



**M.Phil in
Career Counselling and Livelihood Planning**

Designed by
**The Promise Foundation (Jiva Project),
Bangalore, India.**

Executed in partnership with the
**Martin Luther Christian University,
Shillong, Meghalaya.**

Supported by
Jacobs Foundation, Zurich, Switzerland.



1. Background

In times past, occupational role allocation was relatively automatic and children followed in the footsteps of their parents. Changes unleashed by economic movements such as the industrial revolution and today, globalization, have disrupted this process of role allocation. The post industrial labour market, characterised by the forces of globalisation and the free market, requires the ability to make skilful educational and occupational choices. The service that is expected to address this need has been variously referred to as career counselling, career guidance, vocational counselling, vocational guidance and so on. Although, the literature is equivocal as to the exact meaning of these various terms, Career Psychology has emerged today as a distinct branch of behavioural science. It is multidisciplinary in character and draws from a variety of disciplines such as Counselling Psychology, Educational Theory, Economics and Sociology. In effect Career Psychology provides the theoretical and research basis for the practice of Vocational Guidance and Career Counselling. In the West, these disciplines have shown vigorous growth over the last few decades, revealing their importance within the context of the history of work.

The development of this field of research and application has remained sparse in the Indian context. The meanings of terms such as 'career', 'livelihood' and 'vocation' carry deeply cultural connotations. 'Career' is often associated with what the 'rich' can afford and is sometimes dismissed as being irrelevant to the needs of the disadvantaged and those who are living in poverty. It is essential that career development is defined within the multiple realities and paradoxes that comprise the Indian situation. When understood to mean livelihood or occupation or vocation or in its most simple sense, a *suitable* job, the crosscutting relevance of career development to all sections of the population becomes immediately evident. From this broader perspective, career counselling could serve as a tool to support young people to choose and plan effectively for a successful career.

In the absence of suitable support for livelihood planning, 'development' can be a double edged sword – benefiting a few but exploiting a large number only for the 'cheap labour' they offer.

Seen against this background, the urgent need for career counselling services cannot be emphasised enough. It is possible to address this need with the numerous career counselling 'packages' that are available. However, The Promise Foundation recognises the danger in the deployment of a career counselling service that is not informed by a sound body of research that has examined the psychological, social and cultural processes underlying career development.

It is with the intention of developing human resource that is capable of engaging with the deeper processes that bind work, livelihood and career together in the developing world context, that this M.Phil programme has been created.

2. M.Phil in Career Counselling and Livelihood Planning (CCLP)

This M.Phil programme in Career Counselling and Livelihood Planning is focused fundamentally on capacity building and human resource development in the area of career development and livelihood planning. It is anticipated that successful candidates would be able to establish Career Psychology as a discipline and career counselling as a service in their countries. To this end, this Course would ensure that participants gain knowledge and skills that would enable them to:

- conduct further research and contribute to building a deeper and wider knowledge base in the area of career development and livelihood planning with specific reference to the Indian / developing world context.
- deliver career counselling and livelihood planning services.
- train others at the grass root level for the delivery of career counselling and livelihood planning services.
- be effective advocates for the promotion of culturally relevant career counselling and livelihood planning in the Indian / developing world context.



3. Key Associates

3.1. *The Promise Foundation*

Based on its experience and research, The Promise Foundation (TPF) has developed the course outline and syllabus for this M.Phil programme. TPF is positioned within the project as the organisation that will conceptualise and facilitate the delivery of the Course.

Further information: www.thepromisefoundation.org

3.2. *Martin Luther Christian University*

The Martin Luther Christian University (MLCU) is a state university created by Act No. 11 of 2005 of the Legislative Assembly of Meghalaya and received assent from the Governor on July 6th 2005. The creation of this university is in accordance with the University Grants Commission (UGC) Act (1956) under Section 2 (f) and the university is empowered to grant degrees under Section 22 of the UGC Act. MLCU is recognised by the UGC. One of MLCU's core objectives is socio-economic development. It is also committed to partnering with NGOs and community based organisations to ensure that the courses it offers are closely relevant to felt needs.

The M.Phil degree in Career Counselling and Livelihood Planning is awarded by MLCU.

Further information: www.mlcuniv.in

3.3. *Centre for Career and Personal Development (CCPD) at Canterbury Christ Church University*

Based in the Faculty of Education, Canterbury Christ Church University (UK), CCPD is one of the world's leading institutions for professionals working in the career education and guidance sector. The Centre has a research base which has been characterised by joint projects with other public, private and voluntary agencies. CCPD staff contribute to national and international conferences and publications. Faculty from CCPD contribute as faculty to the M.Phil Course.

Further information: <http://www.canterbury.ac.uk/education/career-and-personal-development/Home.aspx>

4. Administration of the Course

4.1. *Board of Studies*

The academic administration of the Course is managed by a Board of Studies appointed by MLCU and TPF. The Board is composed of:

- a. a representative from MLCU;
- b. a representative from TPF;
- c. the course coordinator, who may be deputed either from MLCU or from TPF.

A chairperson is elected from amongst the three representatives listed above.

4.2. *Admission Requirements*

Students shall be eligible for registration for M.Phil if they:

- a. are in possession of a recognised post graduate degree, preferably in the social sciences;
- b. satisfy the Board through an entrance test and interview that they have the necessary aptitude and academic calibre to pursue the Course;
- c. demonstrate a well developed fluency in the English language;
- d. demonstrate a clear commitment to the field of Career Psychology.



4.3. Duration

The Course is held on a full time full time basis for a duration of 18 months.

4.4. Location

The Course is delivered at The Promise Foundation careers centre in Bangalore, India.

4.5. Award of degree

The course director will work in partnership with the faculty to monitor and supervise the delivery of the different components of the Course, students' progress in gaining knowledge and skills and achievement of the expected levels of proficiency as set out in the following sections. Students will then be presented to the Board of Studies for its final recommendation to MLCU for award of the degree.

5. Approach to course delivery

5.1. Course Structure

This programme is designed to build capacity both at the theoretical and practical levels. The Course will be delivered through papers of varying weightages which will be offered in overlapping modules. Each paper will have a varying credit value depending on the weightage given to the unit in the over all course structure. The following scheme has been followed to allot credit values to the different papers.

Table 1: M.Phil in Career counselling and livelihood planning – Course Structure

S.No	Papers	Emphasis	Lectures: Inputs in hours (Credits)	Practical: Inputs in hours (Credits)	Total Credits
1	Career Psychology	Theory	105 (7)	120 (4)	11
2	General Psychology and career development	Theory	45 (3)	60 (2)	5
3	Labour Market and Career Development	Theory	15 (1)	120 (4)	5
4	Research methods and psychological testing	Theory	30 (2)	90 (3)	5
5	Sociology of work	Theory	15 (1)	30 (1)	2
6	Basic skills for counselling	Skills	30 (2)	300 (10)	12
7	Skills for career counselling	Skills	45 (3)	600 (20)	23
8	Skills for career information management	Skills	15 (1)	420 (14)	15
9	Reflective Professional Development	Skills and Theory	15 (1)	30 (1)	2
	TOTAL		315 (21)	1770 (59)	80

Note:

- 15 lecture hours = 1 credit
- 30 practical hours = 1 credit. Practical includes: assignments, seminar presentations, field work, projects, group and individual counselling sessions, development of teaching-learning material, training sessions, information collation sessions

As per this scheme, the M.Phil programme is structured as a 2085 hours programme of which 315 hours (21 credits) are dedicated to didactic lecture sessions and 1770 hours (59) credits are devoted to supervised practical work.

5.2. Course content: *Blending theory and practice*

This Course is conceptualised as a practically oriented programme with the skills component comprising 60% of the Course. This does not mean that theory and research do not have a place in the overall fabric of the programme. As indicated in Table 1 the papers are evenly divided between those with a theoretical emphasis and those with a practical-skills orientation. It may further be noted that the all Theory papers have corresponding Practical papers.

6. Teaching and Learning Methods

Course tutors are free to employ any combination of teaching-learning methods, ensuring that the emphasis is on learning rather than teaching. This would include the following:

- Lectures that are based on guided readings.
- Written assignments based on lectures.
- Seminars presented by students.
- Journal / book reviews.
- Supervised field work.
- Extensive exposure to skills for career counselling individuals and executing groups workshops.
- Projects – either applied or research oriented.



7. Resources

Students enrolled into this MPhil Course have access to one of the most concentrated libraries of behavioural science and career psychology.

Our collection includes over 600 books and more than 5000 reprints and articles from close to 44 international journals.

8. Assessment for award of degree

The student will be assessed along two parameters:

8.1. Completion of papers:

The student is expected to successfully complete all papers, as described in Table 1 above. These courses will be assessed through methods best suited to the particular subject matter. This would include the following:

- Grading of assignments.
- Grading of projects.
- Grading of essays.
- Written examination
- Assessment of skills for individual counselling.
- Assessment of skills for group counselling.
- Assessment of skills for skills transfer.
- Assessment of skills for accessing, managing and transmitting careers information.

8.2. Portfolio

The traditionally expected final 'output' from an M.Phil is a thesis. Students of this Course will draw the various inputs together to produce a Portfolio of their experiences and learnings. This portfolio will be compiled over the course of the M.Phil programme.

The portfolio will be based on a particular theme selected by the student in consultation with his/her supervisor.

8. Career development prospects

It would be an irony if Career Psychologists themselves were unable to build a career for themselves at the end of this project! Yet, this is a field for which readymade career pathways do not exist. It is with the intention of forging new pathways that this M.Phil programme has deliberately been designed to move away from the traditional understanding that an M.Phil is primarily a research degree. This is particularly because the need for capacity building in Career Psychology for India is not so much linked with theoretical knowledge as much as it is to practical skills, based on sound theory.

The career development prospects of those who complete this Course could be as follows:

- All types of educational institutions ranging from High Schools to Universities and institutes of higher education.
- All NGOs that provide services to youth and adolescents perforce require experts in livelihood planning and career development.
- The nature of this Course is such that it would allow students to independently offer training in career counselling or directly deliver career counselling services themselves.

9. Conclusion

Over the recent past a few career counselling courses have begun to make their appearance in India. Our assessment of these courses has indicated that they are not adequately informed by theory or research. It is our hope that this M.Phil will establish a framework for building human resource that is capable of establishing Career Psychology as a discipline and career counselling as a psychologically sound, culturally grounded and locally relevant service for the country.