

# PG Diploma in Career Guidance

## Syllabus

### UNIVERSITY DEPARTMENT

Program Code: \*\*\*\*

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

**Bharathiar University, Coimbatore – 641 046**  
**Department of Extension and Career Guidance**

**Post Graduate Diploma in Career Guidance for Executives**  
(For the students admitted from the academic year 2021-22 onwards)

**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.

**About the Course**

The Department of Extension and Career Guidance has been offering courses at various levels in career guidance which include Master and Doctoral degree programs. There is a need to enhance professional competency of faculty members, assessment coaches in training institutions, placement officers in Colleges and Universities and higher secondary teachers in schools, Hence the department has proposed to offer a Post Graduate Diploma in Career Guidance with **36** credits through Executive mode. All the contact classes and practical will be held in the department.

**Eligibility & Pre-requisite**

Faculty members, Placement Officers and Trainers / Executives in educational institutions, industries/ NGOs and aptitude coaching centers with 3 years experience and with any under graduate degree are eligible to apply the program.

### **Award of marks**

Pass marks for both the theory papers and practicum is 50%.

Cumulatively 60% and above is considered as First Class.

Cumulatively 75% and above is considered as First Class with Distinction

### **Course Mode**

The program will be offered through executive mode for two semesters. Candidate should compulsorily attend the Personal contact classes conducted every semester (Weekend Class). 75% attendance is compulsory to appear the semester exam. The course examination will be held along with the examinations of the other regular programs of the university. The Internal marks of maximum 25 will be based on three assignments and a seminar presentation for each theory paper. The external marks of maximum 75 will be based on the written exam of duration 3 hours similar to any other degree program. For practicum, a record is to be maintained and the final practical exam will be conducted under external evaluation with 40 for internal and 60 for external. For Self study paper, the candidate has to submit assignments and they have to write the final exam as like other theory paper in the second semester.

### **Duration and Weightage of the Programme**

Total number of credits **36 credits** including theory, practical and research dissertation. Minimum period to complete the programme is 1 year (with two semesters under Choice Based Credit System) and maximum period to complete the programme is 2 years.

### **Medium of Instruction**

The medium of instruction is English.

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

The project thesis is a 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.

**Programme Educational Objectives (PEO) for PG Diploma in Career Guidance (2021-22)**

- PEO1:** Offering right career guidance and counseling to the graduates, school students and employees for their career.
- PEO2:** Applying the suitable techniques to access the individual skill level and map the expected level for the individual excellence and to the skilled society.
- PEO3:** 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 (PSO) for PG Diploma in Career Guidance (2021-22)**

After the successful completion of PG Diploma program, the students are expected for

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

**Programme Outcome (PO) for PG Diploma in Career Guidance (2021-22)**

- PO1:** Demonstrate the necessary knowledge and skills in various stages of career guidance, institutional arrangements for career readiness
- PO2:** Understand the process of career and proficiency in preparing individual career profile.
- PO3:** Mapping various competencies of an individual for professional in their discipline by accessing skill gap and plotting career map
- PO4:** Reflect on futuristic modern career skills, knowledge, and attitudes with a commitment to lifelong learning and development of professional practice.
- PO5:** Explore various approaches and theories of counseling, career and work, preparation process and the issues, factors influencing the career choice and provide information about the current trends and techniques in Employment Counseling.
- PO6:** Apply and integrate specialized knowledge of career development theories,

counseling theories, and relevant industry standards in professional practice.

- PO7:** Critically evaluate and identify the impact of changes in the world of work, including automation, globalization, demographics, and trends in the labor market and industry, on the workforce, the career life cycle, and the future of work.
- PO8:** Understanding the national skill qualification framework, qualification packs and sector skill assessment for industry readiness.
- PO9:** Identify, conceptualize, and generate innovative solutions to overseas education and job opportunities world-wide.
- PO10:** Critically review, analyze and synthesize theoretical propositions in consideration of ethical and cultural frameworks, and research principles and methodologies in career development and counseling practices.

**PG Diploma in Career Guidance for Executives**  
**(For the students admitted from the academic year 2021-22 onwards)**  
**SCHEME OF EXAMINATION - CBCS Pattern**

Code	Title of the Course	Course Hours	CIA	CEE	Total Marks	Credits
<b>Semester 1</b>						
20PGDCC01	Career Guidance & Counseling: Principles and Techniques*	4	50	50	100	4
	<b>Practical</b>	2	50	-	50	2
20PGDCC02	Career Assessment: Methods and Tools *	4	50	50	100	4
	<b>Practical</b>	2	50	-	50	2
20PGDCC03	Career Development & Talent Management	4	50	50	100	4
20PGDCC04	Research Methodology	4	50	50	100	4
20PGDCC05	Competency Mapping for Careers	4	50	50	100	4
	<b>Total</b>	<b>24</b>			<b>600</b>	<b>24</b>
<b>Semester 2</b>						
20PGDCC06	Career Services and Labor Market Information #	4	50	50	100	4
20PGDCC07	Project	6	100	60	160	6
	Viva Voce	2	-	40	40	2
	<b>Total</b>	<b>12</b>			<b>300</b>	<b>12</b>
	<b>Grand Total</b>	<b>36</b>			<b>900</b>	<b>36</b>
<b>*Theory cum practical # Self learning paper</b>						

Code	20 PGDCC 01	Career Guidance & Counseling: Principles and Techniques	L	T	P	C
<b>Core</b>		<b>Core I</b>	<b>4</b>	<b>-</b>	<b>2</b>	<b>6</b>
<b>Pre-requisite</b>		Knowledge in understanding of counseling and guidance	<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 personality and career options</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					K3&K4
2	Enable the students to learn the meaning and scope of guidance and various types of guidance methods to orient the students at Higher Education Level					K1&K2
3	Gain necessary knowledge and skills in various stages of Career guidance					K2 & K3
4	Know the institutional arrangements for Career guidance					K3
5	Understand relationship between personality and career options					K4
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create</b>						
<b>Unit:1</b>	<b>Guidance</b>				<b>10 hours</b>	
Guidance- Definition -Meaning –Nature and Scope-Need-Objectives-Principles-Basic Assumptions of Guidance-Guidance and Counseling-Functions-Types of Guidance-Major areas of Guidance						
<b>Unit:2</b>	<b>Counselling</b>				<b>10 hours</b>	
Counseling-Definition-Meaning-Essential Elements of Counseling-Characteristics-Aims and Objectives of Counseling-Difference between Counseling and Psychotherapy, Teaching and Advice-Techniques of Counseling-Levels of Counseling						

<b>Unit:3</b>	<b>Career Counselling</b>	<b>08 hours</b>
Career Counseling-Definition- Meaning-Nature and Scope-Importance-Types-Career Counseling with Diverse Population-Career Counseling for College Students-Career Counseling for Adults-Career Counseling for Women and differently-abled –Ethics of Career Counseling		
<b>Unit:4</b>	<b>Career Counselling Services</b>	<b>07 hours</b>
Career Counseling Services in Schools-Orientation Services -Educational and Occupational Guidance Services -Group Guidance Services -Counseling Services -Support Services-Follow-up Services Role Counselor in Schools - Counseling for Specific Populations: Counseling children and their parents, Counseling Women and Sexual minorities, Counseling the Elderly (Older Adults).		
<b>Unit:5</b>	<b>Career Counselling - Practical</b>	<b>10 hours</b>
Conduct two case studies on career planning and career choice for adolescents (13-18 years) Conduct two case studies on adults (19-25 years) on career development (in depth analysis by conducting skill analysis, job involvement, job satisfaction, work stress) and provide employee counselling. A group of at least 3 members (students 14-16 years) and administer one test each of personality, aptitude, intelligence and interest – prepare a profile along with detailed report.		
<b>Unit:6</b>	<b>Contemporary Issues</b>	<b>2 hours</b>
Online course, Webinar and online workshops		
<b>Total Hours</b>		<b>47 hours</b>
<b>Text Book(s)</b>		
1	Cramer .L Herr. & Niles. G. Spencer - (2004) –Career Counselling A Systematic Approach –Pearson Inc.	
2	S S Chauhan -Second Revised Edition -Principles and Techniques of Guidance--Vikas Publishing House Pvt Ltd	
<b>Reference Books</b>		
1	Gideon Arulmani-(2004) –Career Counselling A Handbook –Tata Mc- Graw Hill Publishing Company Limited, New Delhi	
2	Jennifer M Kidd -(2006) –Understanding Career Counselling–Theory, Research and Practice –Sage Publication,	
3	Dr. Dalaganjan Naik – (2004) –Fundamentals of Guidance and Counselling –Adhyayan Publishers and Distributors, Delhi,	



4	Gibson. L. Robert & Mitchell-(2008) –Introduction to Counselling and Guidance – prentice hall of India New Delhi
<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</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	S	S	S	S	M	S	S	S	S
<b>CO2</b>	M	S	M	M	S	S	M	S	S	M
<b>CO3</b>	S	M	S	S	M	S	M	M	M	S
<b>CO4</b>	S	M	S	L	S	S	S	L	M	M
<b>CO5</b>	M	M	S	M	S	M	S	S	M	M

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

Code	20 PGDCC 02	Career Assessment: Methods & Tools	L	T	P	C
<b>Core</b>		<b>Core II</b>	<b>4</b>	<b>-</b>	<b>2</b>	<b>6</b>
<b>Pre-requisite</b>		Understanding of various skills and assessment	<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 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 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create</b>						
<b>Unit:1</b>	<b>Introduction on Assessment</b>					<b>08 hours</b>
Introduction to Assessment in Career Counseling – Importance of Career Assessment – Types of Assessment tools, Psychometric Testing – Ability Testing – Aptitude testing – Personality profiling – Primary test areas – Intelligence – Personality – Adjustment capabilities – Individual achievement tests – Diagnostic tests – Criterion referenced tests – Minimum-level skill test – Gardon Occupational Checklist – Job Satisfaction assessment – Aspiration Desires						
<b>Unit:2</b>	<b>Career theories</b>					<b>08 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:3</b>	<b>Assessment tools I</b>					<b>10 hours</b>
Tools for Assessment of Personality and Interest: Myer Bridge Type Inventory and Vocational Preference Inventory. Thripathy Personal Preference Schedule and Chatterje’s Non-Language Preference Record. Achievement orientation test.						

<b>Unit:4</b>	<b>Assessment tools II</b>	<b>10 hours</b>
Administering Career related tools: Career Thoughts Inventory – Career Maturity Inventory, Career Factors Inventory – Career Beliefs Inventory – Occupational Stress Inventory and FIRO-B, Vocational Interest Inventory – Work Motivation Test – Holland’s RIASEC Questionnaire – Benefits of Psychometric test – IVRS Test, Domain knowledge tests,		
<b>Unit:5</b>	<b>Practical and applications</b>	<b>12 hours</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>Unit: 6</b>	<b>Contemporary Issues</b>	<b>2 hours</b>
Online course, Webinar and online workshops		
<b>Total Lecture hours</b>		<b>50 hours</b>
<b>Text Book(s)</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	
<b>Reference Books</b>		
1	Donald Meichenbaum, “Cognitive – Behaviour Modification – An integrative approach, Springer Science & Business Media, LLC, New York.	
2	Judith S. Beck, “Cognitive behaviour therapy (Basics and Beyond), Copyrighted material, 2 <sup>nd</sup> Edition.	
3	Judith Lazarus, “Stress relief & relaxation techniques”, Keats publishing.	
4	Alice Muir, Relaxation Techniques, The Mc Graw-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</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	S	S	S	S	M	S	M	L
<b>CO2</b>	M	S	M	S	S	S	S	M	S	M
<b>CO3</b>	S	S	S	M	M	S	L	S	S	S
<b>CO4</b>	S	M	M	M	M	L	S	M	L	M
<b>CO5</b>	M	M	S	M	M	M	S	S	S	S

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

Code	20 PGDCC 03	Career Development & Talent Management	L	T	P	C
<b>Core</b>		<b>Core III</b>	<b>4</b>	<b>-</b>	<b>-</b>	<b>4</b>
<b>Pre-requisite</b>		Knowledge in personality and skill sectors	<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. Understanding of skill set required for the various sectors</li> <li>2. Explain the concept of career development</li> <li>3. Learn the process of talent management and skill sector's role</li> <li>4. Explain the various stages of career for the individual</li> <li>5. Educate in the point of entry level requirements</li> </ol>						
<b>Expected Course Outcomes:</b>						
On the successful completion of the course, student will be able to:						
1	Learning of various skill set required for different sectors				K2&K3	
2	Understanding of entry level preparation for job seekers				K4	
3	Skill sector role and importance terms for skill certificate				K2 & K4	
4	Understanding of multiculturalism for stages of career				K2 & K3	
5	Attaining the requirement of talent and work environment				K3&K4	
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create</b>						
<b>Unit:1</b>		<b>Skills and skill set requirement</b>			<b>06 hours</b>	
Introduction of skills: Skills – Skills set –Generic Skills – Domain Skills. Skill set requirement for entry level careers in various service sectors like IT, ITES, Education, Banking, Insurance, Logistics, Health services. Future workforce skills: Sense making, Social Intelligence, Novel and Adaptive Thinking, Cross- cultural Competency and Computational Thinking, New media Literacy, Trans-disciplinary Approach, Design Mindset, Cognitive Load Management and Virtual Collaboration.						
<b>Unit:2</b>		<b>Career Preparation</b>			<b>10 hours</b>	
Skills for Career Development: Accessing relevant educations and skills, self-awareness and personality types, Blooms Taxonomy of knowledge, CV preparation, Group discussion, Preparing for interviews, Etiquettes and types, Aptitude Assessment: Analytical, Mental, English and Domain Knowledge						

<b>Unit:3</b>	<b>National Skills Development Corporation</b>	<b>06 hours</b>
National Skills Development Corporation - schemes, Sector skills councils – classification of sectors – Qualification Packs (QPs) - National Occupations standards – 10 levels, National Skills Qualification Framework, Prior Learning Approval		
<b>Unit:4</b>	<b>Stages of Career</b>	<b>10 hours</b>
Career development task: Early career assessment, Mid-career and Entrepreneurship - Personal values, Ethics and Goals, understanding world of work, Multiculturalism and Career alternatives and Community settings		
<b>Unit:5</b>	<b>Talent Management and Environment</b>	<b>08 hours</b>
Talent Management: meaning and process, Source and pre-adjustment, Talent acquisition strategy, key performance indicators. Outsourcing, Types of outsourcing, Advantages and disadvantages of outsourcing, Management of Attitude for Adult Workers: Work without supervision, Reporting truth, Admitting failures, Importance of Urgency, Pride, Identity, Achievement and Fatigue		
<b>Unit:6</b>	<b>Contemporary Issues</b>	<b>2 hours</b>
Online course, seminar and online workshops		
<b>Total Lecture hours</b>		<b>44 hours</b>
<b>Text Book(s)</b>		
1	R. M. Onkar, Personality Development and Career Management, S. Chand and Company Limited, New Delhi.	
<b>Reference Books</b>		
1	Career Development All-in-One For Dummies by Consumer Dummies	
2	Career Development and Counselling: Theory and Practice in a Multicultural World (Counselling and Professional Identity) by Mei Tang (Author)	
Course Designed By: <b>Prof. Dr. A. Vimala and 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	S	S	S	M	M	S	M	M
<b>CO2</b>	M	S	S	M	S	S	S	M	S	S
<b>CO3</b>	M	S	S	M	S	L	L	S	S	S
<b>CO4</b>	S	M	M	S	M	L	S	M	L	M
<b>CO5</b>	M	M	S	M	M	M	S	S	S	M

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

Code	20 PGDCC 04	Research Methodology		L	T	P	C	
<b>Core</b>		<b>Core - IV</b>		<b>4</b>	<b>-</b>	<b>-</b>	<b>4</b>	
<b>Pre-requisite</b>		Quantitative Techniques	<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. Introduce the basic concepts of research and apply the fundamentals of sampling and scaling techniques along with methods of data collection.</li> <li>2. Learn the process of analyzing the collected data, interpretation, report writing and application of computers in research and documentation.</li> </ol>								
<b>Expected Course Outcomes:</b>								
On the successful completion of the course, student will be able to:								
1	Understand fundamental concepts of research, types and research process.						K2	
2	Summarize the sampling design and scaling techniques.						K2	
3	Construct a method for data collection and able to edit, code, classify and tabulate the collected data.						K3	
4	Analyze the collected data to prove or disprove the hypothesis.						K4	
5	Interpret the data and prepare a research report.						K5	
<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>Introduction to Research Methodology</b>			<b>06 hours</b>			
Research - Definition - Significance – Criteria of Good Research – Types -Research Process– Selecting the Research Problem – Techniques Involved in Defining a Problem - Research Design: Features of a Good Design - Important Concepts Relating to Research Design - Different Research Designs.								
<b>Unit:2</b>		<b>Sampling and Scaling</b>			<b>06 hours</b>			
Sampling Design – Steps - Types - Sampling Errors and Non-Sampling Errors – Factors Influencing the Size of the Sample - Scaling – Classification of Measurement Scales – Scaling Techniques.								
<b>Unit:3</b>		<b>Data Collection and Preparation</b>			<b>06 hours</b>			
Collection of Primary Data: Observation Method –Interview Method- Questionnaire Method – Schedule Method- Some other Methods of Data Collection - Collection of Secondary Data - Case Study Method – Data Preparation: Editing - Coding- Classification - Tabulation-Graphical Representation.								



<b>Unit:4</b>	<b>Processing and Analyzing of Data</b>	<b>12 hours</b>
Hypothesis – Basic Concepts Concerning Testing of Hypothesis - Procedure for Hypothesis Testing - Z Test - T Test - Chi-Square Test - ANOVA - Application of SPSS (Simple Problems Only).		
<b>Unit:5</b>	<b>Interpretation and Report Writing</b>	<b>05 hours</b>
Interpretation: Techniques - Precautions- Report Writing – Steps in Writing Report – Layout of the Research Report –Types of Reports - Mechanics of Writing a Research Report - Precautions for Writing Research Reports.		
<b>Unit: 6</b>	<b>Contemporary Issues</b>	<b>02 hours</b>
Expert lectures, online seminars – webinars		
<b>Total Lecture Hours</b>		<b>37 Hours</b>
Text Book(s)		
1	C.R.Kothari, Gaurav Garg. 2019. Research Methodology (Methods & Techniques). New Age International Publishers, New Delhi. 4th Edition.	
2	S.P.Gupta. 2017. Statistical Methods. Sultan Chand & Sons, New Delhi. 44 <sup>th</sup> Edition.	
Reference Books		
1	Boyd and Westfall : Marketing Research	
2	Gown M.C. : Marketing Research	
3	Green Paul and Tall : Marketing Research	
4	Online Content: <a href="https://onlinecourses.swayam2.ac.in/cec20_hs17/preview">https://onlinecourses.swayam2.ac.in/cec20_hs17/preview</a>	

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

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

Code	20 PGDCC 05	Competency Mapping for Careers	L	T	P	C
<b>Core</b>		<b>Core V</b>	4	-	-	<b>4</b>
<b>Pre-requisite</b>		Knowledge in performance analysis and understanding of competency methods	<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 the meaning, scope and Importance of Competency mapping with reference to an individual and an organization.</li> <li>2. 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 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create</b>						
<b>Unit:1</b>	<b>Competency Mapping-Introduction</b>					<b>06 hours</b>
Meaning and Concept of Competency – Definition, Characteristics and Functions of Competencies, Task Competency – Behavioral Indications Job Competency Model – Difference between Competency and Performance						

<b>Unit:2</b>	<b>Methods of Competency</b>	<b>10 hours</b>
Classification and Types of Competencies – Managerial, generic, technical/functional – Technical, Cognitive, Social and Business Competencies – Levels of Competency (practical competency, foundational competency, reflexive competence and applied competence) – Application levels of a competency (advanced, proficient and knowledgeable)		
<b>Unit:3</b>	<b>Performance Process</b>	<b>06 hours</b>
Competency assessment – Key features – testing techniques (360-degree feedback, assessment center exercises) – Benefits (selection, retention, performance management, training and succession planning)		
<b>Unit:4</b>	<b>Techniques and Gap Analysis</b>	<b>10 hours</b>
Competency mapping – Meaning – Process of competency mapping – Competency development model – Techniques (position questionnaire, behavioral 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>Theories</b>	<b>06 hours</b>
Competency Theories – Socio-technical systems theory, Competency Theory, Leadership theory, Knowledge theory, Harter’s competency motivation theory		
<b>Unit:6</b>	<b>Contemporary Issues</b>	<b>2 hours</b>
Online course, seminar and online workshops		
<b>Total Lecture hours</b>		<b>40 hours</b>
<b>Text Book(s)</b>		
1	Ganesh Shermon, Competency Based HRM 1st edition ., 2004	
2	Seema sangvi, A Hand Book of Competency Mapping, 2004	
<b>Reference Books</b>		
1	Model, Method for Competency Mapping and Assessment, Milind Gotwal, Sunrise Management Consulting Service, Mumbai, India	
2	Human Competence and Business Development, Peter Docherty and Borry Nyhan, 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>
Course Designed By: <b>Dr. S. Sadhasivam &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	L	S	M	M	M	M	S	M
<b>CO2</b>	M	S	M	M	S	S	S	S	S	S
<b>CO3</b>	S	M	S	S	M	M	L	S	M	M
<b>CO4</b>	M	S	S	S	S	L	S	M	L	S
<b>CO5</b>	S	M	S	M	S	M	S	S	M	S

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

Code	20 PGDCC 06	# Career Services & Labor Market Information	L	T	P	C
<b>Core/Elective/Supportive</b>		<b>Core VI</b>	4	-	-	<b>4</b>
<b>Pre-requisite</b>		Knowledge in education system and sources of employment	<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 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>06 hours</b>
Status and Characteristics of Elementary Education (Pre-primary, Primary, Upper Primary), Sarva Shiksha Abhiyan (SSA) – Status and characteristics of Secondary Education (Secondary, Higher Secondary) – Rashtriya Madhyamik Shiksha Abhiyan (RMSA), Educational Boards (CBSE, ICSE, IGCSE, State Board, NIOS) – Implications of career counseling						

<b>Unit:2</b>		<b>06 hours</b>
Characteristics and Status of Tertiary/Higher Education (Undergraduate, Post graduate, Research Degree: Professional, Non-professional) – Status of Vocational Education (Craftsmen training scheme, Apprenticeship Training Scheme, Modular Employable Skills under SDIS)		
<b>Unit:3</b>		<b>06 hours</b>
Labor Market Information: Concepts and types – Identifying individual needs – choosing and presenting appropriate LMI – checking quality of the information - ILO – Labor Migration – Employment in Primary, Secondary and Tertiary sectors – Types of unemployment – Impact of Technology on careers - Exclusion of woman due to technology up gradation - White papers produced by International organizations and companies (ILO, Mckinsey, etc)		
<b>Unit:4</b>		<b>06 hours</b>
Sources of Information: Directorate General of Employment & Training – Central Institute of Research and Training – Industries – Defense– Newspaper & magazine – Internet. Occupational information: Classification of occupation and information –Filing occupational information – Dictionary of Occupational Titles (DOT) – National Career Service (NCS) – National Classification of Occupation		
<b>Unit:5</b>		<b>05 hours</b>
Pattern and Significance of Scholastic Aptitude Tests: JEE(MAIN) – CET – NATA – NEET – ICHMCT – CART – MAT – GATE – CLAT – NEED – AIPVT – UGC/NET – SLET – GRE – GMAT – IELTS – TOEFL – Scholarships for students offered by various Government and Non-Government Organizations		
<b>Unit:6</b>	<b>Contemporary Issues</b>	<b>2 hours</b>
Online course, seminar and online workshops		
	<b>Total Lecture hours</b>	<b>31 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>
Course Designed By: <b>Prof. Dr. A. Vimala and Dr. S. Sadhasivam</b>	

# Self learning paper

<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	S	S	S	M	S	M	S	S
<b>CO2</b>	M	S	M	M	S	S	M	S	S	M
<b>CO3</b>	S	M	M	S	M	M	M	S	M	S
<b>CO4</b>	S	S	S	S	M	L	S	M	L	S
<b>CO5</b>	M	M	S	M	S	M	S	M	M	M

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