**Bharathiar University, Coimbatore–641046**

**Department of Extension and Career Guidance**

**M.A. Career Guidance (Lateral Entry in Second Year)**

**Vision**

To create aspirations, build capacity, assure quality, create demands, promote synergy, extend career guidance support, ensure inclusivity, promote commitment, and to promote innovation

**Mission**

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

**Programme Educational Objectives (PEO)**

**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 – Lateral Entry (University Department)**

*(For the students admitted during the academic year 2025 – 26 onwards)*

**About the Course**

The Master of Career Guidance – Lateral Entry is a professional programme designed for any UG degree holders with one year PG Diploma in Career Guidance for Executives/ PG Diploma in Career Guidance/Counselling, PG Diploma in Guidance/Counselling from the recognised University. The main purpose of this programme is to prepare the students as career counsellors and guide to develop a global as well as a national vision for education and employment. The programme provides opportunities for students to extend as well as deepen their knowledge and understanding of education, guidance, counselling, various tools for psychometric test, event management, organising career exhibitions, understanding of source of information for guidance and employment opportunity and skill assessment at school, college and industry level for early and midcareer.

**Duration of the Programme**

Minimum period to complete the programme: 1 year (with two semesters under Choice Based Credit System)

Maximum period to complete the programme: 3 years.

# Eligibility

Any UG with PG Diploma in Career Guidance for Executives/ PG Diploma in Career Guidance/Counselling, PG Diploma in 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 third semester 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 is the bonafide work carried out by the candidate under the guidance of a faculty authenticated and countersigned by the HOD. This project work must be presented and defended by the candidate and reviewed by external examiner during Viva Voce Examination.

# Mark Allotment

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

**1. Theory**

**Maximum Marks – 100 (credits – 4)**

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

**Internal Marks: 25 External Marks: 75**

* Test : 15 Marks
* Assignment : 5 Marks
* Others : 5 Marks

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

**2. Practical**

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

Internal Marks 60 + External Marks 90 = 150 (Total)

**Internal Marks: 60 External Marks: 90**

* Test – 10 Marks
* Model – 10 Marks
* Observation – 15 Marks
* Record – 25 Marks

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Total = 60 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 – Lateral Entry**

(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** | **Class** | **CIA** | **ESE** |
| **Year I – Semester III** | | | | | | | | |
| **33A** | **Core X** Career Counselling in Practice II | | - | 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 Career Guidance Practicum IV:** College visit at Placement Cell & Viva Voce | | 6 | - | 60 | 90 | 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 I – Semester IV** | | | | | | | | |
| **43A** | **Core XIV** Entrepreneurship Development | | - | 4 | 25 | 75 | 100 | 4 |
| **47V** | **Core XV** Project Work & Viva Voce Exam | | 18 | - | 60 | 90 | 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** | | **30** | **30** | **-** | **-** | **950** | **38** |
| **Online Course – SWAYAM/MOOC**$ | | | **-** | **-** | **-** | **-** | **-** | **2** |
| \*Practical exam – Both internal and external examiner will conduct and evaluate  $ Online 2 credit Course is mandatory and it **SHOULD BE COMPLETED IN 3rd SEMESTER**. | | | | | | | | |

**Value Added Courses**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **S. No.** | **SUBJECT** | **Hours** | | **Marks for** | | **Total Marks** | **Credits** |
| **Field Work** | **Class** | **Internal** | **External** |
| **Year I – Semester III** | | | | | | | |
| 1 | Social Media Marketing for Career Guidance | - | 40 | 100 | - | 100 | 2 |

**Job Oriented Courses**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **S. No.** | **SUBJECT** | **Hours** | | **Marks for** | | **Total Marks** | **Credits** |
| **Field Work** | **Class** | **Internal** | **External** |
| **Year I – Semester IV** | | | | | | | |
| 1 | India and Abroad Career Consultant - Imperial Pathway & Navigating your Passion | - | 40 | - | - | - | 2 |

**Year I – Semester III**

**Core X – Career Counselling in Practice II**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **Course code** | | | | | | **33A** | | | **Career Counselling in Practice II** | | | | | **L** | | **T** | | **P** | | | | C |
| **Core** | | | | | | | | | **Core X** | | | | | 5 | | - | | - | | | | **4** |
| **Pre-requisite** | | | | | | | | | Knowledge in principles of counselling and Career Counselling in Practice I | | | | | **Syllabus Version** | | | | | | **2024-25** | | |
| **Course Objectives:** | | | | | | | | | | | | | | | | | | | | | | |
| The main objectives of this course are to:   1. Critically examine each stage in Counselling. 2. Acquire skills to counsel Multicultural Groups. 3. Develop Inclusive Career Counselling. 4. Acquire a practical knowledge on counselling process. | | | | | | | | | | | | | | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | | | | | | | | | | |
| 1 | | | Expertise themselves in Career Counselling Techniques | | | | | | | | | | | | | | K2, K3 | | | | | |
| 2 | | | Comprehend various models in Career Counselling | | | | | | | | | | | | | | K1, K3, K4, K6 | | | | | |
| 3 | | | Provide counselling by understanding different cultures | | | | | | | | | | | | | | K2, K4 | | | | | |
| 4 | | | Create inclusive mode of Career Counselling | | | | | | | | | | | | | | K2, K3 | | | | | |
| 5 | | | Assess clients to offer apt Counselling | | | | | | | | | | | | | | K3, K4, K5 | | | | | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyse; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | | | | | | | | | | | | |
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| **Unit:1** | | | | | | **Career Counselling and its Techniques** | | | | | | | | | | | **12 hours** | | | | | |
| Career Counselling: Meaning - Techniques – Types – Process. Effective Career Counselling: Job Search Counselling: – Job Searching Skills – Self Presentation – Self Efficacy – Pro Activity – Goal Setting – 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. | | | | | | | | | | | | | | | | | | | | | | |
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| **Unit:2** | | | | | | **Career Counselling Model** | | | | | | | | | | | | | **12 hours** | | | |
| Career Counselling Model: Trait and factor, Person Environment Fit Model – Developmental Model – Learning Theory Model – Cognitive Information & Processing Approach Model. Case Study for Counselling – Undecided College Student – Job loss and Family Concern – Reluctant Decision Maker. | | | | | | | | | | | | | | | | | | | | | | |
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| **Unit:3** | | | | | | **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. | | | | | | | | | | | | | | | | | | | | | | |
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| **Unit:4** | | | | | | **Sexual minority and Disability Career Counselling** | | | | | | | | **12 hours** | | | | | | | | |
| Career Counselling for Lesbians, Gay, Bisexual, Transgender (LGBT) Clients. Unique issues and Needs – 6 Stage Model for LGBT Career Counselling. Indian Disability Act – Amendments – Problems and Needs for Disability – Implication of Career Guidance – Rehabilitation Programmes. | | | | | | | | | | | | | | | | | | | | | | |
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| **Unit:5** | | | | | | **Test, Assessment for Career Counselling** | | | | | | | | **12 hours** | | | | | | | | |
| 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. | | | | | | | | | | | | | | | | | | | | | | |
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| **Unit:6** | | | | | | **Contemporary Issues** | | | | | | | | **2 hours** | | | | | | | | |
| Seminars, Workshop, Guest Lecturers and Online orientation Programme | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | **Total Lecture hours** | | | | | | | | **60 hours** | | | | | | | | |
| **Text Book(s)** | | | | | | | | | | | | | | | | | | | | | | |
| 1 | Vernon G. Zunker, (2016), “Career Counselling A Holistic Approach” (9th Edition). Cengage Learning, Canada. | | | | | | | | | | | | | | | | | | | | | |
| 2 | Peter J. Robertson, Tristram Hooley & Phil McCash (2021), “The Oxford Handbook of Career Development” Oxford University Press. | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | | | | | | | | | | | | |
| 1 | | | | Aamodt M. G. (2013), “Industrial Organisational Psychology: An Applied Approach” (7th Edition). Belmont, CA: Wadsworth Cengage Learning. | | | | | | | | | | | | | | | | | | |
| 2 | | | | Altarac M. & Saroha E. (2007), “Lifetime Prevalence of Learning Disability among US Children”. Pediatrics, 119 (Supp. 1), 577 – 583. | | | | | | | | | | | | | | | | | | |
| 3 | | | | Almeida N., Marques A., & Arulmani G. (2014), “Evaluation of the Quality of Career Guidance Centers” In G. Arulmani, A. Bakshi, F. Leong, & A. Watts (Eds), “Handbook of Career Development: International Perspective” pg. 659 – 670. New York, Springer | | | | | | | | | | | | | | | | | | |
| 4 | | | | Arbona C. (1996) “Career Theory and Practice in a Multicultural Context”. In M. L. Savickas & W. B. Walsh (Eds.), Handbook of Career Counselling Theory and Practice (pp. 45 - 55). Palo Alto, CA: Davies-Black. | | | | | | | | | | | | | | | | | | |
| 5 | | | | Barrett B., & Logan C. (2002), “Counselling Gays and Lesbians” Pacific Grove, CA: Brooks/ Cole. | | | | | | | | | | | | | | | | | | |
| 6 | | | | Burgos-Ocasio H. (2000). Hispanic Women. In M. Julia (Ed.) Constructing Gender: Multicultural Perspectives in Working with Women (Pg. 109 – 139 ) Pacific Grove, CA: Brooks/ Cole. | | | | | | | | | | | | | | | | | | |
| 7 | | | | Clark A. (2010), “Empathy: An Integral Model in the Counselling Process”. Journal of Counselling and Development, 88, Pg. 348 - 356 | | | | | | | | | | | | | | | | | | |
| 8 | | | | Mark L. Savickas (2019), “Career Counselling” 2nd Edition, American Psychological Association, Washington DC. | | | | | | | | | | | | | | | | | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | | | | | | | | | | |
| 1 | | http://www.counseling.org | | | | | | | | | | | | | | | | | | | | |
| 2 | | http://www.apa.org | | | | | | | | | | | | | | | | | | | | |
| 3 | | http://www.apa.org/pi/lgbt/programs/hlgbsp/index.aspx | | | | | | | | | | | | | | | | | | | | |
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| Course Designed By: **Dr. A. Vimala & Dr. C. Dhayanand** | | | | | | | | | | | | | | | | | | | | | | |
| **Mapping with Programme Outcomes** | | | | | | | | | | | | | | | | | | | | | | |
| **COs** | | | | | **PO1** | | **PO2** | **PO3** | | **PO4** | **PO5** | **PO6** | **PO7** | | **PO8** | | **PO9** | | | | **PO10** | |
| **CO1** | | | | | M | | S | M | | S | M | L | M | | M | | M | | | | M | |
| **CO2** | | | | | M | | M | S | | S | M | M | M | | M | | S | | | | S | |
| **CO3** | | | | | M | | S | M | | M | M | L | M | | L | | S | | | | S | |
| **CO4** | | | | | M | | S | M | | S | S | M | S | | M | | S | | | | S | |
| **CO5** | | | | | S | | M | S | | M | S | M | M | | L | | S | | | | S | |

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

**Core XI - Occupational Preparation Matrix**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course code** | | | | | **33B** | | | **Occupational Preparation Matrix** | | | | | **L** | | **T** | | | **P** | | **C** |
| **Core** | | | | | | | | **Core XI** | | | | | **5** | | - | | | - | | **6** |
| **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 | | | | | | | | | | | | | | | | | | | | |
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| **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. | | | | | | | | | | | | | | | | | | | | |
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| **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. | | | | | | | | | | | | | | | | | | | | |
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| **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**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 – Career Guidance Practicum IV: College Visit at Placement Cell and Viva Voce**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course code** | | | | **33P** | | | **Career Guidance Practicum IV: College Visit at Placement Cell and Viva Voce** | | | | | **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**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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. | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | |
| **Unit:3** | | | | **Family** | | | | | | | | **10 hours** | | | | | | | | | |
| Meaning, origin, functions, Types - Joint and Nuclear, Single, Female Headed, Male Headed, Divorced parents, Separated Parents, Families with Working Mother, Influence of Family Types on Career Development, Family dynamics in Career Development - Urban and Rural Differences, Migration of Family and its Effects on Children. | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | |
| **Unit:4** | | | | **Parental Dynamics in Career Development** | | | | | | | | **08 hours** | | | | | | | | | |
| Parenting Styles: Disciplinary, Distant, Formal, Authoritative, Permissive, Grand Parent Type – Influence of neighbourhood and peer group. Influence of Environment and Society. | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | |
| **Unit:5** | | | | **Empowerment of socially disadvantaged** | | | | | | | | **10 hours** | | | | | | | | | |
| Schedule castes, Backward classes, Schedule Tribes, Minorities, Social deviants and other disadvantaged youth. Population Profile, Conceptualization of Poverty, Deprivation and Disadvantage, Perception of Poverty- Socio-Psychological Dimensions, Need, Issues, Concerns and Implications of career guidance for disadvantaged Youth | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | |
| **Practicum** | | | | | | | | | | | | **10 hours** | | | | | | | | | |
| Conducting a small survey to study the effect of parenting styles and family types on career choice and Career decision making and submitting a report – Internal marks of 5 will be awarded for this activity. This will be included in the internal marks of 25 (Individual/Group work is permitted). | | | | | | | | | | | | | | | | | | | | | |
| **Unit:6** | | | | **Contemporary Issues** | | | | | | | | **2 hours** | | | | | | | | | |
| Seminars, Workshop, Guest Lecturers and Online orientation Programme | | | | | | | | | | | | | | | | | | | | | |
|  | | | | **Total Lecture hours** | | | | | | | | **58 hours** | | | | | | | | | |
| **Text Book(s)** | | | | | | | | | | | | | | | | | | | | | |
| 1 | [Gideon Arulmani](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**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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. | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | |
| **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 I – 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. | | | | | | | | | | | | | | | | | | | | | | | |
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| **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. | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | |
| **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**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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