

# M. A. Career Guidance

## Syllabus

### UNIVERSITY DEPARTMENT

Program Code: ECGA

2021 – 2022 onwards



## BHARATHIAR UNIVERSITY

(A State University, Accredited with “A” Grade by NAAC,  
Ranked 13<sup>th</sup> among Indian Universities by MHRD-NIRF,  
World Ranking : Times - 801-1000, Shanghai - 901-1000, URAP – 1047 )

Coimbatore - 641 046, Tamil Nadu, India

**Programme Educational Objectives (PEO)**

<b>PEO1:</b>	Offering right career guidance and counseling to the graduates, school students and employees for their career.
<b>PEO2:</b>	Applying the suitable techniques to access the individual skill level and map the expected level for the individual excellence and to the skilled society.
<b>PEO3:</b>	Creating and building with high vision of early career development plan for their perspective future as well as to offer the right guidance for mid-career transition.



**Program Specific Outcomes (PSOs)**

<b>PSO1:</b>	Professional Capacity Building in Counselling and Guidance
<b>PSO2:</b>	Professionals in applying psychometric tools
<b>PSO3:</b>	Capacity in offering academic advice on skill development
<b>PSO4:</b>	Professional in understanding of industry demand and mapping the skills
<b>PSO5:</b>	Commitment towards society and professional development



**Programme outcome (PO)**

<b>PO1:</b>	Demonstrate the necessary knowledge and skills in various stages of career guidance, basic guidance, Institutional arrangements for Career guidance and the relationship between personality and career options.
<b>PO2:</b>	Demonstrating different perspectives of Education and training for personal development and careers. Also gain necessary knowledge on labour market demand and the impact of globalization on the job market.
<b>PO3:</b>	Knowledge and skills in various performance measurement tools, performance improvement methods and performance-based career planning efforts.
<b>PO4:</b>	Identify the necessary knowledge and skills in the use of appropriate parts of speech in appropriate contexts, communication in career counselling contexts and design necessary testing devices to understand one's language competence.
<b>PO5:</b>	Create knowledge and skills in Event management especially in organizing career fairs and career awareness programme for various sectors.
<b>PO6:</b>	Use the required information, skills and importance of occupational health and stress management practices for the employee's effective performance as well as to retain the talent.
<b>PO7:</b>	Understand the process of career assessments, administer and interpret career related assessment tests, acquire competency in various career assessments tools and proficiency in preparing individual career profile.
<b>PO8:</b>	Comprehend the status and characteristics of various educational systems, identify the various sources of educational and career information, compiling client-specific tailor-made labour market information, and prepare a compendium of entrance /competitive examinations and the schemes / scholarships offered by state and central government departments.
<b>PO9:</b>	Understanding the client's career related problems, administering personality, aptitude, intelligence and interests' tests for career development, rendering career guidance and counselling in individual and group situations.
<b>PO10:</b>	Organise career guidance programmes and exhibitions to equip the graduates and other aspirants about their stress-free career as well as for better employment.

**MA Career Guidance Curriculum (University Department)**  
(For the students admitted during the academic year 2021 – 22 onwards)

**About the Course**

The Two-year Master of Career Guidance is a professional programme. The main purpose of this programme is to prepare the students as career counsellors and guide to develop a global as well as a national vision for education and employment. The programme provides opportunities for students to extend as well as deepen their knowledge and understanding of education, guidance, counselling, various tools for psychometric test, event management, organising career exhibitions, understanding of source of information for guidance and employment opportunity and skill assessment at school, college and industry level for early and midcareer.

**Duration and Weight age of the Programme**

Total number of credits: **90 credits** including research dissertation and additional **2 credits** for SWAYAM MOOCs- Online course.

Minimum period to complete the programme: 2 years (with four semesters under Choice Based Credit System)

Maximum period to complete the programme: 4 years

**Eligibility**

Candidates seeking admission to the MA Career Guidance programme should obtained 50% marks or an equivalent grade in any under graduate degree as recognized by the government.

**Medium of Instruction and class**

The medium of instruction is English and five days per week and six hours per day.

**Practical & Viva Voce**

During the first three semesters of study, the students have to undergo Practical which is mainly through field visits. That is once in every week the students will be sent to schools, colleges based on the requirement of the syllabus. The visit has to be recorded and the report has to be submitted. The report is evaluated by the class tutor/field in charge and countersigned by the HOD. This report must be presented by the candidate and reviewed by class tutor and HOD during Viva Voce Examination and the same will be reported to COE for awarding marks

### **Project work & Viva Voce**

The project thesis is the bonafide work carried out by the candidate under the guidance of a faculty authenticated and countersigned by the HOD. This project work must be presented and defended by the candidate and reviewed by external examiner during Viva Voce Examination.

### **Mark Allotment**

The MA Career Guidance theory, practical and supportive courses have the following components:

#### **1. Theory**

Maximum Marks – 100 (credits – 4, 6)

**Internal Marks: 50**

**Tests: 30 Marks, Assignment: 10 Marks, Seminar: 5 Marks and Others: 5 Marks**

**External Marks: 50**

#### **2. Practical**

D) For 6 Credits Maximum Marks = 100

**Internal Marks 50**

**External Marks 50**

Tests – 30 Marks  
Observation – 05 Marks  
Record – 15 Marks

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Total = 50 Marks  
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#### **3. Supportive Papers (credits – 2)**

Maximum Marks – 50

**Internal Marks: 12**

**External Marks: 38**

Test - 6 Marks  
Assignment - 3 Marks  
Seminar - 3 Marks



**Bharathiar University, Coimbatore-641046**  
**Department of Extension and Career Guidance**  
**M.A. Career Guidance**

(For the students admitted from the academic year 2021-22 onwards)

**SCHEME OF EXAMINATION – CBCS Pattern**

Code	SUBJECT	Hours		Marks for		Total Marks	Credits
		Field Work	Class	CIA	ESE		
<b>Year I – Semester I</b>							
10CGC01	<b>Core I:</b> Principles of Guidance and Counselling	-	4	50	50	100	4
10CGC02	<b>Core II:</b> Perspectives of Education and Careers	-	4	50	50	100	4
10CGC03	<b>Core III:</b> Developmental and Positive Psychology of Counselling	-	4	50	50	100	4
10CGC04	<b>Core IV: Career Guidance Practicum – I</b> School visit for 8th-10 std- skill assessment and attitude building- Preparation of Career Diary	6	-	50	100	150	6
10CGC01E	<b>Elective I:</b> Human Resource Management (or) Essentials of Communication skills	-	4	50	50	100	4
	<b>Supportive I:</b> Would be chosen by the students from other departments	-	2	12	38	50	2
	<b>Total</b>	<b>6</b>	<b>18</b>			<b>600</b>	<b>24</b>
<b>Year I – Semester II</b>							
10CGC05	<b>Core V:</b> Counselling in Practice	-	4	50	50	100	4
10CGC06	<b>Core VI:</b> Psychological Assessment in Guidance and Counselling	-	4	50	50	100	4
10CGC07	<b>Core VII: Career Guidance Practicum – II</b> School visit for 11th & 12th Std- Offering “What Next” after 12th for Higher Education	6	-	50	100	150	6
10CGC08	<b>Core VIII:</b> Occupational Health and Stress Management	-	4	50	50	100	4
10CGC02E	<b>Elective II:</b> Event Management (or) Aptitude Assessment for Careers	-	4	50	50	100	4
	<b>Supportive II:</b> Would be chosen by the students from other departments	-	2	12	38	50	2
	<b>Total</b>	<b>6</b>	<b>18</b>			<b>600</b>	<b>24</b>

Year II – Semester III							
10CGC09	<b>Core IX: Career Guidance Practicum – III</b> Arranging Career exhibition and Campus Placements for School and College	6	-	50	100	150	6
10CGC10	<b>Core X: Competency Mapping</b>	-	4	50	50	100	4
10CGC11	<b>Core XI: Occupational Preparation and Information</b>	-	4	50	50	100	4
10CGC12	<b>Core XII: Quantitative Research Methods</b>	-	4	50	50	100	4
10CGC03E	<b>Elective III: E-Career Guidance (or) Organizational Behaviour</b>	-	4	50	50	100	4
	<b>Supportive III: Would be chosen by the students from other departments</b>	-	2	12	38	50	2
	<b>Total</b>	<b>6</b>	<b>18</b>			<b>600</b>	<b>24</b>
Year II – Semester IV							
10CGC13	<b>Core XIII: Entrepreneurship Development</b>	-	4	50	50	100	4
10CGC14	<b>Core XIV: Career Development in Social Context</b>	-	4	50	50	100	4
10CGC15	<b>Core XV: Project Work &amp; Viva Voce Exam</b>	6	-	60	90	150	6
10CGC16	Video Record of counselling	4	-	50	50	100	4
	<b>Total</b>	<b>10</b>	<b>8</b>	<b>-</b>	<b>-</b>	<b>450</b>	<b>18</b>
	<b>Grand Total</b>	<b>28</b>	<b>72</b>			<b>2250</b>	<b>90</b>
*Practical exam – Both internal and external examiner will conduct and evaluate \$ Online 2 credit Course is mandatory and it <b>SHOULD BE COMPLETED WITHIN 3<sup>rd</sup> SEMESTER.</b>							

**Value Added Courses**

S. No.	SUBJECT	Hours		Marks for		Total Marks	Credits
		Field Work	Class	Internal	External		
<b>Year I – Semester I</b>							
1	Global Business Foundation skills – Infosys BPS	-	40	100	-	100	4
<b>Year II – Semester III</b>							
2	Career Service Programme with Promise Foundation	-	40	100	-	100	4
<b>Non-Scholastic course</b>							
	\$ SWAYAM Online course	-	-	-	-	-	2
<b>Non-Scholastic course</b>							



**Job Oriented Courses**

S. No.	SUBJECT	Hours		Marks for		Total Marks	Credits
		Field Work	Class	Internal	External		
<b>Year I – Semester II</b>							
1	Web Designer-MESC Sector- NSDC, New Delhi	-	40	-	-	-	9
<b>Year II – Semester IV</b>							
2	Entrepreneurship skills partnering with EDI/MSME	-	40	-	-	-	9

**Non-Scholastic course**





**First  
Semester**

<b>Course code</b>	<b>10CGC01</b>	<b>Principles of Guidance and Counselling</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Core</b>	<b>Core I</b>		4	-	-	4
<b>Pre-requisite</b>	<b>Basic knowledge in counselling, guidance and understanding of education</b>		<b>Syllabus Version</b>		<b>2021-22</b>	
<b>Course Objectives:</b>						
The main objectives of this course are to:						
<ol style="list-style-type: none"> <li>1. Gain necessary knowledge and skills in various stages of Career guidance</li> <li>2. To know the institutional arrangements for Career guidance</li> <li>3. Understand relationship between guidance and counselling</li> </ol>						
<b>Expected Course Outcomes:</b>						
On the successful completion of the course, student will be able to:						
1	Analyze the meaning and scope of guidance, types of guidance, stages of career guidance, personality traits and career options and various models of career guidance				K2	
2	Enable the students to learn the meaning and scope of guidance and various techniques of guidance.				K3 & K4	
3	Gain necessary knowledge and skills in various stages of Career guidance				K1 & K2	
4	Know the institutional arrangements for Career guidance				K3	
5	Understand relationship between career guidance and counselling				K2 & K4	
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create</b>						
<b>Unit:1</b>	<b>Introduction to Guidance</b>				<b>12 hours</b>	
Meaning, Need and Scope of Guidance, Objectives and Principles of guidance. Nature and Types: Educational Guidance – Personal - Social Guidance. Benefits and Limitations of Guidance. Guidance for population with special needs: Mentally Challenged learners and Learning disabilities						
<b>Unit:2</b>	<b>Parameters for effective guidance</b>				<b>12 hours</b>	
Information essential for effective guidance: Testing techniques: Achievement and aptitude tests, personality and interest inventories, intelligence, frustration, conflict and mental health, school records and report. Non-testing techniques: Self-reporting, Observation method, socio-metric, Interview, Group counselling, Family values and cultural framework.						
<b>Unit:3</b>	<b>Historical approach</b>				<b>12 hours</b>	
History of guidance movement in India - problems of guidance in India. Guru-Shishya approach,						

Early life education – Vivekananda, Rabindranath Tagore, Kothari, Batliboi, Mukherjee. Emerging modern guidance in India – Global perspectives of guidance		
<b>Unit:4</b>	<b>Vocational Guidance</b>	<b>12 hours</b>
Vocational Guidance: Nature, Need, Objectives and Characteristics. Different stages of vocational guidance: Organization - Career corner, Career talk, Career conference. Elementary level, secondary, college and higher education. Theories of vocational choice: Ginzberg – Holland – Super – Robert havighurst – Structural Theory.		
<b>Unit:5</b>	<b>Counselling</b>	<b>12 hours</b>
Counselling: Meaning, Need, Objectives, Elements and Characteristics. Types of counselling: Directive, Non-directive and Eclectic Counselling. Difference between counselling and guidance. Theories of career counselling, Counselling Directions and Techniques.		
<b>Unit:6</b>	<b>Contemporary Issues</b>	<b>2 hours</b>
Seminars, Workshop, Guest Lecturers and Online orientation Programme		
<b>Total Lecture hours</b>		<b>62 hours</b>
<b>Text Book(s)</b>		
1	Dr Omprakash B. Pal (2018), Guidance and Counselling, A P H Publishing Corporation, New Delhi	
2	Sharma, R.A. (2001), Fundamentals of Guidance and Counselling, R. Lall Book Depot, Meerut, UP	
3	Aggarwal JC (2004), Educational and vocational guidance and counselling, 7 th Edition, Doaba House, New Delhi.	
<b>Reference Books</b>		
1	Chauhan, S. S., Principles and Techniques of Guidance	
2	Gibson Robert and Mitchell Marianne (2005), Introduction to Guidance and Counselling, 8 th Edition, Prentice Hall of India, New Delhi	
3	Kochhar, S.K. (1981), Guidance in Indian Education, New Delhi	
4	Kochhar, S.K. (1989), Educational and Vocational guidance in Secondary schools, Sterling Publishers, New Delhi.	
5	Bengalea Mehro, D. (1990). Guidance and counselling, Sheth Publication, Mumbai.	
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>		
1	Guidance and Counselling By Dr. R. Rajendran - SWAYAM	
Course Designed By: <b>Prof. Dr. A. Vimala &amp; Dr.S.Sadhasivam</b>		

<b>Mapping with Programme Outcomes</b>										
<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	M	M	S	M	M	M	M	L	M	M
<b>CO2</b>	M	S	M	M	M	S	S	M	S	S
<b>CO3</b>	S	M	M	M	M	M	M	S	M	M
<b>CO4</b>	S	M	S	M	M	S	M	S	M	S
<b>CO5</b>	S	M	M	M	M	M	M	M	M	S

\*S-Strong; M-Medium; L-Low



Course code	10CGC02	Perspectives of Education and Careers	L	T	P	C
Core		Core II	4	-	-	4
Pre-requisite		Information on education at school, college level and various career information	Syllabus Version		2021-22	
<b>Course Objectives:</b>						
The main objectives of this course are to:						
<ol style="list-style-type: none"> <li>1. Gain necessary knowledge on different perspectives of Education and training for personal development and careers.</li> <li>2. Also gain necessary knowledge on labour market demand and the impact of globalization on the job market</li> </ol>						
<b>Expected Course Outcomes:</b>						
On the successful completion of the course, student will be able to:						
1	Understand the meaning and scope of schooling, lifelong learning and the purpose of education and training for various careers				K2	
2	Understand the principles of labour law and labour market demand				K1 & K2	
3	Gain necessary knowledge on different perspectives of Education				K2 & K3	
4	Training for personal development and careers				K3	
5	Also gain necessary knowledge on the impact of globalization on the job market				K1 & K2	
<b>K1</b> - Remember; <b>K2</b> - Understand; <b>K3</b> - Apply; <b>K4</b> - Analyze; <b>K5</b> - Evaluate; <b>K6</b> - Create						
<b>Unit:1</b>	<b>Knowledge, Education and Schooling</b>				<b>12 hours</b>	
Nature Conception, perception of knowledge. Education and Schooling: Meaning of Education and Schooling – Relationship between school and education. Educational theories of Western and Indian thinkers: Vivekananda, Rabindranath Tagore, M.K. Gandhi, Sri Aurobindo, Rousseau, Froebel, John Dewey, Paulo Freire						
<b>Unit:2</b>	<b>Education as Interdisciplinary Knowledge</b>				<b>12 hours</b>	
Interdisciplinary nature of education: Relationships with disciplines/subjects such as philosophy, psychology, sociology, management, economics and anthropology – contribution of science and technology to education and challenges ahead. Dynamic relationship of education with the political process						



<b>Unit:3</b>	<b>Perspectives on Career Development</b>	<b>12 hours</b>
Theories of career development: Trait Factor Theory – Roe’s theory of personality development and career choice – Holland’s career theory of personality types and work environment – Super’s life span/life span approach to career development		
<b>Unit:4</b>	<b>Understanding Career Information</b>	<b>12 hours</b>
Dimension of career information: nature of work, working conditions, entry requirements, earning, growth opportunities. Dissemination of career information: Group techniques – objectives, advantages and limitations. Group activities: career talks, career conference/exhibition, displays field trips, film shows.		
<b>Unit:5</b>	<b>Career Adjustment and Maturity</b>	<b>12 hours</b>
Economic development and career opportunities – Concept of career adjustment and career maturity – Factors affecting career maturity – Assessment of career maturity.		
<b>Unit:6</b>	<b>Contemporary Issues</b>	<b>2 hours</b>
Seminars, Workshop, Guest Lecturers and Online orientation Programme		
<b>Total Lecture hours</b>		<b>62 hours</b>
<b>Text Book(s)</b>		
1	Mohan, Swadesh (Ed.) (1998). Building personal and career consciousness in girls. New Delhi: Vikas Publishing House	
2	Mohan, S. (1998). Career development in India: Theory, research and development, New Delhi: Vikas publishing house	
<b>Reference Books</b>		
1	Osipow, S.H. & Fitzgerald, L.F. (1996). Theories of Career Development (4th ed.), Boston: Ally and Bacon	
2	Saraswat, R.K. & Gaur, J.S. (1994). Manual for Guidance Counselors. New Delhi: NCERT	
3	Schmitt – Rodermund, E. & Silbereisen, R.K. (1998). Career maturity determinants: Individual development, social context perspective. The career development quarterly, 47, 16-31	
4	Sharf, R.S. (2005). Applying career development theory to counselling. Wads worth publishing co.	
5	Swanson, J.L. & Fouad, N.A. (1999). Career theory and practiced; Learning through case studies. Sage Publications	
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>		
1	Perspectives on Education By Dr.Umer Farooque.T.K- SWAYAM	
Course Designed By: <b>Prof. Dr. A. Vimala &amp; Dr.C.Dhayanand</b>		

<b>Mapping with Programme Outcomes</b>										
<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	M	M	M	S	M	M	L	M	L	M
<b>CO2</b>	M	M	S	M	S	M	M	M	S	S
<b>CO3</b>	M	S	M	L	M	S	S	S	M	S
<b>CO4</b>	M	S	S	M	S	S	M	M	S	S
<b>CO5</b>	S	M	M	S	S	M	M	M	M	M

\*S-Strong; M-Medium; L-Low



<b>Course code</b>	10CGC03	<b>Developmental and Positive Psychology of Counselling</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Core</b>	<b>Core III</b>		4	-	-	4
<b>Pre-requisite</b>	<b>Basic knowledge in Psychology and counselling method</b>		<b>Syllabus Version</b>		<b>2021-22</b>	
<b>Course Objectives:</b>						
The main objectives of this course are to:						
<ol style="list-style-type: none"> <li>1. Impart the knowledge of psychology</li> <li>2. Learn various aspects of psychology in counselling</li> <li>3. To familiarize with counselling and positive psychology</li> </ol>						
<b>Expected Course Outcomes:</b>						
On the successful completion of the course, student will be able to:						
1	Develop an understanding of the concepts of Basic Psychology.				K2	
2	Identify the different types of problems at different stages of developmental psychology.				K2	
3	Understand different factors associated with Psychological Development.				K2 &K3	
4	Know about different theories of personality and their implication in Guidance & Counselling.				K3&K4	
5	Recognize the needs of different contexts for Positive Psychology.				K4	
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create</b>						
<b>Unit:1</b>	<b>Psychological Dimensions of Counselling</b>				<b>12 hours</b>	
Indian Perspective: Therapeutic values of Indian Psychology - How to overcome anxiety, frustration, aggression - Yogic Prescriptions- Development of Philosophy of Indian Psychology.						
<b>Unit:2</b>	<b>Basic Psychology as Related to Counselling</b>				<b>10 hours</b>	
Psychology: Definition, branches (emphasis on counselling related branches), and methods: Observation, Interview and Case Study – Sensation, perception, emotion, motivation, memory and intelligence - Schools of Psychology as related to counselling						
<b>Unit:3</b>	<b>Stages and Factors of Psychological Development</b>				<b>14 hours</b>	
Developmental task of different stages of development – Prenatal development, Birth and Infancy, Early childhood, Middle childhood, Adolescence, Adulthood and Old age - Fulfilment and frustration of motives, conflict, anxiety and defence mechanisms at different stages of life - Psychodynamics of Adjustment – Adjustment problems, Causes and Problems of Maladjustment.						

<b>Unit:4</b>	<b>Personality Theories and their Implications in Guidance and Counselling</b>	<b>14 hours</b>
Freudian viewpoint - Neo-Freudian viewpoint (Erikson's, Adlerian, Meyer's and C. G .Jung's Viewpoint)- Moralistic viewpoint (Kohlberg) - Classical Conditioning (Pavlov) - Behaviouristic viewpoint(Skinner) - Humanistic viewpoint (Maslow's and Roger's viewpoint) -Eysenck's viewpoint -Social Cognitive Learning viewpoint (Bandura)		
<b>Unit:5</b>	<b>Positive Psychology</b>	<b>10 hours</b>
Meaning, objectives and theoretical perspectives of positive psychology (Seligman) – Life skills – Practical strategies to enhance happiness: enhancing pleasure, engagement and meaning making – Spirituality and well-being – Subjective well-being – Characteristics and determinants, life satisfaction and happiness – Human Virtues – Cognitive-focused approach: Creativity, well-being mindfulness, Optimism, Hope Theory, Self-Efficacy, Problem Solving, Setting Goals and Role of Personal Control in Adaptive Functioning		
<b>Unit:6</b>	<b>Contemporary Issues</b>	<b>2 hours</b>
Seminars, Workshop, Guest Lecturers and Online orientation Programme		
<b>Total Lecture hours</b>		<b>62 hours</b>
<b>Text Book(s)</b>		
1	Vimala, A.Rathnaraj, Narendra (2018). - Developmental and Positive psychology of counselling, Blue Hill Publishers, Coimbatore	
2	Butterworth, George (2014). Principles of Developmental Psychology: An Introduction, Psychology Press, New York	
3	Gerow, Josh R. (1993). Essentials of Psychology (Concepts and Applications), Harper Collins College Publishers	
4	Sinha, Jadunath (1996). Indian Psychology, Vol. – I (Cognition), II (Emotion & Will), and III (Epistemology of Perception). Motilal Banarsidass Publishers	
<b>Reference Books</b>		
1	Colman, Andrew M. (2015). Oxford Dictionary of Psychology, Oxford Reference	
2	Fordham, Frieda (1959). An Introduction to Jung's Psychology, Penguin Books	
3	Gerow, Josh R. (1993). Essentials of Psychology (Concepts and Applications), Harper Collins College Publishers	
4	Narramore, Clyde M. (1960). Psychology of Counselling, Zondervan Publishing House, Michigan.	
5	Shaffer, David, Kipp, Belmont, Katherine CA (2013). Developmental Psychology: Childhood and Adolescence, USA Wadsworth Cengage Learning.	

<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>	
1	NOC:Positive Psychology - NPTEL
2	NOC:Brief introduction to Psychology - NPTEL
Course Designed By: <b>Prof. Dr. A. Vimala &amp; Dr.S.Sadhasivam</b>	

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M	L	M	S	M	L	M	M	M	M
CO2	S	M	L	M	S	M	S	S	M	S
CO3	M	M	S	S	S	S	S	M	S	S
CO4	S	M	S	M	M	S	M	S	S	S
CO5	M	S	M	S	M	S	S	M	M	S

\*S-Strong; M-Medium; L-Low





(School visit for 8<sup>th</sup>-10 std- skill assessment and attitude building- Preparation of Career Diary)

<b>Course code</b>	<b>10CGC04</b>	<b>Career Guidance Practicum – I</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Core</b>	<b>Core IV</b>		-	-	<b>6</b>	<b>6</b>
<b>Pre-requisite</b>	Fundamental knowledge in guidance and counselling gained in the theory		<b>Syllabus Version</b>		<b>2021-22</b>	
<b>Course Objectives:</b>						
The main objectives of this course are to:						
<ol style="list-style-type: none"> <li>1. Understand various nuances in career guidance and counselling</li> <li>2. To promote counsellor mentality to the students</li> </ol>						
<b>Expected Course Outcomes:</b>						
On the successful completion of the course, student will be able to:						
1	Conduct case studies on clients facing career related problems				K4	
2	Gain practical experience in administering personality, aptitude, intelligence and interests' tests for career development.				K5	
3	Gain hands-on experience in rendering career guidance and counselling in individual and group situations				K5	
4	Organise career guidance programmes and exhibitions				K6	
5	Write vocational biographies and prepare case studies/field visit reports.				K4	
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create</b>						
<b>Unit:1</b>	<b>Skill test – Adolescents</b>				<b>12 hours</b>	
Conduct skill test on language proficiency/ mathematical knowledge/Science/General/ Behavioural aspects for 13-18 years						
<b>Unit:2</b>	<b>Case Studies - Adolescents</b>				<b>12 hours</b>	
Conduct any two case studies on career planning and career choice for adolescents (13-18 years) – career profiling – preparation of detailed report						
<b>Unit:3</b>	<b>Offer Guidance</b>				<b>12 hours</b>	
Conduct three Guidance/Counselling of Direct, Indirect and Elective for students of 13-18 years and submit report						
<b>Unit:4</b>	<b>Preparation of Career Diary</b>				<b>12 hours</b>	
Preparation on Various UG/PG Courses of Arts/Engineering/Medicine/Vocation in India. Entry level tests for Higher Education such as NEET/JEE/ Q Set/CLAT/AILET (All India Law						



Entrance Test)/ CU-CET(Central University- Common Entrance Test). Indian Maritime University- Common Entrance test/KVPY(Kishore Vaigyanik Protsahan Yojana)		
<b>Unit:5</b>	<b>Preparation of Job Diary</b>	<b>12 hours</b>
Preparation on Various government Job opportunities in State and Central- TNPSC Group I-VIII/ UPSC/SSC/RRB/IBPS/IES.		
<b>Every Thursday the student has to visit schools to understand the 8<sup>th</sup>-10<sup>th</sup> standard students skill set and attitude towards learning. On the basis of assessment, they have to offer guidance and counselling for skill improvement and attitude building with the one faculty supervision in school level. In addition they have to take care the activities as practicum I syllabus and report has to be submitted to the department.</b>		
<b>Unit:6</b>	<b>Contemporary Issues</b>	<b>2 hours</b>
Seminars, Workshop, Guest Lecturers and Online orientation Programme		
<b>Total Lecture hours</b>		<b>62 hours</b>
<b>Reference Books</b>		
1	Prashantham B.J. (2000) Indian Case Studies in Therapeutic counselling., 5th edition Published by Christian Counselling Centre, Vellore – 632 001.	
2	T. V. Rao,(1986) Performance Appraisal – Theory and Practice Vikas Publishing House Pvt Ltd, Delhi	
3	Walsh, W.B; and Betz, N.E (1997) Tests and Assessment (3rd Edition), Prentice Hall.	
4	R. K. Shah(2007), Educational Testing and Measurement, Pointer Publications	
5	Swanson & Fouad, (2010), Career theory and Practice. Learning through case studies, Sage publications. Inc	
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>		
1	Great Experiments in Psychology - SWAYAM	
Course Designed By: <b>Prof. Dr. A. Vimala &amp; Dr. Sadhasivam</b>		

<b>Course code</b>	<b>10CGC01E</b>	<b>Human Resource Management</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Elective</b>	<b>Elective I</b>		4	-	-	4
<b>Pre-requisite</b>	<b>Knowledge in general management and manpower</b>		<b>Syllabus Version</b>		<b>2021-22</b>	
<b>Course Objectives:</b>						
The main objectives of this course are to:						
1. To enable the students to learn about the human resource development						
<b>Expected Course Outcomes:</b>						
On the successful completion of the course, student will be able to:						
1	Understand the concept and importance of human resource				K2	
2	Know the procedures of human resource planning				K2	
3	Understand the role of strategic human resource management				K2 &K3	
4	Understand the process of recruitment and selection				K3&K4	
5	Acquire knowledge on discipline maintenance and grievance handling procedures				K2 &K3	
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create</b>						
<b>Unit:1</b>	<b>Introduction to HRM</b>				<b>12 hours</b>	
Concept and characteristic – function – scope – importance – objectives of Human Resource Management - Competencies of Human Resource Manager - Human Resource Management as a Career Management - Changing Nature of Work - Ethical Issues in HRM -Emerging Trends in HRM and changing roles of HRM.						
<b>Unit:2</b>	<b>Strategic Human Resource Management</b>				<b>12 hours</b>	
Role of strategic and implementation of human resource management - Role of human resource professionals in strategic human resource management - Human resource planning: concept, need, benefits and process of human resource planning						
<b>Unit:3</b>	<b>Recruitment</b>				<b>12 hours</b>	
Meaning, Objectives, Types, Sources and Process Recruitment Policy,; Selection: Meaning, Steps and Selection Methods; Placement and Induction: Concept and Objectives						
<b>Unit:4</b>	<b>Performance Management</b>				<b>12 hours</b>	
Meaning, Objectives, Elements of PAS, Techniques of Performance Appraisal and Essentials of Effective Appraisal, Limitations and Problems of performance appraisal, 360 degree Appraisal, Post Appraisal Feedback.						

<b>Unit:5</b>	<b>Industry</b>	<b>12 hours</b>
Industry morals – Trade union - Determinates – Group cohesiveness – Group dynamics – Conflict – Meaning - Types – Resolution – Grievance mechanism.		
<b>Unit:6</b>	<b>Contemporary Issues</b>	
Seminars, Workshop, Guest Lecturers and Online orientation Programme		
	<b>Total Lecture hours</b>	<b>60 hours</b>
<b>Reference Books</b>		
1	Amstrong Michel(2006)Handwork of Human Resource Management practices Kogap page private Limited	
2	Gupta C B (2012) Human Resource Management- S Chandra & Sons	
3	Robinson Stephen(2001) 9th edition Organisational Behaviour, Pearson Education	
4	Rawat Agfa (2008) Career Guidance and Career Information Lal Book Depot Meerut	
5	Human Resources Development 4th Edition, Jon M. Werner, Randy L. DeSimone, 2006, Thomson South-Western	
6	Human Resource Management, 11th Edition, Gary Dessler, Prentice Hall of India, 2008	
7	Gary Dessler&Biju Varkkey. Human Resource Management. 11th ed, Pearson Education	
8	V S P Rao. Human Resource Management: Text and Cases, 2nd ed. Excel books, 2005	
9	S. Ramnarayan, TV Rao and Kuldeep Singh, Organization Development: Interventions and strategies (Edited book), Response Books: A division of Sage Publications, New Delhi.	
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>		
1	Human Resource Management-I-NPTEL	
2	NOC: Principles of Human Resource Management - NPTEL	
Course Designed By: <b>Prof. Dr. A. Vimala &amp; Dr. C. Dhayanand</b>		

<b>Mapping with Programme Outcomes</b>										
<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	M	M	S	M	M	M	M	M	M	M
<b>CO2</b>	M	S	M	M	M	M	M	M	M	M
<b>CO3</b>	S	M	M	M	M	M	M	S	S	M
<b>CO4</b>	S	M	S	M	M	M	M	M	S	M
<b>CO5</b>	S	M	M	M	M	M	M	M	M	S

\*S-Strong; M-Medium; L-Low

<b>Course code</b>	<b>10CCG01E</b>	<b>Essentials of Communication Skills</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Elective</b>	<b>Elective I</b>		<b>4</b>	<b>-</b>	<b>-</b>	<b>4</b>
<b>Pre-requisite</b>	<b>Knowledge in Fundamentals of English language, identifying errors in draft and letter corresponding</b>		<b>Syllabus Version</b>			<b>2021-22</b>
<b>Course Objectives:</b>						
The main objectives of this course are to:						
<ol style="list-style-type: none"> <li>1. To enable the students to learn the parts of speech</li> <li>2. To gain adequate competence in basic communication skills.</li> <li>3. To prepare simple tools to test a person's basic English communication skills.</li> </ol>						
<b>Expected Course Outcomes:</b>						
On the successful completion of the course, student will be able to:						
1	Learn about English grammar, parts of speech and sentence formation				K2&K3	
2	Study types of Communication				K2&K3	
3	Different modes of communication in an organization				K3&K4	
4	Familiarize with corporate culture				K2&K3	
5	Successfully assess their English Language skills				K4	
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create</b>						
<b>Unit:1</b>	<b>Discovering Language</b>				<b>4 hours</b>	
Essential and Importance of business Communication. Methods of communication – Types – Barriers.						
<b>Unit:2</b>	<b>Business Correspondence</b>				<b>20 hours</b>	
Purpose – Structure – Layout and Form – Qualities – Types– Social Correspondence. Communication in Organizations – Importance of Professional Writing – Features of Written Communication – Choice of Words and Phrases – Sentence Structure and Length – Paragraph Structure and Length – Final Draft. Preparing Agenda and Minutes for Meetings - Writing Notices and Memos - Drafting an E-mail, Press Release -Correspondence with Govt./Authorities, Office Orders, Enquiries and Replies						
<b>Unit:3</b>	<b>Corporate culture</b>				<b>12 hours</b>	
Corporate etiquette – importance of corporate etiquette in India, UK and US - Dressing and grooming skills - Workplace etiquette - Business etiquette – Email etiquette -Telephone and meeting etiquette - Professional competencies: analytical thinking -listening skills - time management - team skills - stress management.						

<b>Unit:4</b>	<b>Language and Communication</b>	<b>10 hours</b>
Linguistic Communication – Barriers to Communication – Importance of Communication – Non-Verbal Communication: Personal Appearance, Posture, Gestures, Facial Expression, Space Distancing and presentation skills.		
<b>Unit:5</b>	<b>English Language Assessment</b>	<b>12 hours</b>
Written and Oral comprehension tests – Spotting Errors -Synonyms – Antonymous - CLOZE Test - Sentence completion test - Ordering of words insentences - Spoken language - Voice Accent – Spelling - Prepositions.		
<b>Unit:6</b>	<b>Contemporary Issues</b>	<b>2 hours</b>
Seminars, Workshop, Guest Lecturers and Online orientation Programme		
<b>Total Lecture hours</b>		<b>60 hours</b>
<b>Text Book(s)</b>		
1	Rajendra pal, S.S. Korlahalli Essentials of Business Communication, Sultan Chand and Sons	
<b>Reference Books</b>		
1	P. Titus, Remedial English, NCBH Book House (P) Ltd.,	
2	Bill Scott, The Skills of Communications, Jaico Publications House	
3	Krishna Mohan and Meera Banerji, Developing Communication Skills, Macmillan Publishers	
4	R. Sudarsanam, Understanding Technical English, Sterling Publishers Private Limited, Bangalore.	
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>		
1	BAL-002: Communication Skills - SWAYAM	
2	NOC:Business English Communication - NPTEL	
Course Designed By: <b>Prof. Dr. A. Vimala</b>		

<b>Mapping with Programme Outcomes</b>										
<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	L	L	M	M	S	M	L	M	M	M
<b>CO2</b>	L	M	M	M	S	M	M	M	M	M
<b>CO3</b>	M	S	M	S	M	S	S	S	M	S
<b>CO4</b>	M	M	S	M	S	M	M	S	M	S
<b>CO5</b>	M	S	S	S	M	M	M	S	S	M

\*S-Strong; M-Medium; L-Low





**Second  
Semester**



Course code	10CGC05	Counselling in Practice	L	T	P	C
Core		Core V	4	-	-	4
Pre-requisite		Knowledge in principles of counselling and understanding of various methods	Syllabus Version		2021-22	
<b>Course Objectives:</b>						
The main objectives of this course are to: <ol style="list-style-type: none"> <li>1. Critically examine each stage of history taking process in Counselling.</li> <li>2. Acquire skills to counsel different types of common problems.</li> <li>3. Know about the roles of School Counsellor.</li> <li>4. Acquire a practical knowledge on counselling process.</li> <li>5. Understand the link between theories and practices of Counselling and the ideas about Non-Conventional Counselling.</li> </ol>						
<b>Expected Course Outcomes:</b>						
On the successful completion of the course, student will be able to:						
1	Critically examine each stages of history taking process in Counselling				K1	
2	Acquire skills to counsel different types of common problems				K2 & K3	
3	Know about the roles of School Counsellor				K1 & K2	
4	Acquire a practical knowledge on counselling process				K2 & K3	
5	Understand the link between theories and practices of Counselling and the ideas about Non-Conventional Counselling				K1 & K2	
<b>K1</b> - Remember; <b>K2</b> - Understand; <b>K3</b> - Apply; <b>K4</b> - Analyze; <b>K5</b> - Evaluate; <b>K6</b> - Create						
<b>Unit:1</b>	<b>History - Process in Counselling</b>				<b>12 hours</b>	
Preliminary requirements, structure of the interview, interview techniques, mental-state examination, general physical examination, treatment planning in counselling						
<b>Unit:2</b>	<b>Counselling of Common Problems</b>				<b>12 hours</b>	
Childhood: Visually Impaired, Hearing Impaired - Head injury and Cerebral palsy. - Emotionally Disabled and Learning Disabled - Physically Challenged and Traumatized Child – Phobias - School refusal, scholastic backwardness – Adulthood: Cardiac Impaired – MDD - Bipolar Disorder (Manic-depressive). - Sexual and Substance Abuse -Drug addicted – Epilepsy - OCD (Obsessive Compulsive Disorders) - Schizophrenia, Delusional Disorder (Paranoia) - Geriatric Disorder						
<b>Unit:3</b>	<b>Roles of School Counsellor</b>				<b>12 hours</b>	
Students with Autism Spectrum Disorder (ASD) - Students with Attention Deficit Hyperactivity						

Disorder (ADHD).- Life-threatening illness - Students with moderate to low cognitive ability - Gifted and Slow learners, parents of gifted children and slow learners		
<b>Unit:4</b>	<b>Counsellor as Consultant</b>	<b>12 hours</b>
Counsellor as Developmental and Educational Consultant: Consultation skills - Steps of Consultation process - Consulting with teachers, parents, school administrators		
<b>Unit:5</b>	<b>Non-Conventional Counselling</b>	<b>12 hours</b>
Counselling a child before joining school and Counselling a mother prior to her child's joining school for the first time – counselling a student while changing school at Higher secondary, technical and collegiate education – Selecting subjects for Higher studies – Before seeking job – Occupational counselling for selecting job – Counselling before occupational - Counselling before acceptance of joint family/single family, changing residence, retirement, starting a business - professional practice of selecting a job - artists for drama, music and dance etc - Counselling of parents and teachers		
<b>Unit:6</b>	<b>Contemporary Issues</b>	<b>2 hours</b>
Seminars, Workshop, Guest Lecturers and Online orientation Programme		
<b>Total Lecture hours</b>		<b>60 hours</b>
<b>Text Book(s)</b>		
1	Ahuja, Niraj (2011). A Short Textbook Psychiatry, Jaypee Brothers Medical Publishers (P) LTD	
2	Kid, Jeennifer M. (2010). Understanding Career Counselling (Theory, Research and Practice), SAGE Publications.	
<b>Reference Books</b>		
1	Benjamin, Zoe (1951). The Young Child and His Parents, University of London Press Ltd.	
2	Dubey, Mohan Nath (2005). Gifted and Talented Education, A Mittal Publications, New Delhi.	
3	Kapur, Malavika (2011). Counselling Children with Psychological Problems , Pearson Publications	
4	Munger, Richard L. (2007). Changing Children's Behaviour by Changing the People, Places and Activities in their lives, Prentice Hall of India Private Limited.	
5	Panda, Pro. K. C. (2009). Education of Exceptional Children (A basic text on the Rights of the Handicapped and the Gifted), Vikas Publishing House Pvt Ltd	
6	Prasad, Janardan&Prakash, Ravi (2007). Education of Handicapped Children (Problems and Solutions), Kanishka Publishers, Distributors, New Delhi	
7	Reynolds, Elizabeth; Lewis, WElef& Patterson, E. (2011). The Counselling Process A Multi theoretical Interagative Approach, CENGAGE Learning	

8	Satpathy, Dr. G.C. (2002). AIDS Transmission Challenges in the New Millennium, Kalpaz Publications, Delhi
9	Sharma, Meenu (2012). AIDS Awareness Through Community Participation, Kalpaz Publications, Delhi
10	Sharma, Sunita (2007). Education of the Gifted, Shipra Publications.
11	Wright, Robert J. (2012). Introduction to School Counselling, SAGE Publications
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>	
1	Guidance and Counselling By Dr. R. Rajendran - SWAYAM
Course Designed By: <b>Prof. Dr. A. Vimala &amp;Dr. S. Sadhasivam</b>	

<b>Mapping with Programme Outcomes</b>										
<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	M	S	M	S	M	L	M	M	M	M
<b>CO2</b>	M	M	S	S	M	M	M	M	S	S
<b>CO3</b>	M	S	M	M	M	L	M	L	S	S
<b>CO4</b>	M	S	M	S	S	M	S	M	S	S
<b>CO5</b>	S	M	S	M	S	M	M	L	S	S

\*S-Strong; M-Medium; L-Low



Course code	10CGC06	Psychological Assessment in Guidance and Counselling	L	T	P	C
Core		Core VI	4	-	-	4
Pre-requisite		Knowledge in basics of psychology	Syllabus Version		2021-22	
<b>Course Objectives:</b>						
The main objectives of this course are to:						
<ol style="list-style-type: none"> <li>1. To study various assessment tools used in psychology</li> <li>2. To learn the application of psychology in guidance and counselling</li> <li>3. To effectively implement assessment in guidance and counselling</li> </ol>						
<b>Expected Course Outcomes:</b>						
On the successful completion of the course, student will be able to:						
1	Learn various tests used in psychological assessment					K2&K3
2	Learn about personality assessment of students and special population					K4
3	Develop skills on relaxation techniques					K3&K4
4	Learn about systematic desensitization process					K3&K4
5	Provide cognitive behaviour modification and biofeedback					K3&K4
<b>K1</b> - Remember; <b>K2</b> - Understand; <b>K3</b> - Apply; <b>K4</b> - Analyze; <b>K5</b> - Evaluate; <b>K6</b> - Create						
<b>Unit:1</b>	<b>Nature of Psychological Tests</b>					<b>12 hours</b>
Nature and definition, historical perspective, Setting and purpose of tests, Characteristic of examinee, Effect of examiner, Standardization, Reliability, Validity, Types of tests, tests for intelligence and cognition: verbal/ nonverbal, individual/ group tests of intelligence. Special aptitude tests. Attention/ concentration tests. Memory tests.						
<b>Unit:2</b>	<b>Personality Assessment</b>					<b>12 hours</b>
History, material administration, scoring, interpretation, and evaluation of frequently used personality inventories/ questionnaire and projective tests. Personal Orientation Tests and Rating Scales: Type A behaviour, Locus of Control, Attitude scale						
<b>Unit:3</b>	<b>Tests for Special Population</b>					<b>12 hours</b>
Tests for infants, Motor and speech handicaps, Learning disabilities, Mental sub-normality, Visual and hearing Handicapped.						
<b>Unit:4</b>	<b>Relaxation Techniques and Systematic Desensitization</b>					<b>12 hours</b>
Jacobson's progressive muscular relaxation, Autogenic training, Yoga, Meditation etc., Basic						

principles, theory, and procedure of systematic desensitization.										
<b>Unit:5</b>	<b>Cognitive Behaviour Modification and Biofeedback</b>								<b>12 hours</b>	
Melchenlaum's self-instruction training. Beck's model, Rational emotive therapy of Ellis, Biofeedback principles and applications. Behaviour Modification: Nature, Learning theory, Foundation of behaviour modification, Merits and limitations of behavioural approach. Behavioural counselling.										
<b>Unit:6</b>	<b>Contemporary Issues</b>									
Seminars, Workshop, Guest Lecturers and Online orientation Programme										
								<b>Total Lecture hours</b>	<b>60 hours</b>	
<b>Reference Books</b>										
1	Gary Groth. Marnat, A. Jordon Wright. Hand book of Psychological Assessment, 6th Edition, Wiley, Blackwell, 2016.									
2	Irving B. Weiner and roger, L. Green. Handbook of Personality Assessment., Wiley Blackwell, 2017, Pp. 1-696									
3	Donald Meichenbaum, "Cognitive – Behaviour Modification – An integrative approach, Springer Science & Business Media, LLC, New York.									
4	Judith S. Beck, "Cognitive behaviour therapy (Basics and Beyond), Copyrighted material, 2 <sup>nd</sup> Edition.									
5	Judith Lazarus, "Stress relief & relaxation techniques", Keats publishing.									
6	Alice Muir, Relaxation Techniques, The McGraw-Hill Companies Inc.									
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>										
1	Great Experiments in Psychology - SWAYAM									
Course Designed By: <b>Prof. Dr. A. Vimala &amp; Dr. S. Sadhasivam</b>										
<b>Mapping with Programme Outcomes</b>										
<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	M	M	S	M	M	M	S	M	S	M
<b>CO2</b>	M	S	M	M	M	M	S	M	M	M
<b>CO3</b>	S	M	M	M	M	M	S	M	S	S
<b>CO4</b>	S	M	S	M	M	M	S	M	M	M
<b>CO5</b>	S	M	M	M	M	M	M	M	M	S

\*S-Strong; M-Medium; L-Low



(School visit for 11th & 12th Std- Offering “What Next” after 12th for Higher Education)

Course code	10CGC07	Career Guidance Practicum – II	L	T	P	C
Core		Core VII	-	-	6	6
Pre-requisite		Knowledge gained in Career Guidance Practicum – I	Syllabus Version		2021-22	
<b>Course Objectives:</b>						
The main objectives of this course are to:						
1. Understand the need and importance of Guidance and Counselling in School level.						
<b>Expected Course Outcomes:</b>						
On the successful completion of the course, student will be able to:						
1	Learn and evaluate Self- Esteem scale assessment				K2 & K3	
2	Able to understand the learning styles and cognitive assessments				K2	
3	Know and practice administering motive and intelligence tests				K3	
4	Able to analyse and interpret the raw score obtained from the tests				K3 & K4	
5	Understand the various career parameters inventories				K2 & K3	
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create</b>						
Test for entry-level students: Self- Esteem scale propounded by Marilyn J Sorensen, DASS – 42 propounded by Lovibond, Resilience Scale propounded by Derek Mowbray, Hardiness Personality- Psychology Today (Sussex Publishers)						
<b>Every Thursday the student has to visit schools for offering guidance and counselling to the 11<sup>th</sup> &amp; 12<sup>th</sup> students for creating awareness on various courses availability and “What Next” after 12<sup>th</sup> standard for Higher education. In addition by carrying the tests mentioned in the syllabus as per the practicum II and report has to be submitted to the department.</b>						
					<b>Total Lecture hours</b>	<b>52 hours</b>
<b>Text Book(s)</b>						
1	Irving B. Weiner and roger, L. Green. Handbook of Personality Assessment., Wiley Blackwell, 2017, Pp. 1-696					
2	Gary Groth. Marnat, A. Jordon Wright. Hand book of Psychological Assessment, 6th Edition, Wiley, Blackwell, 2016.					
<b>Reference Books</b>						
1	Donald Meichenbaum, “Cognitive – Behaviour Modification – An integrative approach, Springer Science & Business Media, LLC, New York.					



2	Pearson Bierhoff, H. W. (2002). Prosocial behaviour. Psychology Press.									
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>										
1	NOC: Positive Psychology - NPTEL									
2	NOC: Brief introduction to Psychology - NPTEL									
Course Designed By: <b>Prof. Dr. A. Vimala</b>										
<b>Mapping with Programme Outcomes</b>										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	L	S	S	M	S	L	S	S
CO2	M	S	S	M	S	M	M	S	S	S
CO3	S	S	M	S	M	S	S	M	M	S
CO4	M	M	M	S	M	M	M	S	S	S
CO5	S	S	M	M	S	M	S	M	M	S

\*S-Strong; M-Medium; L-Low



<b>Course code</b>	<b>10CGC08</b>	<b>Occupational Health and Stress Management</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Core</b>	<b>Core VIII</b>		4	-	-	4
<b>Pre-requisite</b>	<b>Knowledge in basics of working environment and Health Issues</b>		<b>Syllabus Version</b>		<b>2021-22</b>	
<b>Course Objectives:</b>						
The main objectives of this course are to:						
<ol style="list-style-type: none"> <li>1. Know the meaning and scope of the health in career choice, various systems of the body</li> <li>2. Understand bio-psycho-social aspects of stress, coping mechanism</li> <li>3. Knowledge of Stress on human biological system due to occupational environment and programmes for health promotion</li> </ol>						
<b>Expected Course Outcomes:</b>						
On the successful completion of the course, student will be able to:						
1	Know the meaning and scope of the health in career choice, various systems of the body				K1	
2	Understand bio-psycho-social aspects of stress, coping mechanism				K1	
3	Knowledge of Stress on human biological system due to occupational environment and programmes for health promotion				K1 & K2	
4	Know the importance of occupational health and stress management methods in the context of stress oriented careers				K1 & K2	
5	Gain necessary knowledge, skills and importance of occupational health and stress management practices				K2 & K3	
<b>K1</b> - Remember; <b>K2</b> - Understand; <b>K3</b> - Apply; <b>K4</b> - Analyze; <b>K5</b> - Evaluate; <b>K6</b> – Create						
<b>Unit:1</b>	<b>Fundamentals of Health and Biological systems</b>				<b>12 hours</b>	
Definition by WHO – Illness Vs Wellness continuum – Current perspectives on Health and Illness - Body's Physical systems – Cardio vascular systems – Immune system - Reproductive system						
<b>Unit:2</b>	<b>Nature of Stress</b>				<b>12 hours</b>	
Stress and illness – Impact and sources of Stress, Dimensions of stress – Bio psycho – social aspects of stress - Physiological responses – Behavioural responses - Stress during interviews and in career – Anxiety reduction for Adolescents						
<b>Unit:3</b>	<b>Occupational and Organizational stress</b>				<b>12 hours</b>	
Overview of occupational and organizational stress – Individual Differences – Eustress –						

Distress (Medical, Psychological and Behavioural) - Direct/Indirect consequence of stress on Health and occupation										
<b>Unit:4</b>	<b>Coping with and reducing stress</b>								<b>12 hours</b>	
Coping with stress and methods of coping – Reducing potential for stress and stress reactions - Stress Management steps – Cognitive and Behavioural methods for stress management – Health related behaviour and Health promotion										
<b>Unit:5</b>	<b>Preventive Medicine and Occupational Health</b>								<b>12 hours</b>	
Globalization and Emerging trends in Job scenario – Drug and Substance abuse and addiction - Wellbeing and Positive Psychology - Programmes for health promotion –Nutrition, Diet and Exercise.										
<b>Unit:6</b>	<b>Contemporary Issues</b>									
Seminars, Workshop, Guest Lecturers and Online orientation Programme										
								<b>Total Lecture hours</b>		<b>60 hours</b>
<b>Text Book(s)</b>										
1	Hand book of Stress, Theoretical and Clinical aspects, Edit. Leo Cold Berger, The Free press, New York									
<b>Reference Books</b>										
1	UIF Luundberg, Cary L. Cooper. The Science of Occupational Health: Stress, Psychobiology, and the New world of work, Wiley Blackwell, 2010, P.182 (ISBN:978-1-4051-9914-8)									
2	Cary, L. Cooper and James Campbell Quick. The Handbook of Stress and Health: A Guide to Research and Practice. Wiley –Blackwell, 2017, P.728 (ISBN:978-1-118-99377-4)									
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>										
1	NOC: Stress Management by Prof. Rajlakshmi Guha - NPTEL									
Course Designed By: <b>Prof. Dr. A. Vimala &amp; Dr. C. Dhayanand</b>										
<b>Mapping with Programme Outcomes</b>										
<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	M	M	S	M	M	S	M	L	M	M
<b>CO2</b>	M	S	M	S	S	M	M	L	M	M
<b>CO3</b>	M	S	M	S	M	S	S	M	S	S
<b>CO4</b>	S	M	S	M	S	M	M	M	M	S
<b>CO5</b>	M	S	M	M	M	M	S	M	M	S

\*S-Strong; M-Medium; L-Low

<b>Course code</b>	<b>10CGC02E</b>	<b>Event Management</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Elective</b>		<b>Elective II</b>	<b>4</b>	<b>-</b>	<b>-</b>	<b>4</b>
<b>Pre-requisite</b>		<b>Knowledge in fundamentals of Management</b>	<b>Syllabus Version</b>		<b>2021-22</b>	
<b>Course Objectives:</b>						
The main objectives of this course are to:						
<ol style="list-style-type: none"> <li>1. Provide necessary knowledge and skills for organizing and executing micro to macro level career fairs.</li> <li>2. Learn event planning, organizational design of event, managing the event process, Event leadership, Positioning of events and measuring the performance of the event</li> </ol>						
<b>Expected Course Outcomes:</b>						
On the successful completion of the course, student will be able to:						
1	Provide necessary knowledge and skills for organizing and executing micro to macro level career fairs				K1 & K2	
2	Learn event planning, organizational design of event, managing the event process				K2 & K3	
3	Knowledge and know-how of Event leadership				K2 & K3	
4	Positioning of events and measuring the performance of the event				K3	
5	Gain necessary knowledge and skills in Event management especially in organizing career fairs				K1 & K2	
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create</b>						
<b>Unit:1</b>	<b>Events and Planning</b>				<b>12 hours</b>	
Objectives of Events – Characteristics of Events – Importance of Events – Types of Events – Structure of Events – Key elements of Events – Event Hierarchy – Categories of Events – Event variation - Event Planning function – Needs for Event Planning- Types of Event Planning – Principles of Event Planning – Steps in Event Planning – Organizational design of event – making the organization work – Authority and power – Event staffing – Decentralization						
<b>Unit:2</b>	<b>Managing event process</b>				<b>12 hours</b>	
Activities in Event management – Components of event process – property creation – Celebrity management and endorsements – managing media coverage – Controlling events, management of exhibition						
<b>Unit:3</b>	<b>Event leadership</b>				<b>12 hours</b>	
Event Leadership model – Improving leadership skills – Event marketing: Focus of event						

marketing – Brand building and sales stimulation, Brand building – pricing – key issue for event marketing – Global integration in Event marketing										
<b>Unit:4</b>	<b>Event Promotion and Advertising</b>								<b>12 hours</b>	
Promotion in Events: Networking components – Print media – Television – Internet – Cable Networking – Outdoor Media – Direct marketing - Positioning of Events – Celebrity advertising.										
<b>Unit:5</b>	<b>Evaluation and Organizing Events</b>								<b>12 hours</b>	
Measuring performance – measuring reach – measuring interaction - Writing Evaluation of the events - Organizing Career fairs, Exhibitions and Placement events: Purpose, reach, Interaction with partners.										
<b>Practical:</b> Student has to organize department seminar/career exhibition/pool drive/FAM tour for school /college students/summer camp. – Internal marks of 5 will be awarded for this activity. This will be included in the internal marks of 25 (Individual/Group work is permitted).										
<b>Unit:6</b>	<b>Contemporary Issues</b>									
Seminars, Workshop, Guest Lecturers and Online orientation Programme										
								<b>Total Lecture hours</b>	<b>60 hours</b>	
<b>Text Book(s)</b>										
1	Sita Ram Singh “Event Management”, APH Publishing Company, New Delhi-2									
<b>Reference Books</b>										
1	Foster Walker, “Start and Run an Event Planning”, Business Self counsel Press, Bellingham, W.A									
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>										
1	BHC-012: Event Planning By Prof. Heena K. Bijli- SWAYAM									
2	BHC-011: Basics of Event Management By Prof. Heena K. Bijli- SWAYAM									
Course Designed By: <b>Prof. Dr. A. Vimala &amp; Dr. C. Dhayanand</b>										
<b>Mapping with Programme Outcomes</b>										
<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	M	S	M	M	M	S	M	M	S	M
<b>CO2</b>	S	M	S	S	M	S	M	M	M	M
<b>CO3</b>	S	M	M	S	S	M	S	S	S	M
<b>CO4</b>	M	S	S	S	M	S	L	M	M	M
<b>CO5</b>	M	S	M	S	S	M	M	S	S	S

\*S-Strong; M-Medium; L-Low



<b>Course code</b>	<b>10CGC02E</b>	<b>Aptitude assessment for Careers</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Elective</b>	<b>Elective II</b>		<b>4</b>	<b>-</b>	<b>-</b>	<b>4</b>
<b>Pre-requisite</b>	<b>Knowledge in Psychological assessments and Mathematics</b>		<b>Syllabus Version</b>			<b>2021-22</b>
<b>Course Objectives:</b>						
The main objectives of this course are to:						
<ol style="list-style-type: none"> <li>1. To enable the students to learn the purpose of aptitude test in the selection of employees</li> <li>2. To construct various aptitude tests for entry level jobs.</li> </ol>						
<b>Expected Course Outcomes:</b>						
On the successful completion of the course, student will be able to:						
1	The students will gain necessary knowledge on aptitude tests					K3
2	Skills to design necessary aptitude tests					K3&K4
3	Assess Mathematical abilities and Mental abilities					K3&K4
4	English Language Communication of students at the Undergraduate level.					K3&K4
5	Learn various tools in career guidance					K3&K4
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create</b>						
<b>Unit:1</b>	<b>Aptitude Test</b>					<b>12 hours</b>
Need and Purpose of aptitude tests, Areas in Aptitude Tests- General Knowledge,Business and Socio Economic Awareness, English, Mental abilities and Quantitative aptitude -Remedial Coaching - General Knowledge and Current Affairs – happenings in the surroundings,State, National and International level, Budgeting of time for preparation and answering the questions.						
<b>Unit:2</b>	<b>Mental Ability and Testing</b>					<b>12 hours</b>
Mental Abilities – Definition, Purpose, Types (Analogy Test, Series Test, Same Class (Odd) test, Logical Venn Diagrams, Syllogism, Strong and Weak Arguments, Conclusion test, Coding and Decoding test, Missing Numbers, Mathematical Operation, Alphabet Test - Nature of mental ability tests, Tips to solve the problems quickly.						
<b>Unit:3</b>	<b>Quantitative Aptitude Tests</b>					<b>12 hours</b>
Importance of Quantitative aptitudes, Classifications and its explanations (Average, Percentage, Profit and loss, Direction test, Time and work, Time and Distance, Data interpretation, Square roots and Cubic roots, Simple interest, Simplification),Time Management, Methods/Strategies to solve the problems, Scheme of aptitude test for various employment sectors.						
<b>Unit:4</b>	<b>Psychological Assessment in Career Counselling - I</b>					<b>12 hours</b>
Career Assessment - Importance of Assessment in Career Counselling - Types of Assessment						



tools, Psychometric Testing: Ability testing- Aptitude testing- Personality profiling - Primary test areas - Intelligence – Personality Adjustment capabilities- Individual achievement tests										
<b>Unit:5</b>		<b>Psychological Assessment in Career Counselling - II</b>							<b>12 hours</b>	
Diagnostic tests- Criterion referenced tests- Minimum-level skill test - Gardon Occupational Checklist-Job Satisfaction Assessment Aspiration Desires. Vocational Interest Inventory - Work Motivation Test - Holland's RIASEC Questionnaire –Benefits of Psychometric test – IVRS Tests, Domain knowledge tests.										
<b>Unit:6</b>		<b>Contemporary Issues</b>							<b>2 hours</b>	
Seminars, Workshop, Guest Lecturers and Online orientation Programme										
							<b>Total Lecture hours</b>		<b>62 hours</b>	
<b>Reference Books</b>										
1	Chand.S, and P.K. Agarwal., 2005, A Handbook of Test of Reasoning and Quantitative Aptitude, S.Chand and Company Ltd, New Delhi									
2	Agarwal.R.S., 2007, Quantitative Aptitude, S.Chand and Company Ltd, New Delhi									
3	Edgar Thrope, 2006, Mental Ability and Quantitative Aptitude, Tata McGraw Hill Publishing Company Ltd, New Delhi.									
Course Designed By: <b>Prof. Dr. A. Vimala &amp; Dr. C. Dhayanand</b>										
<b>Mapping with Programme Outcomes</b>										
<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	M	M	M	S	S	M	M	S	M	S
<b>CO2</b>	M	S	M	S	S	M	M	S	M	S
<b>CO3</b>	M	S	M	S	M	M	M	S	M	S
<b>CO4</b>	M	M	S	S	M	S	M	S	M	S
<b>CO5</b>	M	S	S	M	S	M	M	S	S	S

\*S-Strong; M-Medium; L-Low



Course code	10CGC09	Career Guidance Practicum – III	L	T	P	C
Core	Core IX		-	-	6	6
Pre-requisite	Knowledge gained in Career Guidance Practicum – I and II		Syllabus Version		2021-22	
<b>Course Objectives:</b>						
The main objectives of this course are to:						
<ol style="list-style-type: none"> <li>Understand and gaining knowledge on organising various career exhibition and career fair for the students</li> </ol>						
<b>Expected Course Outcomes:</b>						
On the successful completion of the course, student will be able to:						
1	Learn the objective of career fair				K2 & K3	
2	Understand the benefits of career exhibition				K3	
3	Will gain knowledge on how to organise career oriented programmes				K3	
4	Able to analyse the industry expectation				K3 & K4	
5	Learn how to effectively navigate a career fair				K2 & K3	
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create</b>						
<ol style="list-style-type: none"> <li>Organising career exhibition on various UG and PG Courses available in India and abroad- School/College</li> <li>Organising Job fair/ placements with the support of University departments/ Affiliated Colleges</li> </ol>						
<b>Every Thursday the students have to visit Colleges/industries/schools to learn and organize Placement/Career fairs. The student has to submit the report and Viva Voce will be conducted.</b>						
					<b>Total Lecture hours</b>	<b>52 hours</b>
<b>Text Book(s)</b>						
1. Sita Ram Singh “Event Management”, APH Publishing Company, New Delhi-2						
<b>Reference Books</b>						
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>						
1	<a href="https://www.talentlyft.com/">https://www.talentlyft.com/</a>					
2	<a href="https://www.wikijob.co.uk/">https://www.wikijob.co.uk/</a>					

Course Designed By: <b>Prof. Dr. A. Vimala</b>										
<b>Mapping with Programme Outcomes</b>										
<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	S	M	L	S	S	M	S	L	S	S
<b>CO2</b>	M	S	S	M	S	M	M	S	S	S
<b>CO3</b>	S	S	M	S	M	S	S	M	M	S
<b>CO4</b>	M	M	M	S	M	M	M	S	S	S
<b>CO5</b>	S	S	M	M	S	M	S	M	M	S

\*S-Strong; M-Medium; L-Low



Course code	10CGC10	Competency Mapping	L	T	P	C
Core		Core X	4	-	-	4
Pre-requisite		Knowledge in skill sets requirement for various jobs and mapping	Syllabus Version			2021-22
<b>Course Objectives:</b>						
The main objectives of this course are to:						
<ol style="list-style-type: none"> <li>Understand the meaning, scope and Importance of Competency mapping with reference to an individual and an organization.</li> <li>Enable the students to use various assessment methods to measure the competency of an individual and understand the evolution of various competency theories</li> </ol>						
<b>Expected Course Outcomes:</b>						
On the successful completion of the course, student will be able to:						
1	Understand the meaning and scope of Competency mapping in the context of Career choice and Talent management.					K1
2	Know the types of Competencies, Assessment methods and various theories on competency					K1
3	Gain necessary knowledge and skills in mapping various competencies of an individual					K1 & K2
4	Understand the meaning, scope and Importance of Competency mapping with reference to an individual and an organization					K2
5	Enable the students to use various assessment methods to measure the competency of an individual and understand the evolution of various competency theories					K2 & K3
<b>K1</b> - Remember; <b>K2</b> - Understand; <b>K3</b> - Apply; <b>K4</b> - Analyze; <b>K5</b> - Evaluate; <b>K6</b> – Create						
<b>Unit:1</b>	<b>Competency</b>					<b>12 hours</b>
Meaning and Concept of Competency – Definition, Characteristics and Functions of Competencies, Task competency – Behavioural Indicators – Job Competency Model.						
<b>Unit:2</b>	<b>Classification and Types of Competencies</b>					<b>12 hours</b>
1. Managerial, generic, technical/functional 2. Technical, Cognitive, Social and Business Competencies – Levels of competency (practical competency, foundational competence, reflexive competence and applied competence) – Application levels of a competency (advanced, proficient and knowledgeable)						

<b>Unit:3</b>	<b>Competency assessment</b>									<b>10 hours</b>
Key features – Testing techniques (360 degree feedback, assessment center exercises) – Benefits (selection, retention, performance management, training and succession planning)										
<b>Unit:4</b>	<b>Competency mapping</b>									<b>10 hours</b>
Meaning – Process of Competency mapping – Competency development model – Techniques (position information questionnaire, behavioural event interview, critical incident technique, repertory grid, star technique) – Application/Uses of competency mapping (recruitment and selection, identification of training needs, role renewal) – Competency gap analysis for specific jobs.										
<b>Unit:5</b>	<b>Competency Theories</b>									<b>12 hours</b>
Socio-technical systems theory, Competency Theory, Leadership theory, Knowledge theory, Harter’s competence motivation theory										
<b>Unit:6</b>	<b>Contemporary Issues</b>									<b>2 hours</b>
Seminars, Workshop, Guest Lecturers and Online orientation Programme										
									<b>Total Lecture hours</b>	<b>58 hours</b>
<b>Text Book(s)</b>										
1	Ganesh Shermon, Competency Based HRM 1st edition ., 2004									
2	Seemasangvi, A Hand Book of Competency Mapping, 2004									
<b>Reference Books</b>										
1	Model, Method for Competency Mapping and Assessment, MilindGotwal, Sunrise Management Consulting Service, Mumbai, India									
2	Human Competence and Business Development, Peter Docherty and BorryNyhan, 1997, Springer-rerlag, London.									
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>										
1	<a href="https://www.citehr.com/">https://www.citehr.com/</a>									
2	<a href="http://www.ignou.ac.in/">http://www.ignou.ac.in/</a>									
Course Designed By: <b>Prof. Dr. A. Vimala &amp; Dr. C. Dhayanand</b>										
<b>Mapping with Programme Outcomes</b>										
<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	M	S	M	M	S	M	M	L	M	S
<b>CO2</b>	S	M	S	S	S	S	S	M	S	M
<b>CO3</b>	M	S	M	S	M	M	S	S	M	S
<b>CO4</b>	L	M	S	M	M	S	M	M	S	S
<b>CO5</b>	M	M	S	M	M	M	S	L	M	M

\*S-Strong; M-Medium; L-Low



<b>Course code</b>	<b>10CGC11</b>	<b>Occupational Preparation and Information</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Core</b>	<b>Core XI</b>		<b>6</b>	<b>-</b>	<b>-</b>	<b>6</b>
<b>Pre-requisite</b>	<b>Knowledge in sectors of Occupation</b>		<b>Syllabus Version</b>		<b>2021-22</b>	
<b>Course Objectives:</b>						
The main objectives of this course are to:						
<ol style="list-style-type: none"> <li>1. Comprehend the status and characteristics of various educational systems</li> <li>2. Acquire contemporary perspectives of the world of work</li> <li>3. Identify the various so to Create aspirations, Build capacity, Assure Quality, Create demands, Promote synergy, Extend support, Strengthen ICT enablement, Ensure Inclusivity, Promote commitment, Promote innovation sources of educational and career information</li> <li>4. Compiling client-specific tailor-made labour market information</li> <li>5. Prepare a compendium of entrance/competitive examinations and the schemes/ scholarships offered by state and central government departments</li> </ol>						
<b>Expected Course Outcomes:</b>						
On the successful completion of the course, student will be able to:						
1	Comprehend the status and characteristics of various educational systems				K2	
2	Acquire contemporary perspectives of the world of work				K2	
3	Identify the various sources of educational and career information				K2 & K4	
4	Compiling client-specific tailor-made labour market information				K3	
5	Prepare a compendium of entrance/competitive examinations and the schemes/ scholarships offered by state and central government departments				K3 & K4	
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create</b>						
<b>Unit:1</b>	<b>Status and Characteristics of Elementary Education</b>				<b>12 hours</b>	
Status and Characteristics of Elementary Education -Pre-primary, Primary, Upper Primary, Educational Boards -CBSE, ICSE, IGCSE, State Board, NIOS – Characteristics and Status of Tertiary/Higher Education-Undergraduate, Postgraduate, Research Degree: Professional, Non Professional - Status of Vocational Education-Craftsmen training scheme, Apprenticeship Training Scheme, Modular Employable Skills under SDIS.						
<b>Unit:2</b>	<b>Skill set requirement</b>				<b>10 hours</b>	
Skill set requirement for Entry level careers in various service sectors like IT, ITES, Private Education, Banking, Insurance, Logistics, Health services. Career preparation: Self Awareness, Aptitude assessment: Analytical, Mental, English and Domain knowledge, CV Preparation, Group discussion and Preparing for interviews.						

<b>Unit:3</b>	<b>Labour Market Information</b>	<b>10 hours</b>								
Labour Market Information: Concept and types - Identifying individual needs - choosing and presenting appropriate LMI - checking quality of the information										
<b>Unit:4</b>	<b>Sources of Information - National &amp; Local</b>	<b>10 hours</b>								
Sources of Occupational Information (National & Local): Directorate General of Employment & Training, Central Institute of Research and Training in Employment Service, Ministry of Human Resource Development, Industries, Defence, Social Justice and Empowerment, Types of information materials, Classification of occupation-evaluation of occupational information.										
<b>Unit:5</b>	<b>Scholastic Aptitude Tests</b>	<b>10 hours</b>								
Scholastic Aptitude Tests: JEE (MAIN), CET, NATA, (NEET), ICHMCT, CART, MAT, GATE, CLAT, NEED, CEED, AIPVT, UGC/NET, SLET, GRE, GMAT, IELTS, TOEFL) Scholarship for students offered by various Government and Non-Government Organisations.										
<b>Unit:6</b>	<b>Contemporary Issues</b>	<b>2 hours</b>								
Seminars, Workshop, Guest Lecturers and Online orientation Programme										
<b>Total Lecture hours</b>		<b>54 hours</b>								
<b>Text Book(s)</b>										
1	Rashmi Sharma and Vimala Ramachandran (2009), "The Elementary Education System in India", published by Routledge, Pp. 1- 69									
<b>Reference Books</b>										
1	Cheryl Desha, Karlson 'Charlie' Hargroves (2014), "Higher Education and Sustainable Development: A Model for Curriculum Renewal", published by Routledge									
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>										
1	<a href="http://www.ugc.ac.in">http://www.ugc.ac.in</a>									
2	<a href="http://nchm.nic.in/">http://nchm.nic.in/</a>									
3	<a href="http://jeemain.nic.in/webinfo/Public/Home.aspx">http://jeemain.nic.in/webinfo/Public/Home.aspx</a>									
Course Designed By: <b>Prof. Dr. A. Vimala &amp; Dr.S.Sadhasivam</b>										
<b>Mapping with Programme Outcomes</b>										
<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	M	M	S	M	M	S	M	M	M	M
<b>CO2</b>	M	S	M	S	M	M	M	M	M	M
<b>CO3</b>	M	S	M	M	M	M	M	L	M	M
<b>CO4</b>	M	M	S	S	M	M	M	M	M	M
<b>CO5</b>	M	M	S	M	S	M	M	S	M	S

\*S-Strong; M-Medium; L-Low

Course code	10CGC12	QUANTITATIVE RESEARCH METHODS	L	T	P	C
Core	Core XII		4	-	-	4
Pre-requisite	Knowledge in Aptitude and Research		Syllabus Version		2021-22	
<b>Course Objectives:</b>						
The main objectives of this course are to:						
<ol style="list-style-type: none"> <li>1. To enable the students to learn the purpose of aptitude test in the selection of employees</li> <li>2. To construct various aptitude tests for entry level jobs.</li> </ol>						
<b>Expected Course Outcomes:</b>						
On the successful completion of the course, student will be able to:						
1	Understand the significance and methods in social science research					K2
2	Identify the suitable sampling method and size of sample.					K2, K3
3	Attempt quantitative studies of social phenomena.					K2, K3
4	Understanding the usage of Descriptive and Inferential statistics in research					K2, K3
5	Learn about various tests and tools in statistics					K2, K3
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create</b>						
<b>Unit:1</b>	<b>Introduction to Research</b>					<b>12 hours</b>
Meaning – Context - Elements of Social Science Research – Social Research Strategies – Theory and Research – Deductive – Inductive – Research Problem – Selecting and defining the problem –Research Designs: Experimental, Cross-sectional, Longitudinal, Case study, Comparative						
<b>Unit:2</b>	<b>Review of Literature and Hypothesis</b>					<b>10 hours</b>
Reviewing the existing literature: Systematic, Narrative – Searching the existing literature: Electronic databases, Keywords and Defining Search parameters – Referencing: Bibliography – Avoiding Plagiarism – Hypothesis: Definition, Characteristics of Good hypothesis – Formulate the Hypothesis – Type 1 and Type 2 Errors						
<b>Unit:3</b>	<b>Sampling</b>					<b>10 hours</b>
Introduction – Sampling Error – Types of Sample – Probability Sampling: Simple Random– Systematic – Stratified Random – Multi-Stage Clustering – Qualities - Sample Size - Non-Probability Sampling: Convenience – Snowball – Quota– Limits to generalization – Error in survey research						
<b>Unit:4</b>	<b>Quantitative Data Analysis</b>					<b>10 hours</b>
Introduction – Missing Data – Types of Variables – Univariate Analysis: Frequency Tables, Diagrams, Measure of Central Tendency, Measures of Dispersion – Bivariate Analysis: Contingency tables - Correlation – Statistical Significance: Chi-Square test						

<b>Unit:5</b>	<b>Report Writing</b>	<b>10 hours</b>								
Meaning of Interpretation – Technique of Interpretation – Significance of Report Writing – Steps in Writing Report – Layout of Research Report – Types of Report										
<b>Unit:6</b>	<b>Contemporary Issues</b>	<b>2 hours</b>								
Seminars, Workshop, Guest Lecturers and Online orientation Programme										
<b>Total Lecture hours</b>									<b>54 hours</b>	
<b>Text Books</b>										
1	Bryman, A. (2015). Social research methods. Oxford University Press.									
<b>Reference Books</b>										
1	Kothari, C. R. (2004). Research methodology: Methods and techniques. New Age International.									
2	Malhotra, N. K. (2015). Marketing research. Pearson Higher Ed.									
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>										
1	Research Methodology - SWAYAM									
Course Designed By: <b>Prof. Dr. A. Vimala &amp; Dr. C. Dhayanand</b>										
<b>Mapping with Programme Outcomes</b>										
<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	M	M	S	M	M	L	M	M	M	M
<b>CO2</b>	M	S	M	M	M	L	M	M	M	M
<b>CO3</b>	S	M	M	M	M	M	M	M	S	M
<b>CO4</b>	S	M	S	M	M	M	S	M	S	S
<b>CO5</b>	S	M	M	M	M	M	S	M	M	S

\*S-Strong; M-Medium; L-Low



<b>Course code</b>	<b>10CGC03E</b>	<b>E-CAREER GUIDANCE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Elective</b>	<b>Elective - III</b>		4	-	-	4
<b>Pre-requisite</b>	<b>Knowledge in Online usage and guidance</b>		<b>Syllabus Version</b>			<b>2021-22</b>
<b>Course Objectives:</b>						
The main objectives of this course are to:						
<ol style="list-style-type: none"> <li>1. To equip the students with online career guidance know-how</li> <li>2. To use internet resources for effective counselling session</li> </ol>						
<b>Expected Course Outcomes:</b>						
On the successful completion of the course, student will be able to:						
1	Students can get knowledge on various online career resources					K2
2	They can apply and retrieve information in various search engines					K2
3	Students can understand and apply the online etiquettes during online counselling					K2 & K3
4	Students can understand the methods of effective communication					K3 & K4
5	Students can do online career counselling					K3 & K4
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create</b>						
<b>Unit:1</b>	<b>Introduction on career resources</b>					<b>12 hours</b>
Source of Information, Legitimacy and Accuracy of Information, Role of Websites for creating personal constructs within a world of multiple realities, Career Resources on the internet: Assessment services, Occupational information, database information, employer details, aptitude tests, career services, psychological tests and other General information.						
<b>Unit:2</b>	<b>Search Engines, Career and Job Portals</b>					<b>10 hours</b>
Search Engines: Role and usage, various search engines – Industry and sectors, career page in company websites, NCS, tnvelaivaaiippu, O*Net, Google, Yahoo, Naukri, Shine, Monster India, Indeed, Times Jobs, Simply Hired, Jobs DB, Indi Govt Jobs, Freshers World, LinkedIn etc..						
<b>Unit:3</b>	<b>Essential skills for online Career coach</b>					<b>12 hours</b>
Basic skills: Meaning and Types of skills - Dressing and grooming skills – Work-desk etiquette – Email etiquette -Telephone and meeting etiquette - Professional competencies: Facilitating skills-analytical thinking -listening skills - time management - team skills. Types of online sessions: One-way (Television, Recorded video/podcasts) and Two-way (Live discussions, webinars).						
<b>Unit:4</b>	<b>Effective Communication</b>					<b>10 hours</b>
Linguistic Communication – Barriers to Communication – Importance of Communication –						



Non-Verbal Communication: Personal Appearance, Posture, Gestures, Facial Expression, Space Distancing and presentation skills. Promoting the career services through Social Media and Digital Marketing.										
<b>Unit:5</b>	<b>Online Career Guidance</b>								<b>10 hours</b>	
Online helpline, online placements guidance – online Counselling, using chat soft-wares, creation of blogs, maintaining timings, data base collection, faculty student relation, online materials for meetings – Structure and functions of selected career related websites by Universities and HR Companies.										
<b>Unit:6</b>	<b>Contemporary Issues</b>								<b>2 hours</b>	
Seminars, Workshop, Guest Lecturers and Online orientation Programme										
<b>Total Lecture hours</b>								<b>56 hours</b>		
<b>Reference Books</b>										
1	Rajendra pal, S.S. Korlahalli Essentials of Business Communication, Sultan Chand and Sons									
2	P.Titus, Remedial English, NCBH Book House (P) Ltd.,									
3	Bill Scott, The Skills of Communications, Jaico Publications House									
4	Krishna Mohan and Meera Banerji, Developing Communication Skills, Macmillan Publishers									
5	R. Sudarsanam, Understanding Technical English, Sterling Publishers Private Limited, Bangalore.									
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>										
1	Basics of Digital Marketing By Dr. Lalit Engle - SWAYAM									
<b>Course Designed By: Prof. Dr. A. Vimala &amp; Dr. C. Dhayanand</b>										
<b>Mapping with Programme Outcomes</b>										
<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	M	L	M	M	S	M	M	S	M	S
<b>CO2</b>	L	M	S	S	M	M	S	S	S	M
<b>CO3</b>	M	S	S	M	S	S	M	S	S	S
<b>CO4</b>	M	M	M	L	M	M	S	M	M	M
<b>CO5</b>	L	S	L	M	M	M	M	M	M	S

\*S-Strong; M-Medium; L-Low

<b>Course code</b>	<b>10CGC03E</b>	<b>Organizational Behaviour</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Elective</b>	<b>Elective III</b>		4	-	-	4
<b>Pre-requisite</b>	<b>Knowledge in Management and organisation</b>		<b>Syllabus Version</b>			<b>2021-22</b>
<b>Course Objectives:</b>						
The main objectives of this course are to:						
<ol style="list-style-type: none"> <li>1. To provide a basic knowledge of main ideas and key theories relating to individual, group and organizational behavior;</li> <li>2. To develop an understanding on the key concepts and theories in all dimensions of organizational behavior;</li> <li>3. To develop skills in diagnosis and problem solving by applying the learned material to given situations;</li> </ol>						
<b>Expected Course Outcomes:</b>						
On the successful completion of the course, student will be able to:						
1	Analyze individual and group behaviour, and understand the implications of organizational behaviour on the process of management.				K2	
2	Identify different motivational theories and evaluate motivational strategies used in a variety of organizational settings.				K2 & K3	
3	Evaluate the appropriateness of various leadership styles and conflict management strategies used in organizations.				K2 & K3	
4	Describe and assess the basic design elements of organizational structure and evaluate their impact on employees.				K2 & K3	
5	Explain how organizational change and culture affect working relationships within organizations.				K2 & K3	
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create</b>						
<b>Unit:1</b>	<b>Need and Importance of Organizational Behaviour</b>				<b>10 hours</b>	
Definition – Need and Importance of Organizational Behaviour – Nature and Scope – Management Roles – Management Functions – Management Skills – Challenges and Opportunities for Organisational Behaviour – Contributing Disciplines to the Organisational Behaviour – Organisational Behaviour Models – Personality – Personality Determinants – Dimension of Self Concept – Personality Traits – Matching Personality and Job Types						
<b>Unit:2</b>	<b>Individual and Group</b>				<b>10 hours</b>	
Individual: Diversity in Organizations – Attitudes – Emotions and Moods – Perception and Individual Decision Making — Group: Foundation of Group Behaviour – Understanding Work Teams -						

Communication: Functions – Process- Direction of Communication – Organizational Communication – Modes of Communication – Choice of Communication Channel – Barriers		
<b>Unit:3</b>	<b>Stress and Conflict</b>	<b>12 hours</b>
Job Satisfaction - Motivation Concepts – Theories of Motivation - Content Theories: Maslow, Herzberg, Alderfer, McGregor, McClelland - Organisational stress and its Management: What is stress, Measurement of stress, Sources of stress, Symptoms of stress - Conflict: Individual Conflict – Interactive Conflict – The effects of Stress and Individual Conflict – Coping Strategies for stress and conflict		
<b>Unit:4</b>	<b>Leadership</b>	<b>10 hours</b>
Define Leadership - Managers versus Leaders, Leadership Perspectives, New era of Leadership, General Indian Culture and Leadership Theories: Personality Trait Theories – Behavioural Styles – Situational and Contingency Style - Transformational Leadership - Leadership styles and Effectiveness, Examples of Successful Leadership – Organizational Climate		
<b>Unit:5</b>	<b>Managing Negotiation</b>	<b>10 hours</b>
Negotiation Described, Assumptions in Negotiation, Negotiation Process, Characteristics of an Effective Negotiator, Game Plan, Kinds of Negotiation, Cross Cultural Negotiation - Management of Change: What is change, Characteristics of Change, Kinds of Change, Understanding Organisational Change, Behavioural Reactions to change, Resistance to Change, Organisation Development, Role of Leadership and Change Agents.		
<b>Unit:6</b>	<b>Contemporary Issues</b>	<b>2 hours</b>
Seminars, Workshop, Guest Lecturers and Online orientation Programme		
<b>Total Lecture hours</b>		<b>54 hours</b>
<b>Text Books</b>		
1	Stephen P. Robbins, Timothy A. Judge, Neharika Vohra, Organizational Behaviour, Pearson	
2	Luthans, F., Luthans, B. C., & Luthans, K. W. (2013). Organizational behaviour: An Evidence Based approach, 12th ed. IAP.	
<b>Reference Books</b>		
1	Organizational Behaviour, Mercy Anselm,	
2	Introduction to Organizational Behaviour, Don Hell Riegel	
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>		
1	NOC: Organizational Behaviour - NPTEL	
Course Designed By: <b>Prof. Dr. A. Vimala &amp;Dr. S. Sadhasivam</b>		

<b>Mapping with Programme Outcomes</b>										
<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	M	M	M	S	M	M	L	L	M	M
<b>CO2</b>	M	M	S	M	M	M	M	M	S	M
<b>CO3</b>	M	S	M	M	M	M	M	M	S	M
<b>CO4</b>	M	M	M	M	S	S	S	M	S	S
<b>CO5</b>	S	M	M	M	S	M	M	M	M	M

\*S-Strong; M-Medium; L-Low





# **Fourth Semester**



<b>Course code</b>	<b>10CGC13</b>	<b>Entrepreneurship Development</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Core</b>	<b>Core XIII</b>		4	-	-	4
<b>Pre-requisite</b>	<b>Knowledge in business, organisation set up and entrepreneurial skills</b>		<b>Syllabus Version</b>		<b>2021-22</b>	
<b>Course Objectives:</b>						
The main objectives of this course are to:						
1. To enable the students to learn the function in importance of Entrepreneurship Development programmes in the context of Career choice.						
<b>Expected Course Outcomes:</b>						
On the successful completion of the course, student will be able to:						
1	Students will understand nature and types of entrepreneurship				K2	
2	Students will know the selected group of entrepreneurship				K2	
3	Ability to understand project feasibility				K2 &K3	
4	Able to know various financial institutions assistance and regulations				K3&K4	
5	Students can able to establish small scale industries				K2 &K3	
<b>K1</b> - Remember; <b>K2</b> - Understand; <b>K3</b> - Apply; <b>K4</b> - Analyze; <b>K5</b> - Evaluate; <b>K6</b> - Create						
<b>Unit:1</b>	<b>Entrepreneurship – An Introduction</b>				<b>12 hours</b>	
Entrepreneur - meaning - importance - Qualities, nature types, traits, culture, Similarities and differences between entrepreneur and intrapreneur. Entrepreneurship and economic development- its importance - Role of entrepreneurship - entrepreneurial - environment.						
<b>Unit:2</b>	<b>Entrepreneurial mobility</b>				<b>12 hours</b>	
Evolution of entrepreneurs - entrepreneurial promotion: Training and developing motivation: factors - mobility of entrepreneurs - entrepreneurial change - occupational mobility - factors in mobility - Role of consultancy organisations is promoting entrepreneurs - Forms of business for entrepreneurs.						
<b>Unit:3</b>	<b>Project Management</b>				<b>10 hours</b>	
Project management: Sources of business idea - Project classifications - identifications - formulation and design - feasibility analysis - Preparation of Project Report and presentation. Financial analysis - concept and scope - project cost estimate - operating revenue estimate –Ratio analysis - investment Process - B E analysis - Profit analysis - Social cost benefit analysis-Project Appraisal methods - Project Report preparation.						

<b>Unit:4</b>	<b>Source of Finance and Institutions</b>	<b>10 hours</b>								
Project finance: Sources of finance - Institutional finance - Role of IFC, IDBI, ICICI, LIC,SFC, SIPCOT, Commercial Bank - Appraisal of bank for loans. Institutional aids for entrepreneurship development - Role of DICS, SIDCO, NSICS, IRCL,NIDC,SIDBI, SISI, SIPCOT, Entrepreneurial guidance bureau - Approaching Institutions for Assistance										
<b>Unit:5</b>	<b>Setting up of small scale industries</b>	<b>12 hours</b>								
Setting small scale industries - location of enterprise - steps in setting SSI unit - Problems of entrepreneurs - Sickness in small industries - reasons and remedies - Incentives and subsidies- Evaluating entrepreneurial performance - Rural entrepreneurship - Women entrepreneurship.										
<b>(Case studies, Seminars and group exercises may be used to supplement the class lectures)</b>										
<b>Unit:6</b>	<b>Contemporary</b>	<b>2 hours</b>								
Seminars, Workshop, Guest Lecturers and Online orientation Programme										
<b>Total Lecture hours</b>		<b>58 hours</b>								
<b>Reference Books</b>										
1	Vasanth Desai “Dynamics of Entrepreneurial Development and Management” Himalaya Publishing House									
2	N.P.Srinivasan & G.P.Gupta “Entrepreneurial Development” Sultanchand& Sons									
3	P.Saravanavelu “Entrepreneurship Development” Eskapee publications									
4	S.S. Khanka “Entrepreneurial Development” S.Chand& Company Ltd.,									
5	SatishTaneja, Entrepreneur Development; New Venture Creation.									
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>										
1	NOC:Entrepreneurship -NPTEL									
2	NOC:Entrepreneurship Essentials -NPTEL									
Course Designed By: <b>Prof. Dr. A. Vimala &amp;Dr. S. Sadasivam</b>										
<b>Mapping with Programme Outcomes</b>										
<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	M	M	S	M	M	M	M	M	M	M
<b>CO2</b>	M	S	M	M	M	M	M	M	S	M
<b>CO3</b>	S	M	M	M	M	M	S	M	S	M
<b>CO4</b>	S	M	S	M	M	M	S	M	M	S
<b>CO5</b>	S	M	M	M	M	M	S	M	S	S

\*S-Strong; M-Medium; L-Low

<b>Course code</b>	<b>10CGC14</b>	<b>Career Development in Social Context</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Core</b>	<b>Core XIV</b>		4	-	-	4
<b>Pre-requisite</b>	<b>Knowledge in Guidance and Counselling as well as in application skills in social context</b>		<b>Syllabus Version</b>		<b>2021-22</b>	
<b>Course Objectives:</b>						
The main objectives of this course are to:						
<ol style="list-style-type: none"> <li>1. Examine the impact of socialization and belief system on career development</li> <li>2. Gain insight about family as institution for career development.</li> <li>3. Understand the impact of parenting styles on career development</li> <li>4. Appreciate the significant contribution of school and community in developing a career</li> </ol>						
<b>Expected Course Outcomes:</b>						
On the successful completion of the course, student will be able to:						
1	Examine the impact of socialization and belief system on career development				K4	
2	Gain insight about family as institution for career development.				K2	
3	Understand the impact of parenting styles on career development				K2	
4	Appreciate the significant contribution of school and community in developing a career				K5	
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create</b>						
<b>Unit:1</b>	<b>Socialization Process</b>				<b>10 hours</b>	
Meaning of Socialization, Process of Socialization, and Factors affecting the process of socialization, Theories of Socialization, Agents of Socialization, Elements of Socialization, and Role of Socialization.						
<b>Unit:2</b>	<b>Social Agents</b>				<b>08 hours</b>	
Role of School and Community, Socialization – Concept, Process, Role of Family, School and Community in Equipping Youth for different Adult Roles, Role of Social Agents in career development. Cultural learning: Work as Socialization - Work, Career and Cultural preparedness - Cultural preparation process model.						
<b>Unit:3</b>	<b>Family</b>				<b>10 hours</b>	
Meaning, origin, functions, Types - Joint and Nuclear, Single, Female Headed, Male Headed, Divorced parents, Separated Parents, Families with Working Mother, Influence of Family Types on Career Development, Family dynamics in Career Development - Urban and Rural						

Differences, Migration of Family and its Effects on Children.		
<b>Unit:4</b>	<b>Parental Dynamics in Career Development</b>	<b>08 hours</b>
Parenting Styles: Disciplinary, Distant, Formal, Authoritative, Permissive, Grand Parent Type – Influence of neighbourhood and peer group. Influence of Environment and Society.		
<b>Unit:5</b>	<b>Empowerment of socially disadvantaged</b>	<b>10 hours</b>
Schedule castes, Backward classes, Schedule Tribes, Minorities, Social deviants and other disadvantaged youth. Population Profile, Conceptualization of Poverty, Deprivation and Disadvantage, Perception of Poverty- Socio-Psychological Dimensions, Need, Issues, Concerns and Implications of career guidance for disadvantaged Youth		
<b>Practicum</b>		<b>10 hours</b>
Conducting a small survey to study the effect of parenting styles and family types on career choice and Career decision making and submitting a report – Internal marks of 5 will be awarded for this activity. This will be included in the internal marks of 25 (Individual/Group work is permitted).		
<b>Unit:6</b>	<b>Contemporary Issues</b>	<b>2 hours</b>
Seminars, Workshop, Guest Lecturers and Online orientation Programme		
<b>Total Lecture hours</b>		<b>58 hours</b>
<b>Text Book(s)</b>		
1	Gideon Arulmani (2014) Handbook of Career Development: International Perspectives (International and Cultural Psychology, Springer Publication.	
2	Nichols, M.P. and Schwartz, R.C (1998) Family Therapy, Concepts and Methods (4th Edition) Boston, Allyn and Bacon	
3	Dilys Davies(1997) Counselling in Psychological Services, USA Open University Press	
4	Vernon G. Zunker (2006) Career Counselling A Holistic Approach, Thomson Brooks/Cole.	
5	Ariel Kalil& Thomas DeLeire (2004) Family Investments in Children’s Potential - Resources and Parenting Behaviours That Promote Success, Lawrence Erlbaum Associates, Inc., Publishers	
<b>Reference Books</b>		
1	John O. Crites (1969), Vocational Psychology – The Study of Vocational Behaviour and Development, McGraw-Hill Book Company, New York	
2	Judith A. Lewis & Michael D. Lewis (1977), Community Counselling	
3	Human Services Approach John Wiley & Sons, New York	
4	Sjery. J. (2004) Counselling Children, Adolescents and Families, Sage Publications, New Delhi.	

<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>										
Course Designed By: <b>Prof. Dr. A. Vimala &amp; Dr. C. Dhayanand</b>										
<b>Mapping with Programme Outcomes</b>										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	M	M	S	M	M	M	M	M	M	M
<b>CO2</b>	S	S	M	S	M	M	L	M	M	M
<b>CO3</b>	M	S	M	M	M	M	L	M	M	M
<b>CO4</b>	S	S	M	M	M	M	M	M	S	M
<b>CO5</b>	M	M	S	M	M	M	M	M	S	M

\*S-Strong; M-Medium; L-Low





Course code	10CGC 15	Project Work and Viva-voce Exam	L	T	P	C
Core		Core XV	-	-	6	6
Pre-requisite		Knowledge in Guidance, counselling and placement	Syllabus Version		2021-22	
<b>Course Objectives:</b>						
The main objectives of this course are to:						
<ol style="list-style-type: none"> <li>1. The students will get on-the-job training and experience.</li> <li>2. The students will gain knowledge on problem identification and solutions.</li> <li>3. The students will gain a complete knowledge on the program and the course outcome.</li> </ol>						
<b>Expected Course Outcomes:</b>						
On the successful completion of the course, student will be able to:						
1	The students will know practical understanding of guidance and counselling				K2	
2	The students will understand the process of career assessments, administration and interpret career related assessment tests				K3	
3	The students can identify the various sources of educational and career information, compiling client-specific tailor-made labour market information for guidance.				K3 & K4	
4	The students can come to know the various job opportunities and pre requisite education				K4	
5	By recording videos, the students can learn the real practice of counselling. This will equip the students to ready for practice their own clinic for career guidance and counselling.				K5	
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyse; K5 - Evaluate; K6 – Create</b>						
<b>Textbook(s)</b>						
1	C.R. Kothari, "Research Methodology Methods & Techniques", Second Edition, New Delhi: New Age International publisher, 2004					
<b>Reference Books</b>						
1	Ranjit Kumar, Research Methodology: A Step-by-Step Guide for Beginners, SAGE Publications, 2014					
2	Robert B Burns, Introduction to Research Methods, SAGE Publications					

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<b>Mapping with Programme Outcomes</b>										
<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	S	S	M	S	S	M	S	M	S	M
<b>CO2</b>	M	S	S	S	S	S	S	M	S	S
<b>CO3</b>	S	S	S	S	S	M	M	S	S	S
<b>CO4</b>	S	S	S	S	S	S	S	S	S	S
<b>CO5</b>	S	S	S	S	M	M	M	M	M	S

\*S-Strong; M-Medium; L-Low

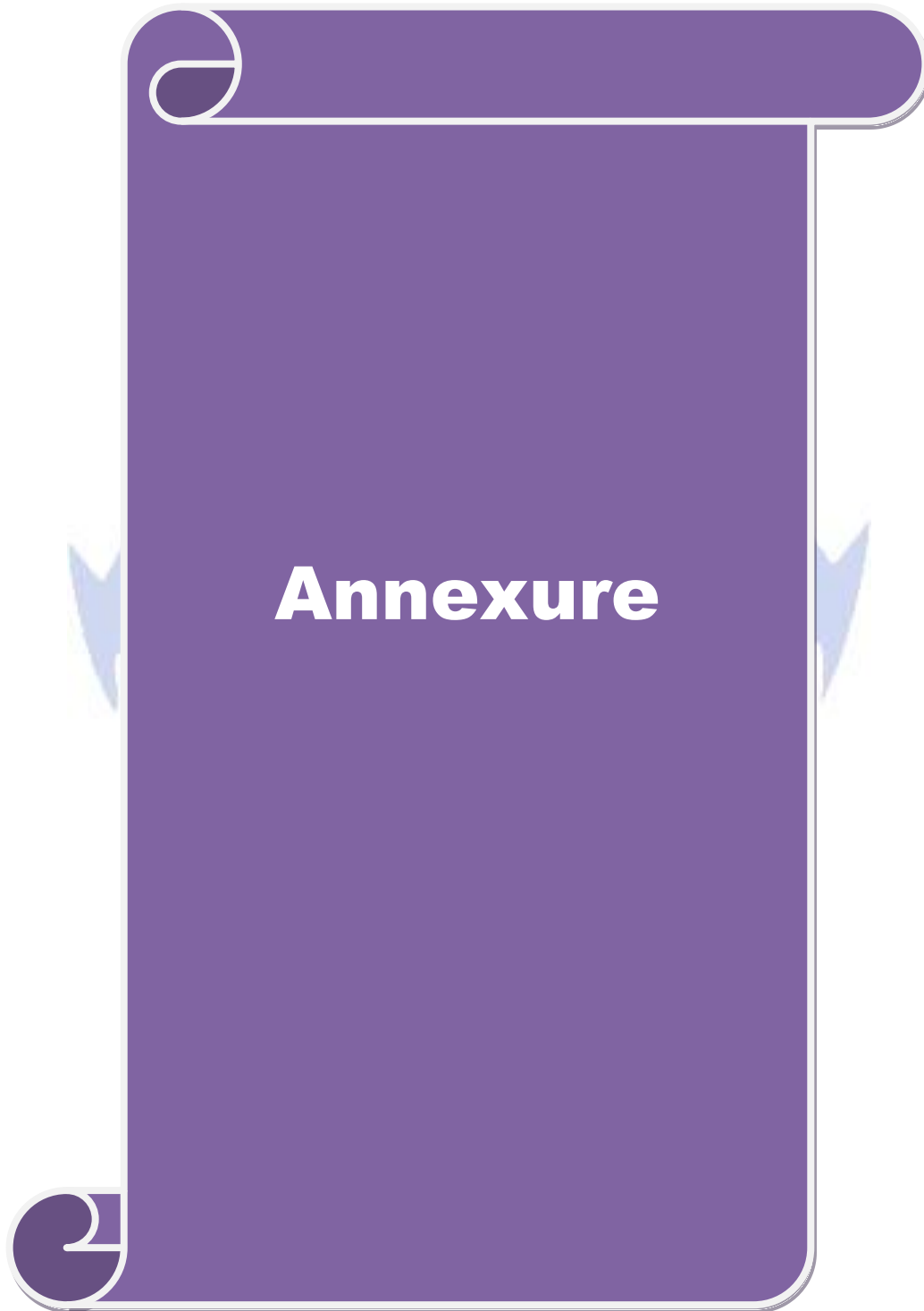


Course code	10CGC 16	Video Record of Counselling	L	T	P	C
Core		Core XV	-	-	4	4
Pre-requisite		Knowledge in Guidance, counselling and placement	Syllabus Version		2021-22	
<b>Course Objectives:</b>						
The main objectives of this course are to:						
<ol style="list-style-type: none"> <li>1. The students will get on-the-job training and experience.</li> <li>2. The students will gain knowledge on problem identification and solutions.</li> <li>3. The students will gain a complete knowledge on the program and the course outcome.</li> </ol>						
<b>Expected Course Outcomes:</b>						
On the successful completion of the course, student will be able to:						
1	The students will know practical understanding of guidance and counselling				K2	
2	The students will understand the process of career assessments, administration and interpret career related assessment tests				K3	
3	The students can identify the various sources of educational and career information, compiling client-specific tailor-made labour market information for guidance.				K3 & K4	
4	The students can come to know the various job opportunities and pre requisite education				K4	
5	By recording videos, the students can learn the real practice of counselling. This will equip the students to ready for practice their own clinic for career guidance and counselling.				K5	
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyse; K5 - Evaluate; K6 – Create</b>						
<b>Textbook(s)</b>						
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<b>Mapping with Programme Outcomes</b>										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	M	S	S	M	S	M	S	M
CO2	M	S	S	S	S	S	S	M	S	S
CO3	S	S	S	S	S	M	M	S	S	S
CO4	S	S	S	S	S	S	S	S	S	S
CO5	S	S	S	S	M	M	M	M	M	S

\*S-Strong; M-Medium; L-Low







**Bharathiar University, Coimbatore-641046**  
**Department of Extension and Career Guidance**  
**M.A. Career Guidance**

**Vision**

To create aspirations, build capacity, assure quality, create demands, promote synergy, extend support, strengthen ICT enablement, ensure inclusivity, promote commitment, promote innovation

**Mission**

To establish an ecosystem by providing knowledge, imparting skills and nurture a desired mindset by teaching, research and extension for various skill development activities in service sector. This will be achieved by constructing curricula, arrange delivery, devising efficient training methods and materials, employing right assessment tools and promoting technology intervention. As a team we will work with the Universities, Colleges, Training partners, Industry bodies and innovators in the Western Parts of Tamil Nadu and in alignment with NSDC and UGC

