C. Krause, C. Nägele, R. Schröder, M. Rosalska, S. Romero-Rodriguez (Eds.), Career Guidance in Schools from European and international perspectives: Designing Transfer in Career Guidance Between Science and Practice.

Tatpuje, D., Giri, Y., & Kakade, A. (2026). A study on competencies of career advisors from counselling practices in rural Maharashtra (India). In C. Krause, C. Nägele, R. Schröder, M. Rosalska, & S. Romero-Rodriguez (Eds.), Career guidance in schools from European and international perspectives: Designing transfer in career guidance between science and practice (pp. 118–127). Career Lead/OAPublishing. https://doi.org/10.21240/cleg/2026/clc/99

A Study on Competencies of Career Advisors from Counselling Practices in Rural Maharashtra (India)

Tatpuje, Dipak
dipak.tatpuje@gmail.com, Sanjay Ghodawat University, Atigre (Kolhapur), India & Vidya Deep Foundation

Giri, Yogeshwari
dean.scm@sanjayghodawatuniversity.ac.in, Sanjay Ghodawat University (SGU)

Kakade, Avinash
arkakade@gmail.com, Symbiosis International (Deemed University)

Abstract

Context: In the Indian education system, most students choose a career stream after passing secondary school certification. This period is marked by significant developmental changes and the need to make crucial career decisions. The effectiveness of career guidance largely depends on the competencies of career advisors, which are influenced by their ability to assess students' personality factors, employability quotient, and career aptitude.
Approach: A team of Career Advisors has been trained using standardized tools and techniques for identifying competencies based on the practice of a model of the "7-Point Career Aptitude Test" over the past three decades in rural Maharashtra. Building rapport with students and parents and understanding their perspectives requires empathy, active listening skills, and counselling strategies to suggest guidelines for decision-making when choosing a career option by designing career maps.
Findings: Advisors should be skilled in selecting and administering appropriate tests based on individual, customized student needs. Integrated Practical career guidance with personality factors, employability quotients, and career aptitude assessments to support students. The key competencies include Analytical Skills, Personalized Approach and Guidance, Continuous Learning, and Ethical Practices, which provide practical advice suited to the contextual aspects of career aspirants. New applied theory approaches are helpful for impactful counselling on future careers. More personalized career mapping and counselling are required for rural youth.
Conclusions: Continuous professional development, knowledge enhancement, updating knowledge about industrial revolutionary trends, and adherence to ethical practices are essential competencies required for career advisors to maintain their effectiveness and support students' holistic development. The assessment processes must also be upgraded to include changing

CC BY

Co-funded by the European Union

scenarios when choosing career options, thus reskilling advisors' competencies with various behavioural theories for transformational applications.

Keywords

career aptitude, career mapping, career counselling, behavioral factors, personality traits, employability quotient

1 Introduction

The field of career guidance is currently navigating a period of significant change, shaped by shifting economic landscapes, rapid technological advancements, and a growing recognition of the diverse factors influencing individuals career development (Mann et al., 2020). Effective career guidance must address the diverse needs of various student populations. Vulnerable youth transitioning from alternative care residences face unique challenges stemming from a lack of support networks and experiences of institutionalization (Larriba et al., 2025). It further depends on the competencies of career advisors, which are influenced by their ability to assess the personality factors, employability quotient, and career aptitude of students. These competencies emerged from the researcher's career guidance practice over three decades. Career advice should be made more practical by adding the component of interaction with parents.

There is ingrained parental and societal pressure in Maharashtrian households. Many parents have rigid expectations regarding conventional career paths in engineering and medicine, often overriding students' interests and aptitudes. Counsellors frequently find themselves in a delicate balancing act, needing to educate parents about diverse career options and the importance of individual fit, which can be time consuming and sensitive. In this context, specific counselling skills are needed for better communication and fruitful interactions.

Personality assessment is a fundamental aspect of career guidance. Career advisors must be adept at evaluating various personality traits to understand students' strengths, weaknesses, and preferences. The *7-Point Career Aptitude Test* was developed and tried out by researchers in the rural state of Maharashtra (India). It has parameters of competencies to assess six personality traits, behavioral factors, employability quotient, and aptitude towards career options of career aspirants. This test consists of 70 questions for assessment, with a quotient of six behavioral factors and employability. (Tatpuje & Shende, 2002). It includes Emotional Intelligence, Openness, Neuroticism, Conscientiousness, Extraversion, Agreeableness, and employability. Other Key competencies in this area include Knowledge of Personality Theories, Assessment Skills, Empathy and Active Listening, and Communication Skills.

According to Rossier (2015), “From the beginning of educational, vocational, and career guidance psychology and the initial work of Parsons (1909), who usually is considered the father of career counselling, “a clear understanding of yourself” has been considered as crucial for making a “wise choice” (pp. 5-6). This representation of the self had to be related to a representation of work requirements and opportunities using “true reasoning” competencies. “Personality assessment initiates an individual’s self-regulatory process and contributes to the overall effectiveness of career interventions when feedback is individualized and stimulates the deconstruction, reconstruction, and deconstruction of vocational or multiple self-concepts (Kuhl & Quirin, 2025). Personality assessments also can promote the reconstruction of a self-concept more aligned with the perception of the environment about the personality of the counselee, strengthening the reality principle allowing more rational and controlled choices.”

In the traditional Indian education system, there is *Guru-shishya Parampara (Traditional relationship of teacher and students)*. This system continues to influence society. Considering this, we trained teachers as career counsellors to ensure the effectiveness and impact of choosing career options based on students' career aptitude, along with assessing personality and other mentioned factors. “Starting from the necessity of individual support, career guidance should provide opportunities for self-exploration and open diverse experiential spaces in the working environment that can be reflexively utilized for developing career-related perspectives” (Driesel-Lange & Klein, 2024, p. 32).

According to Billett et al. (2020), “there are skill shortages in some occupations, as young people who might be suited to them are now completing university degrees instead, including those with no clear alignment with occupations or employment outcomes. To redress this imbalance, it is necessary to identify factors shaping young people's decision-making about post-school pathways and preferred occupations” (p. 270). This Australian case is relevant to the Indian scenario; hence, counselling needs to consider this as a bias.

Many other programs also considered the role of teachers and their capacity development, such as “Teacher training and networking activities are also part of the program. As part of the evaluation, it is necessary to specify which professions are particularly relevant to the energy transition regionally. In the lecture, the first survey results for delimiting regionally essential professions for the energy traditions are presented and discussed (Schröder & Müller, 2024). In the career counselling process, the counsellor uses a variety of tools, exercises, and tasks, including the selection and use of diagnostic methods, that aim to broaden the client's self-confidence and create and practice new behaviors and new views to support their informed decision-making. Counselling methods and tools are not aimed at diagnosing but at building self-awareness and letting the client widely explore himself, his life, and his environment, which can be called self-diagnosis (Dislere & Vronska, 2020).

According to Holland (1959), “a theory of vocational choice is presented in terms of the occupational environments, the person and his development, and the interactions of the person and the vocational environment” (p. 35). Generally, “Governments recognize that career guidance, underpinned by accurate labour market information, can help learners make post-secondary education choices that match their interests, aptitudes, and abilities and can lead to rewarding employment. For this reason, they have invested in building linked education/employment information systems and other information resources displayed on websites targeted at learners and their families. However, researchers and governments agree that these efforts are often ineffective in informing learners’ decisions access to information is insufficient to support student choice effectively” (Hofer et al., 2020, p. 3).

2 Objectives

1. To identify the competencies of Career Advisors/Counsellors
2. To train Career Advisors/Counsellors with standardized test and assessment methods.
3. To develop identified competencies among the Career Advisors/Counsellors
4. To study the effectiveness of career counselling provided by trained Career Advisors/Counsellors.

3 Literature Survey and Analysis

According to Swargiary (2025), "the effective delivery of career advisory services in rural Maharashtra necessitates a competency model that extends significantly beyond traditional psychological counselling, demanding that advisors function as multidisciplinary livelihood architects. Given the socio-economic landscape characterized by agrarian dependency and reliance on internal migration, linear career models are often insufficient for addressing livelihood uncertainty. Successful intervention requires a blend of one-to-one support, general counselling, and specific career guidance, training, and job-search support."

"The required competency shifts to proactive resource generation, necessitating economic literacy to evaluate entrepreneurial viability and assess opportunities such as social entrepreneurship, which is crucial for inclusive national development. Studies focusing on social entrepreneurship graduates highlight the need to redefine success in this field." (Odesanmi et al., 2024)

"Foundational competency standards are established globally by bodies such as the National Career Development Guidelines, which outline 11 minimum competency areas. Their application requires radical localization. The Information/Resources competency must shift from accessing global job databases to executing hyper-localized economic mapping. Advisors must also stay current on technological impacts, communicating how increasing productivity and the usage of artificial intelligence (AI) and the Internet of Things (IoT) may decrease the number of traditional jobs." (NCDA, 1997)

Regulatory reforms in India favour competency-based training courses. Psychology professionals surveyed supported an independent regulatory body and preferred mandatory Continuing Professional Development (CPD) for quality assurance, which is essential for mitigating the professional isolation often encountered in remote practice.

According to Singh (2020), "psychosocial competence is critical, as research confirms that career decision-making is heavily influenced by psychosocial factors, with peer pressure showing a significant correlation. This evidence emphasizes the need to provide counselling services directly to both parents and students to enhance decision-making skills, shifting the practice to family system consultation to manage communal expectations."

To ensure operational viability, practices must leverage digital tools. Government programs in Maharashtra advocate the use of ICT-enabled approaches to improve training. Advisors require proficiency in mobile-first delivery models and must be equipped to teach clients digital skills, thereby addressing the digital skills gap that impacts employability.

The Industrial Revolution 4.0 (IR 4.0) and Industrial Revolution 5.0 (IR 5.0) have profoundly reshaped the landscape of career skills and their mapping for the modern workforce. IR 4.0, characterized by rapid advances in automation, artificial intelligence, the Internet of Things, and big data, has catalysed a shift from manual and repetitive tasks to roles demanding advanced technical aptitude and digital literacy. Automation and digital transformation have increased the need for technical capabilities, such as programming, robotics, and data analytics, while also elevating the importance of complex cognitive skills, creative problem-solving, and adaptability. Consequently, organisations and educational institutions are compelled to prioritize continual upskilling and reskilling to ensure workforce relevance in dynamically changing job profiles (McKinsey & Company, 2022).

Unlike IR 4.0, Industrial Revolution 5.0 emphasizes the convergence of human innovation and technology, focusing on collaboration between people and intelligent machines. IR 5.0 acknowledges the unique value of human qualities such as emotional intelligence, creativity, critical thinking, and empathy, which are complemented by technological advancements rather than being replaced. This paradigm shift requires the revision of career skills mapping strategies, focusing equally on fostering human-centric skills and technological expertise. As organisations seek sustainable growth, skills frameworks now embed ethical awareness, adaptability, personal development, and workforce wellness as integral to professional success (ATOSS, 2023; DIYes International, 2023).

While IR 4.0 transformed the professional landscape by demanding digital transformation and technical reskilling, IR 5.0 elevates the need for holistic capabilities that blend technological fluency with interpersonal and creative strengths. Thus, the evolution from IR 4.0 to IR 5.0 marks a significant transition, wherein career skills mapping broadens to include lifelong learning, digital adaptability, and a uniquely human touch, ensuring meaningful collaboration in a technologically enhanced workplace (Engineering Masters Online, Rutgers University, 2025).

A review of state-level infrastructure indicates that while Maharashtra utilizes the SCERT, DIET, and BRCs for training purposes , the current focus is heavily skewed toward pedagogical content. This leaves a significant deficiency in specialized career counselling, assessment, and consultation competencies required in the rural context. Crucially, the lack of mandated Continuing Professional Development (CPD) focusing on core localized competencies, such as micro-economic resource mapping and family system consultation, hinders the professional development necessary to meet the complex demands of Rural Maharashtra.

4 Methodology

Through a literature survey with analysis and practice of conducting Career Aptitude Tests in three versions, the researchers found that there are requirements for specific competencies for Career Counsellors. Hence, a team of Career Advisors has been trained to use standardized tools and techniques to play the role of a mentor to choose career options for the students based on the scientific method, having a holistic approach of analyzing personality factors, career aptitude, employability quotient with known present demand of the job market and its trends for the upcoming years. Considering the pilot studies carried out in rural Maharashtra (India) as a practice, a capacity development module with academic content and an internship with senior career counsellors was developed to adopt the interaction methodology during the students' counselling process, along with the presence of their parents.

Career Advisors training with standardized tools and techniques shows development in their counselling and career aptitude assessment techniques that further gave satisfaction to the career aspirants for their queries and to address the problem of confusion in choosing career options based on personality factors and aptitude.

A supportive system for developing Career Guidance, a Career Labouratory: A central facility is made available at Satara for reference resources, along with several career guidance books, career encyclopaedias, e-resources, assessment tools, career multimedia films, and other resources. Such resources are useful for empowering Career Counsellors. According to McIlveen and Patton (2007) “The systems theory framework and the theory of career construction are introduced as theoretical frameworks amendable to constructivism and narrative career counselling” (p. 226). The Myers-Briggs Type Indicator (Myers, et al., 1988): MBTI Manual

is also a great fundamental resource that covers theory, preferences, constructs, administering and interpreting result processes, and many others.

Quinlan and Renninger (2022) propose "implications for academics and career counsellors who might help students refine their interest by considering connections between their academic subject, interest, and related career options and further argue that educators and policymakers must reframe employability interventions and think beyond teaching students skills or attributes that lead to employment. Educators-Teachers can start with students' interest in their subject and support their exploration of how they can continue pursuing that interest in various careers" (p. 863).

The structure of capacity development of potential career advisors was also practice-based, along with the senior counsellor team, for developing skill maps and career maps with multidisciplinary, transdisciplinary, and interdisciplinary mapping processes. The chaos theory of careers was adopted to continuously upgrade the competencies of the counsellors. "It emphasizes continual change, the centrality and importance of chance events, the potential of minor events to have disproportionately large impacts on subsequent events, and the capacity for dramatic phase shifts in career behavior. This approach complements traditional approaches to career counselling, assumptions about the importance of chance events, and the idea that counselling should aim to reduce career options to a rational and manageable set of logical choices." (Pryor & Bright, 2005).

The various core competencies required for career counsellors are covered in the training that relates to in-depth knowledge of the philosophical and theoretical foundations of counselling, ability to think critically, understanding of ethical issues and knowledge and skills for ethical decision making, ability to identify and address barriers to change and growth encountered at individual, systemic, or socio-political levels, a range of practical counselling skills and strategies for use with a range of clients, ability to integrate theory and practice in the context of work-based learning opportunities, and specific knowledge and skills (Collins & Hiebert, 2002).

5 Discussion

This study, which includes pilot experiments, covers various topics related to career guidance, including teacher training, specific theoretical approaches and techniques, assessment tools, the role of labour market information, vocational education, interest-based career planning and international perspectives. This highlights areas where further research could deepen our understanding.

One potential gap lies in evaluating the effectiveness of different career guidance interventions, particularly those delivered in school settings or by trained professionals. Research is needed to understand the long-term impact of various approaches and training methods on student outcomes such as career satisfaction, educational attainment, and successful transitions. Another area for exploration is the integration and comparative effectiveness of diverse theoretical frameworks, such as Holland's theory, narrative Counselling, solution-building, and the chaos theory of careers. Understanding how practitioners combine these approaches and which methods are most effective for students with differing needs or in specific contexts remains a critical question. A holistic approach and strong counselling skills with occupational information are required for effective career counselling.

Awareness of career counselling remains low in many parts of Maharashtra, especially outside major metropolitan centers such as Mumbai and Pune. There is a lack of understanding

regarding what counselling entails and its long-term benefits, sometimes leading to skepticism or reliance on informal advice. The absence of a strong, unified regulatory body for career counselling in the state also contributes to varying quality standards and can erode public trust, making it difficult for reputable counsellors to establish themselves.

According to Niles and Karajic (2008), "Career Practitioners often confuse the terms "career guidance" and "career counselling." This lack of precision confuses practitioners, students, and clients and is therefore a barrier to advancing the efficacy of career development theory and practice globally. When language lacks precision, it implies that terminology does not matter. However, words have power in that career development practitioners are "engaged in a verbal profession in which words and symbols frequently become the content of the interactions they have with clients" (Herr, 1997, p. 241). Thus, there is a need for greater clarity and specificity regarding key terms related to career development interventions. Such specificity enhances the credibility of our profession and provides a common ground for training career-guidance practitioners. Developing a common language for the profession enhances the globalization of training practices and enhances the internationalization of training opportunities."

Furthermore, while assessment tools are mentioned, research could focus on the validity and ethical use of specific career aptitude and personality tests across diverse student populations and the best practices for meaningfully integrating assessment results into holistic guidance processes. Finally, exploring how students process and effectively utilize complex information, such as labour market information (LMI), and how intrinsic factors, such as interest, can be effectively nurtured and balanced with extrinsic employability demands in career planning presents another significant research avenue. Research on adapting guidance models to specific cultural and international contexts also appears to be crucial.

6 Conclusion

In the changing scenario of skilled workforce in the context of Industrial Revolutions (IR) 4.0 and 5.0, continuous professional development, knowledge enhancement, updating knowledge about these trends, and adherence to ethical practices are essential for career advisors to maintain effectiveness and support students' development for future careers. The assessment processes must also be upgraded occasionally to include changing such scenarios when choosing career options, thus reskilling and upskilling the advisors' competencies.

This research concludes that there is need of key competencies of the Career Advisors that provides guidance on Analytical Skills, Personalized Approach and Guidance, Continuous Learning, and Ethical Practices suited to the contextual aspects of the career aspirants

Career counsellors in Maharashtra face a unique set of challenges, often reflecting broader Indian issues but with local specificities. A significant hurdle is the sheer volume of students who need guidance, particularly in a state with a large and diverse student population. This demand far outstrips the supply of adequately trained and certified counsellors, leading to a high student-to-counsellor ratio, especially in public and semi-urban schools.

In the context of the 4.0 IR and the impact of information technology and Artificial Intelligence (AI) on career occupations, "the internationalization of career counselling gains particular significance, wherein counselling and guidance increasingly occur within multicultural contexts. Today, it is increasingly likely that the counsellor and the counselee come from differing cultural backgrounds, each with their own conceptions of work and career. It is possible that the counsellor's version of counselling belongs to a cultural framework that does not match

the way the client's culture prepared them to engage with the world of work. Internationalization requires people to consider issues related to the relevance, suitability, and appropriateness of Western counselling frameworks to non-Western cultures" (Arulmani, 2009).

According to Bersan et al. (2024) stated, "In the context of a scarcity of career counselling specialists, training teachers as career guidance advisors emerges as a viable solution. The study highlights the potential of such training programs to address the critical need for comprehensive career guidance in schools" (p. 289). The same scenario applies to India and other countries. To address the challenges of Career Counsellors, Miller (2006) described the key principles of solution-focused counselling and provided practical examples of its application to career counselling, that is, solution-building career counselling. It is necessary to practice counselling students with different aspirations from various fields. Consolidation of future skills, career mapping, and market trends needs to be customized as per the needs of career aspirants.

The present scenario for career counsellors in Maharashtra is characterized by a significant demand-supply gap. With a vast student population and increasing awareness of diverse career options beyond traditional fields, the need for professional guidance is substantial.

In metros like Mumbai and Pune, which have a growing number of certified counsellors and online platforms, accessibility remains a major challenge in rural areas. Parental pressure on conventional choices persists, requiring counsellors to adopt persuasive and educational approaches to family planning. The National Education Policy 2020 emphasizes career guidance, potentially boosting the sector. However, the lack of a standardized regulatory body and sufficiently trained professionals continues to be a hurdle for the consistent quality and reach of career counselling services across the state.

This study collectively addresses various facets of career guidance and development. It examines approaches and theoretical frameworks for helping individuals make occupational choices, including psychological theories, narrative methods, and solution-focused techniques. There is also an emphasis on the role of labour market information in shaping educational and career decisions. It also includes research on training teachers to provide career guidance and the challenges and perspectives of career guidance within school systems from European and international viewpoints. It touches upon assessing aptitude and rethinking employability issues.

References

Arulmani, G. (2009). The internationalization of career counselling: Bridging cultural processes and labour market demands in India. *Asian Journal of Counselling, 16*(2), 149–170. https://hkier.cuhk.edu.hk/tc/publications/ajc-2009-v16n2-149-170

ATOSS. (2023). *Industry 5.0 vs. Industry 4.0: What are the differences?* https://www.atoss.com/

Bersan, O. S., Luştrea, A., Sava, S., & Bobic, O. (2024). Training teachers for career guidance of high school students. *Education Sciences, 14*(3), Article 289. https://doi.org/10.3390/educsci14030289

Billett, S., Choy, S., & Hodge, S. (2020). Enhancing the standing of vocational education and the occupations it serves: Australia. *Journal of Vocational Education & Training*. https://doi.org/10.1080/13636820.2020.1751247

Collins, S. A., & Hiebert, B. R. (2002). Developing a competency framework for career counsellor training. *Natcon Papers.*

DIYes International. (2023). *Industry 5.0: What it is and how it will impact education*. https://diyesinternational.edu.in/

Dislere, V., & Vronska, N. (2020). Evaluation of career counsellors' competencies in career guidance. *Proceedings of the International Scientific Conference Rural Environment. Education. Personality (REEP), 13*, 385–399.

Driesel-Lange, K., Ertelt, B.-J., Makarova, E., Nägele, C., Noworol, C., Romero Rodríguez, S., Rosalska, M., Scharpf, M., Schröder, R., & Wawrzonek, A. (2024). *Career guidance in schools: European and international perspectives* [Book of abstracts]. Career Lead. https://career-lead.eu/wp-content/uploads/2024/06/Career_Lead_Book-of-Abstracts_230625.pdf

Engineering Masters Online, Rutgers University. (2025). *Industry 4.0 vs. 5.0: What's the difference?* https://engineeringmastersonline.rutgers.edu/

Herr, E. L. (1997). Career counselling: A process in progress. *British Journal of Guidance and Counselling, 25*(1), 81–93.

Hofer, A.-R., Zhivkovikj, A., & Smyth, R. (2020). The role of labour market information in guiding educational and occupational choices. *OECD Education Working Papers*, No. 229, OECD Publishing, Paris. https://doi.org/10.1787/59bbac06-en

Holland, J. L. (1959). A theory of occupational choice. *Journal of Counselling Psychology, 6*(1), 35–45.

Kuhl, J., & Quirin, M. (2025). Individual differences in self-regulation. In J. Heckhausen (Ed.), *Motivation and action*. Springer. https://doi.org/10.1007/978-3-031-87947-0_13

Larriba, G., Aisenson, G., Czerniuk, R., Ciccone, A., & Valenzuela, V. (2025). Meanings attributed to alternative care residences by vulnerable youth transitioning to independence. In R. Schröder & A.-L. Müller (Eds.), *Career guidance in schools from European and international perspectives* (pp. 11–18). Career Lead. https://doi.org/10.5281/zenodo.14944285

Mann, A., Denis, V., & Percy, C. (2020). Career ready? How schools can better prepare young people for working life in the era of COVID-19. *OECD Education Working Papers*, No. 229, OECD Publishing, Paris. https://www.oecd.org/content/dam/oecd/en/publications/reports/2020/12/career-ready_b1c35250/e1503534-en.pdf

McIlveen, P., & Patton, W. (2007). Narrative career counselling: Theory and exemplars of practice. *Australian Psychologist, 42*(3), 226–235.

McKinsey & Company. (2022, August 16). *What is Industry 4.0 and the Fourth Industrial Revolution?* https://www.mckinsey.com/

Miller, J. (2006). Using a solution-building approach in career counselling. In K. B. Maree (Ed.), *Shaping the story: A guide to facilitating narrative career counselling* (pp. 222–234). Sense Publishers. https://doi.org/10.4324/9780203099599-22

Myers, I. B., & McCaulley, M. H. (1988). *Myers-Briggs Type Indicator (MBTI)*. Consulting Psychologists Press.

National Career Development Association. (1997). *Career counselling competency*. https://ftp.ncda.org/

Niles, S. G., & Karajic, A. (2008). Training career practitioners in the 21st century. In J. A. Athanasou & R. Van Esbroeck (Eds.), *International handbook of career guidance* (pp. 355–372). Springer. https://doi.org/10.1007/978-1-4020-6230-8_18

Odesanmi, A. F., Olusegun, D. I., Babatunde, O. S., Asamu, F. F., Kayode, O. E., & Arowolo, O. T. (2024). Community service entrepreneurship, social capability, and sustainable development: A social capital perspective. *Ilorin Journal of Education, 45*(1), 248–265.

Pryor, R., & Bright, J. (2005). Chaos in practice: Techniques for career counsellors. *Australian Journal of Career Development, 14*(1), 18–28. https://doi.org/10.1177/103841620501400105

Quinlan, K. M., & Renninger, K. A. (2022). Rethinking employability: How students build on interest in a subject to plan a career. *Higher Education, 84*, 863–883. https://doi.org/10.1007/s10734-021-00804-6

Rossier, J. (2015). Personality assessment and career interventions. In P. J. Hartung, M. L. Savickas, & W. B. Walsh (Eds.), *APA handbook of career intervention: Vol. 1. Foundations* (pp. 327–350). American Psychological Association. https://doi.org/10.1037/14438-018

Schröder, R., & Müller, A.-L. (Eds.). (2024). *Career guidance in schools under European and international perspectives* [Book of abstracts]. Career Lead. https://career-lead.eu/wp-content/uploads/2024/06/Career_Lead_Book-of-Abstracts_230625.pdf

Singh, S. K. (2020). *Psychosocial factors influencing career decisions of school students*. [Unpublished manuscript / Institutional reference needed] Diss. Bharathiar University.

Swargiary, K. (2025). *Bridging knowledge and practice: Extension education and activities in India*. [Publisher needed].

Tatpuje, D., & Shende, S. (2002, May 15). *Seven-point career aptitude test*. Careervedh. https://careervedh.vidyadeep.org

Biographical notes

Dr Dipak Tatpuje is a Distinguished Professor at Sanjay Ghodawat University, Atigre (Kolhapur), and a Research Advisor at Vidya Deep Foundation, Satara. He is the Inventor of the "7-Point Career Aptitude Test" practiced for over three decades.

Dr Yogeshwari Giri is Dean of the Faculty of Commerce and Management at Sanjay Ghodawat University, Atigre (Kolhapur), India

Dr Avinash Kakade is the Deputy Registrar at Symbiosis International (Deemed University), Pune (MS), India