

M.A. Career Guidance

Syllabus

UNIVERSITY DEPARTMENT

Program Code: ECGA

2023 – 2024 onwards



BHARATHIAR UNIVERSITY

(A State University, Accredited with “A++” Grade by NAAC,
Ranked 21st among Indian Universities by MHRD-NIRF)

Coimbatore - 641 046, Tamil Nadu, India

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



Programme Educational Objectives (PEO)

- 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 (PSOs)

After the successful completion of PG 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)

- PO1:** 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.
- PO2:** 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.
- PO3:** Knowledge and skills in various performance measurement tools, performance improvement methods and performance-based career planning efforts.
- PO4:** 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.
- PO5:** Create knowledge and skills in Event management especially in organizing career fairs and career awareness programme for various sectors.
- PO6:** 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.
- PO7:** 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.
- PO8:** 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.
- PO9:** 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.
- PO10:** 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 2023 – 24 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

Students admission to the MA Career Guidance programme should have obtained 55% marks or an equivalent grade in any under graduate degree as recognized by the government.

Any UG with PG Diploma in Career Guidance for Executives/ PG Diploma in Career Guidance/Counselling from the recognised University with minimum pass marks in all papers shall eligible to join second year MA Career Guidance as lateral entry. The lateral entry students has to obtain their shortage credit in the 2nd year of the M.A. course prescribed by the department.

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)

Internal Marks 25 + External Marks 75 = 100 (Total)

Internal Marks: 25

External Marks: 75

- Test : 15 Marks
- Assignment : 5 Marks
- Others : 5 Marks

Others include Class Participation, Case Studies Presentation, Field Work, Field Survey, Group Discussion, Term Paper, Workshop / Conference Participation, Presentation of Papers in Conferences, Quiz, Report / Content Writing, Seminars, etc.

2. Practical

a) For 6 Credits, Maximum Marks = 150

Internal Marks 40 + External Marks 110 = 150 (Total)

Internal Marks: 40

External Marks: 110

- Test – 30 Marks
- Observation – 05 Marks
- Record – 05 Marks

- Evaluation - 75 Marks
- Viva-Voce - 35 Marks

Total = 40 Marks

Total = 110 Marks

b) For 4 Credits, Maximum Marks = 100

Only Internal Marks for 100

Review 1: Report Submission (Counselling Area, Counselling Idea) – 25 Marks

Review 2: Demo Video Submission – 25 Marks

Final Video Submission – 50 Marks

3. Supportive Papers: Credits – 2, Maximum Marks – 50

Internal Marks: 12

External Marks: 38

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

Total = 12 Marks

Bharathiar University, Coimbatore-641046
Department of Extension and Career Guidance
M.A. Career Guidance
(For the students admitted from the academic year 2023-24 onwards)

SCHEME OF EXAMINATION – CBCS Pattern

Code	SUBJECT	Hours		Marks for		Total Marks	Credits
		Field Work	Class	CIA	ESE		
Year I – Semester I							
10CGC01	Core I: Principles of Guidance and Counselling	-	4	25	75	100	4
10CGC02	Core II: Perspectives of Education and Careers	-	4	25	75	100	4
10CGC03	Core III: Developmental and Positive Psychology of Counselling	-	4	25	75	100	4
10CGC04	Core IV: Career Guidance Practicum – I School visit for 8 th -12 th std.- Offering career guidance on what next after School education- Preparation of Career Diary	6	-	40	110	150	6
10CGC01EA	Elective I: Human Resource Management	-	4	25	75	100	4
10CGC01EB							
	Supportive I: Would be chosen by the students from other departments	-	2	12	38	50	2
	Total	6	18			600	24
Year I – Semester II							
10CGC05	Core V: Counselling in Practice	-	4	25	75	100	4
10CGC06	Core VI: Psychological Assessment in Guidance and Counselling	-	4	25	75	100	4
10CGC07	Core VII: Career Guidance Practicum – II School visit for 8 th -12 th std.- assessing the students skill level and interest for offering career guidance	6	-	40	110	150	6
10CGC08	Core VIII: Competency Mapping	-	4	25	75	100	4
10CGC02EA	Elective II: Event Management	-	4	25	75	100	4
10CGC02EB							
	Supportive II: Would be chosen by the students from other departments	-	2	12	38	50	2
	Total	6	18			600	24
Year II – Semester III							
10CGC09	Core IX: Career Guidance Practicum – III Career exhibition and Campus Placements	6	-	40	110	150	6
10CGC10	Core X: Occupational Health and Stress Management	-	4	25	75	100	4
10CGC11	Core XI: Occupational Preparation and Information	-	4	25	75	100	4
10CGC12	Core XII: Quantitative Research Methods	-	4	25	75	100	4
10CGC03EA	Elective III: E-Career Guidance	-	4	25	75	100	4
10CGC03EB							
	Supportive III: Would be chosen by the students from other departments	-	2	12	38	50	2
	Total	6	18			600	24
Year II – Semester IV							
10CGC13	Core XIII: Entrepreneurship Development	-	4	25	75	100	4
10CGC14	Core XIV: Career Development in Social Context	-	4	25	75	100	4

10CGC15	Core XV: Project Work & Viva Voce Exam	6	-	50	110	150	6
10CGC16	Core XVI: Video Record of counselling - Practicum	4	-	100	-	100	4
	Total	10	8	-	-	450	18
	Grand Total	28	72			2250	90

*Practical exam – Both internal and external examiner will conduct and evaluate
 \$ Online 2 credit Course is mandatory and it **SHOULD BE COMPLETED WITHIN 3rd SEMESTER.**
 @ Students opting for lateral entry in M.A. Career Guidance from PG Diploma in Career Guidance for Executives shall undergo the Non Scholastic course with 2 credit mentioned in the scheme

Credit Accumulation Courses[<]

S. No.	SUBJECT	Hours		Marks for		Total Marks	Credits
		Field Work	Class	Internal	External		
1	Mini Project / Publication of Article (<i>To be completed in 3rd Semester</i>)	-	-	100	-	100	4
2	Four Track Career Guidance and Preparation (<i>To be completed in 4th Semester</i>)	-	2	25	75	100	4

<(Credit accumulation recommended as per the shortage of credits for lateral entry students to satisfy the 90 credits of PG Programme)

Value Added Courses

S. No.	SUBJECT	Hours		Marks for		Total Marks	Credits
		Field Work	Class	Internal	External		
Year I – Semester I							
1	Digital Marketing	-	-	-	-	50	2
Year II – Semester III							
2	Global Business Foundation skills – Infosys BPS	-	-	-	-	50	2

Non-Scholastic course

	\$ SWAYAM Online course	-	-	-	-	50	2
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Non-Scholastic course

Job Oriented Courses

S. No.	SUBJECT	Hours		Marks for		Total Marks	Credits
		Field Work	Class	Internal	External		
Year I – Semester II							
1	Web Designer-MESC/NSDC/Industry	-	-	-	-	50	2
Year II – Semester IV							
2	Entrepreneurship skills partnering with EDII/MSME	-	-	-	-	50	2



Core I - Principles of Guidance and Counselling

Course code	10CGC01	Principles of Guidance and Counselling	L	T	P	C
Core		Core I	4	-	-	4
Pre-requisite		Basic knowledge in counselling, guidance and understanding of education	Syllabus Version		2021-22	
Course Objectives:						
The main objectives of this course are to:						
<ol style="list-style-type: none"> 1. Gain necessary knowledge and skills in various stages of Career guidance 2. To know the institutional arrangements for Career guidance 3. Understand relationship between guidance and counselling 						
Expected Course Outcomes:						
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	
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create						
Unit:1	Introduction to Guidance				12 hours	
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						
Unit:2	Parameters for effective guidance				12 hours	
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.						
Unit:3	Historical approach				12 hours	
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						

Unit:4	Vocational Guidance	12 hours
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.		
Unit:5	Counselling	12 hours
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, Counselling on Work Life balance for working women.		
Unit:6	Contemporary Issues	2 hours
Seminars, Workshop, Guest Lecturers and Online orientation Programme		
Total Lecture hours		62 hours
Text Book(s)		
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.	
Reference Books		
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.	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1	Guidance and Counselling By Dr. R. Rajendran - SWAYAM	
Course Designed By: Dr. A. Vimala & Dr. C. Dhayanand		

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

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



Core II - Perspectives of Education and Careers

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	
Course Objectives:						
The main objectives of this course are to:						
<ol style="list-style-type: none"> 1. Gain necessary knowledge on different perspectives of Education and training for personal development and careers. 2. Also gain necessary knowledge on labour market demand and the impact of globalization on the job market 						
Expected Course Outcomes:						
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	
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create						
Unit:1	Knowledge, Education and Schooling				12 hours	
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						
Unit:2	Education as Interdisciplinary Knowledge				12 hours	
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						

Unit:3	Perspectives on Career Development	12 hours
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		
Unit:4	Understanding Career Information	12 hours
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.		
Unit:5	Career Adjustment and Maturity	12 hours
Economic development and career opportunities – Concept of career adjustment and career maturity – Factors affecting career maturity – Assessment of career maturity.		
Unit:6	Contemporary Issues	2 hours
Seminars, Workshop, Guest Lecturers and Online orientation Programme		
Total Lecture hours		62 hours
Text Book(s)		
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	
Reference Books		
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	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1	Perspectives on Education By Dr. Umer Farooque.T.K- SWAYAM	
Course Designed By: Dr. A. Vimala & Dr. C. Dhayanand		

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

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



Core III- Developmental and Positive Psychology of Counselling

Course code	10CGC03	Developmental and Positive Psychology of Counselling	L	T	P	C
Core	Core III		4	-	-	4
Pre-requisite	Basic knowledge in Psychology and counselling method	Syllabus Version			2021-22	
Course Objectives:						
The main objectives of this course are to:						
<ol style="list-style-type: none"> 1. Impart the knowledge of psychology 2. Learn various aspects of psychology in counselling 3. To familiarize with counselling and positive psychology 						
Expected Course Outcomes:						
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	
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create						
Unit:1	Psychological Dimensions of Counselling				12 hours	
Indian Perspective: Therapeutic values of Indian Psychology - How to overcome anxiety, frustration, aggression - Yogic Prescriptions- Development of Philosophy of Indian Psychology.						
Unit:2	Basic Psychology as Related to Counselling				10 hours	
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						
Unit:3	Stages and Factors of Psychological Development				14 hours	
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.						

Unit:4	Personality Theories and their Implications in Guidance and Counselling	14 hours
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)		
Unit:5	Positive Psychology	10 hours
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		
Unit:6	Contemporary Issues	2 hours
Seminars, Workshop, Guest Lecturers and Online orientation Programme		
Total Lecture hours		62 hours
Text Book(s)		
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	
Reference Books		
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.	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1	NOC: Positive Psychology - NPTEL	
2	NOC: Brief introduction to Psychology - NPTEL	

Course Designed By: Dr. A. Vimala & Dr. C. Dhayanand										
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

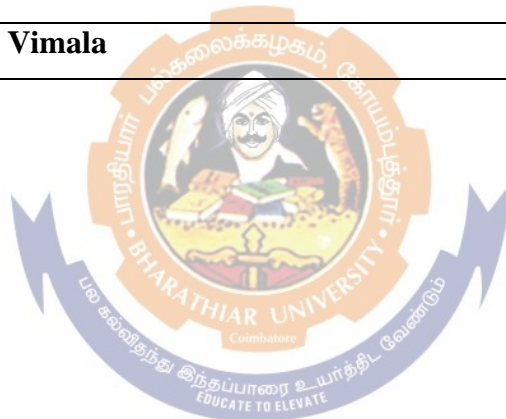


Core IV- Career Guidance Practicum – I

(School visit for 8th-12th std- Offering career guidance on various courses availability by what next after School education- Preparation of Career Diary)

Course code	10CGC04	Career Guidance Practicum – I	L	T	P	C
Core	Core IV		-	-	6	6
Pre-requisite	Fundamental knowledge in guidance and counselling gained in the theory		Syllabus Version		2022-23	
Course Objectives:						
The main objectives of this course are to:						
<ol style="list-style-type: none"> 1. Understand various courses for UG and PG admission 2. To make the students to understand the available course, entrance exams for admission and jobs. 						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Students will gain information on real-time problems faced by the students in their career preparation through case studies				K4	
2	Understanding of various UG and PG courses available in the state and central				K5	
3	Gaining knowledge on various entrance exams for UG and PG admission in India					
4	Knowledge on various entrance exams for Abroad college admission				K5	
5	Knowledge on various entrance exams for government jobs in the state central				K6	
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create						
Work to be done						
<ol style="list-style-type: none"> 1. Collection of minimum two case studies and preparation of report on Career Planning 2. Preparation of career diary <ul style="list-style-type: none"> • Various UG Arts and Science/ Engineering and Poly techniques/ Medical and Allied Para- medical/ Agriculture and Allied/ Law/ Integrated courses 						

<ul style="list-style-type: none"> • Various entrance exams available for UG and PG degree admission in India: NEET/ CLAT/ JEE/ AILET/CU-CET/ Indian Maritime University-Common Entrance test/KVPY/ MAT/CAT/GMAT. • Various entrance exams for Abroad college admission: GRE/TOFEL/IELTS/ SAT/ MCAT/LSAT. • Various entrance exams government jobs in the state and central: TNPC Group I to VII /IBPS/UPSC/RRB/ SSC/ CDS/ CTET/ IPPB/ IES Exams 	
Reference Books	
1	Dr.Arulmoni. (2012) Indian Case Studies in Career guidance counselling., 5th edition Published by Christian Counselling Centre, Vellore – 632 001.
2	Swanson & Fouad, (2010), Career theory and Practice. Learning through case studies, Sage publications. Inc
3	Rawat Agfa (2008) Career Guidance and Career Information Lal Book Depot Meerut
Course Designed By: Dr. A. Vimala	



Elective I - Human Resource Management

Course code	10CGC01EA	Human Resource Management	L	T	P	C
Elective		Elective I	4	-	-	4
Pre-requisite		Knowledge in general management and manpower	Syllabus Version		2021-22	
Course Objectives:						
The main objectives of this course are to:						
1. To enable the students to learn about the human resource development						
Expected Course Outcomes:						
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
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create						
Unit:1	Introduction to HRM					12 hours
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.						
Unit:2	Strategic Human Resource Management					12 hours
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						
Unit:3	Recruitment					12 hours
Meaning, Objectives, Types, Sources and Process Recruitment Policy,; Selection: Meaning, Steps and Selection Methods; Placement and Induction: Concept and Objectives						
Unit:4	Performance Management					12 hours
Meaning, Objectives, Elements and Types of Performance Appraisals, Essentials of Effective Appraisal, Limitations and Problems of performance appraisal, 360 degree Appraisal, Post Appraisal Feedback.						

Unit:5	Talent Management	12 hours								
Talent – Talent Management - Talent Management practices and elements - Talent Acquisition – Retention of talent. Retention strategies in industry and the world of work										
Unit:6	Contemporary Issues									
Seminars, Workshop, Guest Lecturers and Online orientation Programme										
Total Lecture hours									60 hours	
Reference Books										
1	Amstrong Michel (2006)Handwork of Human Resource Management practices Kogap 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.									
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]										
1	Human Resource Management-I-NPTEL									
2	NOC: Principles of Human Resource Management - NPTEL									
Course Designed By: Dr. A. Vimala & Dr. C. Dhayanand										
Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M	M	S	M	M	M	M	M	M	M
CO2	M	S	M	M	M	M	M	M	M	M
CO3	S	M	M	M	M	M	M	S	S	M
CO4	S	M	S	M	M	M	M	M	S	M
CO5	S	M	M	M	M	M	M	M	M	S

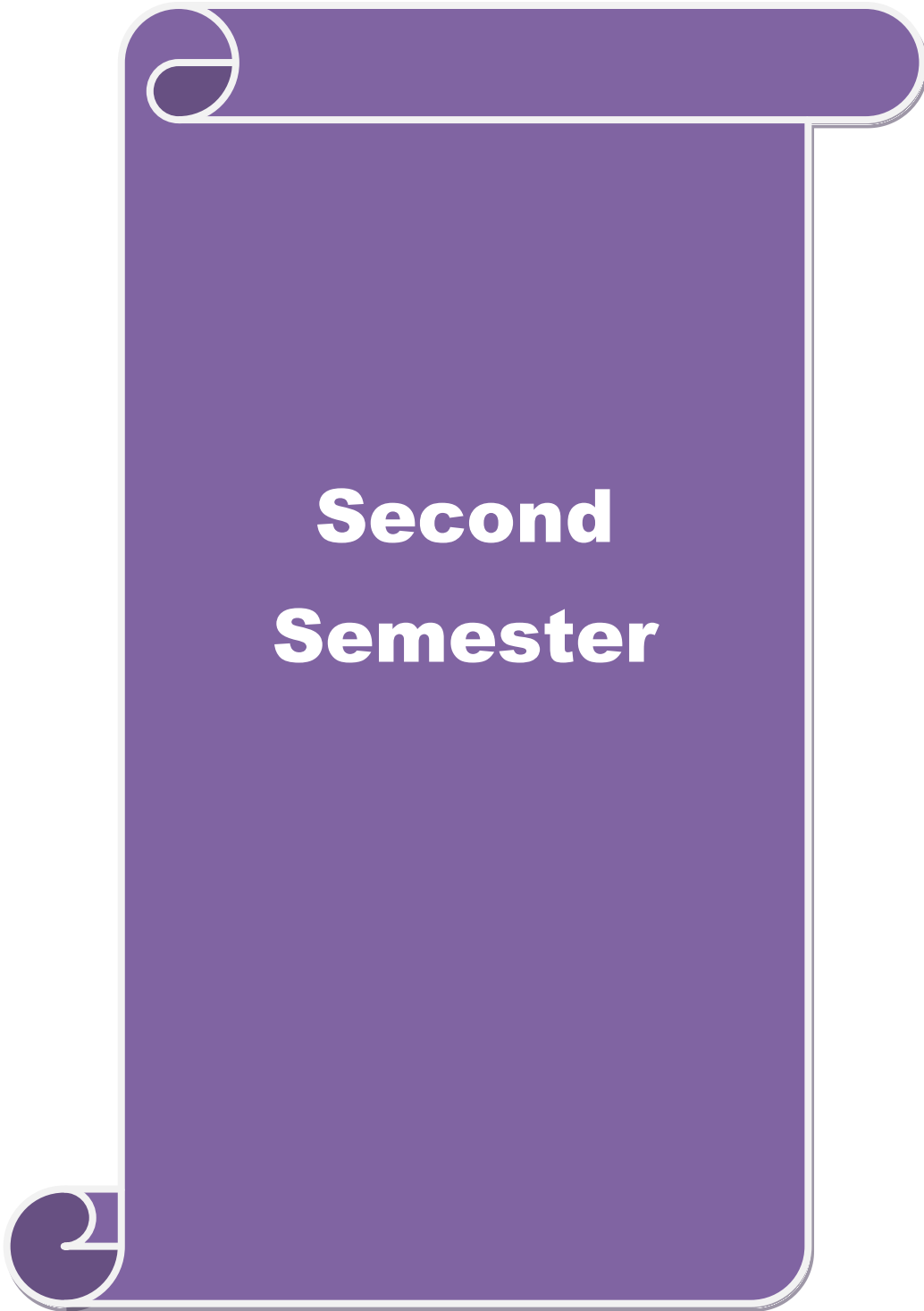
*S-Strong; M-Medium; L-Low

Elective I - Essentials of Communication Skills

Course code	10CCG01EB	Essentials of Communication Skills	L	T	P	C
Elective		Elective I	4	-	-	4
Pre-requisite		Knowledge in Fundamentals of English language, identifying errors in draft and letter corresponding	Syllabus Version		2021-22	
Course Objectives:						
The main objectives of this course are to:						
<ol style="list-style-type: none"> 1. To enable the students to learn the parts of speech 2. To gain adequate competence in basic communication skills. 3. To prepare simple tools to test a person's basic English communication skills. 						
Expected Course Outcomes:						
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	
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create						
Unit:1	Discovering Language				4 hours	
Essential and Importance of business Communication. Methods of communication – Types – Barriers.						
Unit:2	Business Correspondence				20 hours	
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						
Unit:3	Corporate culture				12 hours	
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.						

Unit:4	Language and Communication								10 hours	
Linguistic Communication – Barriers to Communication – Importance of Communication – Non-Verbal Communication: Personal Appearance, Posture, Gestures, Facial Expression, Space Distancing and presentation skills.										
Unit:5	English Language Assessment								12 hours	
Written and Oral comprehension tests – Spotting Errors -Synonyms – Antonymous - CLOZE Test - Sentence completion test - Ordering of words in sentences - Spoken language - Voice Accent – Spelling - Prepositions.										
Unit:6	Contemporary Issues								2 hours	
Seminars, Workshop, Guest Lecturers and Online orientation Programme										
Total Lecture hours								60 hours		
Text Book(s)										
1	Rajendra pal, S.S. Korlahalli Essentials of Business Communication, Sultan Chand and Sons									
Reference Books										
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.									
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]										
1	BAL-002: Communication Skills - SWAYAM									
2	NOC:Business English Communication - NPTEL									
Course Designed By: Dr. A. Vimala										
Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	L	L	M	M	S	M	L	M	M	M
CO2	L	M	M	M	S	M	M	M	M	M
CO3	M	S	M	S	M	S	S	S	M	S
CO4	M	M	S	M	S	M	M	S	M	S
CO5	M	S	S	S	M	M	M	S	S	M

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



**Second
Semester**

Core V - Counselling in Practice

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	
Course Objectives:						
The main objectives of this course are to: <ol style="list-style-type: none"> 1. Critically examine each stage of history taking process in Counselling. 2. Acquire skills to counsel different types of common problems. 3. Know about the roles of School Counsellor. 4. Acquire a practical knowledge on counselling process. 5. Understand the link between theories and practices of Counselling and the ideas about Non-Conventional Counselling. 						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Critically examine each stage 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	
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create						
Unit:1	History - Process in Counselling				12 hours	
Preliminary requirements, structure of the interview, interview techniques, mental-state examination, general physical examination, treatment planning in counselling						
Unit:2	Counselling of Common Problems				12 hours	
Childhood: Visually Impaired, Hearing Impaired, - Emotionally Disabled and Learning Disabled - Physically Challenged and Traumatized Child – Phobias - School refusal, scholastic backwardness – Adulthood: MDD - Bipolar Disorder (Manic-depressive). - Sexual and Substance Abuse -Drug addicted – Epilepsy -OCD (obsessive compulsive disorders) - Schizophrenia, Delusional Disorder (Paranoia) - Geriatric Disorder						
Unit:3	Roles of School Counsellor				12 hours	
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						

Unit:4	Counsellor as Consultant	12 hours
Counsellor as Developmental and Educational Consultant: Consultation skills - Steps of Consultation process - Consulting with teachers, parents, school administrators		
Unit:5	Non-Conventional Counselling	12 hours
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		
Unit:6	Contemporary Issues	2 hours
Seminars, Workshop, Guest Lecturers and Online orientation Programme		
Total Lecture hours		60 hours
Text Book(s)		
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.	
Reference Books		
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									
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]										
1	Guidance and Counselling By Dr. R. Rajendran - SWAYAM									
Course Designed By: Dr. A. Vimala & Dr. C. Dhayanand										
Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M	S	M	S	M	L	M	M	M	M
CO2	M	M	S	S	M	M	M	M	S	S
CO3	M	S	M	M	M	L	M	L	S	S
CO4	M	S	M	S	S	M	S	M	S	S
CO5	S	M	S	M	S	M	M	L	S	S

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



Core VI - Psychological Assessment in Guidance and Counselling

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	
Course Objectives:						
The main objectives of this course are to:						
<ol style="list-style-type: none"> 1. To study various assessment tools used in psychology 2. To learn the application of psychology in guidance and counselling 3. To effectively implement assessment in guidance and counselling 						
Expected Course Outcomes:						
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
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create						
Unit:1	Nature of Psychological Tests					12 hours
Nature and definition, historical perspective, Setting and purpose of tests, Characteristic of examinee, Standardization, Reliability and Validity. Types of tests: Tests for intelligence and cognition- Verbal, nonverbal, individual and group tests of intelligence. Special aptitude tests, Attention/ concentration tests and Memory tests.						
Unit:2	Personality Assessment Tools					12 hours
Personality Assessment- Types of Personality Assessment: Big five model, Holland- RIASEC, Mayer-Briggs, DISC personality test, Calliper Profile, Occupational Personality Questionnaire, Personality Test in Work Place and School- Importance.						
Unit:3	Tests for Special Population					12 hours
Tests for infants, Motor and speech handicaps, Learning disabilities, Mental sub-normality, Visual and hearing Handicapped.						
Unit:4	Relaxation Techniques and Systematic Desensitization					12 hours
Jacobson's progressive muscular relaxation, Autogenic training, Yoga, Meditation etc., Basic principles, theory, and procedure of systematic desensitization.						

Unit:5	Cognitive Behaviour Modification and Biofeedback	12 hours								
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.										
Unit:6	Contemporary Issues									
Seminars, Workshop, Guest Lecturers and Online orientation Programme										
Total Lecture hours		60 hours								
Reference Books										
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 nd Edition.									
5	Judith Lazarus, "Stress relief & relaxation techniques", Keats publishing.									
6	Alice Muir, Relaxation Techniques, The McGraw-Hill Companies Inc.									
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]										
1	Great Experiments in Psychology - SWAYAM									
Course Designed By: Dr. A. Vimala & Dr. C. Dhayanand										
Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M	M	S	M	M	M	S	M	S	M
CO2	M	S	M	M	M	M	S	M	M	M
CO3	S	M	M	M	M	M	S	M	S	S
CO4	S	M	S	M	M	M	S	M	M	M
CO5	S	M	M	M	M	M	M	M	M	S

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

Core VII – Career Guidance Practicum – II

(School visit for 8th-12th std- assessing the students skill level and interest for offering career guidance)

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		2022-23	
Course Objectives:						
The main objectives of this course are to:						
1. Understand the need and importance of Guidance and Counselling in School level.						
Expected Course Outcomes:						
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	
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create						
I. Testing techniques						
<ol style="list-style-type: none"> Tests of intelligence- NCERT/Wechsler Adult Intelligence Scale (WAIS)/ Stanford-Binet scale : Linguistic intelligence/Logical mathematical intelligence/Spatial intelligence/Bodily-kinesthetic intelligence/Interpersonal intelligence/Intrapersonal intelligence/Naturalistic intelligence Tests of abilities: Teacher made & standard tests Tests of interests -G. Frederick Kuder: The test is meant for students of classes VII to XII. Tests are literary, social, numerical, mechanical, life sciences and Arts and Fine arts. Tests of personality- Holland Type/ DASS – 42 propounded by Lovibond Tests of achievement 						

II. Non testing techniques		
<ol style="list-style-type: none"> 1. Interview 2. Case study 3. Observation 4. Cumulative Record 5. Questionnaires 		
Every Thursday the student has to visit schools for conducting the above.		
	Total Lecture hours	52 hours
Text Book(s)		
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.	
3	Bengalee, M. D. 1984. Guidance and Counselling. Bombay: Sheth Publishers. Cooperation. Gibson, D. 2007. Introduction to Counselling and Guidance. New Delhi: Pearson Education.	
4	Sharma, A. 2006. Guidance & Counselling. Guwahati: DVS Publishers and Distributors.	
5	Nayak, A. K. 1997. Guidance & Counselling. New Delhi: APH Publishing	
6	Yadav, S. 2005. Guidance & Counselling. New Delhi: Anmol Publishing.	
Reference Books		
1	Donald Meichenbaum, "Cognitive – Behaviour Modification – An integrative approach, Springer Science & Business Media, LLC, New York.	
	Neeru Sood (2016), Guidance and Counselling in education, Vikash Publishing house, New Delhi	
2	Pearson Bierhoff, H. W. (2002). Prosocial behaviour. Psychology Press.	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1	NOC: Positive Psychology - NPTEL	
2	NOC: Brief introduction to Psychology - NPTEL	
Course Designed By: Dr. A. Vimala		

Mapping with Programme Outcomes										
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



Core VIII - Competency Mapping

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			2022-23
Course Objectives:						
The main objectives of this course are to:						
<ol style="list-style-type: none"> 1. Understand the meaning, scope and Importance of Competency mapping with reference to an individual and an organization. 2. Enable the students to use various assessment methods to measure the competency of an individual and understand the evolution of various competency theories 						
Expected Course Outcomes:						
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	
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create						
Unit:1	Competency				12 hours	
Meaning and Concept of Competency – Definition, Characteristics and Functions of Competencies, Task competency – Behavioural Indicators – Job Competency Model.						
Unit:2	Classification and Types of Competencies				12 hours	
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)						

Unit:3	Competency assessment	10 hours								
Key features – Testing techniques (360-degree feedback, assessment center exercises) – Benefits (selection, retention, performance management, training and succession planning)										
Unit:4	Competency mapping	10 hours								
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.										
Unit:5	Competency Theories	12 hours								
Socio-technical systems theory, Competency Theory, Leadership theory, Knowledge theory, Harter's competence motivation theory										
Unit:6	Contemporary Issues	2 hours								
Seminars, Workshop, Guest Lecturers and Online orientation Programme										
Total Lecture hours		58 hours								
Text Book(s)										
1	Ganesh Shermon, Competency Based HRM 1st edition ., 2004									
2	Seemasangvi, A Hand Book of Competency Mapping, 2004									
Reference Books										
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-reilag, London.									
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]										
1	https://www.citehr.com/									
2	http://www.ignou.ac.in/									
Course Designed By: Prof. Dr. A. Vimala & Dr. C. Dhayanand										
Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M	S	M	M	S	M	M	L	M	S
CO2	S	M	S	S	S	S	S	M	S	M
CO3	M	S	M	S	M	M	S	S	M	S
CO4	L	M	S	M	M	S	M	M	S	S
CO5	M	M	S	M	M	M	S	L	M	M

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

Elective II – Event Management

Course code	10CGC02EA	Event Management	L	T	P	C
Elective	Elective II		4	-	-	4
Pre-requisite	Knowledge in fundamentals of Management	Syllabus Version	2021-22			
Course Objectives:						
The main objectives of this course are to:						
<ol style="list-style-type: none"> 1. Provide necessary knowledge and skills for organizing and executing micro to macro level career fairs. 2. Learn event planning, organizational design of event, managing the event process, Event leadership, Positioning of events and measuring the performance of the event 						
Expected Course Outcomes:						
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
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create						
Unit:1	Events and Planning					12 hours
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						
Unit:2	Managing event process					12 hours
Activities in Event management – Components of event process – property creation – Celebrity management and endorsements – managing media coverage – Controlling events, management of exhibition						

Unit:3	Event leadership	12 hours								
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										
Unit:4	Event Promotion and Advertising	12 hours								
Promotion in Events: Networking components – Print media – Television – Internet – Cable Networking – Outdoor Media – Direct marketing - Positioning of Events – Celebrity advertising.										
Unit:5	Evaluation and Organizing Events	12 hours								
Measuring performance – measuring reach – measuring interaction - Writing Evaluation of the events - Organizing Career fairs, Exhibitions and Placement events: Purpose, reach, Interaction with partners.										
Practical: 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).										
Unit:6	Contemporary Issues									
Seminars, Workshop, Guest Lecturers and Online orientation Programme										
Total Lecture hours		60 hours								
Text Book(s)										
1	Sita Ram Singh “Event Management”, APH Publishing Company, New Delhi-2									
Reference Books										
1	Foster Walker, “Start and Run an Event Planning”, Business Self counsel Press, Bellingham, W. A.									
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]										
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: Dr. A. Vimala & Dr. C. Dhayanand										
Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M	S	M	M	M	S	M	M	S	M
CO2	S	M	S	S	M	S	M	M	M	M
CO3	S	M	M	S	S	M	S	S	S	M
CO4	M	S	S	S	M	S	L	M	M	M
CO5	M	S	M	S	S	M	M	S	S	S

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

Elective II- Aptitude assessment for Careers

Course code	10CGC02EB	Aptitude assessment for Careers	L	T	P	C
Elective	Elective II		4	-	-	4
Pre-requisite	Knowledge in Psychological assessments and Mathematics		Syllabus Version		2021-22	
Course Objectives:						
The main objectives of this course are to:						
<ol style="list-style-type: none"> 1. To enable the students to learn the purpose of aptitude test in the selection of employees 2. To construct various aptitude tests for entry level jobs. 						
Expected Course Outcomes:						
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	
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create						
Unit:1	Aptitude Test				12 hours	
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.						
Unit:2	Mental Ability and Testing				12 hours	
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.						
Unit:3	Quantitative Aptitude Tests				12 hours	
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.						

Unit:4	Psychological Assessment in Career Counselling - I	12 hours								
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										
Unit:5	Psychological Assessment in Career Counselling - II	12 hours								
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.										
Unit:6	Contemporary Issues	2 hours								
Seminars, Workshop, Guest Lecturers and Online orientation Programme										
Total Lecture hours		62 hours								
Reference Books										
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: Dr. A. Vimala & Dr. C. Dhayanand										
Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M	M	M	S	S	M	M	S	M	S
CO2	M	S	M	S	S	M	M	S	M	S
CO3	M	S	M	S	M	M	M	S	M	S
CO4	M	M	S	S	M	S	M	S	M	S
CO5	M	S	S	M	S	M	M	S	S	S

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



Core IX – Career Guidance Practicum – III

Course code	10CGC09	Career Guidance Practicum – III Career exhibition and Campus Placements	L	T	P	C
Core	Core IX		-	-	6	6
Pre-requisite	Knowledge gained in Career Guidance Practicum – I and II		Syllabus Version			2021-22
Course Objectives:						
The main objectives of this course are to:						
1. Understand and gaining knowledge on organising various career exhibition and career fair for the students						
Expected Course Outcomes:						
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	
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create						
1. Organising career exhibition on various UG and PG Courses available in India and abroad- School/College						
2. Organising Job fair/ placements with the support of University departments/ Affiliated Colleges						
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.						
					Total Lecture hours	52 hours
Text Book(s)						
1. Sita Ram Singh “Event Management”, APH Publishing Company, New Delhi-2						
Reference Books						
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]						
1	https://www.talentlyft.com/					
2	https://www.wikijob.co.uk/					

Course Designed By: Dr. A. Vimala										
Mapping with Programme Outcomes										
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



Core X – Occupational Health and Stress Management

Course code	10CGC08	Occupational Health and Stress Management	L	T	P	C
Core		Core X	4	-	-	4
Pre-requisite		Knowledge in basics of working environment and Health Issues	Syllabus Version			2022-23
Course Objectives:						
The main objectives of this course are to:						
<ol style="list-style-type: none"> 1. Know the meaning and scope of the health in career choice, various systems of the body 2. Understand bio-psycho-social aspects of stress, coping mechanism 3. Knowledge of Stress on human biological system due to occupational environment and programmes for health promotion 						
Expected Course Outcomes:						
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
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create						
Unit:1	Fundamentals of Health and Biological systems					12 hours
Definition by WHO – Illness Vs Wellness continuum – Current perspectives on Health and Illness - Body's Physical systems – Cardio vascular systems – Immune system - Reproductive system						
Unit:2	Nature of Stress					12 hours
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						

Unit:3	Occupational and Organizational stress	12 hours								
Overview of occupational and organizational stress – Individual Differences – Eustress – Distress (Medical, Psychological and Behavioural) - Direct/Indirect consequence of stress on Health and occupation										
Unit:4	Coping with and reducing stress	12 hours								
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										
Unit:5	Preventive Medicine and Occupational Health	12 hours								
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.										
Unit:6	Contemporary Issues									
Seminars, Workshop, Guest Lecturers and Online orientation Programme										
Total Lecture hours		60 hours								
Text Book(s)										
1	Hand book of Stress, Theoretical and Clinical aspects, Edit. Leo Cold Berger, The Free press, New York									
Reference Books										
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)									
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]										
1	NOC: Stress Management by Prof. Rajlakshmi Guha - NPTEL									
Course Designed By: Dr. A. Vimala & Dr. C. Dhayanand										
Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M	M	S	M	M	S	M	L	M	M
CO2	M	S	M	S	S	M	M	L	M	M
CO3	M	S	M	S	M	S	S	M	S	S
CO4	S	M	S	M	S	M	M	M	M	S
CO5	M	S	M	M	M	M	S	M	M	S

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

Core XI - Occupational Preparation and Information

Course code	10CGC11	Occupational Preparation and Information	L	T	P	C
Core		Core XI	6	-	-	6
Pre-requisite		Knowledge in sectors of Occupation	Syllabus Version		2021-22	
Course Objectives:						
The main objectives of this course are to:						
<ol style="list-style-type: none"> 1. Comprehend the status and characteristics of various educational systems 2. Acquire contemporary perspectives of the world of work 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 4. Compiling client-specific tailor-made labour market information 5. Prepare a compendium of entrance/competitive examinations and the schemes/ scholarships offered by state and central government departments 						
Expected Course Outcomes:						
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	
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create						
Unit:1	Status and Characteristics of Elementary Education				12 hours	
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.						

Unit:2	Skill set requirement	10 hours
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.		
Unit:3	Labour Market Information	10 hours
Labour Market Information: Concept and types - Identifying individual needs - choosing and presenting appropriate LMI - checking quality of the information		
Unit:4	Sources of Information - National & Local	10 hours
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.		
Unit:5	Scholastic Aptitude Tests	10 hours
Scholastic Aptitude Tests: JEE (MAIN), CET, NATA, (NEET), ICHMCT, CART, MAT, GATE, CLAT, CEED, UGC/NET, SLET, GRE, GMAT, IELTS, TOEFL) Scholarship for students offered by various Government and Non-Government Organisations.		
Unit:6	Contemporary Issues	2 hours
Seminars, Workshop, Guest Lecturers and Online orientation Programme		
Total Lecture hours		54 hours
Text Book(s)		
1	Rashmi Sharma and Vimala Ramachandran (2009), "The Elementary Education System in India", published by Routledge, Pp. 1- 69	
Reference Books		
1	Cheryl Desha, Karlson 'Charlie' Hargroves (2014), "Higher Education and Sustainable Development: A Model for Curriculum Renewal", published by Routledge	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1	http://www.ugc.ac.in	
2	http://nchm.nic.in/	
3	http://jeemain.nic.in/webinfo/Public/Home.aspx	
Course Designed By: Dr. A. Vimala & Dr. C. Dhayanand		

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

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



Core XII - Quantitative Research Methods

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	
Course Objectives:						
The main objectives of this course are to:						
<ol style="list-style-type: none"> 1. To enable the students to learn the purpose of aptitude test in the selection of employees 2. To construct various aptitude tests for entry level jobs. 						
Expected Course Outcomes:						
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	
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create						
Unit:1	Introduction to Research				12 hours	
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						
Unit:2	Review of Literature and Hypothesis				10 hours	
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						
Unit:3	Sampling				10 hours	
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						
Unit:4	Quantitative Data Analysis				10 hours	
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						

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

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

Elective III - E-Career Guidance

Course code	10CGC03EA	E-CAREER GUIDANCE	L	T	P	C
Elective		Elective - III	4	-	-	4
Pre-requisite		Knowledge in Online usage and guidance	Syllabus Version		2021-22	
Course Objectives:						
The main objectives of this course are to:						
<ol style="list-style-type: none"> 1. To equip the students with online career guidance know-how 2. To use internet resources for effective counselling session 						
Expected Course Outcomes:						
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	
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create						
Unit:1	Introduction on career resources				12 hours	
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.						
Unit:2	Search Engines, Career and Job Portals				10 hours	
Search Engines: Role and usage, various search engines – Industry and sectors, career page in company websites, NCS, tnvelaivaaippu, O*Net, Google, Yahoo, Naukri, Shine, Monster India, Indeed, Times Jobs, Simply Hired, Jobs DB, Indi Govt Jobs, Freshers World, LinkedIn etc..						
Unit:3	Essential skills for online Career coach				12 hours	
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).						

Unit:4	Effective Communication	10 hours								
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.										
Unit:5	Online Career Guidance	10 hours								
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.										
Unit:6	Contemporary Issues	2 hours								
Seminars, Workshop, Guest Lecturers and Online orientation Programme										
Total Lecture hours		56 hours								
Reference Books										
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.									
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]										
1	Basics of Digital Marketing by Dr. Lalit Engle - SWAYAM									
Course Designed By: Dr. A. Vimala & Dr. C. Dhayanand										
Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M	L	M	M	S	M	M	S	M	S
CO2	L	M	S	S	M	M	S	S	S	M
CO3	M	S	S	M	S	S	M	S	S	S
CO4	M	M	M	L	M	M	S	M	M	M
CO5	L	S	L	M	M	M	M	M	M	S

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

Elective III - Organizational Behaviour

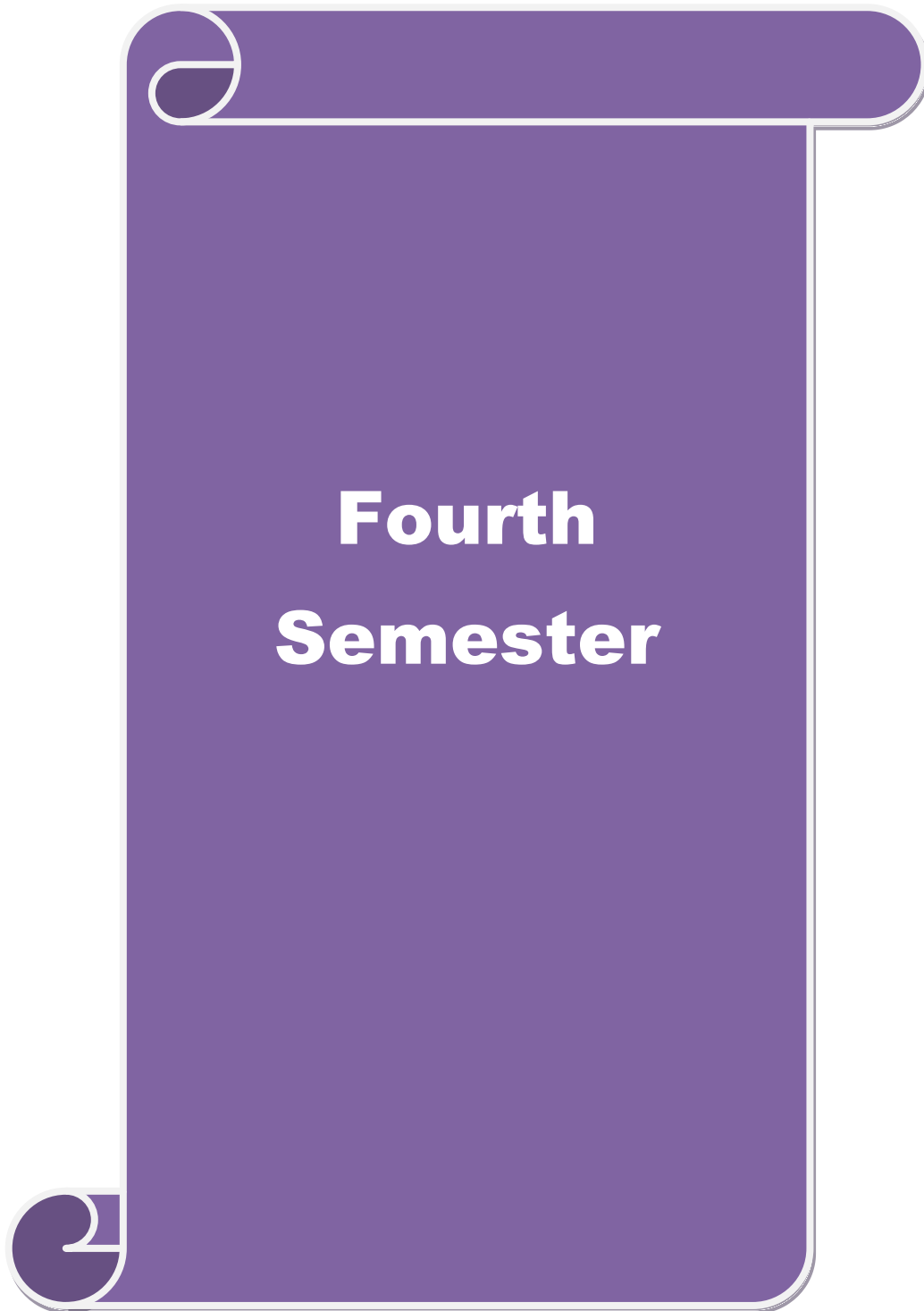
Course code	10CGC03EB	Organizational Behaviour	L	T	P	C
Elective		Elective III	4	-	-	4
Pre-requisite		Knowledge in Management and organisation	Syllabus Version		2021-22	
Course Objectives:						
The main objectives of this course are to:						
<ol style="list-style-type: none"> 1. To provide a basic knowledge of main ideas and key theories relating to individual, group and organizational behaviour; 2. To develop an understanding on the key concepts and theories in all dimensions of organizational behaviour; 3. To develop skills in diagnosis and problem solving by applying the learned material to given situations; 						
Expected Course Outcomes:						
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	
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create						
Unit:1	Need and Importance of Organizational Behaviour				10 hours	
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						

Unit:2	Individual and Group	10 hours
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		
Unit:3	Stress and Conflict	12 hours
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		
Unit:4	Leadership	10 hours
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		
Unit:5	Managing Negotiation	10 hours
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.		
Unit:6	Contemporary Issues	2 hours
Seminars, Workshop, Guest Lecturers and Online orientation Programme		
Total Lecture hours		54 hours
Text Books		
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.	
Reference Books		
1	Organizational Behaviour, Mercy Anselm,	
2	Introduction to Organizational Behaviour, Don Hell Riegel	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1	NOC: Organizational Behaviour - NPTEL	

Course Designed By: Dr. A. Vimala &Dr. C. Dhayanand										
Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M	M	M	S	M	M	L	L	M	M
CO2	M	M	S	M	M	M	M	M	S	M
CO3	M	S	M	M	M	M	M	M	S	M
CO4	M	M	M	M	S	S	S	M	S	S
CO5	S	M	M	M	S	M	M	M	M	M

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





Core XIII - Entrepreneurship Development

Course code	10CGC13	Entrepreneurship Development	L	T	P	C
Core	Core XIII		4	-	-	4
Pre-requisite	Knowledge in business, organisation set up and entrepreneurial skills		Syllabus Version		2021-22	
Course Objectives:						
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.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Students will understand nature and types of entrepreneurships				K2	
2	Students will know the selected group of entrepreneurships				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	
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create						
Unit:1	Entrepreneurship – An Introduction				12 hours	
Entrepreneur - meaning - importance - Qualities, nature types, traits, culture, Similarities and differences between entrepreneur, intrapreneur and startupreneur. Entrepreneurship and economic development- its importance - Role of entrepreneurship - entrepreneurial - environment.						
Unit:2	Green Entrepreneur				12 hours	
Introduction to Green Entrepreneurship: Definition and scope - Importance of sustainability - Green business trends and opportunities. Identifying Sustainable Business Ideas: Understanding environmental challenges - opportunities - Market demand - Identifying niche markets and target customers. Marketing and Branding for Green Entrepreneurs: Green brand identity - Marketing strategies for eco-conscious consumers - Communication of green values and benefits.						

Unit:3	Project Management	10 hours
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.		
Unit:4	Source of Finance and Institutions	10 hours
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, IRCI, NIDC, SIDBI, SISI, SIPCOT, Entrepreneurial guidance bureau - Approaching Institutions for Assistance		
Unit:5	Setting up of small scale industries	12 hours
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 – Green entrepreneurship.		
(Case studies, Seminars and group exercises may be used to supplement the class lectures)		
Unit:6	Contemporary	2 hours
Seminars, Workshop, Guest Lecturers and Online orientation Programme		
Total Lecture hours		58 hours
Reference Books		
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.	
6	The Green Entrepreneur's Guide: Start and Grow a High-Impact Business, by Eric Koester, Entrepreneur Press publication, 2021, ISBN: 978-1599186949	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1	NOC: Entrepreneurship -NPTEL	
2	NOC: Entrepreneurship Essentials -NPTEL	
Course Designed By: Dr. A. Vimala &Dr. C. Dhayanand		

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

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



Core XIV- Career Development in Social Context

Course code	10CGC14	Career Development in Social Context	L	T	P	C
Core	Core XIV		4	-	-	4
Pre-requisite	Knowledge in Guidance and Counselling as well as in application skills in social context		Syllabus Version		2022-23	
Course Objectives:						
The main objectives of this course are to:						
<ol style="list-style-type: none"> 1. Examine the impact of socialization and belief system on career development 2. Gain insight about family as institution for career development. 3. Understand the impact of parenting styles on career development 4. Appreciate the significant contribution of school and community in developing a career 						
Expected Course Outcomes:						
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	
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create						
Unit:1	Socialization Process				10 hours	
Meaning of Socialization, Socialization – Concept, Process of Socialization, and Factors affecting the process of socialization, Theories of Socialization, Elements of Socialization, and Role of Socialization.						
Unit:2	Social Agents				08 hours	
Agents of Socialization, Role of School and Community, 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.						

Unit:3	Family	10 hours
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.		
Unit:4	Parental Dynamics in Career Development	08 hours
Parenting Styles: Disciplinary, Distant, Formal, Authoritative, Permissive, Grand Parent Type – Influence of neighbourhood and peer group. Influence of Environment and Society.		
Unit:5	Empowerment of socially disadvantaged	10 hours
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		
Practicum		10 hours
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).		
Unit:6	Contemporary Issues	2 hours
Seminars, Workshop, Guest Lecturers and Online orientation Programme		
Total Lecture hours		58 hours
Text Book(s)		
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	

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

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



Core XV - Project Work and Viva-voce

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	
Course Objectives:						
The main objectives of this course are to:						
<ol style="list-style-type: none"> 1. The students will get on-the-job training and experience. 2. The students will gain knowledge on problem identification and solutions. 3. The students will gain a complete knowledge on the program and the course outcome. 						
Expected Course Outcomes:						
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	
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyse; K5 - Evaluate; K6 – Create						
Textbook(s)						
1	C.R. Kothari, "Research Methodology Methods & Techniques", Second Edition, New Delhi: New Age International publisher, 2004					
Reference Books						
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					
Course Designed By: Dr. A. Vimala, & Dr. C. Dhayanand						

Mapping with Programme Outcomes										
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



Core XVI - Video Record of Counselling

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	
Course Objectives:						
The main objectives of this course are to:						
<ol style="list-style-type: none"> 1. The students will get on-the-job training and experience. 2. The students will gain knowledge on problem identification and solutions. 3. The students will gain a complete knowledge on the program and the course outcome. 						
Expected Course Outcomes:						
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	
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyse; K5 - Evaluate; K6 – Create						
Textbook(s)						
1	C.R. Kothari, "Research Methodology Methods & Techniques", Second Edition, New Delhi: New Age International publisher, 2004					
Reference Books						
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					
Course Designed By: Dr. A. Vimala and Dr. C. Dhayanand						

Mapping with Programme Outcomes										
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

