

CURRICULUM VITAE

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BIOGRAPHICAL SUMMARY

Gideon is a clinical psychologist. Early in his career, his approach to positive mental health was already visible. He established The Promise Foundation to conduct research with sharpened contextual relevance and develop grounded interventions for potential realisation. While Gideon oversaw research and development across age groups, his specialisation came to rest on the career development of adolescents and young adults. In order to further equip himself, Gideon completed a PhD in Career Psychology (University of Portsmouth, UK).

Gideon conducted his first guidance workshop when still himself a college student. An early grant from Sir Ratan Tata Trust (India), supported an ambitious multi-site research titled *Work Awareness and Orientations to Career Choices – Indian Regional Survey (WORCC-IRS)*. In a first for the country, Gideon convened a National Consultation on Career Psychology at which [the findings of the WORCC-IRS](#) were presented to leading social scientists, educators, and representatives from government. Recommendations from this consultation led to the creation of the first career guidance system for the country, namely the *Jiva Approach to Career Development and Livelihood Planning*.

Soon after, the Jacobs Foundation (Switzerland) awarded Gideon a grant of a quarter of a million dollars to bring Jiva to scale (www.jivacareer.org). The grant facilitated the creation of a comprehensive implementation framework for career guidance services nationally. This included [tools for career guidance](#), courseware for [trainers](#) and [guidance practitioners](#), and the establishment of the [Indian Journal of Career and Livelihood Development](#). In India, Jiva has reached over 300,000 and there are over 250 trained Jiva counsellors. Jiva has also been adapted across Asia including in Bangladesh, Maldives, Nepal and Vietnam. In 2010, Gideon hosted the first IAEVG conference in Asia.

Gideon's theoretical contributions span the fields of psychology, education and counselling. His [Cultural Preparation Process Model](#) has informed intervention design. His theorising articulates the impacts of international trade, emergence of a global workforce and the new international division of labour from the perspective of participating individual's cultural histories. The resulting culturally-grounded counselling approach underpins several guidance and counselling courses internationally, including, for example, counsellors tasked with the cultural integration of migrants in host countries such as Norway and Sweden.

Gideon's scholarly publications include books, book chapters and over a 100 journal articles. A recognition of distinction is seen in the close to 50 keynotes at international conferences and committee service including in the IAEVG and the Planning Commission of India. As an international development consultant to UN and multilateral agencies (example, the ILO, World Bank, UNICEF, ADB, Transparency International), he has led assignments in over 30 countries including Tunisia, Egypt and Rwanda. Currently, he is Director - The Promise Foundation, Chairman - Indian Association for Career and Livelihood Planning, International Fellow – NICEC (UK), Professor of Practice - Martin Luther Christian University, Affiliate Professor - University of Malta and visiting academic at several other universities globally.

Gideon is also a gifted crafter and, in his studio, Mowyla, he creates natural, handcrafted artefacts. He is a proud winemaker, growing an Indian Shiraz!

Taken together, Gideon's life work has straddled research and practice. He is a scholar-practitioner committed to creating enduring systems for the lifelong potential realisation of the human individual.

PRESENT POSITIONS

- Founder and Honorary Director, The Promise Foundation, India (1991 – ongoing).
- Lead Scientist and Head of Department of Career and Livelihood Planning, The Promise Foundation, India (1991 – ongoing).
- Lead Clinical Psychologist, Promise Child and Adolescence Guidance Clinic, India (1991 – ongoing).
- Director, Consultant Psychologists Group, Bangalore (1993 – ongoing).
- International Fellow, National Institute for Careers Education and Counselling, UK (2006 – ongoing).
- Chairman, Indian Association for Career and Livelihood Planning (2010 – ongoing).
- Earlier Co-Editor and presently Chief Editor, Indian Journal of Career and Livelihood Planning (2010 – ongoing).
- International Editorial Advisory Panel, British Journal of Guidance and Counselling (2012 – ongoing).
- Lead lecturer, International Labour Organisation (ILO) course on career guidance and policy making (2013 – 2019).
- Visiting Academic, Tata Institute of Social Sciences, India (2013 – 2019).
- Professor of Practice, Martin Luther Christian University, India (2014 – ongoing).
- Affiliate Professor, University of Malta, Malta (2019 – ongoing).
- Visiting Academic, University of South Eastern Norway, Norway (2018, 2019).
- Peer Reviewer: Journal of Child Psychology and Psychiatry, Child and Adolescent Mental Health and Journal of African Psychology (since 2009); International Journal of Educational and Vocational Guidance (since 2014); British Journal of Guidance and Counselling (since 2015); Oxford Review of Education (since 2021).

THEORY DEVELOPMENT

Gideon has formulated the [Cultural Preparedness Approach to Counselling and Career Development](#). This theoretical framework has led to the development of interventions, assessment techniques and interventions for multicultural settings. Some of these are:

- [The Cultural Preparedness Model of Aspiration and Engagement](#) (2019). This model provides a framework to understand the dynamics of cultural integration in multicultural contexts.
- [The Strengths and Accomplishments Questionnaire](#) (2015). This is a culturally mediated, mixed methods, strengths oriented approach to helping students identify their strengths and talents.
- Understanding the career development of children and youth with special needs. Work in this area spans [students who have difficulties with reading and writing](#) (2018) and [unaccompanied and separated children](#) (2024).

COUNSELLING PRACTICE

Clinical Practice: Gideon is a practicing clinical psychologist and counsellor. He takes a culturally mediated approach. His innovative approach uses [the power of local and universally told stories](#) (2014) as a channel for culture-resonant counselling.

International Consultancies: Gideon has been an international development consultant for more than 20 years, through assignments with multilateral agencies such as UNICEF, ADB, ILO, World Bank. His work has reached young people in more than 30 countries both in the Global North and South (Annexure A).

Tool Kits for Career Counselling: [The Jiva Career Counselling Kit](#) that he has developed is available in almost every part of the country and has reached nearly three hundred thousand young people. Sections of this kit have been adapted in other cultural contexts using Gideon's unique techniques for co-production through grounded surveys and focus group discussions as well as document analyses and engagement with local cultural actors.

Institutionalisation of Counselling Systems: Gideon has adapted the Befriending approach to embed counselling services into institutes of higher education and make it available at the grassroot level. His approach is to train final year counselling psychology students in the skills of befriending and create a system whereby these students provide solution focused brief counselling support to their friends and peers. Referrals to professional counsellors are made only when more intensive counselling support is needed.

TEACHING

- Currently, a Professor of Practice at Martin Luther Christian University in India, Gideon has lectured as an Affiliate Professor, at the University of Malta, and a visiting academic at the University of South Eastern Norway. He has contributed as a faculty, learning facilitator, and curriculum developer (Annexure B).
- Supervises doctoral and M Phil and master's students on topics pertaining to counselling, careers and livelihoods.

CURRICULUM DEVELOPMENT

Gideon is deeply committed to bringing a skills focus to the teaching and learning of psychology, counselling and career guidance. To this end he has developed skills-oriented curricula at the under-graduate, graduate and post-graduate levels. He has also developed courses for doctoral students on research ethics, academic writing and research design. In addition, he has developed courses for lecturers on competency and learning outcomes based approaches to teaching and learning (Annexure B).

RESEARCH

Gideon has led various research projects in India and other countries taking the action research approach. This work has mainly focused on generating data for the development of new interventions and testing these interventions (Annexure C).

AWARDS AND RESEARCH GRANTS

Global recognition of Gideon's work is seen through the grants that he has been awarded. He has executed a number of research projects across the globe. Over the years he has won grants as a primary investigator adding to a total of about US\$ 6,72,000.00. He is presently leading The Promise Foundation as a co-investigator in a partnership with the University of Oxford in a Global Challenges Research Fund project with a grant value of 1.85 million British Pounds (Annexure D).

POLICY/ADVOCACY

- Played a key role in the National Focus Group on Work and Education, framed for the development National Curriculum Framework by the Government of India.
- Invited expert to the National Working Group on Adolescents formed by the Planning Commission, Government of India.
- Founding Chairperson of the Indian Association for Career and Livelihood Planning which aims at professionalising career services in India.
- Actively involved with multiple associations, professional bodies and agencies including the IAEVG, CICA, CCDA, ICCDPP, ETF, and the ARACD as an external collaborator.

PUBLICATIONS

Gideon has contributed books, book chapters, peer-reviewed journal articles and journalistic articles in the popular media (Annexure E). His writings are prescribed as textbooks for students and used as a reference by experts.

He has also prepared reports of his surveys and intervention studies in India and in other countries (Examples of reports: https://jivacareer.org/?page_id=6327).

His co-edited volume, Handbook of Career Development: International Perspectives, is ranked amongst the top 10 most downloaded books (note from the publisher, Springer).

His writings are widely ready. On ResearchGate, he has over 150,000 reads, a research interest score of 490 and close to 500 citations (<https://www.researchgate.net/profile/Gideon-Arulmani/stats/citations>)

DEVELOPMENT OF TOOLS

A key academic output is linked to the development of nearly 20 tools. These tools are for measurement of outcomes in intervention research as well as for self-exploration and building knowledge about the world of work within interventions. These tools have been translated and are in use by researchers and practitioners in several countries (Annexure F)

DEVELOPMENT OF INTERVENTIONS

Gideon's work has led to the development of various interventions both for counselling and career guidance based on his cultural preparedness framework. Intensely pedagogical in focus, and sensitive to class room realities, these teaching-learning sessions are tailored to merge into the timetables and scheduling constraints of education systems and guidance services (Annexure G).

INVITED KEY NOTE PRESENTATIONS

Gideon has been invited to present his work at various international conferences through key note lectures, seminars and paper presentations. The topic areas are of interest to scholars across disciplines including psychology, sociology, economics, human resource management, educational sciences and philosophy. Other topics speak directly to daily concerns amongst practitioners on issues ranging from nurturing hope and aspiration to addressing conflict and confusion (Annexure H).

Annexure A

International Consultancy

1. *Psychological needs assessment survey and country strategy for facilitating the development of survivors of the genocide in Rwanda* – Rwanda, UNICEF, (January – February 2003).
2. *Establishment of Job Centres and Career Counselling Cells* – Maldives, World Bank (February – March 2004).
3. *Country strategy for guidance and counselling services* – South Africa, Human Sciences Research Council, (May 5th to 6th, 2005)
4. *Capacity building of government functionaries in the management of livelihood planning projects*: Maldives, Asian Development Bank (March – April 2006)
5. *Employment Skills Training Project*, Maldives, Asian Development Bank (September 2006 – May 2007).
6. *Career Guidance: Policy and Practice in Employment, Education and Training: Lead Lecturer*, International Labour Organisation, Turin (September 2013 – 2019).
7. *Preparing a Guide on Career Guidance for Rural Areas and piloting it in Vietnam*, Hanoi, International Labour Organization, (October 2013 – August 2014).
8. *Preparation of a White Paper for the National Assembly of Vietnam*, International Labour Organisation, Hanoi (5th August 2014 – 25th August 2014).
9. *Review and appraisal of the National Professional Orientation programme of Serbia*, Belgrade, German Development Cooperation (1st October to 10th October, 2014).
10. *Development and Delivery of a Course on Culture Sensitive Career Guidance Training for Career Counsellors*, City of Gothenburg, Sweden, (October 2015 - 2019).
11. *Career Guidance for Vocational Education and Training in Northern Sri Lanka*, German Development Cooperation (GIZ), Colombo, (February 2016 to July 2016).
12. *Development of Culture Sensitive Assessment Tool for Career Guidance*, Helvetas, Nepal, (June 2017 to December 2017).
13. *Career Guidance Policy and Practice: A Strategic Tool for Planners and Decision-Makers from Egypt*, International Labour organization, Cairo, (January 21st to January 25th 2018).

14. *Establishing career guidance and job placement cells under the Skills-21 Project, Bangladesh*, International Labour Organisation, Dhaka, (July 2018 – December 2019).
15. *Career Guidance Policy and Practice: A strategic tool for planners and decision makers from Ukraine*, Kyiv, International Labour Organisation (September, 2019).
16. *Capacity Building for the Delivery of Career Guidance and Livelihood Planning Services for Children from Economically Disadvantaged Homes in Tamilnadu, India*, UNICEF, Chennai, India (March 2019 – April 2021).
17. *Provide technical support for the design of a culturally based vocational guidance assessment tool for Tunisia*, International Labour Organisation, Tunisia (2019 – 2020).
18. *Development of Concept Note for Strengthening Employment Support Services (ESS) and Developing Terms of Reference for Job Portal for Bangladesh* International Labour Organisation, Dhaka (August 2020 – 2021).
19. *Technical Support Towards Development of Questionnaire for Rapid Assessment Reports of Reskilling and Upskilling needs in Response to the COVID-19, in various African countries*, International Labour Organisation, Pretoria (June – December 2020).
20. *Provision of Career Guidance Services in Lebanon, through an online course*, International Labour Organisation, Turin, (March 2021).
21. *Development of Handbook on Career Guidance for Youth who are Socially and Economically Disadvantaged*, Transparency International, Male, Maldives (January 2024 – ongoing).
22. *Development of a course on career guidance and livelihood planning for TVET instructors*, Colombo, GIZ (Under discussion for implementation in 2025).
23. *Development of a Culturally Resonant Career Management System to Support the Career Development of Nepali Youth*, Helvetas, Katmandu, Nepal (Under discussion for implementation in 2025).

Annexure B

Teaching, Research Supervision, Curriculum Development

Faculty role

1. Social Science courses for Higher Secondary students (1995 – 2000). Course Leader. Subjects taught: Social Psychology, Developmental Psychology, Theories of Personality, as per the curriculum of the Central Board of Secondary Education of India.
2. Career guidance policy and practice: A strategic tool for planners and decision makers (2013-2019). Course Leader. Offered by the International Labour Organisation International Training Centre, Turin, Italy.
3. Courses on Methods for Social Science Research, Counselling Psychology, Competency Based Learning Outcomes Oriented Approaches to Curriculum Development (2013 – ongoing). Module Leader at the Martin Luther University for masters and doctoral students and faculty.
4. Courses in social science, counselling and career psychology, culture and clinical practice, social cognitive approaches, for Bachelor's / Post Graduate students at various universities (1997- ongoing).
5. Theory and practice of career and livelihood planning (2013 – 2019). Module Leader at the Tata Institute of Social Sciences, India for Masters students.

Supervision of M.Phil. / Doctoral Students

Gideon supervises Masters, MPhil and PhD Theses at the Martin Luther Christian University as the first supervisor and as an advisor at institutions in other countries.

Curriculum Development for Academic Programmes

1. Development of curriculum for M.Phil course on Career and Livelihood Planning (2005- 2006).
2. Development of a postgraduate certificate course for practitioners in Basic Skills for Career Counselling (2017).
3. Development of curricula on contemporary, culturally grounded Bachelors courses in Psychology for the Martin Luther Christian University.
4. Development of a skills-oriented curriculum for Masters courses in Psychological Counselling for the Martin Luther Christian University.

Annexure C

Research, Surveys and Intervention Studies

Surveys and Intervention Studies (Indian)

1. A career guidance pilot study in Tamil Nadu (South India) (2019-20) for students from economically disadvantaged homes to create a model for government funded upscaling to the entire province. *Funded by UNICEF (South India).*
2. An impact analysis of participation in career guidance (2010), a comparison of the relative outcomes of two types of career guidance interventions in Bangalore, South India. *Sponsored by The Promise Foundation.*
3. Supervision of a PhD thesis at the Martin Luther Christian University: Exploratory study comparing the career aspirations of boys and girls in Meghalaya (2009), a study of gender influences on career development in a matriarchal, tribal society.
4. Exploratory study comparing 8 different caste groups in India (2008), to understand the cultural variables that influence the delivery of counselling services. *Sponsored by The Promise Foundation.*
5. Relevance of counselling interventions for high school students (2007), an intervention study and comparative analysis of Indian and Western counselling techniques in the Indian context. *Funded by Jacobs Foundation (Switzerland).*
6. Counselling needs in the Indian context, indications from exploratory studies (2005), a survey of three socioeconomic status groups. *Funded by Liechtensteinischer Entwicklungsdienst (LED, Liechtenstein).*
7. Work Orientations and Responses to Career Choices (WORCC-IRS) (2005), a pan-India survey that queried Indian youths' attitudes toward work, employment and livelihoods. The study was conducted in 15 different regions of the country, in 8 different languages on a sample of over 8000 individuals. *Funded by Sir Ratan Tata Trust, India; National Institute for Advanced Studies, India; IBM Foundation, USA.*
8. Dynamics surrounding the prevention of child labour (2004), an intervention study, comparing 3 educational programmes for child labourers. *Funded by International Labour Organisation (India office).*
9. Understanding influences on school performance (2003), a survey to understand the academic profile of children from low socio-economic status backgrounds who are at high risk to drop out of school. *Funded by National Foundation for India.*
10. Career planning orientations of Indian high school boys: A study of socioeconomic and social cognitive variables (2002), *Funded by National Foundation for India.*
11. Bullying and abuse in boarding schools (2002), the implementation of an anti-bullying programme in 3 boarding schools in India. *Funded by Lawrence School (India).*

12. Careers in the curriculum (2001), an intervention study integrating career counselling programmes into the government school system. *Funded by Liechtensteinischer Entwicklungsdienst (LED, Liechtenstein)*

Surveys and Intervention Studies (International)

1. Understanding the aspirations of immigrants: A retrospective study (2000-17) based upon Husserl's hermeneutical phenomenology that draws upon my interviews with 84 immigrants from 35 developing countries living in 9 high-income countries. The work led to the development of the Cultural Preparedness Model of Aspiration and Engagement. *Sponsored by The Promise Foundation.*
2. Needs analysis of career guidance requirements (2019), a survey of youth in 4 districts of Bangladesh, to generate a data base for the development of an evidence-based career guidance and job placement programme. *Bangladesh. Funded by International Labour Organisation (ILO).*
3. Profiling of orientations to work and livelihood amongst adolescents (2018), a survey of high school students in 8 districts of Nepal, to develop a culture sensitive career guidance and counselling system for the country. *Nepal. Funded by Enssure-Helvetas.*
4. Implementation of a culturally resonant career guidance programme for community schools in Nepal (2018), an intervention study using a quasi-experimental, pre-post intervention design, on a sample of 635 high school students. *Nepal. Funded by Enssure-Helvetas.*
5. Understanding the career guidance needs of post-war Tamil adolescents and youth in North Sri Lanka (2016), a survey of youth in six districts to generate a data base for the development of an evidence based career guidance programme for the region. *Sri Lanka. Funded by Deutsche Gesellschaft Fur International Zusammenarbeit (GIZ).*
6. Understanding the career guidance needs of high school students in rural Vietnam (2014), a survey of students in four rural districts of Vietnam, to generate a data base for the development of an evidence based career guidance programme for the region. *Vietnam. Funded by International Labour Organisation (ILO).*
7. Assessment of the outcomes of a career guidance and social marketing campaign (2007), an intervention study using a quasi-experimental, pre-post intervention design, on a sample of 291 high school students. *Republic of Maldives. Funded by Asian Development Bank (ADB).*
8. Community responsiveness to government sponsored developmental initiatives (2004), a survey of unemployed youth in the Republic of Maldives. *Republic of Maldives. Funded by World Bank.*
9. Psychological needs assessment survey (2004), a national survey of children and adolescent survivors of the genocide. *Rwanda. Funded by UNICEF.*

Annexure D

Awards and Research Grants

- 2005 – 2015: Grant Value: US\$ 80,000. Principal-Investigator for grant from the Liechtensteinischer Entwicklungsdienst (LED, Liechtenstein) for the implementation of preventive mental health programmes for disadvantaged children.
- 2006 – 2007: Grant Value: US\$ 25,000. Principal-Investigator for grant from Sir. Ratan Tata Trust (India) for a multi-regional survey (Work Orientations and Responses to career Choices – Indian Regional Survey), that queried attitudes toward work, employment and livelihoods amongst Indian youth. The survey was conducted in 15 different regions of the country, in 8 languages with a sample of over 8000 individuals.
- 2006 – 2010: Grant Value: US\$ 250,000. Principal-Investigator for grant received from the Jacob's Foundation (Switzerland) to build culturally relevant resources for India in the area of career counselling. The project included development of a career counselling programme, teacher training programmes and MPhil level university based programmes for work force development in the field of career guidance and counselling.
- 2006 – 2015: Grant Value: US\$ 150,000. Co-Investigator for grant received from IBM Foundation (USA, Australia and India) to establish Early Learning Centres around India and train teachers to manage these centres effectively.
- 2015 - 2016: Grant Value: US\$ 75,000. Co-Investigator for grant received from Tech Mahindra Foundation to conduct a psychological needs analysis of students in Government Schools and make suggestions for improvements.
- 2017 - 2019: Grant Value: US\$ 32,000. Principal-Investigator for grant received from ANZ Bank, to mainstream career guidance services in one school district.
- 2019 – 2021 ongoing: Grant Value: US\$ 60,000. Principal-Investigator for grant received from UNICEF (South India), to develop a capacity building system for the delivery of career guidance and livelihood planning services for children from economically disadvantaged homes in Tamilnadu, India.
- 2020 – 2022: Grant Value: 1.85 million British Pounds. Co-Investigator for grant received from United Kingdom Research and Innovation Fund (UKRI) and the Global Challenges Research Fund (GCRF) for a multi-country study on literacy learning.

Annexure E

Key Publications

Authored Books

1. Arulmani, G and Nag-Arulmani, S. (2004). Career Counselling: A handbook. McGraw Hill, New Delhi, India.

Books under preparation

1. Arulmani, G (work in progress). The cultural preparedness approach for research and intervention in counselling services. To be published by Sage, India.
2. Arulmani, G (work in progress). The question is the answer: Techniques for career mental health research. To be published by New York: Springer.
3. Arulmani G (work in progress). Ting, Ting, Tang, Tong: Listen to the Blacksmith's Song. This is the first a series introducing children to traditional occupations. To be published by Shillong: MLCU Press.

Edited Book

1. Arulmani, G., Bakshi, A., J., Watts, A. G., & Leong, F. T. L. (Eds.). (2014). Handbook of career development: International perspectives. New York: Springer.

Book Chapters

1. Arulmani, G. (in press). Culture and Multiculturalism. Elgar Encyclopaedia of Career Development. Cheltenham, UK: Elgar Publishers.
2. Arulmani, G. (in press). Cultural Preparedness and Career Guidance in Education. In M. McMahon and N. Arthur (Ed.), Palgrave International Handbook of Career Guidance in Education. London, UK: Palgrave MacMillan.
3. Arulmani, G., Kumar S. (2023). Livelihood Thinking for Career Development: Rethinking Work from Alternative Perspectives. In D. L. Blustein, Flores, L. Y. (Ed.), Rethinking work: Essays on building a better workplace. New York: Routledge.
4. Arulmani, G. (2023). Rethinking Education, Training and Work: Time for a Great Re-think? NORRAG Special Issue (08: The Education-Training-Work Continuums: Pathways to socio-professional inclusion for youth and adults).
5. Arulmani, G., Kumar, S. Shrestha, S., Viray, M & Aravind, S. (2020). The Cultural Preparedness Perspective. In P. Robertson, T. Holley and P. McCash (Eds.), Oxford Handbook of Career Development. Oxford: Oxford University Press.
6. Aravind, S., Arulmani, G. (2019). Understanding the career development of children with dyslexia: The cultural preparation process model of career

- development. In N. Arthur., R. Neault. & M. McMahon (Eds.), *Career theories and models at work: Ideas for practice* (pp.11-20). Toronto, Canada: CERIC.
7. Arulmani, G. (2018). Cultural preparedness: Equilibrium and its alteration. In M. McMahon & N. Arthur (Eds.), *Contemporary theories of career development: International perspectives* (pp. 195-208). London, United Kingdom Routledge.
 8. Arulmani, G. (2016). Contexts and circumstances: The cultural preparation process approach to career development. In McMahon, M. (Ed.). (2016). *Career counselling: Constructivist approaches* (pp. 79-90). Abingdon, Oxon: Routledge.
 9. Arulmani, G. (2015). The question is the answer: The cultural preparedness approach to assessment for career guidance. In M. McMahon & M. Watson (Eds.), *Career Assessment: Qualitative Approaches* (pp. 207-220). Netherlands: Sense Publishers.
 10. Kumar, S., & Arulmani, G. (2015). Career Fairs: Maximizing career learning. In M. McMahon & W. Patton (Ed.), *Ideas for career practitioners: Celebrating excellence in career practice* (pp. 73-80). Melbourne, Australia: Australian Academic Press.
 11. Arulmani, G. (2014). The cultural preparation process model and career development. In G. Arulmani, A. Bakshi, F.T.L. Leong & A. G. Watts (Eds.), *Handbook of career development: International perspectives* (pp. 81-104). New York, USA: Springer International.
 12. Arulmani, G. (2014). Assessment of interest and aptitude: A methodologically integrated approach. In G. Arulmani, A. Bakshi, F. T. L. Leong & A. G. Watts (Eds.), *Handbook of Career Development: International Perspectives* (pp. 609-630). New York: USA: Springer International.
 13. Arulmani, G., & Murthy, S. (2014). "I don't want to make candles!" Supporting the career development needs of those recovering from mental illnesses. In G. Arulmani, A. Bakshi, F.T. L. Leong & A. G. Watts (Eds.), *Handbook of career development: International perspectives* (pp. 513-538). New York: USA: Springer International.
 14. Almeida, N., Marques, A., & Arulmani, G. (2014). Evaluation of the quality of career guidance centres. In G. Arulmani, A. Bakshi, F. T. L. Leong & A. G. Watts (Eds.), *Handbook of career development: International perspectives* (pp. 659-670). New York: USA: Springer International.
 15. Chatzichristou, S & Arulmani, G (2014). The labour market and career development in the 21st Century. In G. Arulmani, A. Bakshi, F. T. L. Leong & A. G. Watts (Eds.), *Handbook of career development: International perspectives* (pp. 241-254). New York: USA: Springer International.
 16. Devika, V.R, & Arulmani, G. (2014). Mahatma Gandhi's ideas for work, career and life. In G. Arulmani., A. J. Bakshi., F.T.L. Leong. & A. G. Watts (Eds.),

Handbook of career development: International perspectives (pp. 105-120). New York: Springer.

17. Kumar, S., & Arulmani, G. (2014). Understanding the labour market: Implications for career counselling. In G. Arulmani, A. Bakshi, F. T. L. Leong & A. G. Watts (Eds.), Handbook of career development: International perspectives (pp. 225-240). New York: USA: Springer International.
18. Ramachandran, K., & Arulmani, G. (2014). Mind the twist in the tale: The story as a channel for culture-resonant career counseling. In G. Arulmani, A. Bakshi, F. T. L. Leong & A. G. Watts (Eds.), Handbook of career development: International perspectives (pp. 431-452). New York: USA: Springer International.
19. Arulmani, G. (2010). Enough for my mealie-meal: The cultural preparedness approach to career guidance. In Kobus Maree (Ed.), Career counselling: Methods that work. pp. 45-74. Johannesburg: Juta Academic.
20. Arulmani, G. (2009). Tradition and modernity: The cultural preparedness framework for counselling in India. In L. H. Gerstein, P. P. Heppner, S. Aegisdottir, S. A. Leung & K. L. Norsworthy (Eds.), International handbook of cross-cultural counselling: Cultural assumptions and practices worldwide (pp. 251-262). California: Sage Publications.
21. Arulmani, G., & Nag-Arulmani, S. (2001). The child in the community: Multiple dimensions to disadvantage. In G. Mohan Kumar, A. Umapathy, & S. Bhogle (Eds.), Readings in child development (pp. 143-165). Bangalore: Prasaraanga, Bangalore University.

Peer Reviewed Journal Publications

1. Arulmani, G. (2019). The cultural preparedness model of aspiration and engagement: Understanding the dynamics of integration. British Journal of Guidance and counselling, 47(1), 20- 34.
2. Shrestha, S., Regmi, S., Aravind, S., Arulmani, G. (2018). Development of a culturally resonant career guidance programme for community schools in Nepal: The process and outcomes. Indian Journal of Career and Livelihood Planning, 7(1), 3-14.
3. Arulmani, G. (2014). Career guidance and livelihood planning. Indian Journal of Career and Livelihood Planning, 3, 9-11.
4. Arulmani, G. (2013). Career Psychology: A cultural approach for India. Psychological Studies, 58(4), 395-405.
5. Arulmani, G. (2012). The cultural preparedness approach to working with career beliefs. Indian Journal of Career and Livelihood Planning, 1 (1), 44-49.

6. Arulmani, G. (2011). Striking the right note: The cultural preparedness approach to developing resonant career guidance programmes. *International Journal of Educational and Vocational Guidance*, 11 (2).
7. Arulmani, G., Bakshi, A., Watts, A.G. (2011). East and West: New concepts for career guidance: Editorial. *International Journal of Educational and Vocational Guidance*, 11 (2).
8. Arulmani, G. (2011). Receive in order to give: Eastern cultural values and their relevance to contemporary career counselling contexts. Occasional Paper: Faculty of Education, Canterbury Christ Church University, 16-22.
9. Arulmani, G (2011). Instilling Hope: Meanings and realities for career guidance. *VejlederForum: Danish Professional Career Guidance Journal*, 14 (3).
10. Arulmani, G. (2009). The internationalization of career counselling: Bridging cultural processes and labour market demands. *Asian Journal of Counselling*, 16(2), 149-170.
11. Arulmani, G. (2010). Career counselling: A mechanism to address the accumulation of disadvantage. *Australian Journal of Career Development*, 19(1), 7-12.
12. Arulmani, G. (2010). The cultural preparedness approach to careers services. *Career Guidance Today, the membership journal of the Institute of Career Guidance.*, 2(2), 23-25.
13. Arulmani, G. (2008). You're driving me nuts: The outcomes of career counselling in multicultural contexts? *Careers*, 35(1), 36-40.
14. Arulmani, G & Abdulla, A. (2007). Capturing the ripples: Addressing the sustainability of the impact of social marketing. *Social Marketing Quarterly*, 13 (4), 84 - 107.
15. Arulmani, G. (2007). Counselling psychology in India: At the confluence of two traditions. *Applied Psychology: International Review*, 56 (1), 69-82.
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17. Arulmani, G. (2006). Privilege and disadvantage: Impact on transition into the world of work. *Seminar Magazine*, 563-570.
18. Arulmani, G. (2006). Facilitating career discovery. *Journal of the Krishnamurthy Schools*. 3 (1), 10- 15.
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22. Arulmani, G. (1993). The sky is the limit: The psychology of career decision making. *Journal for Education, Planning and Administration*, 1(1), 14-16.

Annexure F

DEVELOPMENT OF TOOLS

1. Strengths and Accomplishments Questionnaire (2019 - ongoing). A mixed methods approached to assessing strengths and aptitudes – Adaptations for Tunisia in Arabic and French, Bangladesh in Bangla, Nepal in Nepali, Sri Lanka in Tamil, Sweden in Swedish and Vietnam in Vietnamese. Funded variously by the *International Labour Organisation, Helvetas, City of Goteborg and GIZ*.
2. Comprehensive Student Information Protocol (2016). A blended approach for the comprehensive assessment of Interests and Aptitudes. This tool has been adapted for online deployment through internet-based platforms including administration of the test, scoring and report generation. *Funded by The Promise Foundation*.
3. Multiple Potentials Interest Inventory (MPII) (2013). An interest inventory based on the multiple intelligences framework, for identification of career and occupational interest profiles developed for developing world/emerging economy contexts. *Funded by The Promise Foundation*.
4. Multiple Potentials Test-5 (MPT-5) (2010). An aptitude test based on the multiple intelligences framework, developed for developing world/emerging economy contexts. *Funded by The Promise Foundation*.
5. Career Preparation Status Questionnaire (2007). A tool to evaluate the outcomes of a career guidance intervention; available in 4 Indian languages and in Nepali, Vietnamese and Dhivehi languages. *Funded variously by The Promise Foundation, International Labour Organisation, World Bank and Helvetas*.
6. Career Path Orientation Scale (2004). Tool for guided introspection; career counselling tool for disadvantaged youth; available in 8 languages. *Funded by Ratan Tata Trust*.
7. Perception of Career Barriers Scale (2004). Tool for guided introspection pertaining career development barriers; available in 8 languages. *Funded by Ratan Tata Trust*.
8. Subject Choice Orientation Scale (2003). Tool to help a student develop deeper insights into personal academic subject preferences; available in 8 languages. *Funded by Ratan Tata Trust*.

9. Career Thoughts and Emotions Scale (2002). Tool for guided introspection pertaining to thoughts and feelings influencing career choices. *Funded by Ratan Tata Trust.*
10. Career and Occupation Awareness Indicator (2002). Rating scale; for assessment of career maturity; available in 8 languages. *Funded by Ratan Tata Trust.*
11. Career Belief Patterns Scale (2000). A tool to understand mindsets and attitudes pertaining to career development. *Funded by The Promise Foundation.*
12. Career Preparation Narratives Profile (2000). Interview schedule for qualitative analysis of career preparation orientations; available in 7 languages. *Funded by The Promise Foundation.*
13. Career and Occupational Prestige Scale (2000). Rating scale to measure occupational prestige perceptions; available in 8 languages. *Funded by The Promise Foundation.*
14. The Socio-Economic Status Profile (1999). Multiaxial interview schedule to assess poverty and socioeconomic status based on Human Development Index; available in 6 languages. *Funded by The Promise Foundation.*

Annexure G

Development of Interventions

Interventions for Emotional Well being

1. Adapted the Rogerian, Cognitive Behavioural and Solution Focused approaches for adolescents, youth and adults in collectivist contexts.
2. Life skills education programmes for youth, concentrating on health, life skills education and leadership development.
3. Therapies for stress mediated disorders drawing upon Cognitive and Dialectical Behaviour Therapy, Assertiveness and Interpersonal Skills Training and Relaxation Training.

Interventions for Career and Livelihood Development

1. *Work Awareness and You (WAY)* a careers education programme, for high school students from economically disadvantaged homes.
2. *Shine*, a careers education programme for high school students from more privileged homes.
3. *Self-Efficacy Training (SET)*, a psychological intervention for unemployed youth that addresses cognitive factors such as career beliefs, self-efficacy and attitudes to career development, in addition to focusing on their work skills development.
4. The *Jiva* approach to career and livelihood planning. This is a culturally mediated approach to career development based on the cultural preparedness framework. This is one of Gideon's most important contributions. Details have been provided in the biographical note. The Jiva approach has been extensively used in India and adapted in nearly 30 countries. More information is available on the Jiva website: www.jivacareer.org

Annexure H

INVITED KEY NOTE PRESENTATIONS AND PAPER PRESENTATIONS

Conference presentations (invited)

1. Arulmani, G (November 2025). *Considerations for an Evidence-Based Philosophy for Contemporary Career Guidance*. Keynote Lecture, presented at the International Conclave on Emerging Career Trends (ICECT 2025). Directorate of General Education, Kerala.
2. Arulmani, G (February 2025). Nature Doesn't Need us, We Need Nature! Deriving Principles for a Psychology of Sustainability from the Natural World. Panel Discussion presented at the Bangalore University Golden Jubilee Celebrations.
3. Arulmani, G (January 2025). Career Guidance, Livelihood Thinking and Sustainability Science: Shaping the Contours of the Future World of Work. Presented at the National Conference on Innovative Practices in School Based Education. Regional Institute of Education, Mysore.
4. Arulmani, G (June 2022). *Rehumanising Work to Meet Contemporary, Post-Pandemic Challenges to Education, Training and Career: Time to Herald the 5th Industrial Revolution?* Keynote Lecture, presented at the NICE International Conference, Riga, Latvia.
5. Arulmani, G. (April, 2021). *Delivering Career Guidance Services in the Post-Pandemic Work Environment*. Webinar held by the Career Industry Council of Australia (CICA) International Webinar Series, Australia.
6. Arulmani, G. (July, 2021). *Re-establishing Equilibrium; Employment Recovery during the Pandemic*. Presentation at the online conference organised by the Center for Career and Personal Development, University of Canterbury, United Kingdom.
7. Arulmani, G. (October, 2020). *Career Learning and Management for Sustainable Livelihoods: Mobilising Knowledge for Career Learning and Career Management*. Keynote Presentation at the online conference organised by the Department of Higher Education and Training, Government of South Africa.
8. Arulmani, G. (September, 2019). *Career guidance in transition economies: New lamps for old?* Presentation at the IAEVG International Conference, Slovakia.
9. Arulmani, G. (April, 2019). *Cultural Preparedness: An Overview of Theory and Practice*. Workshop conducted for the Career Guidance Unit of the Education Authority of Oslo, Norway.
10. Arulmani, G. (June 2019). *Leading career development services into an uncertain future: Ensuring access, integration and innovation*. International

Centre for Career Development and Public Policy. Keynote Presentation at the symposium of the International Centre for Career Development and Public Policy, Tromsø, Norway.

11. Arulmani, G. (September 2018). *Through the Looking Glass: Shifting perspectives to promote cultural sensitivity*. Symposium Chair. IAEVG International Conference, Gothenburg, Sweden.
12. Arulmani, G. (September 2018). *Has the Future Happened?* Symposium. IAEVG International Conference, Gothenburg, Sweden.
13. Arulmani, G. (September, 2018). *Mirror, mirror on the wall: Cultural preparedness and career beliefs*. Lecture presented at the University of South Eastern Norway, Drammen, Norway.
14. Arulmani, G. (September, 2018). *Career development: Ideas from non-western cultures*. University of South Eastern Norway, Drammen, Norway.
15. Arulmani, G., Kumar, S., & Paul, J. (2017). Career Education and Job Training in Asian Countries: Country Paper from India. 2017 NYPI & ARACD International Conference, Sejong: NYPI.
16. Arulmani, G. (June, 2017). *Multicultural issues in career guidance: Understanding and applying the cultural preparedness approach*. Faculty of Education, University of Malta.
17. Arulmani, G. (June, 2017). *Working with career beliefs?* Workshop. Faculty of Education, University of Malta.
18. Arulmani, G. (November, 2016). *The career development needs of immigrants*. Workshop. IAEVG International Conference, Madrid, Spain.
19. Arulmani, G. (November, 2016). *Precarity, automation and the future of work: Implications on career development policy and practice*. Symposium. IAEVG International Conference, Madrid, Spain.
20. Arulmani, G. (September, 2016). *Culture, aspiration and engagement*. Keynote Presentation at the NICE Academy. Lecture. Canterbury Christ Church University, Medway, UK.
21. Arulmani, G. (September 2016). *The truth and nothing but...? Reflections on error and bias in research design*. Workshop at Canterbury Christ Church University, Medway, UK.
22. Arulmani, G. (September, 2016). *The Aspiration-Engagement Model: A cultural preparedness framework to understand the interplay between individuals' career development aspirations and their engagement with services provided by the State*. Key Note address presented at the NICEC Conference on Rethinking career development for a globalised world. University of Derby, UK.

23. Arulmani, G. (April, 2016). *Hei = Salaam = Cześć = Is ka warran? The cultural preparedness approach to career development*. Key Note address presented at the National Seminar of the Lillehammer University College, Norway.
24. Arulmani, G. (June, 2016). *The history of work and basic concepts in career guidance*. International Training Centre, International Labour Organisation, Turin, Italy.
25. Arulmani, G. (September, 2015). *Culture and career development*. Presentation at the IAEVG International Conference, Japan. Along with 2 workshops and 1 symposium.
26. Arulmani, G (October, 2015). *Career development of immigrants*. Lecture at the Stockholm University, Sweden.
27. Arulmani, G. (June, 2015). *Career guidance and vocational education and training*. ILO, International Training Centre, Turin. Italy.
28. Arulmani, G. (May, 2015). *Career Guidance: An orientation*. Workshop at the Youth Academy, ILO, International Training Centre, Turin. Italy.
29. Arulmani, G. (September, 2014). *Migration and transcultural career guidance and counselling*. Key note address presented at the Network for Innovation in Career Guidance and Counselling in Europe (NICE) conference on Innovating Career Guidance and Counselling - Working Together, in Europe to Support Youth Employment, Mobility and Social Inclusion, at Canterbury, United Kingdom.
30. Arulmani, G. (October, 2014). *Career guidance and TVET: Issues and considerations for streaming youth into career paths*. Key note address presented at the Professional Orientation and Career Guidance Conference of the Gesellschaft für Internationale Zusammenarbeit (GIZ), at Belgrade, Serbia.
31. Arulmani, G. (June, 2014). *Counselling models for the contemporary, multicultural context*. Presentation at the International Association for Educational and Vocational Guidance (IEAVG) international conference, in Quebec, Canada.
32. Arulmani, G. (2013). *Notions of wellness and positivity: Five principles from Eastern thought*. Key note presentation at the International Conference on Enhancing Health, Wellbeing and Sustainability: Opportunities, Challenges and Future Directions, Nirmala Niketan, University of Mumbai, India.
33. Arulmani, G. (December 2012). *Thematic summary of international policy in relation to guidance and counselling*. Keynote presentation at Sixth International Symposium on Career Development and Public Policy, organised by the International Centre for Career Development and Public Policy and the Hungarian LLG Council, Budapest, Hungary.

34. Arulmani, G. (November 2011). *The impact of social and economic change on traditional work-based learning – a framework for culture resonant approaches in India*. Keynote presentation at the European Training Foundation's international consultation on Work Based Learning, Turin, Italy.
35. Arulmani, G. (October, 2011). *The counselling profession in India: Status, challenges, innovations and future directions*. Keynote address delivered at the National Counselling Seminar, organized by the Nirmala Niketan Institute of Home Science, University of Mumbai, India.
36. Arulmani, G. (September, 2011). *Myths within: Exploring the story's psychological elements*. Keynote address delivered at the Singapore International Story Telling Festival, at the Singapore National Museum, organized by the National Book Development Council of Singapore.
37. Arulmani, G. (September, 2011). *Touching tales: Storytelling as a culturally resonant counselling technique*. Workshop presented at the Singapore International Story Telling Festival, at the Singapore National Museum, organized by the National Book Development Council of Singapore.
38. Arulmani, G. (September, 2011). *Happily ever after: A workshop on using stories to help adolescents meet life's challenges*. Workshop presented at the Singapore International Story Telling Festival, at the Singapore National Museum, organized by the National Book Development Council of Singapore.
39. Arulmani, G. (May 2011). *Receive in order to give: Eastern cultural values and their relevance to contemporary career counselling contexts*. Presentation at the Centre for Career and Personal Development, Canterbury Christ Church University, UK.
40. Arulmani, G. (October 2010). *Facilitating career development amongst disadvantaged students*. Workshop presented at the IAEVG-Jiva International Conference on Guidance and Counselling, Bangalore, India.
41. Arulmani, G. (January 2010). *Culturally resonant services for guidance and counselling*. Workshop presented at the IAEVG International Careers Conference, New Zealand.
42. Arulmani, G. (March 2010). *Skills for career counselling in multicultural contexts*. Workshop at the Career Education Association of Victoria, Australia
43. Arulmani, G. (April 2008). *Cultural Preparedness: Resources to facilitate self-mediated career development in multicultural contexts*. Presentation at the annual symposium of the Careers Research and Advisory Council, Canterbury, United Kingdom.
44. Arulmani, G. (April 2008). *"Break something: Rules for example": Boredom, conformity and peer pressure*. Workshop at the annual symposium of the Careers Research and Advisory Council, Canterbury, United Kingdom.

45. Arulmani, G. (October, 2007). *Harnessing diversity for career counselling*. Keynote address delivered at the 3rd International Symposium on Career Development and Public Policy, Scotland, United Kingdom.
46. Arulmani, G. (October, 2007). *A 'suitable job': The influence of the community on orientations to work in multicultural contexts*. Invited lecture delivered at the Institute of Career Guidance, Canterbury, United Kingdom.
47. Arulmani, G., Christo, G., & Kumar, S. (2007). India Country Report for the 4th International Symposium on Career Development and Public Policy (22-25 October 2007, Aviemore, Scotland). (<https://www.iccdpp.org/wp-content/uploads/2014/02/IS2007-COUNTRY-Reports.pdf>)
48. Arulmani, G. (November 2007). *The relevance of guidance and counselling to immigrants*. Invited lecture delivered at the Department of Education, Gothenburg, Sweden.
49. Arulmani, G. (November, 2007). *Counselling and guidance services in multicultural contexts: Policy issues to ensure sustainability*. Invited lecture at the Department of Education, Victoria, Australia.
50. Arulmani, G. (November, 2007). *Privilege and disadvantage – A young person's transition into the world of work from a socio economic and cultural perspective*. Workshop for policy makers at the Department of Education (Youth Affairs), Victoria, Australia.
51. Arulmani, G. (November, 2007). *Cultural diversity and career choices*. Keynote address delivered at the Annual Conference of Careers Advisers Association of New South Wales, Australia.
52. Arulmani, G. (November, 2007). *"You're driving me nuts!" Outcomes of counselling in multicultural contexts?* Presentation at the Annual Conference of the Career Education Association of Victoria, Australia.
53. Arulmani, G. (2007, April). *Choices and circumstances: Contextual realities and career counselling*. Presentation delivered at the Australian Association of Career Counsellors, Perth, Australia.
54. Arulmani, G. (2006, November). *Skills for career preparation: A bridge into the world of work for disadvantaged youth*. Workshop for career counsellors at the Canterbury Christ Church University, United Kingdom.
55. Arulmani, G. (2006, November). *Adopt...Adapt or Discover? Cultural signposts for career guidance in a globalising world*. Public Lecture at the National Institute for Careers Education and Counselling, Cambridge, United Kingdom.
56. Arulmani, G. (2006, December). *Pride and prejudice: How do they matter to career development?* Annual Lecture at the Centre for Guidance Studies, University of Derby, United Kingdom.

57. Arulmani, G. (2006). *The relevance of career guidance to the Indian young person*. Presented at the First Regional Consultative Meeting on Vocational Education and Training held by the Government of India, Planning Commission, Bhopal, India.
58. Arulmani, G. (2006). *Making career choices: An important developmental task for the Indian adolescent*. Presented at the National Institute of Public Co-operation and Child Development's National Consultation on Adolescence, Bangalore, India
59. Arulmani, G. (2006). *Privilege and disadvantage: Challenges before the Indian career counsellor*. Keynote at the National Consultation on Career Psychology held by The Promise Foundation, Bangalore, India.
60. Arulmani G. (2005). *Career psychology and career counselling: Core concepts for a Work and Education curriculum*. Keynote presented at the National Council for Education, Training and Research's consultation on a National Curriculum Framework, Sevagram, India.
61. Arulmani, G. (2005). *Social-cognitions: A backdrop to the interaction between education and fruitful employment*. Invited lecture presented at the 8th UKFIET International Conference on Education and Development, Oxford, United Kingdom.
62. Arulmani, G. (2005). *Choices and circumstances: Contextual influences on career development*. Keynote presented at a Round Table Consultation on School to Work Transition, Intermediation in Development Countries of the Human Sciences Research Council, Pretoria, South Africa.
63. Arulmani, G (2004). *Career development interventions for the psychiatrically ill: Methods from Cognitive Behavioural interventions*. Presented at the National Conference on Behavioural Medicine of the National Institute of Mental Health and Neurosciences, Bangalore, India.
64. Arulmani, G (2004). *Providing guidance and counselling services for rehabilitated child labourers*. Presented at the National Institute of Public Co-operation and Child Development training programme for State-Level officers, Bangalore, India.
65. Arulmani G. and Nag-Arulmani, S. (September, 2003). *Skills to deal with career beliefs*, Presented at the International Conference of the International Association for Educational and Vocation Guidance, Bern, Switzerland.
66. Arulmani G. and Nag-Arulmani, S. (May, 2002) *Home away from home: Some clues to address the career counselling needs of immigrants*. Presented at the World Congress of the International Association for Educational and Vocational Guidance, Warsaw, Poland.

67. Arulmani, G & Nag-Arulmani (2001) *Applying psychology for children in poverty: The experience of a non governmental organisation*. Presented at the National Workshop on Child Development, National Resource Centre for Child Development, Bangalore University, Bangalore, India.
68. Arulmani, G. & Nag-Arulmani, S. (2000). *Self-Efficacy training for empowering an anti bullying campaign: A case study*. British Psychological Society, Lancaster, United Kingdom