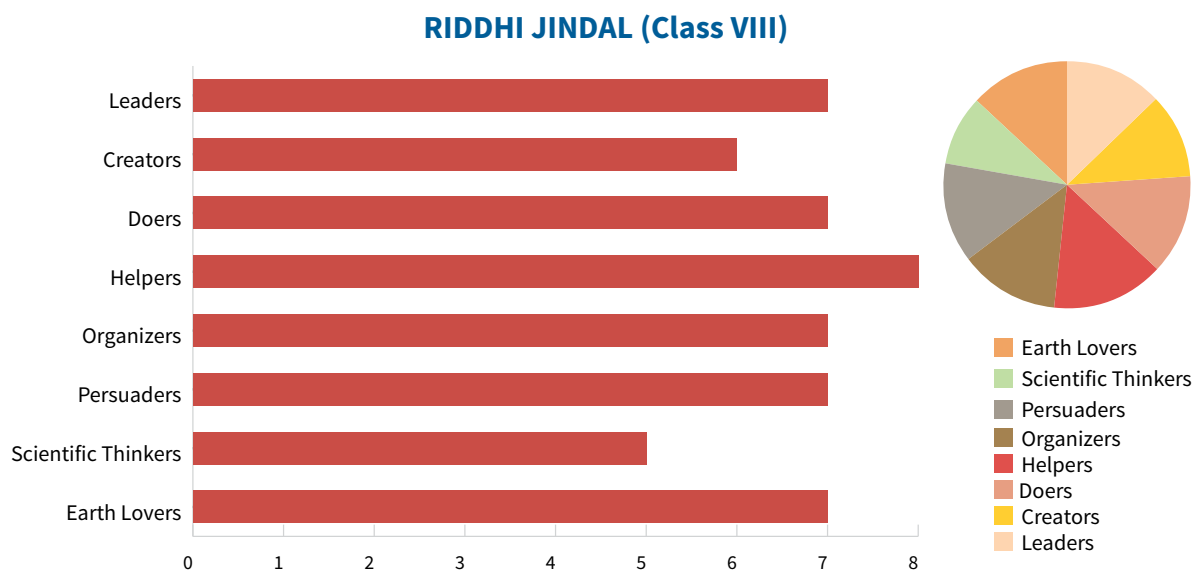
Academic/Career Assessment is a way to learn more about how well a variety of academic streams or careers might suit the student.

The instrument uses a series of questions that aim to help the student learn more about themselves so as to discover which academic streams/jobs mesh best with their personality, needs, values and goals. However, this does not mean that they cannot choose something that does not match their personality, needs, etc. because, as we believe, one can be trained and coached and one can learn and unlearn things.

### 8.3.2 Interpretation of Riddhi Jindal's Results

Dimension →		Leaders	Creators	Doers	Helpers	Organizers	Persuaders	Scientific Thinkers	Earth Lovers
S. No.	Student Name ↓	I	II	III	IV	V	VI	VII	VIII
1	Riddhi Jindal	7	6	7	8	7	7	5	7

The student Riddhi Jindal is in class VIII. As can be seen from the scoring table below, the primary Dimension is Helpers in which she has scored 8 points out of a maximum of 10. Further, her secondary dimensions are Leaders, Doers, Organizers, Persuaders and Earth Lovers. Her tertiary Dimension is Creators.



#### “THE HELPERS” Saamaajik

A person whose primary dimension is Helpers or Saamaajik people. As per Holland, they are Social people. They are generally interested in helping other people. They enjoy working in groups, sharing responsibilities, and communicating with others. They like to solve problems through discussions of feelings and through interactions with others. They like working with people to teach, train, inform, help, treat, heal, cure, serve and greet. They are concerned for others' well-being and welfare.

On the basis of the profile, the following are the suggestive Career Domains, Academic Streams and Vocational Streams that Riddhi Jindal may choose from:

Dimension	Career Domain	Academic Stream	Vocational Stream
(Social) The Helpers Saamaajik	Business Management and Administration	Commerce	Marketing and Salesmanship
	Education and training	Any Stream	Marketing

Dimension	Career Domain	Academic Stream	Vocational Stream
	Auxiliary Nursing & Midwifery	Science	Salesmanship
	Food Service & Management	Science	Consumer Behaviour and Protection
	Health Sciences	Science	Health Care and Beauty Culture
	Law and safety	Liberal Arts / Humanities	Beauty Therapy and Hair Designing
	Marketing, sales and services careers	Commerce	Cosmetic Chemistry
	Human Services	Liberal Arts/ Humanities/ Science	Yoga Anatomy and Physiology
	Hotel Management & Catering Technology	Liberal Arts/ Humanities/ Science	Auxiliary Nursing & Midwifery
	Tourism and Travel	Liberal Arts/ Humanities/ Science	Fundamentals of Nursing
	Government and public administration	Liberal Arts/Humanities	Community Nursing
	Sports	Physical Education	Maternity & Child Health Nursing
	Innovative, entrepreneur and new age	Science	Tourism and Travel
			India –The Tourist Destination
			Travel Trade Management
			Tourism Management and Man-Power Planning
			IT Application
			I T System
			Business Data Processing
			DTP, CAD and Multimedia

As she has interests in various fields as the profile shows, therefore, she is a person who can be trained and coached and will do well in diverse fields as her overall profile indicates.

# Appendix 1

## Detailed Dimensions with Characteristics

### 1. The Leaders (Netritva)

**About the Dimension:** Leadership involves leading others, organizing, directing and motivating their efforts towards achieving certain group or organizational goals. Leadership is choosing, preparing and influencing persons of diverse talents, skills and capabilities and also fostering self-efficacy, hope, optimism and resilience. They are known for their ability to apply knowledge and skills for positive results, attain their goals by capitalizing on their strengths and overcoming weaknesses or compensating for them. They are also known for their ability to come up with ideas and then use the necessary analytical ability to judge whether they are good ideas even if it means going against the crowd.

Dimension Characteristics	Career Domain	Academic Stream	Vocational Stream
Accountable	Arts	Liberal Arts / Humanities	Banking
Care for others	Audio-Video Technologists and Media	Science	Cash Management and House Keeping
Entrepreneur	Business Management and Administration	Commerce	Lending Operations
Fair attitude	Finance	Commerce	Management of Bank Office
Goal oriented	Information Technology	Science	Electronics Technology
Honest	Law and safety	Liberal Arts / Humanities	Dairying
Motivator	Manufacturing	Science	Milk and Milk Products
Passionate	STEM	Science	Milk Production, Transport and Milk Cooperatives
Problem solver	Human Services	Liberal Arts / Humanities / Science	Dairy Plant Instrumentation
Responsible	Hospitality and Tourism	Liberal Arts / Humanities / Science	
Self-confident	Government and public administration	Liberal Arts / Humanities	Food Service & Management
Self-disciplined	Transportation, distribution and logistics	Commerce	Advanced Food Preparation
Success driven	Innovative, entrepreneur and new age	Science	Meal Planning & Service
Team builder	Business Management and Administration	Commerce	Establishment & Management of Food Service Unit

Dimension Characteristics	Career Domain	Academic Stream	Vocational Stream	
Good Administrator	Education and training	Any Stream		
	Health Sciences	Science	Fashion Design & Clothing Construction	
	Law and safety	Liberal Arts / Humanities	Textile Science	
	Marketing, sales and services carers	Commerce	Designing & Pattern Making	
	Human Services	Liberal Arts / Humanities / Science	Clothing Construction	
	Hospitality and Tourism	Liberal Arts / Humanities / Science		
	Government and public administration	Liberal Arts / Humanities	Bakery and Confectionery	
	Sports	Physical Education	Food Service & Hygiene	
	Innovative, entrepreneur and new age		Science	Bakery Science
				Confectionery
				IT Application
				I T System
				Business Data Processing
DTP, CAD and Multimedia				
Financial Market Management				
Electronics Technology				

## 2. The Creators (Kalaatmak & Rachnaatmak)

**About the Dimension:** Artistic people are generally interested in visual art, performing arts, culinary arts and writing. This is not to say that they necessarily have artistic talents, but they certainly have a strong appreciation of the arts. Some like observing the arts and others participating in them, and frequently express their artistic interests through leisure activities as well as work. They are interested in aesthetics and self-expression. They like using words, art, music or drama to express themselves, communicate or perform or they like to create or design things.

Dimension Characteristics	Career Domain	Academic Stream	Vocational Stream
Aesthetic	Architecture and Construction	Science	Horticulture
Courageous	Arts	Liberal Arts / Humanities	Vegetable Culture
Creative	Fashion Design & Clothing Construction	Arts	Floriculture

Dimension Characteristics	Career Domain	Academic Stream	Vocational Stream
Emotional	Textile Design Dyeing & Printing	Science	Post-harvest Technology and Preservation
Expressive	Audio-Video Technologists and Media	Science	Food Service & Management
Imaginative	Human Services	Liberal Arts / Humanities	Advanced Food Preparation
Impulsive	Innovative, entrepreneur and new age	Science	Meal Planning & Service
Independent			Fashion Design & Clothing Construction
Innovative			Textile Science
Introspective			Designing & Pattern Making
Intuitive			Clothing Construction
Non-conforming			Hotel Management and Catering Technology
Original			Food Preparation
Unconventional			Accommodation Services
Unorthodox			Food & Beverage Service
			Bakery and Confectionery
			Food Service & Hygiene
	Bakery Science		
	Confectionery		
	IT Application		
	I T System		
	Business Data Processing		
	DTP, CAD and Multimedia		

### 3. The Doers (Vastavikta Vaadi)

**About the Dimension:** Realistic people are generally interested in mechanical, construction, and repair activities; nature and the outdoors; providing public safety; and adventurous, physical activities. They often like working with tools, machines, and equipment, which could include computer and computer networks. They prefer working with things rather than people and sometimes animals. They are interested in action rather than thought and prefer concrete problems to ambiguous, abstract ones. They like working mainly with their hands making, fixing, assembling or building things, using and operating equipment, tools or machines.

Dimension Characteristics	Career Domain	Academic Stream	Vocational Stream
Adventurous	Agriculture	Science	Office Secretary-ship
Athletic	Health Care and Beauty Culture	Arts	Office Practice and Secretary ship
Cautious	Cosmetic Chemistry	Science	Secretariat Practice & Accounting
Strong common sense	Architecture and Construction	Science	Office Communication
Down-to-earth	Ophthalmic Techniques	Science	Stenography & Computer Application
Frank	Poultry Farming	Science	Typewriting (English)
Independent	X-Ray Technician	Science	Stenography (English)
Level-headed	Medical Laboratory Technology	Science	Typewriting (Hindi)
Persistent	Transportation System & Management	Commerce	Stenography (Hindi)
Physically strong	IT Application	Science	
Practical	Library Management	Arts	Automobile Technology
Reliable	Information Technology	Science	Auto Engineering
Reserved	Yoga Anatomy and Physiology	Science	Auto Shop Repair and Practice
Self-reliant	Sports	Physical Education	Structure and Fabrication Technology
Well-coordinated			Ophthalmic Techniques
			Biology (Ophthalmic)
			Optics
			Medical Laboratory Technology
			Laboratory Machine (Clinical Pathology, Haematology & Histopathology)
			Clinical Biochemistry
			Microbiology

Dimension Characteristics	Career Domain	Academic Stream	Vocational Stream
			Auxiliary Nursing & Midwifery
			Fundamentals of Nursing
			Community Nursing
			Maternity & Child Health Nursing
			Food Service & Management
			Advanced Food Preparation
			Meal Planning & Service
			Establishment & Management of Food Service Unit
			Textile Design Dyeing & Printing
			Textile Science
			Basic Design
			Dyeing & Printing
			Bakery and Confectionery
			Food Service & Hygiene
			Bakery Science
			Confectionery
			IT Application
			I T System
			Business Data Processing
			DTP, CAD and Multimedia
			Library Management
			Library Administration & Management
			Classification and Cataloguing
			Reference Service
			Life Insurance
			Principles Practice of Life Insurance
			Computer & Life Insurance Administration
			Transportation System & Management



## 4. The Helpers (Saamaajik)

**About the Dimension:** Social people are generally interested in helping other people. They enjoy working in groups, sharing responsibilities, and communicating with others. They like to solve problems through discussions of feelings and through interactions with others. They like working with people to teach, train, inform, help, treat, heal, cure, serve and greet. They are concerned for others' well-being and welfare.

Dimension Characteristics	Career Domain	Academic Stream	Vocational Stream
Caring	Business Management and Administration	Commerce	Marketing and Salesmanship
Cooperative	Education and training	Any Stream	Marketing
Forgiving	Auxiliary Nursing & Midwifery	Science	Salesmanship
Friendly	Food Service & Management	Science	Consumer Behaviour and Protection
Generous	Health Sciences	Science	Health Care and Beauty Culture
Helpful	Law and safety	Liberal Arts / Humanities	Beauty Therapy and Hair Designing
Kind	Marketing, sales and services careers	Commerce	Cosmetic Chemistry
Outgoing	Human Services	Liberal Arts / Humanities / Science	Yoga Anatomy and Physiology
Patient	Hotel Management & Catering Technology	Liberal Arts / Humanities / Science	Auxiliary Nursing & Midwifery
Responsible	Tourism and Travel	Liberal Arts / Humanities / Science	Fundamentals of Nursing
Understanding	Government and public administration	Liberal Arts / Humanities	Community Nursing
Agreeable	Sports	Physical Education	Maternity & Child Health Nursing
Considerate	Innovative, entrepreneur and new age	Science	Tourism and Travel
Helper			India –The Tourist Destination
Supporter			Travel Trade Management

## 5. The Organizers (Paaramparik)

**About the Dimension:** Conventional people are generally interested in activities that require attention to organization, data systems, detail and accuracy. They work well in large organizations and like to use information to solve problems efficiently. They like working indoors and at tasks that involve organising and being accurate, following procedures, working with data or numbers, planning work and events.

Dimension Characteristics	Career Domain	Academic Stream	Vocational Stream
Careful	Finance	Commerce	Banking
Conforming	Banking	Commerce	Cash Management and House Keeping
Methodical	Accountancy and Auditing	Commerce	Lending Operations
Obedient	Information Technology	Science	Management of Bank Office
Orderly	Law and safety	Liberal Arts / Humanities	Textile Design Dyeing & Printing
Structured	Manufacturing	Science	Textile Science
Persistent	Marketing, salesmanship and service careers	Commerce	Basic Design
Practical	STEM	Science	Dyeing & Printing
Precise	Hospitality and Tourism	Liberal Arts / Humanities / Science	Library Management
Respectful	Government and public administration	Liberal Arts / Humanities	Library Administration & Management
Well organized	Transportation, distribution and logistics	Commerce	Classification and Cataloguing
Traditional			Reference Service
Proper			Life Insurance
Regular			Principles Practice of Life Insurance
Predictable			Computer & Life Insurance Administration
			Transportation System & Management
	Financial Market Management		

## 6. The Persuaders (Udyamee)

**About the Dimension:** Enterprising people are usually interested in persuading and leading. They seek positions of leadership, power and status. They enjoy working with other people and leading them towards organizational goals and economic success. They like meeting people, leading, talking to and influencing others, encouraging others, working in business.

Dimension Characteristics	Career Domain	Academic Stream	Vocational Stream
Adventurous	Arts	Liberal Arts / Humanities	Marketing and Salesmanship
Ambitious	Audio-Video Technologists and Media	Science	Marketing
Assertive	Business Management and Administration	Commerce	Salesmanship
Energetic	Finance	Commerce	Consumer Behaviour and Protection
Enthusiastic	Information Technology	Science	Structure and Fabrication Technology
Impulsive	Law and safety	Liberal Arts / Humanities	Dairying
Optimistic	Manufacturing	Science	Milk and Milk Products
Persuasive	STEM	Science	Milk Production, Transport and Milk Cooperatives
Resilient	Bakery and Confectionary	Science	Dairy Plant Instrumentation
Risk taking	Financial Market Management	Commerce	Health Care and Beauty Culture
Self-confident	Life Insurance	Commerce	Beauty Therapy and Hair Designing
Status conscious	Human Services	Liberal Arts / Humanities / Science	Cosmetic Chemistry
Enterprising	Hospitality and Tourism	Liberal Arts / Humanities / Science	Yoga Anatomy and Physiology
Inventive	Government and public administration	Liberal Arts / Humanities	
Resourceful	Transportation, distribution and logistics	Commerce	Hotel Management and Catering Technology
	Innovative, entrepreneur and new age	Science	Food Preparation
			Accommodation Services
			Food & Beverage Service
			Tourism and Travel
			India –The Tourist Destination
			Travel Trade Management

Dimension Characteristics	Career Domain	Academic Stream	Vocational Stream
			Tourism Management and Man-Power Planning
			IT Application
			I T System
			Business Data Processing
			DTP, CAD and Multimedia
			Life Insurance
			Principles Practice of Life Insurance
			Computer & Life Insurance Administration
			Financial Market Management

## 7. The Scientific Thinkers (Khoji)

**About the Dimension:** Investigative people are often interested in activities related to science and math. They like gathering information, uncovering new facts or theories, and analysing and interpreting data. They enjoy knowing things that other people might not know. They are scientific and inquiring, and enjoy ambiguous, abstract problems. They like to discover and research ideas, observe, investigate and experiment, ask questions and solve questions.

Dimension Characteristics	Career Domain	Academic Stream	Vocational Stream
Analytical	Business Management and Administration	Commerce	Elements of Cost Accountancy & Auditing
Curious	Stenography & Computer Application	Commerce	
Inquisitive	Office Secretary-ship	Commerce	Marketing and Salesmanship
Intellectual	Finance	Commerce	Marketing
Logical	Electrical Technology	Science	Salesmanship
Non-conforming	Structure and Fabrication Technology	Science	Consumer Behaviour and Protection
Observant	Air Conditioning and Refrigeration Technology	Science	Electrical Technology
Original	Electronics Technology	Science	
Problem focused	Health Sciences	Science	Engineering Science
Rational	Automotive Technology	Science	Electrical Machines

Dimension Characteristics	Career Domain	Academic Stream	Vocational Stream
Reserved	STEM	Science	Electrical Appliances
Scientific			Automobile Technology
Self-motivated			Auto Engineering
Examining			Auto Shop Repair and Practice
Questioning			Structure and Fabrication Technology
			Air Conditioning and Refrigeration Technology
			Electronics Technology
			Ophthalmic Techniques
			Biology (Ophthalmic)
			Optics
			Medical Laboratory Technology
			Laboratory Machine (Clinical Pathology, Haematology & Histopathology)
			Clinical Biochemistry
			Microbiology
			X-Ray Technician
			Radiation Physics
			Radiography
			IT Application
			I T System
			Business Data Processing
			DTP, CAD and Multimedia
			Financial Market Management

## 8. Sustainability Advocates (Prakratik)

**About the Dimension:** Naturalistic or Sustainability Advocates are people who can identify, classify, and manipulate elements of the environment, object, animals, or plants. It is being nature smart. It is the ability to discern, comprehend and appreciate the various flora and fauna of the world of nature as opposed to the world of things created by human beings. They engage in activities that allow them to have a physical connection with nature. They have sharp observational skills and are empathetic and seek to understand the interconnected elements in nature that allow humans, animals and plants to thrive. They believe in the conservation of the natural world.

Dimension Characteristics	Career Domain	Academic Stream	Vocational Stream
Caring for animals	Agriculture	Science	Dairying
Concern about environment	Architecture and Construction	Science	Milk and Milk Products
Connecting with nature	Marketing, sales and service careers	Commerce	Milk Production, Transport and Milk Cooperatives
Desire to know how things work in nature	Dairying	Science	Dairy Plant Instrumentation
Discovering new things	Horticulture	Science	Horticulture
	STEM	Science	Vegetable Culture
As concerned for animals	Human Services	Liberal Arts / Humanities / Science	Floriculture
Enjoy being in nature	Innovative, entrepreneur and new age	Science	Post-harvest Technology and Preservation
As having many pets			Health Care and Beauty Culture
Nature lover			Beauty Therapy and Hair Designing
Good at observation			Cosmetic Chemistry
Like outdoors			Yoga Anatomy and Physiology
High Sensory awareness			Food Service & Management
Tactile (watch, listen, touch, smell)			Advanced Food Preparation
Understanding animals			Meal Planning & Service
			Establishment & Management of Food Service Unit
			Tourism and Travel
			India –The Tourist Destination
			Travel Trade Management
			Tourism Management and Man-Power Planning
			Poultry Farming
	Poultry Nutrition & Physiology		
	Poultry Products Technology		
	Poultry Diseases & their control		

## Appendix 2

### List of Vocational Subjects

(Downloaded from <http://www.cbseportal.com>)

Sl. No.	Name of the Course	Subject Code
<b>1.</b>	<b>Office Secretary-ship</b>	
a	Office Practice and Secretary ship	604
b	Secretariat Practice & Accounting	605
c	Office Communication	606
<b>2.</b>	<b>Stenography &amp; Computer Application</b>	
a	Typewriting (English)	607
b	Stenography (English)	608
c	Typewriting (Hindi)	609
d	Stenography (Hindi)	610
<b>3.</b>	<b>Accountancy and Auditing</b>	
a	Financial Accounting	611
b	Elements of Cost Accountancy & Auditing	612
	Additional Subject Optional	
	1. Store Accounting	
	2. Typewriting	
<b>4.</b>	<b>Marketing and Salesmanship</b>	
a	Marketing	613
b	Salesmanship	614
c	Consumer Behaviour and Protection	615
<b>5.</b>	<b>Banking</b>	
a	Cash Management and House Keeping	619
b	Lending Operations	620
c	Management of Bank Office	621
<b>6.</b>	<b>Electrical Technology</b>	
a	Engineering Science	622
b	Electrical Machines	623
c	Electrical Appliances	624
	Additional Subject Optional	
	1. Applied Physics	625
	2. Mechanical Engineering	626
<b>7.</b>	<b>Automobile Technology</b>	

Sl. No.	Name of the Course	Subject Code
a	Auto Engineering	627
b	Auto Shop Repair and Practice	628
	Additional Subject Optional	
	1. Applied Physics	625
	2. Civil Engineering	629
<b>8.</b>	<b>Structure and Fabrication Technology</b>	
a	Fabrication Technology - II	630
b	Fabrication Technology - III	631
	Additional Subject Optional	
	1. Applied Physics	625
	2. Civil Engineering	629
<b>9.</b>	<b>Air Conditioning and Refrigeration Technology</b>	
a	Air Conditioning and Refrigeration – III	632
b	Air Conditioning and Refrigeration - IV	633
	Additional Subject Optional	
	1. Applied Physics	625
	2. Civil Engineering	629
<b>10.</b>	<b>Electronics Technology</b>	
a	Electronic Devices and Circuits	634
b	Radio Engineering and Audio Systems	635
c	Television and Video Systems	636
	Additional Subject Optional	
	1. Electrical Engineering	637
	2. Civil Engineering	638
<b>11.</b>	<b>Dairying</b>	
a	Milk and Milk Products	639
b	Milk Production, Transport and Milk Cooperatives	640
c	Dairy Plant Instrumentation	641
<b>12.</b>	<b>Horticulture</b>	
a	Vegetable Culture	642
b	Floriculture	643
c	Post-harvest Technology and Preservation	644
<b>13.</b>	<b>Health Care and Beauty Culture</b>	
a	Beauty Therapy and Hair Designing – II	654
b	Cosmetic Chemistry	655
c	Yoga Anatomy and Physiology	656
<b>14.</b>	<b>Ophthalmic Techniques</b>	
a	Biology (Ophthalmic)	657



Sl. No.	Name of the Course	Subject Code
	b Optics	658
	c Ophthalmic Techniques	659
<b>15.</b>	<b>Medical Laboratory Technology</b>	
	a Laboratory Machine (Clinical Pathology, Haematology & Histopathology)	660
	b Clinical Biochemistry	661
	c Microbiology	662
<b>16.</b>	<b>Auxiliary Nursing &amp; Midwifery</b>	
	a Fundamentals of Nursing II	663
	b Community Nursing II	664
	c Maternity & Child Health Nursing II	665
<b>17.</b>	<b>X-Ray Technician</b>	
	a Radiation Physics	666
	b Radiography I (General)	667
	c Radiography II (Special investigation, imaging and Radiography)	668
<b>18.</b>	<b>Food Service &amp; Management</b>	
	a Advanced Food Preparation	675
	b Meal Planning & Service	676
	c Establishment & Management of Food Service Unit	677
<b>19.</b>	<b>Fashion Design &amp; Clothing Construction</b>	
	a Textile Science	684
	b Designing & Pattern Making	685
	c Clothing Construction	686
<b>20.</b>	<b>Textile Design Dyeing &amp; Printing</b>	
	a Textile Science	684
	b Basic Design	687
	c Dyeing & Printing	688
<b>21.</b>	<b>Hotel Management and Catering Technology</b>	
	a Food Preparation-II	690
	b Accommodation Services	691
	c Food & Beverage Service-II	692
<b>22.</b>	<b>Tourism and Travel</b>	
	a India –The Tourist Destination	693
	b Travel Trade Management	694
	c Tourism Management and Man-Power Planning	695
<b>23.</b>	<b>Bakery and Confectionery</b>	
	a. Food Service & Hygiene	696
	b. Bakery Science	697

Sl. No.	Name of the Course	Subject Code
	c. Confectionery	698
<b>24.</b>	<b>IT Application</b>	
	a. IT System	699
	b. Business Data Processing	700
	c. DTP, CAD and Multimedia	701
<b>25.</b>	<b>Library Management</b>	
	a. Library Administration & Management	702
	b. Classification and Cataloguing	703
	c. Reference Service	704
<b>26.</b>	<b>Life Insurance</b>	
	a. Principles Practice of Life Insurance	705
	b. Computer & Life Insurance Administration	706
<b>27.</b>	<b>Transportation System &amp; Management</b>	712
<b>28.</b>	<b>Poultry Farming</b>	
	a. Poultry Nutrition & Physiology	716
	b. Poultry Products Technology	717
	c. Poultry Diseases & their control	718
<b>RECENTLY INTRODUCED VOCATIONAL COURSE</b>		
<b>29.</b>	<b>Financial Market Management</b>	
	a. Accounting for Business – 1                      Class XI	719
	b. Introduction to Financial Market – 1            Class XI	720
	c. Computer Applications in Financial Markets    Class XI	721
	d. Accounting for Business – 2                      Class XII	722
	e. Introduction to Financial Markets – 2            Class XII	723
	f. Business Process Outsourcing Skills            Class XII	724
INTRODUCTION OF NEWLY PROPOSED VOCATIONAL COURSE HEALTH CARE SCIENCES w. e. f. 2009-10		

**NOTE:****Compulsory Group**

- 1) Language – I
- 2) Language – II

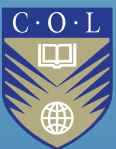
**Or any other elective as per  
CBSE academic stream**

- 3) - Vocation Subject
- 4) - Vocation Subject
- 5) - Vocation Subject

**Internal subjects:**

- 1) Physical and Health Education,
- 2) Library





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**7/8, Sarva Priya Vihar, New Delhi 110016, India**  
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