**Bharathiar University, Coimbatore–641046**

**Department of Extension and Career Guidance**

**M.A. Career Guidance**

**Vision**

To empower individuals in holistic, students centric, to discover their strengths, align their passions with market opportunities, inclusive and accessible, confident career choices through personalized, ethical, and tech driven future-focused guidance.

**Mission**

To empower individuals to make informed, confident, and purpose-driven career decisions. Through personalized guidance, self-discovery tools, and up-to-date market insights, the University aims to bridge the gap between personal strengths and professional opportunities and is committed to provide inclusive, ethical, and future-oriented support that helps individuals navigate their career paths with clarity and resilience in an ever-evolving world of work. This will be achieved by constructing world class curricula, arrange delivery, devising efficient training methods and materials, employing right assessment tools, visiting school, colleges, industries and promoting technology intervention.

**Programme Educational Objectives (PEO)**

**Instruction: PEOs are:** Statement of areas or fields where the graduates find employment and Preparedness of graduates to take up higher studies

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| **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

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| **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)**

**Instruction:** These are what the students should be able to do at the time of graduation. The POs are program specific.

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| **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 2025 – 26 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, psychometric test, organising career exhibitions, understanding of source of information for guidance and employment opportunity, Placement 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.

# 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
* Seminar : 5 Marks

**2. Practical**

1. **For 6 Credits, Maximum Marks = 150**

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

**Internal Marks: 40 External Marks: 110**

|  |  |
| --- | --- |
| Observation – 15 Marks | Evaluation - 75 Marks |
| Record – 25 Marks | Viva-Voce - 35 Marks |
| Total - 40 Marks | Total - 110 Marks |

1. **For 4 Credits, Maximum Marks = 100**

Internal Marks 40 + External Marks 60 = 100 (Total)

**Internal Marks: 40 External Marks: 60**

* Test – 05 Marks
* Model – 10 Marks
* Observation – 10 Marks
* Record – 15 Marks

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Total = 40 Marks

1. **For 4 Credits, Maximum Marks = 100 (Video Recording)**

**Internal Marks: 40 External Marks: 60**

* Review 1: Report on Counselling Area, Counselling Idea – 10 Marks
* Review 2: Demo Video Submission – 10 Marks
* Final Video Submission – 20 Marks

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Total = 40 Marks

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

**Internal Marks: 12** **External Marks: 38**

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

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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 **2025-26** onwards)

**SCHEME OF EXAMINATION – CBCS Pattern**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Code** | **SUBJECT** | | **Hours** | | **Marks for** | | **Total Marks** | **Credits** |
| **Field Work/ Practicum** | **Class** | **CIA** | **ESE** |
| **Year I – Semester I** | | | | | | | | |
| **13A** | **Core I** Principles of Guidance and Counselling | | - | 5 | 25 | 75 | 100 | 4 |
| **13B** | **Core II** FundamentalsofEducation for Careers | | - | 5 | 25 | 75 | 100 | 4 |
| **13C** | **Core III** Education Psychology | | - | 5 | 25 | 75 | 100 | 4 |
| **13P** | **Core IV Practicum I:** Preparation of Career Diary | | 6 | - | 40 | 110 | 150 | 6 |
| **1EA** | **Elective I:** | Career preparation and Talent Management | - | 4 | 25 | 75 | 100 | 4 |
| **1EB** | Essentials of Communication skills |
|  | **Supportive I:** Would be chosen by the students from other departments | | - | 2 | 12 | 38 | 50 | 2 |
|  | Extension Activities- School Visit | | - | 3 | ~~-~~ | ~~-~~ | - | - |
|  | **Total** | | **6** | **24** |  |  | **600** | **24** |
| **Year I – Semester II** | | | | | | | | |
| **23A** | **Core V** CareerCounselling Practices | | - | 4 | 25 | 75 | 100 | 4 |
| **23P** | **Core VI Practicum II** Aptitude Training for Careers | | 5 | - | 40 | 60 | 100 | 4 |
| **23Q** | **Core VII Practicum III:** Career Assessment tools | | 6 | - | 40 | 110 | 150 | 6 |
| **23B** | **Core VIII** Placement Officer: Management and Development | | - | 4 | 25 | 75 | 100 | 4 |
| **23C** | **Core IX** AI,Ethics and Green Career | | - | 4 | 25 | 75 | 100 | 4 |
| **2EA** | **Elective II** | Four track Career Preparation | - | 3 | 25 | 75 | 100 | 4 |
| **2EB** | Event Management |
|  | **Supportive II** Would be chosen by the students from other departments | | - | 2 | 12 | 38 | 50 | 2 |
|  | Mentor/Library/Seminar/Test/Extension Activities | | - | 2 | ~~-~~ | ~~-~~ | - | - |
|  | **Total** | | **11** | **19** |  |  | **700** | **28** |
| **Year II – Semester III** | | | | | | | | |
| **33A** | **Core X** Competency Mapping | | - | 5 | 25 | 75 | 100 | 4 |
| **33B** | **Core XI** Occupational Preparation Matrix | | - | 5 | 25 | 75 | 100 | 4 |
| **33C** | **Core XII** Quantitative Research Methods | | - | 5 | 25 | 75 | 100 | 4 |
| **33P** | **Core XIII Practicum IV:** Education & Placement Exhibition | | 6 | - | 40 | 110 | 150 | 6 |
| **3EA** | **Elective III** | Career Development in Social Context | - | 5 | 25 | 75 | 100 | 4 |
| **3EB** | Women and Career Development |
|  | **Supportive III** Would be chosen by the students from other departments | | - | 2 | 12 | 38 | 50 | 2 |
|  | Mentor/Library/Seminar/Test/Extension Activities | | - | 2 | ~~-~~ | ~~-~~ | - | - |
|  | **Total** | | **6** | **24** |  |  | **600** | **24** |
| **Year II – Semester IV** | | | | | | | | |
| **43A** | **Core XIV** Entrepreneurship Development | | - | 4 | 25 | 75 | 100 | 4 |
| **47V** | **Core XV** Project Work & Viva Voce Exam | | 18 | - | 40 | 110 | 150 | 6 |
| **47W** | **Core XVI Practicum V:** Video Record of counselling | | 6 | - | 40 | 60 | 100 | 4 |
|  | Mentor/Library/Seminar/Test/Extension Activities | | - | 2 | ~~-~~ | ~~-~~ | - | - |
|  | **Total** | | **24** | **6** | **-** | **-** | **350** | **14** |
|  | **Grand Total** | | **47** | **73** |  |  | **2250** | **90** |
|  | **Online Course – SWAYAM/MOOC**$ | | **-** | **-** | **-** | **-** | **-** | **2** |
|  |  | |  |  |  |  |  | **90+2** |
| \*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**.  **\*\*\***  **Job Role:** Career Educator and Coach/ Career Guide and Counsellor/ Placement Officer/ Aptitude Trainer/Establishing Career Guidance Centre for India and Abroad Education | | | | | | | | |

**Value Added Course**s

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **S. No.** | **SUBJECT** | **Hours** | | **Marks for** | | **Total Marks** | **Credits** |
| **Field Work** | **Class** | **Internal** | **External** |
| **Year I – Semester I** | | | | | | | |
| 1 | Global Business Foundation skills – Infosys BPS | - | 40 | 50 | - | 50 | 2 |
| **Year II – Semester III** | | | | | | | |
| 2 | Health and Wellness | - | 40 | 50 | - | 50 | 2 |

**Non-Scholastic course**

**Job Oriented Course**s

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **S. No.** | **SUBJECT** | **Hours** | | **Marks for** | | **Total Marks** | **Credits** |
| **Field Work** | **Class** | **Internal** | **External** |
| **Year I – Semester II** | | | | | | | |
| 1 | Entrepreneurial Career Guidance- Bala’s Academy for Education & Research consultancy, Coimbatore | - | 40 | - | - | - | 2 |
| **Year II – Semester IV** | | | | | | | |
| 2 | SOP writing & Abroad Career Consultant - Imperial Pathway & Navigating your Passion | - | 40 | - | - | - | 2 |

**Non-Scholastic course**

**Year I – Semester I**

**Core I - Principles of Guidance and Counselling**

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| **Course code** | | | | | **13A** | | | **Principles of Guidance and Counselling** | | | | | **L** | | **T** | | | | **P** | | C | |
| **Core** | | | | | | | | **Core I** | | | | | 5 | | - | | | | - | | **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:   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 | | | | | | | | | | | | | | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | | | | | | | | | | |
| 1 | | | Analyse 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** - Analyse; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | |
| **Unit:1** | | | | | **Guidance** | | | | | | | | | | | | **12 hours** | | | | | |
| Definition - Meaning - Nature and Scope - Need – Objectives – Principles - Basic Assumptions of Guidance - Guidance and Counselling – Functions - Types of Guidance - Major areas of Guidance | | | | | | | | | | | | | | | | | | | | | | |
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| **Unit:2** | | | | | **Counselling** | | | | | | | | | | | **12 hours** | | | | | | |
| Definition – Meaning - Essential Elements of Counselling – Characteristics - Aim and Objectives of Counselling - Difference between Counselling and Psychotherapy, Teaching and Advice - Techniques of Counselling - Levels of Counselling | | | | | | | | | | | | | | | | | | | | | | |
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| **Unit:3** | | | | | **Career Counselling** | | | | | | | | **12 hours** | | | | | | | | | |
| Definition – Meaning - Nature and Scope – Importance – Types - Career Counselling with Diverse Population - Career Counselling for College Students - Career Counselling for Adults - Career Counselling for Women and differently-abled - Ethics of Career Counselling | | | | | | | | | | | | | | | | | | | | | | |
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| **Unit:4** | | | | | **Career Counselling Services** | | | | | | | | **12 hours** | | | | | | | | | |
| Career Counselling Services in Schools - Orientation Services - Educational and Occupational Guidance Services - Group Guidance Services - Counselling Services - Support Services - Follow-up Services - Counselling for Specific Populations: Counselling children and their parents, Counselling Women and Sexual minorities, Counselling the Elderly (Older Adults). | | | | | | | | | | | | | | | | | | | | | | |
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| **Unit:5** | | | | | **Career counselling in Education** | | | | | | | | **12 hours** | | | | | | | | | |
| Role of career counselling in education - Counselling and inter-professional interaction - Selection and training for counsellors - Professional issues in counselling - Counselling student in High School - Role of parents, teachers and counsellors as guide. | | | | | | | | | | | | | | | | | | | | | | |
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| **Unit:6** | | | | | **Contemporary Issues** | | | | | | | | **2 hours** | | | | | | | | | |
| Seminars, Workshop, Guest Lecturers and Online orientation Programme | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | **Total Lecture hours** | | | | | | | | **62 hours** | | | | | | | | | |
| **Text Book(s)** | | | | | | | | | | | | | | | | | | | | | | |
| 1 | Dr. Ompraksh 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. | | | | | | | | | | | | | | | | | | | | | |
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| **Reference Books** | | | | | | | | | | | | | | | | | | | | | | |
| 1 | Chauhan, S. S., Principles and Techniques of Guidance | | | | | | | | | | | | | | | | | | | | | |
| 2 | Gibson Robert and Mitchell Marianne (2005), Introduction to Guidance and Counselling, 8th 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. | | | | | | | | | | | | | | | | | | | | | |
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| **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 - Fundamentals of Education for Careers**

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| **Course code** | | | | | **13B** | | | **Fundamentals of Education for Careers** | | | | | **L** | | **T** | | | | **P** | | | C |
| **Core** | | | | | | | | **Core II** | | | | | 5 | | - | | | | - | | | **4** |
| **Pre-requisite** | | | | | | | | **Information on education at school, college level and various career information** | | | | | **Syllabus Version** | | | | | | | **2024-25** | | |
| **Course Objectives:** | | | | | | | | | | | | | | | | | | | | | | |
| The main objectives of this course are to:   1. Gain necessary knowledge on the fundamentals 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** - Analyse; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | |
| **Unit:1** | | | | | **Introduction to Education** | | | | | | | | | | | | **12 hours** | | | | | |
| Education and Schooling – Educational theories of Western and Indian thinkers: Vivekananda, Rabindranath Tagore, M.K. Gandhi, Sri Aurobindo, Rousseau, Froebel, John Dewey, Paulo Freire | | | | | | | | | | | | | | | | | | | | | | |
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| **Unit:2** | | | | | **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, NCERT, NIOS. | | | | | | | | | | | | | | | | | | | | | | |
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| **Unit:3** | | | | | **Higher Education in India** | | | | | | | | **12 hours** | | | | | | | | | |
| Higher Education Introduction – Under Graduate, Post Graduate, Lateral Entry, Diploma/PG Diploma, Integrated Courses, Certificate Courses, Research Degree. (Various streams and its Eligibility for Admission, Duration, Credit System, Semester pattern). | | | | | | | | | | | | | | | | | | | | | | |
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| **Unit:4** | | | | | **Regulatory Bodies of Indian Higher Education** | | | | | | | | **12 hours** | | | | | | | | | |
| University Grants Commission (UGC) - All India Council for Technical Education (AICTE) - National Medical Commission (NMC) - Dental Council of India (DCI) - Pharmacy Council of India (PCI) - National Council for Teacher Education (NCTE) - Rehabilitation Council of India (RCI) - Indian Council for Agriculture Research (ICAR) - Bar Council of India (BCI) - Indian Nursing Council (INC) - Council of Architecture - Central Council of Homeopathy (CCH) - Central Council of Indian Medicine (CCIM) - Veterinary Council of India (VCI) - TANSCHE. | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | |
| **Unit:5** | | | | | **Vocational Education in India** | | | | | | | | **12 hours** | | | | | | | | | |
| Introduction: Status of Vocational Education – Spectrum of Vocational Courses - National Vocational Education Qualification Framework (NVEQF), Recognising Prior Learning (RPL) - Industrial Training Institute (ITI) – Polytechnique – Craftsmen training scheme, Apprenticeship Training Scheme, Modular Employable Skills under SDIS – Challenges in Vocational Education in India. | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | |
| **Unit:6** | | | | | **Contemporary Issues** | | | | | | | | **2 hours** | | | | | | | | | |
| Seminars, Workshop, Guest Lecturers and Online orientation Programme | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | **Total Lecture hours** | | | | | | | | **62 hours** | | | | | | | | | |
| **Text Book(s)** | | | | | | | | | | | | | | | | | | | | | | |
| 1 | Mohan, S. (1998). Career development in India: Theory, research and development, New Delhi: Vikas publishing house | | | | | | | | | | | | | | | | | | | | | |
| 2 | Govinda R. & Mathew A. (2018), Universalization of Elementary Education in India (1st Ed.) Council for Social Development. | | | | | | | | | | | | | | | | | | | | | |
| 3. | Abhishek Anand, Anuj Kumar Verma (2022), Higher Education In India - Dimensions and Perspectives educational philosophy and regulatory bodies in India, Shashwat Publication, Chhattisgarh. | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | |
| **Reference** | | | | | | | | | | | | | | | | | | | | | | |
| 1 | Career Chart, Dept. of Career Guidance, Bharathiar University | | | | | | | | | | | | | | | | | | | | | |
| 2 | Ministry of Education: https://studyinindia.aicte-india.org/regulatory\_bodies\_in\_higher\_education | | | | | | | | | | | | | | | | | | | | | |
| 3 | Ministry of Education: https://www.education.gov.in/sites/upload\_files/mhrd/files/document-reports/Dr.S.S.Jena\_.pdf | | | | | | | | | | | | | | | | | | | | | |
| 4 | Swanson, J.L. &Fouad, N.A. (1999). Career theory and practiced; Learning through case studies. Sage Publications | | | | | | | | | | | | | | | | | | | | | |
| 5 | Krishnamacharyulu V. (2022), Elementary Education. Neel Kamal Publications, New Delhi | | | | | | | | | | | | | | | | | | | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | | | | | | | | | | |
| 1 | | Basic Concepts in Education by Dr.S.Prakash - SWAYAM | | | | | | | | | | | | | | | | | | | | |
| 2 | | Education: Concept, Nature and Perspectives by Dr Niradhar Dey - IGNOU | | | | | | | | | | | | | | | | | | | | |
| 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- Education Psychology**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **Course code** | | | | | **13C** | | | **Education Psychology** | | | | | | **L** | | **T** | | | | **P** | | | C |
| **Core** | | | | | | | | **Core III** | | | | | | 5 | | - | | | | - | | | **4** |
| **Pre-requisite** | | | | | | | | **Basic knowledge in Guidance and the need for education Psychology** | | | | | | **Syllabus Version** | | | | | | | **2025-26** | | |
| **Course Objectives:** | | | | | | | | | | | | | | | | | | | | | | | |
| The main objectives of this course are to:   1. To give overview of the Role of Psychology in Career Counselling 2. To familiarize students with importance of psychological aspects in career choice 3. To give outline about need of knowledge about basic psychology | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | | | | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | | | To understand the need and importance Role of Psychology in Career Counselling | | | | | | | | | | | | | | | | | K1 | | | |
| 2 | | | To gain knowledge about the major concepts related to career psychology | | | | | | | | | | | | | | | | | K2 | | | |
| 3 | | | To attain knowledge about the basic psychology | | | | | | | | | | | | | | | | | K3 | | | |
| 4 | | | To evaluate the role of psychology in career choice of the individual | | | | | | | | | | | | | | | | | K4 | | | |
| 5 | | | To gain knowledge about career options linked with personality traits | | | | | | | | | | | | | | | | | K5 | | | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyse; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | |
| **Unit:1** | | | | | | **Basics of Educational Psychology** | | | | | | | | | | | | 8 hours | | | | | |
| Psychology - Meaning, Nature and Functions. Educational Psychology - Nature and scope c. Relevance of educational psychology to teachers, learners, teaching and learning | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | |
| **Unit:2** | | | | | | **Methods of Educational Psychology** | | | | | | | | | | | 8 hours | | | | | | |
| Observation and Introspection method, Experimental Method, Clinical method - meaning and merits and demerits | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | |
| **Unit:3** | | | | | | **Understanding Development** | | | | | | | | 7 hours | | | | | | | | | |
| Growth and Development: Meaning and difference. Principles of development and Factors influencing development. Stages of growth and development: Childhood and Adolescence- Physical- Mental- Emotional and Social. | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | |
| **Unit:4** | | | | | | **Factors Affecting Growth and Development** | | | | | | | | 7 hours | | | | | | | | | |
| Individual differences- concept and types, Significance of study of individual differences. Heredity and Environment: meaning and difference, Relevance in Education. Maturation-meaning, importance and Relevance in Education. | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | |
| **Unit:5** | | | | | | **Practical and Application \*\*** | | | | | | | | 8 hours | | | | | | | | | |
| a. To perform experiments on Transfer of Learning, Distraction of Attention and Extrinsic Motivation; and record it. b. To Prepare a Case Study of a Learning-Disabled student or a Gifted student or a Slow Learner, and to submit a complete report on it.  ***\*\* The question paper setter can offer question of case in the above topics to ask the students to write report with suitable suggestion in unit 5*** | | | | | | | | | | | | | | | | | | | | | | | |
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| **Unit:6** | | | | | | **Contemporary Issues** | | | | | | | | 2 hours | | | | | | | | | |
| Seminars, Workshop, Guest Lecturers and Online orientation Programme | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | Total Lecture hours | | | | | | | | 40 hours | | | | | | | | | |
| Text Book(s) | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | Agarwal J. C., Essentials of Educational Psychology, Vikas Publishing House | | | | | | | | | | | | | | | | | | | | | | |
| 2 | Chatterjee S. K. (2000) Advanced Educational Psychology Books & Allied Pvt. Ltd., Delhi. | | | | | | | | | | | | | | | | | | | | | | |
| 3 | Craig J Grace (1983): Human Development, Prentice Hall, INC, Englewood Cliffs, New Jersey. • | | | | | | | | | | | | | | | | | | | | | | |
| 4 | Levinson, D.J., Darrow, C.N., Klein, E.B., Levinson, M.H. & McKee, B. (1978): The Seasons of a Man's Link, New York, Knop. | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | |
| Reference Books | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | Sharma, Sagar and Nanda, SK(1967) Fundamental Educational Psychology, NBS Educational Publishers, Chandigarh | | | | | | | | | | | | | | | | | | | | | | |
| 2 | Chaube, S.P. & Chaube, Akhilesh(1996) Educational Psychology and Experiments Himalaya Publishing House, Bombay | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | | https://www.psychologytoday.com/us/basics/personality | | | | | | | | | | | | | | | | | | | | | |
| 2 | | https://www.structural-learning.com/post/theories-of-motivation | | | | | | | | | | | | | | | | | | | | | |
| 3 | | https://books.google.co.in/books?id=MHPS5CGoA70C&printsec=frontcover&source=gbs\_atb&redir\_esc=y#v=onepage&q&f=false | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | |
| Course Designed By: **Dr. Mangaiyarkarasi & Dr. Vimala** | | | | | | | | | | | | | | | | | | | | | | | |
| 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- Practicum I: Preparation of Career Diary**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course code** | | | **13P** | **Practicum – I: Preparation of Career Diary** | **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:   1. Understand various courses available 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** - Analyse; **K5** - Evaluate; **K6** - Create | | | | | | | | | |
| **School visit for 8th-12th std- Offering career guidance on various courses availability by what next after School education.**  **Work to be done**   1. **Collection of minimum two case studies and preparation of report on Career Planning** 2. **Preparation of career diary**  * Various UG Arts and Science/ Engineering and Polytechnic/ Medical and Para- medical/ Veterinary and Fishery/Agriculture and Allied/ Law/ Integrated courses * **Various entrance exams available for UG and PG degree admission in India:** NEET/ CLAT**/** JEE/ AILET/CUET/ Defence/ MAT/CAT/GMAT/GATE. * **Various entrance exams for Abroad admission:** GRE/TOFEL/IELTS**/** SAT/ MCAT/LSAT/LNAT. * Various entrance exams government jobs in the state and central: TNPC Group I to VII /IBPS/UPSC/RRB/ SSC/ CDS/ CTET/ IPPB/ IES Exams/ NET/ SET * Various Scholarships for UG/PG/Ph.D./Post Doc.: Government and Private Scholarships | | | | | | | | | |
|  | | | | | | | | | |
| **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 – Career Preparation and Talent Management**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Code** | | | **1EA** | **Career Preparation and Talent Management** | **L** | **T** | | | **P** | | **C** |
| **Elective** | | | | **Elective I** | **4** | **-** | | | **-** | | **4** |
| **Pre-requisite** | | | | Knowledge in personality and skill sectors | **Syllabus Version** | | | | | **2024-25** | |
| **Course Objectives:** | | | | | | | | | | | |
| The main objectives of this course are to:   1. Understanding of skill set required for the various sectors 2. Explain the concept of career development 3. Learn the process of talent management and skill sector’s role 4. Explain the various stages of career for the individual 5. Educate in the point of entry level requirements | | | | | | | | | | | |
|  | | | | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | |
| 1 | | Learning of various skill set required for different sectors | | | | | | | K2&K3 | | |
| 2 | | Understanding of entry level preparation for job seekers | | | | | | | K4 | | |
| 3 | | Skill sector role and importance terms for skill certificate | | | | | | | K2 & K4 | | |
| 4 | | Understanding of multiculturalism for stages of career | | | | | | | K2 & K3 | | |
| 5 | | Attaining the requirement of talent and work environment | | | | | | | K3&K4 | | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyse; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | |
|  | | | | | | | | | | | |
| **Unit:1** | | | **Skills and skill set requirement** | | | | | **06 hours** | | | |
| Introduction of skills: Skills – Skills set –Generic Skills – Domain Skills. Skill set requirement for entry level careers in various service sectors like IT, ITES, Education, Banking, Insurance, Logistics, Health services. Future workforce skills: Sense making, Social Intelligence, Novel and Adaptive Thinking, Cross- cultural Competency and Computational Thinking, New media Literacy, Trans-disciplinary Approach, Design Mindset, Cognitive Load Management and Virtual Collaboration. | | | | | | | | | | | |
|  | | | | | | | | | | | |
| **Unit:2** | | | **Career Preparation** | | | | **10 hours** | | | | |
| Skills for Career Development: Accessing relevant educations and skills, self-awareness and personality types, Blooms Taxonomy of knowledge, CV preparation, Group discussion, Preparing for interviews, Etiquettes and types, Aptitude Assessment: Analytical, Mental, English and Domain Knowledge | | | | | | | | | | | |
|  | | | | | | | | | | | |
| **Unit:3** | | | **National Skills Development Corporation** | | **06 hours** | | | | | | |
| National Skills Development Corporation - schemes, Sector skills councils – classification of sectors – Qualification Packs (QPs) - National Occupations standards – 10 levels, National Skills Qualification Framework, Prior Learning Approval | | | | | | | | | | | |
|  | | | | | | | | | | | |
| **Unit:4** | | | **Stages of Career** | | **10 hours** | | | | | | |
| Career development task: Early career assessment, Mid-career and Entrepreneurship - Personal values, Ethics and Goals, understanding world of work, Multiculturalism and Career alternatives and Community settings | | | | | | | | | | | |
|  | | | | | | | | | | | |
| **Unit:5** | | | **Talent Management and Environment** | | **08 hours** | | | | | | |
| Talent Management: meaning and process, Source and pre-adjustment, Talent acquisition strategy, key performance indicators. Outsourcing, Types of outsourcing, Advantages and disadvantages of outsourcing, Management of Attitude for Adult Workers: Work without supervision, Reporting truth, Admitting failures, Importance of Urgency, Pride, Identity, Achievement and Fatigue | | | | | | | | | | | |
|  | | | | | | | | | | | |
| **Unit:6** | | | **Contemporary Issues** | | **2 hours** | | | | | | |
| Online course, seminar and online workshops | | | | | | | | | | | |
|  | | | **Total Lecture hours** | | **44 hours** | | | | | | |
| **Text Book(s)** | | | | | | | | | | | |
| 1 | R. M. Onkar, Personality Development and Career Management, S. Chand and Company Limited, New Delhi. | | | | | | | | | | |
|  | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | |
| 1 | Career Development All-in-One for Dummies by Consumer Dummies | | | | | | | | | | |
| 2 | Career Development and Counselling: Theory and Practice in a Multicultural World (Counselling and Professional Identity) by Mei Tang (Author) | | | | | | | | | | |
|  | | | | | | | | | | | |
| Course Designed By: **Dr. M. Jayakumar, A. Vimala and Dr. C. Dhayanand** | | | | | | | | | | | |

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

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

**Elective I - Essentials of Communication Skills**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course code** | | | | | **1EB** | | | **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:   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** - Analyse; **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. | | | | | | | | | | | | | | | | | | | | | | | |
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| **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

**Year I – Semester II**

**Core V – Career Counselling Practices**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Course code | | | | | | | **23A** | | | | **Career Counselling Practices** | | | | | **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:   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** - Analyse; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | |
| **Unit:1** | | | | | | | | **Career counselling Model &Tests** | | | | | | | | | | | | **12 hours** | | | | |
|  | | | | | | | |  | | | | | | | | | | | |  | | | | |
| Career Counselling: Meaning - Techniques – Types – Process. Career Counselling Model: Trait and factor, Person Environment Fit Model – Developmental Model – Learning Theory Model – Cognitive Information & Processing Approach Model. Test and Assessment for Career Counselling: Assessment Goals – Identifying Career Beliefs – Skills, Proficiencies and Abilities – Academic Achievement – Interest Level – Personality Variable – Determining Values – Career Maturity Variables. Self-Assessment: Autobiography – Uncovering Self Variable, Interest and Life Planning. | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | |
| **Unit:2** | | | | | | Techniques and search skills | | | | | | | | | | | | | | **12 hours** | | | | |
| Preliminary requirements, structure of the interview, interview techniques, mental-state examination, general physical examination and Effective Career Counselling. State and Central Universities visit, finding unique practices, eligibility-seat allocation-roaster- entrance exam- special scheme. Job Search Counselling: – Job Searching Skills – visit of industries- any special provision of job- job for special people- Self Presentation – Self Efficacy – Pro Activity – Goal Setting and Social Support. Career Choice Counselling: Individual Interpretation – Occupational Information Exploration – Career Role Modelling (successful experience) – Own Career Decision Making – Social Support – Counsellor Support – Value Clarification – Goal attainment. | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | |
| **Unit:3** | | | | | | | | **Career Counselling for special students &Sexual minority** | | | | | | | | **12 hours** | | | | | | | | |
| Career Counselling. Indian Disability Act – Amendments – Problems and Needs for Disability – Implication of Career Guidance – Rehabilitation Programmes. Students with Autism Spectrum Disorder (ASD) - Students with Attention Deficit Hyperactivity Disorder (ADHD) - Life-threatening illness - Students with moderate to low cognitive ability -, Visual and Hearing Impaired, - Emotional and Learning Disabled - Physically Challenged and Traumatised Child –School refusal, scholastic backwardness. Career Counselling for Lesbians, Gay, Bisexual, Transgender (LGBT) Clients. Unique issues and Needs – 6 Stage Model for LGBT. | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | |
| **Unit:4** | | | | | | | | **Career Counselling for Multicultural Groups** | | | | | | | | **12 hours** | | | | | | | | |
| Culture – Cultural variability – Cultural difference in work – Negotiations – Challenge and Cultural Identity. Major Cultural Groups: Asian Indian, Other Asians and Pacific Americans – African Americans – Hispanic (Latinos). Cultural Influences in Work Environment: Working with Asian Women and Men – African, American Women and Men. Multicultural Career Counselling for Ethnic Women. | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | |
| **Unit:5** | | | | | | | | **Non-Conventional Counselling** | | | | | | | | **12 hours** | | | | | | | | |
| Counselling a child before joining school - a mother prior to her child’s joining school –student while changing school at Higher secondary, technical and collegiate education – Selecting subjects for Higher studies. Occupational counselling: Before and after selecting job- mid career-retirement- starting a business - professional practice of selecting a job - 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** | | | | | | | | | | | | | | | | | | | | | | | | |
| **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 –Practicum II: Aptitude Training for Careers**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **Course code** | | | **23P** | | **Practicum II: Aptitude Training for Careers** | **L** | | | **T** | | **P** | | | C |
| **Core** | | | | | **Core VI** | - | | | - | | **5** | | | **4** |
| **Pre-requisite** | | | | | Interest in Maths, Logical Thinking | **Syllabus Version** | | | | | | | **2024-25** | |
| **Course Objectives:** | | | | | | | | | | | | | | |
| The main objectives of this course is to:   1. Train the students on handling the aptitude sessions. | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | | |
| 1 | | Understand the basic concepts of quantitative ability | | | | | | | | | | K3 | | |
| 2 | | Understand the basic concepts of logical reasoning Skills | | | | | | | | | | K2 | | |
| 3 | | Acquire satisfactory competency in use of reasoning and problem-solving skills | | | | | | | | | | K2 | | |
| 4 | | Solve campus placements aptitude papers covering Quantitative Ability, Logical Reasoning Ability | | | | | | | | | | K3 | | |
| 5 | | Prepare themselves for various competitive exams and different placement aptitude test as well. | | | | | | | | | | K2 | | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyse; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Exercise:1** | | | | **Arithmetical Ability** | | | **6 hours** | | | | | | | |
| Numbers – Decimal fractions - HCF, LCM of numbers – Problems on numbers Simplifications, Average. | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Exercise:2** | | | | **Analytical Aptitude I** | | | | | | **6 hours** | | | | |
| Percentage – Chain Rule - Ratio and Proportions – Profit and Loss. | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Exercise:3** | | | | **Analytical Aptitude II** | | | **6 hours** | | | | | | | |
| Time and distance – Problems on trains – Boats and streams, Data Interpretation. | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Exercise:4** | | | | **Analytical Aptitude III** | | | **6 hours** | | | | | | | |
| Simple Interest – Compound Interest – Time and Work. | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Exercise:5** | | | | **Logical Reasoning** | | | **6 hours** | | | | | | | |
| Seating Arrangement, Blood Relations, Number series, Picture Reasoning, Syllogism | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Students have to solve 30 MCQs with step-by-step solution on each Exercise and have to submit the observation and report.** | | | | | | | | | | | | | | |
|  | | | **Total hours** | | | | | **30 hours** | | | | | | |
| **References** | | | | | | | | | | | | | | |
| 1 | Agarwal.R.S– Quantitative Aptitude for Competitive Examinations, S. Chand and Limited, New Delhi, 2018. | | | | | | | | | | | | | |
| 2 | AbhijitGuha, Quantitative Aptitude for Competitive Examinations, Tata McGraw Hill, 3rd Edition, 2011. | | | | | | | | | | | | | |
| 3 | Edgar Thrope, Test Of Reasoning for Competitive Examinations, Tata McGraw Hill, 4th Edition, 2012. | | | | | | | | | | | | | |
| 4 | www.indiabix.com | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| Course Designed By: **Dr. K. Mangayarkarasi** & **Dr. A. Vimala** | | | | | | | | | | | | | | |

**Core VII –Practicum III: Career Assessment tools**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course code** | | | | | **23Q** | | | **Practicum III: Career Assessment tools** | | | | | **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 is 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** - Analyse; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | |
| School visit for 8th-12th std. - assessing the students skill level and interest for offering career guidance of minimum 5 students  **I. Testing techniques**   1. **Tests of intelligence**- Wechsler Adult Intelligence Scale (WAIS)/ Stanford-Binet scale: Linguistic intelligence/Logical mathematical intelligence/Spatial intelligence/Bodily-kinaesthetic intelligence/Interpersonal intelligence/Intrapersonal intelligence/Naturalistic intelligence 2. **Tests of abilities: Teacher made & standard tests : Record based Report** 3. **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. 4. **Tests of personality**- Holland- RIASEC / DASS – 42 propounded by Lovibond 5. **Tests of achievement: Past record**   **II. Non testing techniques-Report writing by observing the record**   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 & Dr.C.Dhayanand** | | | | | | | | | | | | | | | | | | | | | | |
| **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 – Placement Officer: Management and Development**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course code** | | | | | **23B** | | | **Placement Officer: Management and Development** | | | | | **L** | | **T** | | **P** | | | | C |
| **Core** | | | | | | | | **Core VIII** | | | | | 4 | | - | | - | | | | **4** |
| **Pre-requisite** | | | | | | | | Awareness of higher education streams and career options | | | | | **Syllabus Version** | | | | | | **2025-26** | | |
| **Course Objectives:** | | | | | | | | | | | | | | | | | | | | | |
| The main objectives of this course are to:   1. Understand the significance, roles, and impact of placement cells in academic institutions. 2. Explore the operational and strategic roles a placement officer. 3. Learn the academic, technical, and soft skills essential for effective career placement management. 4. Understand the integration of digital tools and emerging trends in placement services. | | | | | | | | | | | | | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | | | | | | | | | |
| 1 | | Explain the importance of placement cells and differentiate global placement practices. | | | | | | | | | | | | | | K2 | | | | | |
| 2 | | Analyze the multifaceted responsibilities of a placement officer. | | | | | | | | | | | | | | K4 | | | | | |
| 3 | | Classify the qualifications and skill sets required for different levels in the placement career hierarchy. | | | | | | | | | | | | | | K3 | | | | | |
| 4 | | Evaluate the effectiveness of digital tools and forecast trends influencing career placement processes. | | | | | | | | | | | | | | K5 | | | | | |
| 5 | | Design and propose a strategic campus placement plan. | | | | | | | | | | | | | | K6 | | | | | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyse; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | |
| **Unit:1** | | | | | **Introduction to Career Guidance and Placement** | | | | | | | | | | | **12 hours** | | | | | |
| Placement Cell and its objectives - Global comparison of placement strategies - Institutional need for structured placement strategies - Stakeholders and their roles in placement cell (students, institutions, employers) - Bharathiar University’s placement framework. | | | | | | | | | | | | | | | | | | | | | |
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| **Unit:2** | | | | | **Roles and Responsibilities of Placement Officer** | | | | | | | | | | | | | **12 hours** | | | |
| Core responsibilities: (student, employer, institutional, and administrative engagement) - Structuring a placement cell: career guidance resources, curriculum alignment, industry linkages - Four Track Career Preparation - Skill development planning and alumni interaction - Conducting campus recruitment and mock interviews. | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | |
| **Unit:3** | | | | | **Qualification and Skill Sets for Placement Officers** | | | | | | | | **12 hours** | | | | | | | | |
| Educational Qualifications: Graduate, Post-graduate, Research, Diplomas (PGDCG, PGDGC, PGDHRM, etc.), Certifications - Global occupation standards (National Classification of Occupation - NCO, Occupational Information Network - O\*NET, European Skills, Competences, Qualifications and Occupations - ESCO, Australian and New Zealand Standard Classification of Occupations - ANZSCO) - NSQF alignment and levels – Hard Skills and Soft Skills - Career pathway ladder. | | | | | | | | | | | | | | | | | | | | | |
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| **Unit:4** | | | | | **Technology and Trends in Placement** | | | | | | | | **12 hours** | | | | | | | | |
| AI and digital tools in recruitment (LinkedIn Career Explorer, Applicant Tracking System – ATS, Pymetrics, MyNextMove, Mindler) - Data-driven decision-making in placements - Virtual job fairs - E-guidance and hybrid models - Future employability trends. | | | | | | | | | | | | | | | | | | | | | |
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| **Unit:5** | | | | | **Placement Process and Challenges** | | | | | | | | **10 hours** | | | | | | | | |
| Campus Placement Process - Screening and Selection Methods - Key Challenges Faced by Placement Officers - Strategic Solutions to Placement Challenges. | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | |
| **Unit:6** | | | | | **Contemporary Issues** | | | | | | | | **2 hours** | | | | | | | | |
| Seminars, Workshop, Guest Lecturers and Online orientation Programme | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | **Total Lecture hours** | | | | | | | | **60 hours** | | | | | | | | |
| **Reference Articles** | | | | | | | | | | | | | | | | | | | | | |
| 1 | | | "A Draft Framework for the Roles and Responsibilities of Placement Officers: Department of Career Guidance, Bharathiar University, Coimbatore, Tamil Nadu". Prof. A. Vimala & Dr. C. Dhayanand, Journal of Interdisciplinary Cycle Research, Volume XVII, Issue I, January/2025, Page No:274 - 284 | | | | | | | | | | | | | | | | | | |
| 2 | | | An Evolving Role of Placement Officers in Contemporary Educational Institutions, Part One of a Three-Part Series – A draft framework of the roles and responsibilities of placement officers: Department of Career Guidance, Bharathiar University, Coimbatore, Tamil Nadu" — Prof. A. Vimala & Zahoor Ahmad Yautoo, Journal of Interdisciplinary Cycle Research, Volume XVII, Issue 4, April/2025, Page No:08 - 17 | | | | | | | | | | | | | | | | | | |
| 3 | | | An Evolving Role of Placement Officers in Contemporary Educational Institutions, Part Two of a Three-Part Series – A draft framework on the academic qualifications and skill sets required for a career as placement officer: Department of Career Guidance, Bharathiar University, Coimbatore, Tamil Nadu" — Prof. A. Vimala & Zahoor Ahmad Yautoo, Journal of Interdisciplinary Cycle Research, Volume XVII, Issue 5, May/2025, Page No:01 - 13 | | | | | | | | | | | | | | | | | | |
| 4 | | | An Evolving Role of Placement Officers in Contemporary Educational Institutions, Part Three of a Three-Part Series – A draft framework on the Placement Process and Challenges of placement officer: Department of Career Guidance, Bharathiar University, Coimbatore, Tamil Nadu" — Prof. A. Vimala & Zahoor Ahmad Yautoo, Journal of Interdisciplinary Cycle Research. | | | | | | | | | | | | | | | | | | |
| 5 | | | Career Guidance and Employability: A Practical Guide for Schools and Colleges by Anthony Barnes, Barbara Bassot, Anne Chant (Routledge, 2011) | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | | | | | | | | | |
| 1 | Career Counselling (NITTTR Chennai): SWAYAM: https://swayam.gov.in/nd1\_noc24\_ge05/preview | | | | | | | | | | | | | | | | | | | | |
| 2 | Soft Skills Development (IIT Roorkee): SWAYAM: https://swayam.gov.in/nd1\_noc24\_hs07/preview | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | |
| 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 | | M | M | | S | S | S | M | | M | | S | | | | S | |
| **CO2** | | | | S | | S | S | | S | S | S | S | | S | | S | | | | S | |
| **CO3** | | | | S | | S | S | | S | S | S | S | | S | | S | | | | S | |
| **CO4** | | | | S | | S | S | | S | S | S | S | | S | | S | | | | S | |
| **CO5** | | | | S | | S | S | | S | S | S | S | | S | | S | | | | S | |

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

**Core IX – AI, Ethics and Green Careers**

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| **Course code** | | | | **23C** | **Ethical Practice and Green Career Guidance** | | | | | **L** | | **T** | | **P** | **C** |
| Core | | | | | Core IX | | | | | 4 | | - | | - | 4 |
| **Pre-requisite** | | | | | Understanding in Values, Ethics and Greer Jobs | | | | **Syllabus Version** | | | | | **2025-26** | |
| **Course Objectives:** | | | | | | | | | | | | | | | |
| The main objectives of this course are to:   1. To explore the role of AI in enhancing Career Counselling Practice 2. Provide students with the basic skills concerning ethics to be followed in counselling. 3. Make students understand the role of ethics, Green Jobs and the ways to guide for Green Jobs. 4. Evaluate ethical practice in Guidance. | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | | | |
| 1 | Have clear input on Technology in Career Guidance | | | | | | | | | | | | K2, K3 | | |
| 2 | Understand the qualities to be inculcated for effective Counsellor | | | | | | | | | | | | K2, K3, K5 | | |
| 3 | Gain in-depth knowledge on ethics | | | | | | | | | | | | K2, K3, K5 | | |
| 4 | Realize the need for Green Guidance | | | | | | | | | | | | K2, K3, K4, K5 | | |
| 5 | Get aware on the Green Jobs and Skills | | | | | | | | | | | | K2, K4, K5 | | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyse; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | |
| **Unit:1** | | | **AI and Career Guidance** | | | | | | | | | | **12 Hours** | | |
| Artificial Intelligence – Types: Artificial Narrow Intelligence (ANI), Artificail General Intelligence (AGI), Artificial Super Intelligence (ASI) – Key Components: Machine Learning (ML), Natural Language Processing (NLP), Robotics – History and Evolution of AI in Education and Career Counselling - Benefits of AI in Career Planning - Foundation of AI Career Tools: Self-Assessment in Career Planning, Data of AI tools for Career Guidance (Interest, Skills and Personality) –Resume and Skill Matching with AI - Career Forecasting with AI Tools - AI for Interview Prep and Personal Branding - Designing Your AI-Backed Career Plan - AI for Counsellors, Coaches, and Educators - AI Ethics and Limitations in Career Guidance. | | | | | | | | | | | | | | | |
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| **Unit:2** | | | **Ethics and Ethical framework in Career Guidance** | | | | | | | | | | **12 Hours** | | |
| Meaning – Purpose of code of ethics – Forester-Miller and Davies model to guide counsellors - Tips for Maintaining Ethics in Career Counselling - Importance of Ethical Standards - Key Ethical Considerations - Professional Challenges Faced by Career Counsellors - Ethical guidelines for career counselling - Culture and Ethics - Qualification, Training and Experience for Counsellor. Ethical Principles of Career Counsellor: Trustworthy, Autonomy, Respect for the client’s, Beneficence, Non-maleficence, Justice and fair and Self-respect – Values and Principles in Counselling - Personal Traits /Moral Qualities of Career Counsellor: Competence, Confidentiality, Sincerity, Fairness, Respect, Integrity, Courage, Empathy, Resilience, Humility and Wisdom. | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | |
| **Unit:3** | | | **Code of Ethics for Career Counsellors** | | | | | | | | | | **12 Hours** | | |
| National Career Development Association (NCDA) Code of Ethics - American Counselling Association (ACA) Code of Ethics - Canadian Career Development Foundation (CCDF) Code of Ethics. | | | | | | | | | | | | | | | |
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| **Unit:4** | | | **Green Guidance** | | | | | | | | | | **10 Hours** | | |
| Meaning - Government of India Goals and Plan for 2047 - UN SDG Goal 16 - Introduction to Environmental Science – Green Entrepreneurship - 4-field analysis model - Green Guidance Ethics and Practice – Sustainability, Environmental Awareness, Environmental Science, Environmental Management Systems and Environmental Impact Assessment. | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | |
| **Unit:5** | | | **Green Job Sectors and Skills** | | | | | | | | | | **12 Hours** | | |
| Green Business Sectors - Renewable Energy - Water and Waste management- Green Buildings - Smart cities - Green Transportation- Circular Economy and resources & energy efficiency across sectors - Green Hydrogen Energy - Floating Solar Power Plants - Off Shore Wind Power Plants - Wind-Solar Hybrid and other Renewable Energy Systems - Biomass /Biofuels/ Bio CNG Production and Supply Chain - Large Size Energy Storage - EV Charging Through Solar Energy Plants - Pollution Prevention and Control Network. Green Jobs: Ecologist, Sustainability Manager, Geologist, Energy and mining, Engineering and Manufacturing - Green Skills- Hiring: Skills-based hiring- Green adjacent skills and gateway jobs- Reskilling and Up-skilling. | | | | | | | | | | | | | | | |
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| **Unit:6** | | | **Contemporary Issues** | | | | | | | | | | **2 Hours** | | |
| Case Study, Expert Lectures, Online Seminars - Webinars | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | |
| **Total Lecture Hours** | | | | | | | | | | | | | **60 Hours** | | |
| **References** | | | | | | | | | | | | | | | |
|  | | Ghosh, S. Career Guidance and Counselling Today | | | | | | | | | | | | | |
|  | | Artificial Intelligence for Career Guidance – Current Requirements and Prospects for the Future, IAFOR Journal of Education: Technology in Education Volume 9 – Issue 4 – 2021 | | | | | | | | | | | | | |
|  | | Code of Ethics for Career Development Professionals (2021), Canadian Career Development Foundation 202-119 Ross Avenue Ottawa, ON K1Y 0N6 | | | | | | | | | | | | | |
|  | | Practitioner’s Guide to Ethical Decision Making, Holly Forester-Miller, American Counselling Association, The Centre for Counselling Practice, Policy, and Research. | | | | | | | | | | | | | |
|  | | The Role of Ethics in Career Counselling in the 21st Century Managing Partner, Henry O. Ajagbawa & Associates (2014), IOSR Journal Of Humanities And Social Science (IOSR-JHSS) Volume 19, Issue 5, Ver. V (May. 2014), PP 12-22 e-ISSN: 2279-0837, p-ISSN: 2279-0845. www.iosrjournals.org | | | | | | | | | | | | | |
|  | | Hill, Marcia., Glaser, Kristin. and Judy Harden. (1998). “A Feminist Model for Ethical Decision Making.” Women & Therapy 21, no.3: 101-121. https://doi.org/10.1300/J015v21n03\_10. | | | | | | | | | | | | | |
|  | | https://sscgj.in/wp-content/uploads/2024/01/Green-Jobs-Handbook-SCGJ.pdf | | | | | | | | | | | | | |
|  | | Narayana Rao (2008): Counselling and Guidance. New Delhi: Tata Mc-Graw Hill. | | | | | | | | | | | | | |
|  | | Tim Bond (2000): Standards and Ethics for Counselling in Action. SAGE Publication | | | | | | | | | | | | | |
|  | | PRACTICE AND POLICY Paradigms under Pressure: Green Guidance Plant, P. (2020). Paradigms under Pressure: Green Guidance. Nordic Journal of Transitions, Careers and Guidance, 1(1), pp. 1–9. DOI: https://doi.org/10.16993/njtcg.25 | | | | | | | | | | | | | |
|  | | Barham, L., & Hall, R. (1996). Global guidance goes green. Career Guidance Today, 4(1), 26–27. | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | | | |
| 1 | | Professional Ethics and Codes of Conduct by Zubin Rashid - Udemy | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | |
| Course Designed By: **Dr. A. Vimala and Dr. C. Dhayanand** | | | | | | | | | | | | | | | |
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| **Mapping with Programme Outcomes** | | | | | | | | | | | | | | | |
| **COs** | | | | **PO1** | | **PO2** | **PO3** | **PO4** | | | **PO5** | | | | |
| **CO1** | | | | S | | S | M | M | | | M | | | | |
| **CO2** | | | | S | | S | M | M | | | M | | | | |
| **CO3** | | | | S | | S | M | M | | | M | | | | |
| **CO4** | | | | S | | S | M | M | | | M | | | | |
| **CO5** | | | | S | | S | M | M | | | M | | | | |
| \*S-Strong; M-Medium; L-Low | | | | | | | | | | | | | | | |

**Elective II – Four Track Career Preparation**

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| **Course code** | | | | 2EA | **Four Track Career Guidance** | | | | | **L** | | **T** | | **P** | **C** |
| Elective | | | | | Elective II | | | | | - | | 3 | | - | 4 |
| **Pre-requisite** | | | | | Knowledge on basic career guidance and counselling | | | | **Syllabus Version** | | | | | **2024-25** | |
| **Course Objectives: C**areer ready and preparation means more than just pursuing a three/four-year college degree or getting an entry-level job. Career readiness signifies a student’s capacity to succeed in whatever pursuit he or she desire | | | | | | | | | | | | | | | |
| **Expected Course Outcomes:** On the successful completion of the course, student will be able to: | | | | | | | | | | | | | | | |
| 1 | | Identification of next level career/ position that best fits ones skills and interests. | | | | | | | | | | K3 | | | |
| 2 | | Assesse the financial, eligible and entrance examination requirements and availability for next level education | | | | | | | | | | K4 | | | |
| 3 | | Analyse the traits of successful students and employees and identify areas of improvement | | | | | | | | | | K3 | | | |
| 4 | | Identify which life skills you need to learn before you enter college or the workforce | | | | | | | | | | K3 | | | |
| 5 | | Application of the identified task for the implementations | | | | | | | | | | K4 | | | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyse; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | | | | | |
| **Unit: 1** | | **Career Preparation** | | | | | | | | | | **12 Hours** | | | |
| Meaning, College readiness: Student awarenesson course Credit- Credit advance- credit bank and accumulation-examinations. Career readiness: Programme completion in a stipulated time- expected behaviour- continuous attendance- Family awareness on HE and its nature. Four track preparation: Immediate job - Post Graduation - Competitive exam preparation - Entrepreneurship. | | | | | | | | | | | | | | | |
| **Unit:2** | | **Preparation for Immediate job** | | | | | | | | | | **16 Hours** | | | |
| Knowledge on aptitude test- Communication- Resume building- Group discussion and Interview- Acquiring domain and general skills. Life skills: Self-Assessment - Communication -Creativity and Innovation-Critical Thinking and Problem Solving- Developing values and beliefs- attitude and social awareness – Stress management and developing emerging skills. | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | |
| **Unit:3** | | | **Preparation for Post-Graduation** | | | | | | | | | | **08 Hours** | | |
| Selection of programme- horizontal- vertical-same discipline. Assessment of eligibility: Academic marks- Communal eligibility- entrance examination for the country and abroad- Research Opportunity- Financial requirements- availability of scholarships and Loan. Abroad Education: Application- SOP writing- visa nature-country adoptability- cultural assessment. | | | | | | | | | | | | | | | |
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| **Unit:4** | | **Preparation for Government Jobs:** | | | | | | | | | | **12 Hours** | | | |
| Job availability in the state-central. Tamil Nadu State government jobs- TNPSC Group I to VII - Department jobs- teaching job in schools- college and Universities. Central Government jobs: UPSC, Staff section commission (SSC), Railway Recruitment Board (RRB), Indian Banking Professional Services (IBPS) and other department jobs. Eligibility and its preparation. | | | | | | | | | | | | | | | |
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| **Unit:5** | | **Preparation for entrepreneur and start-ups** | | | | | | | | | | **12 Hours** | | | |
| Entrepreneur- Qualities- Types- government institutions for entrepreneur development-Generating ideas- idea registration and development- Expert and workshops for discussions- Identification of seed money lender- Implementation of start-ups. | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | |
| **Unit:6** | | **Contemporary Issues** | | | | | | | | | | **2 Hours** | | | |
| Case Study, Expert Lectures, Online Seminars - Webinars | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | |
| **Total Lecture Hours** | | | | | | | | | | | | **62 Hours** | | | |
| **Textbook(s)** | | | | | | | | | | | | | | | |
| 1 | **Paul D. Tieger, Barbara Barron, Kelly Tieger**, Do What You Are: Discover the Perfect Career for You Through the Secrets of Personality Type. | | | | | | | | | | | | | | |
| 2 | **Helen Tupper and Sarah Ellis**, “The Squiggly Career: Ditch the Ladder, Embrace Opportunity and Carve Your Own Path through the Squiggly World of Work”. | | | | | | | | | | | | | | |
| 3 | **A. Vimala and C. Dhayanand**, “Campus to Corporate”, First Edition, Oviya publications, Coimbatore, 2022. | | | | | | | | | | | | | | |
| 4 | **Achieve, Inc. (2004).** Ready or not: Creating a high school diploma that counts. Washington, DC: **Author. ACT. (2006**). Ready for college and ready for work: Same or different? Iowa City, IA: College and Workforce Training Readiness. ACT. (2012). The condition of college and career readiness. Retrieved from http://act.org | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | |
| **Online and Other Reference** | | | | | | | | | | | | | | | |
| 1 | www.ocisd.net › docs › ochs Career Preparation I – OCISD | | | | | | | | | | | | | | |
| 2 | www.naceweb.org › career-readiness › competencies | | | | | | | | | | | | | | |
| 3 | www.schoolinks.com › resource › a-complete-guide-to A Complete Guide to Building A College And Career Readiness. | | | | | | | | | | | | | | |
| 4 | Career Chart published by the Department of Extension and Career Guidance, Bharathiar university, 2023. | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | |
| Course Designed By: Dr. A. Vimala | | | | | | | | | | | | | | | |
| **Mapping with Programme Outcomes** | | | | | | | | | | | | | | | |
| **COs** | | | | **PO1** | | **PO2** | **PO3** | **PO4** | | | **PO5** | | | | |
| **CO1** | | | | S | | M | S | S | | | M | | | | |
| **CO2** | | | | S | | S | S | S | | | S | | | | |
| **CO3** | | | | S | | S | S | S | | | M | | | | |
| **CO4** | | | | S | | M | S | S | | | S | | | | |
| **CO5** | | | | S | | S | M | S | | | S | | | | |
| \*S-Strong; M-Medium; L-Low | | | | | | | | | | | | | | | |

**Elective II – Event Management**

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| **Course code** | | | | | **2EB** | | | **Event Management** | | | | | **L** | | | **T** | | | | **P** | | | **C** |
| **Elective** | | | | | | | | **Elective II** | | | | | **3** | | | - | | | | - | | | **4** |
| **Pre-requisite** | | | | | | | | **Knowledge in fundamentals of Management** | | | | | **Syllabus Version** | | | | | | | | **2021-22** | | |
| **Course Objectives:** | | | | | | | | | | | | | | | | | | | | | | | |
| The main objectives of this course are to:   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** - Analyse; **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

**Year II – Semester III**

**Core X - Competency Mapping**

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| **Course code** | | | | | **33A** | | | **Competency Mapping** | | | | | **L** | | **T** | | | | **P** | | | C |
| **Core** | | | | | | | | **Core X** | | | | | 5 | | - | | | | - | | | **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:   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** - Analyse; **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. | | | | | | | | | | | | | | | | | | | | | | |
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| **Unit:2** | | | | | **Classification and Types of Competencies** | | | | | | | | | | | **12 hours** | | | | | | |
| Managerial, generic, technical/functional. 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. | | | | | | | | | | | | | | | | | | | | | | |
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| **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-rerlag, London. | | | | | | | | | | | | | | | | | | | | | |
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|  | | | | | | | | | | | | | | | | | | | | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | | | | | | | | | | |
| 1 | | https://www.citehr.com/ | | | | | | | | | | | | | | | | | | | | |
| 2 | | http://www.ignou.ac.in/ | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | |
| 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 | 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

**Core XI - Occupational Preparation Matrix**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course code** | | | | | **33B** | | | **Occupational Preparation Matrix** | | | | | **L** | | **T** | | | **P** | | **C** |
| **Core** | | | | | | | | **Core XI** | | | | | **5** | | - | | | - | | **4** |
| **Pre-requisite** | | | | | | | | **Knowledge in sectors of Occupation** | | | | | **Syllabus Version** | | | | | | **2024-25** | |
| **Course Objectives:** | | | | | | | | | | | | | | | | | | | | |
| The main objectives of this course are to:   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** - Analyse; **K5** - Evaluate; **K6** – Create | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | |
| **Unit:1** | | | | | **Occupation and Skill set requirement** | | | | | | | | | | | **10 hours** | | | | |
| Occupation: Meaning – Sectors of Occupation. 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:2** | | | | | **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:3** | | | | | **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. | | | | | | | | | | | | | | | | | | | | |
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| **Unit:4** | | | | | **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. | | | | | | | | | | | | | | | | | | | | |
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| **Unit:5** | | | | | **Technologies for Career Counselling** | | | | | | | | **12 hours** | | | | | | | |
| Technologies for Career Counselling: Impact of Technology, Using Computer Assisted Career Guidance, Internet, Technology Driven Instructions, Advantages – Web Based Instructions – Cognitive Tutor – Virtual Reality. | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | |
| **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 | | | | | | | | | | | | | | | | | | | |
| 2 | Vernon G. Zunker, (2016), “Career Counselling A Holistic Approach” (9th Edition). Cengage Learning, Canada. | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | | | | | | | | | | |
| 1 | Cheryl Desha, Karlson 'Charlie' Hargroves (2014), “Higher Education and Sustainable Development: A Model for Curriculum Renewal”, published by Routledge | | | | | | | | | | | | | | | | | | | |
| 2 | American College Testing Program. (1984). “DISCOVER: A Computer-based Career Development and Counsellor Support System”. Iowa City, IA: Author | | | | | | | | | | | | | | | | | | | |
| 3 | Boer P. M. (2001). Career Counselling Over Internet: An Emerging Model for Trusting and responding to Online Clients, Mathwah N. J.: Erlbaum | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | |
| **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 | | | | | | | | | | | | | | | | | | |
| 4 | | http://ncda.org/aws/NCDA/pt/sp/guidelines\_internet | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | |
| 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**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **Course code** | | | | | **33C** | | | | **QUANTITATIVE RESEARCH METHODS** | | | | | **L** | | **T** | | | | **P** | | C | |
| **Core** | | | | | | | | | **Core XII** | | | | | 5 | | - | | | | - | | **4** | |
| **Pre-requisite** | | | | | | | | | **Knowledge in Aptitude and Research** | | | | | **Syllabus Version** | | | | | | | **2021-22** | | |
| **Course Objectives:** | | | | | | | | | | | | | | | | | | | | | | | |
| The main objectives of this course are to:   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** - Analyse; **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

**Core XIII – Practicum IV: Education & Placement Exhibition**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course code** | | | | **33P** | | | **Practicum IV: Education &Placement Exhibition** | | | | | **L** | | | **T** | | **P** | | | | C |
| **Core** | | | | | | | **Core XIII** | | | | | - | | | - | | **6** | | | | **6** |
| **Pre-requisite** | | | | | | | **Knowledge gained in Career Guidance Practicum – I, II and III** | | | | | **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** - Analyse; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | | | | | | | | | | | |
| Working as an Intern in any one College/Institutions Placement Cell, gaining knowledge on the following:   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 | | | | | | | | | | | | | | | | | | | | | |
| **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

**Elective III – Career Development in Social Context**

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| **Course code** | | | | **3EA** | | | **Career Development in Social Context** | | | | | **L** | | **T** | | | | **P** | | C | |
| **Elective** | | | | | | | **Elective III** | | | | | 5 | | - | | | | - | | **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:   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** - Analyse; **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. | | | | | | | | | | | | | | | | | | | | | |
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| **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. | | | | | | | | | | | | | | | | | | | | | |
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| **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. | | | | | | | | | | | | | | | | | | | | | |
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| **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](https://www.amazon.in/s/ref=dp_byline_sr_ebooks_1?ie=UTF8&field-author=Gideon+Arulmani&text=Gideon+Arulmani&sort=relevancerank&search-alias=digital-text) (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

**Elective III – Women and Career Development**

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| **Course code** | | | | | **3EB** | | | **Women and Career Development** | | | | | **L** | | **T** | | | | **P** | | C |
| **Elective** | | | | | | | | **Elective III** | | | | | 5 | | - | | | | - | | **4** |
| **Pre-requisite** | | | | | | | | **Knowledge in Job Analysis an Careers** | | | | | **Syllabus Version** | | | | | | | **2024-25** | |
| **Course Objectives:** | | | | | | | | | | | | | | | | | | | | | |
| The main objectives of this course are to:   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 | | | Appreciate the status of women in modern India | | | | | | | | | | | | | | | | K1 | | |
| 2 | | | Identify the factors influencing women and health | | | | | | | | | | | | | | | | K1 & K2 | | |
| 3 | | | Know the importance of women and education | | | | | | | | | | | | | | | | K2 | | |
| 4 | | | Understand the significance of women in decision making | | | | | | | | | | | | | | | | K2 | | |
| 5 | | | Know the rights of women and schemes available in India | | | | | | | | | | | | | | | | K1 & K3 | | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyse; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | |
| **Unit:1** | | | | | **Career Development for Women** | | | | | | | | | | | | **10 hours** | | | | |
| History of Career Development for Women - Basic Issues and Concepts in the Career Development and Counselling of Women - Women and Poverty: A Holistic Approaches to Vocational Interventions - Overview of Career Development Theories and Women. | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | |
| **Unit:2** | | | | | **Career Assessment and Counselling for Women** | | | | | | | | | | | **10 hours** | | | | | |
| Women and Health - Over view of Women's Health in India - The Life cycle Approach - Women Health needs - Determinates of Women Health - Access to Health Care Services - Health issues related to Lifestyle - Occupational Health Hazards - Women and Mental Health - Globalisation and its Impact on Women's Health. | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | |
| **Unit:3** | | | | | **Feminist Approach to Career Counselling** | | | | | | | | **12 hours** | | | | | | | | |
| Career Counselling for Asian Women - Career Concerns of Immigrant Women - Issues and Implications for Career Counselling - Women and Education - Education for Women Equality - Empowering Women through Education - Career Counselling for Women in Science, Technology, Engineering, and Mathematics (STEM) Fields - Career Counselling for Women in Management. | | | | | | | | | | | | | | | | | | | | | |
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| **Unit:4** | | | | | **Women and Work** | | | | | | | | **10 hours** | | | | | | | | |
| Women in the Workforce - Multicultural perspectives when working with Women and Men - Women in Decision Making - Barriers to Equal Participation - Discrimination within Occupation - Women's participation in different Occupations - Issues in Women's Work -Trends and Factors in Women's Employment. | | | | | | | | | | | | | | | | | | | | | |
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| **Unit:5** | | | | | **Special Needs for Women** | | | | | | | | **10 hours** | | | | | | | | |
| Gender Stereotypes - Fear of Femininity – Restrictive Emotionality - Sexual Harassment – Achievement - Competition and Self-Destructive Behaviour - Women's Rights and Privileges - Legislative Measures, Policies Advocating Women's Concern - Government interventions and Special Initiatives - Programmes and Schemes. | | | | | | | | | | | | | | | | | | | | | |
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| **Unit:6** | | | | | **Contemporary Issues** | | | | | | | | **2 hours** | | | | | | | | |
| Seminars, Workshop, Guest Lecturers and Online orientation Programme | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | **Total Lecture hours** | | | | | | | | **54 hours** | | | | | | | | |
| **References** | | | | | | | | | | | | | | | | | | | | | |
| 1 | Sage Publication (Chapter 10 Effective strategies for career Counselling with women) | | | | | | | | | | | | | | | | | | | | |
| 2 | Herr, E. L. and Cramer S. H. (1988) Career Guidance and Counselling through the life span, Systematic Approaches (III Edition) Scott, Freeman and Co, London | | | | | | | | | | | | | | | | | | | | |
| 3 | Michele A. Paludi (2010) The Psychology of Women at Work, Library of Congress Cataloging, Praeger Publishers. | | | | | | | | | | | | | | | | | | | | |
| 4 | Steven D. Brown, Robert W. Lent (2008) Handbook of Counselling Psychology, John Wiley & Sons. | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | | | | | | | | | |
| 1 | | Gender/Women Studies By Prof. Anisur Rahman, Ms. Shahla Tarannum - SWYAM | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | |
| 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

**Year II – Semester IV**

**Core XIV – Entrepreneurship Development**

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| **Course code** | | | | | **43A** | | | **Entrepreneurship Development** | | | | | | **L** | | **T** | | | | **P** | | | C |
| **Core** | | | | | | | | **Core XIV** | | | | | | 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** - Analyse; **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. | | | | | | | | | | | | | | | | | | | | | | | |
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| **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 XV - Project Work and Viva-voce**

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| **Course code** | | | | **47V** | | | **Project Work and Viva-voce Exam** | | | | | | | **L** | | **T** | | **P** | | **C** |
| **Core** | | | | | | | **Core XV** | | | | | | | - | | - | | 18 | | 6 |
| **Pre-requisite** | | | | | | | **Knowledge in Guidance, counselling and placement** | | | | | **Syllabus Version** | | | | | | **2021-22** | | |
| **Course Objectives:** | | | | | | | | | | | | | | | | | | | | |
| The main objectives of this course are to:   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](https://us.sagepub.com/en-us/nam/author/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 – Practicum V: Video Record of Counselling**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course code** | | | | **47W** | | | **Practicum V: Video Record of Counselling** | | | | | | | **L** | | **T** | | **P** | | **C** |
| **Core** | | | | | | | **Core XVI** | | | | | | | - | | - | | 6 | | 4 |
| **Pre-requisite** | | | | | | | **Knowledge in Guidance, counselling and placement** | | | | | **Syllabus Version** | | | | | | **2021-22** | | |
| **Course Objectives:** | | | | | | | | | | | | | | | | | | | | |
| The main objectives of this course are to:   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 | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | |
| Students are to conduct Counselling Sessions to students and to submit the Video Recording of the counselling session of 3 students on the aspect of Career interest, Available course, Opportunity, Alternative career, Guidance for job opportunities and its preparation. | | | | | | | | | | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | | | | | | | | | | |
| 1 | All Best Career Guide by Capt. Shekhar Gupta and Shina Kalra Notion Press; 1st edition (1 January 2019); Notion Press Media Pvt Ltd | No,50, Chettiyar Agaram Main Road, Vanagaram, Chennai - 600095 | URL: https://notionpress.com/store | Mail Id: orders@notionpress.com | | | | | | | | | | | | | | | | | | | |
| 2 | Career Counselling And Planning by Sushil Kumar Srivastava Atlantic; 2nd Revised & Enlarged Ed. edition (1 October 2011) | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | |
| 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