ALAGAPPA UNIVERSITY

(A State University Established in 1985)
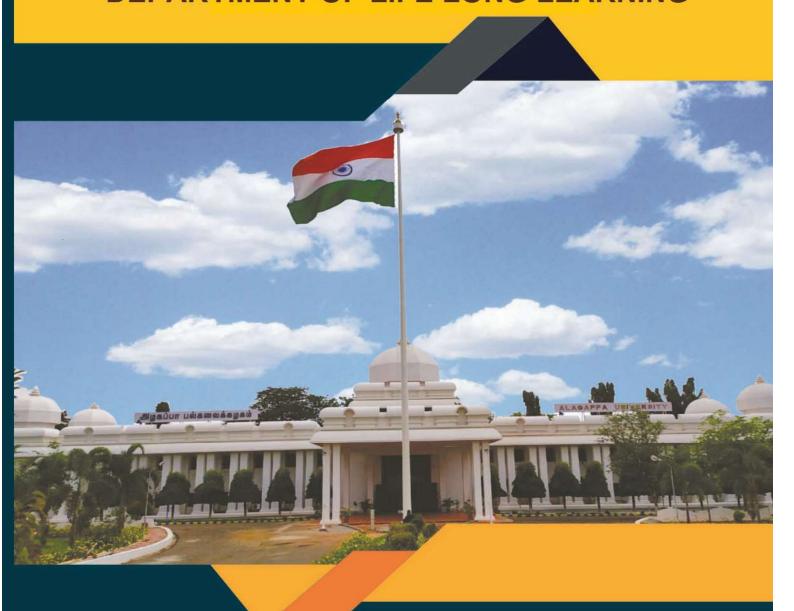
Karaikudi - 630003, Tamil Nadu, India

DEPARTMENT OF LIFE LONG LEARNING

M.A., LIFE SKILL EDUCATION

[Choice Based Credit System (CBCS)]

[For the candidates admitted from the academic year 2021-22

List of Content

1. General Objectives

The objectives of the course are to familiarize students in theoretical foundation in Life Skill Education, prepare students in training methodologies, enable students to apply Life Skill in various spheres, develop professionals in Life Skill Education and enhance the ability to contribute as youth workers specialized in the area of Life Skill Education. This programme provides strong theoretical background blended with practical experience. Innovative pedagogic methods, Internships and Learning by doing through extension programmes and field work are the unique features of this Programme. This course also helps to foster the social responsibility of the students and enhance their positive and healthy behaviour. After undergoing the two year course in Life Skill Education, students are enhanced with employability skills to be absorbed in Corporate/HR set ups, Schools, NGO's and Community Organizations, Adolescent Health Medical Counseling Centre's, Health Organizations and Government Organizations like NYK and NSS as well as self- employment.

This programme is offered under Choice Based Credit System (CBCS). The CBCS enables the students to select variety courses as per his interest and requirement. Acquiring knowledge in the related fields is advantageous to the students. Fast learners can earn more credits than the stipulated minimum of 90 credits. The programme is structured in such a way to impart more knowledge in Life Skill Education.

2. Specific Objectives

1. To enable the students to understand the different areas of Life Skill and its importance.
2. To learn social and interpersonal skills.
3. To enable the students to develop self-confidence, critical thinking, foster independence and how to communicate with people more effectively.

3. Learning outcomes of the students

On successful completion of the programme

1. The students gain Practical and Theoretical knowledge in the field of Life Skill.
2. The students develop interest in the field of Human Communication and its importance.
3. The students improve the knowledge and skills to make use in their day-to-day life.

4. Eligibility for Admission
A Bachelor's Degree in any discipline

5. Duration of the Course
The course for the degree of M.A (Life Skills Education) shall consist of two academic years divided into four semesters. Each Semester consist of 85 working days.

IV. Course of Study

M.A (Life Skill Education)

CBCS - Structure of the Programme M.A (Life Skill Education)

Seme ster	Course Code No.	Name of the Course	No. of Credits	Contact Hours	Marks I	E	Total
		I SEMESTER					
I	518101	Introduction to Life Skills	5	5	25	75	100
	518102	Core Life Skills	5	5	25	75	100
	518103	Life Skills across Life Span	5	5	25	75	100
		Electives (Any 2)					
	518104	Elective - I - Rural Practicum **	3	6	25	75	100
	518105	Elective - II – Photography **	3	6	25	75	100
	518106	Elective - III – Visual Literacy & Videography **					
	518107	Elective - IV - Yoga & Meditation					
	518108	Value Based Course – Public Speaking **	2	3	25	75	100
		Total	**23**	**30**	**150**	**450**	**600**
		II SEMESTER					
II	518201	Educational Psychology	5	5	25	75	100
	518202	Theoretical Foundations of Life Skills	5	5	25	75	100
	518203	Life Skill Training	5	5	25	75	100
		Electives (Any 2)					
	518204	Elective - V - Practicum in Applied Life Skills **	3	6	25	75	100
	518205	Elective - VI - Psychological Experiments **	3	6	25	75	100
	518206	Elective - VII - New Media Communication					
	518207	Elective - VIII -Knowledge Management					
	518701	**Non Major Elective Course – I**	2	3	25	75	100
	MOOCs	* Self-learning course SLC-I	-	-	-	-	-
	518208	Internship ***	4	***	25	75	100
		Total	**27**	**30**	**175**	**525**	**700**
		III SEMESTER					
	518301	Research Methodology	5	5	25	75	100
	518302	Personality Development	5	5	25	75	100
	518303	Organisational Behaviour	5	5	25	75	100
		Electives (Any 2)					

III	518304	Elective – IX – Entrepreneurship Development	3	6	25	75	100
	518305	Elective – X – ICT Skills	3	6	25	75	100
	518306	Elective – XI – Emotional Intelligence					
	518307	Elective – XII – Human Resource Management					
	518702	**Non Major Elective Course- II**	2	3	25	75	100
	MOOCs	Self-learning course SLC-II	-	-	-	-	-
		Total	**23**	**30**	**150**	**450**	**600**

IV SEMESTER							
IV	518401	Guidance and Counselling	5	5	25	75	100
		Electives (Any 2)					
	518402	Elective – XIII - Audio Visual Production **	3	6	25	75	100
	518403	Elective - XIV - Communication & Presentation Skill	3	6	25	75	100
	518404	Elective – XV – Radio Jockey **					
	518405	Elective – XVI - Environmental Education					
	518999	Project Work #	6	12	25	75	100
		Library		1			
		Total	**17**	**30**	**100**	**300**	**400**
		GRAND TOTAL	**90**	**120**	**575**	**1725**	**2300**

Project work = 75 marks + 25 marks Viva-Voce = 100

***Internship = 25 marks diary + 50 marks report + 25 marks Viva -Voce = 100

***Internship for the students will be four weeks

SLC – Self Learning Course (MOOCs)

* Credits earned through self learning courses (MOOCs) shall be transferred in the credit plan of the program as extra credits.

* The board of Studies may decide the number of Core and Elective courses to be offered in every semester.

** Considered as Practical Papers

*Non Major Elective Course I and II:

Non Major Elective Course – I	
518701	Life Skill Education
Non Major Elective Course- II	
518702	Professional Career & Development

6. Teaching Methodologies

The classroom teaching would be through conventional lectures and Audio - Visual Aids presentation. The lecture would be such that the student should participate actively in the discussion. Student seminars would be conducted and scientific discussions would be arranged to improve their communicative skill.

In the laboratory, instruction would be given for the experiments followed by demonstration and finally the students have to do the experiments individually. Student's capacity is assessed by appropriate measuring tools and if their capacity is at low level special attention is given.

7. Examinations

The examination shall be three hours duration to each course at the end of each semester. The candidate failing in any course(s) will be permitted to appear for each failed course(s) in the subsequent examination.

Practical examinations for M.A (Life Skill Education) should be conducted at first, second, third and fourth semester.

At the end of the fourth semester Viva – voce will be conducted for Internship programme along with work diary, report submitted by the student. One internal and one external examiner will conduct the Viva-Voce jointly.

At the end of fourth semester viva-voce will be conducted on the basis of the Project work / Dissertation report submitted by the student. One internal and one external examiner will conduct the viva-voce jointly.

VIII.   Pattern of Question Paper

The question paper consists of three parts as Part – A, Part – B & Part – C.

Part - A consist of 10 questions (Answer all questions)   10 X 02   = 20 Marks

Part - B consist of 5 questions (Either or type)   05 X 05   = 25 Marks

Part - C consist of 5 questions (Answer any three)   03 X 10   = 30 Marks

Total   **= 75 Marks**

IX. Distribution of marks for practical examinations

(Internal marks 25 + External Marks 75)

Practical	Marks
Hands on training / Experiment	40
Records / Reports	20
Viva-voce	15
Total	**75**

X. Project Work

Conceptualization of subject and Research Problem	15 marks
Analytical Reservation of Review of Literature	10 marks
Presentation of Methodology '	20 marks
Data Analysis & Dissertation	20 marks
Final Draft & Presentation	10 marks
Viva – Voce	25 marks
Total	**100 Marks**

(a) Plan of Work:

The student should prepare plan of work for the dissertation, get the approval of the guide and should be submitted to the university during the fourth semester of their study. In case the student wants to avail the facility from other University/laboratory, they will undertake the work with the permission of the guide and acknowledge the alien facilities utilized by them.

The duration of the dissertation research shall be a minimum of three months in the fourth semester

(b) Project Work outside the Department:

In case the student stays away for work from the Department for more than one month, specific approval of the university should be obtained.

(c) No. of copies/distribution of project work:

The students should prepare **four** copies of dissertation and submit the same for the evaluation by Examiners. After evaluation one copy is to be retained in the Department library and one copy is to be submitted to the Department and one copy for guide and one copy can be held by the student.

(d)Format to be followed:

The format/certificate for dissertation to be submitted by the students are given below:

Format for the preparation of project work:

      (a) Title page
      (b) Bonafide Certificate
      (c) Acknowledgement
      (d) Table of contents

CONTENTS

Chapter No.	TITLE	Page No.
1.	Introduction	
2	Review & Related Literature	
3.	Research Methodology	
4.	Analysis and Interpretation	
5.	Discussion & Conclusion	
6.	Bibliography	
7.	Appendices	

Format of the Title Page:

<div align="center">

TITLE OF THE PROJECT

Project Submitted in partial fulfillment of the requirement for the Degree of M.A (Life Skill Education) to the Alagappa University, Karaikudi - 630 003.

by

Students Name:

Register Number:

Department of Lifelong Learning
Alagappa University
Month and Year

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Format of Declaration of the Candidate:

</div>

 Name and class of the student

<div align="center">

DECLARATION

</div>

I hereby declare that the Project entitled _____ submitted to ALAGAPPA UNIVERSITY for the award of the degree of MASTER OF ARTS IN LIFE SKILL EDUCATION is my original work and that it has not previously formed the basis for the award of any degree, diploma/associate ship or any other similar title of any other University or Institution.

Signature of HOD   Signature of the Student

<div align="center">

Format of the Certificate given by Supervisor:
CERTIFICATE

</div>

This is to certify that the project entitled --submitted in partial fulfillment of the requirement of the degree of M.A (Life Skill Education) to the Alagappa University, Karaikudi is a record of bonafide research work carried out by --------------------------under my supervision and guidance and that no part of the project has been submitted for the award of any degree, diploma, fellowship or other similar titles or prizes and that the work has not been published in part or full in any scientific or popular journals or magazines.

Date: Signature of Guide
Place:

XI. Village Extension Programme (VEP)

The Sivaganga and Ramnad districts are very backward districts, where a majority of the people lives in poverty. The rural mass is economically and educationally backward. Thus the aim of the introduction of this Village Extension Programme (VEP) is to extend outreach programs in environmental awareness, hygiene and health to the rural masses of this region.

The students in their first and third semester have to visit any one of the villages within the jurisdiction of Alagappa University and can arrange various programmes to educate the rural masses in the following areas for three days. A minimum of two faculty members can accompany the students and guide them.

1. Environmental Awareness
2. Hygiene and Health

This course is a compulsory course for all the M.A (Life Skill Education) students of Alagappa University.

XII. Passing Minimum

The candidate shall be declared to have passed the examination if the candidate secures a minimum of 45 % in the University external examination and 50% of the total (Int+Ext) marks.

For the project work and viva-voce a candidate should secure 50% of the marks for pass. The candidate should compulsorily attend viva-voce examination to secure pass in that course.

Candidate who does not obtain the required minimum marks for a pass in a course/Project Report shall be required to appear and pass the same at a subsequent appearance.

XIII. Classification of Successful Candidates

Candidates who secure not less than 60% of the aggregate marks in the whole examination shall be declared to have passed the examination in First Class. All other successful candidates shall be declared to have passed in the Second Class. Candidates who obtain 75% of the marks in the aggregate shall be deemed to have passed the examination in First Class with Distinction provided they pass all the examinations prescribed for the course at the first appearance. Candidates who pass all the examinations prescribed for the course in the first instance and within a period two academic years from the year of admission to the course only are eligible for University Ranking.

A candidate is deemed to have secured first rank provided he/she
(i) should have passed all the courses in first attempt itself
(ii) should have secured the highest overall grade point average (OGPA)

XIV. Maximum Duration for the Completion of the Course

The maximum duration for completion of M.A (Life Skill Education) Programme shall not exceed ten semesters.

XV. Commencement of this Regulation

These regulations shall take effect from the academic year 2021-22.i.e., for students who are to be admitted to the first year of the course during the academic year 2021-22 and thereafter.

XVI. Code and Grading.

1. Legend

5	1	8	X	Y	Z

518 LIFE SKILL EDUCATION – M.A.

X Semester No.

Y Course   0 – Core

Z Course number

2. Each student should take 86 credits as core course 4 credits in Non Major Elective, totaling at least 90 credits to complete M.A Life Skill Education degree course.

3. Each course carries 5 or 4 or 3 or 2 credits with 75 marks in the university examination and 25 marks in C.I.A. The university examination will be of three hours duration.

4. For a pass in each course, the candidate is required to secure at least 50% in the university examinations and 50% in the aggregate. (Including C.I.A).

5. If the total aggregate marks obtained by the candidate is X%, put   together for all courses comprising the 90credits, then,

Raw Score	Grade	Description	Grade Points
90 and above	O	Outstanding	9.0 – 10.0
80 to 89	A	Very Good	8.0 – 8.9
70 to 79	B	Good	7.0 – 7.9
60 to 69	C	Very poor	6.0 – 6.9
50 to 59	D	Satisfactory	5.0 – 5.9
Less than 50 F	Failure		
	I	Inadequate Attendance'	
	W	Withdrawal from the course	

XVII. Medium of Instruction

The Medium of Instruction for the programme M.A Life Skill Education is English.

XVIII. Syllabus

DEPARTMENT OF LIFELONG LEARNING

Course Structure – M.A Life Skill Education

Internship should be of four weeks duration

Semester - I			
Course Code : 518101	**Introduction To Life Skills**	**Credits:5**	**Hours:5**
Objectives	➢ To make the students aware of Life Skill Education ➢ To help the students to understand Life Skills Based Education Life Skills Training ➢ To make the students aware of approach and behaviour in Life Skill		
UNIT-I	Introduction, Definition and Importance of Life Skills Livelihood Skills, Survival Skills and Life Skills Life Skills Education, Life Skills Approach, Life Skills Based Education Life Skills Training - Implementation Models		
UNIT-II	Evolution Of The Concept Of Life Skills Genesis of the Concept - UN Inter-Agency Meeting - Hamburg Declaration - Quality Education and Life Skills: Dakar Framework - Life Skills Education in the Indian Context		
UNIT-III	LEARNING - Learning and Performance, Learning and Cognitive Development, Learning and Maturation - Adult Learning - Approaches to Learning: Behaviouristic and Cognitive Approaches - Theory of Social Learning: Albert Bandura - Bloom's Taxonomy of Learning Outcomes - Rogers Situated Learning		
UNIT-IV	Pillars Of Education And Life Skills The Four Pillars of Education - Learning to Know - Learning to Do - Learning to Live Together - Learning to Be Learning Throughout Life		
UNIT-V	Practicum Analyze the Life Skills Approach in School Curriculum		

Reference and Text Books:

Delors, Jacques (1997). Learning: The Treasure Within, UNESCO, Paris..

Dakar Framework for Action, (2000). Education for All: Meeting our Collective Commitments, Dakar, Senegal.

Life Skills Resource Manual, Schools Total Health Program, (2006). Health Education and Promotion International Inc., Chennai.

Morgan and King, (1993). Introduction to Psychology, Tata McGraw-Hill Publishing Company Ltd, New Delhi.

Nair .V. Rajasenan, (2010). Life Skills, Personality and Leadership, Rajiv Gandhi.2 National Institute of Youth Development, Tamil Nadu.

Nair. A. Radhakrishnan, (2010). Life Skills Training for Positive Behavior, Rajiv.6 Gandhi National Institute of Youth Development, Tamil Nadu.

Rao P.L. (2008). Enriching Human Capital through Training and Development, Excel Books, Delhi.

Santrock W.John (2006). Educational Psychology. (2nd Edn.)New Delhi: Tata.7 McGraw-Hill Publishing Company Ltd.

Singh Madhu, (2003). Understanding Life Skills, Background paper prepared for Education for All: The Leap to Equality

UNESCO (1997). Adult Education: The Hamburg Declaration,

UNESCO, Paris.. UNESCO (2005). Quality Education and Life Skills: Darkar Goals, UNESCO, Paris.

UNESCO and Indian National Commission for Co-operation with UNESCO(2001). Life Skills in Non-formal Education: A Review

WHO (1999). Partners in Life Skills Education: Conclusions from a United Nations. Inter-Agency Meeting, WHO, Geneva.

YUVA School Life Skills Programme: Handbook for Teachers, Vol. I – IV, (2008), Department of Education and State Council of Educational Research and Training, Delhi.

Outcomes	Students will be able to aain Self Competence and Confidence. Students will be able to inculcate the knowledge of Life Skill. Students will be able to understand the basic humanity.

Name of the Course Teacher

Dr.N.Johnson

Semester - I			
Course Code: 518102	**Core Life Skills**	**Credits:5**	**Hours:5**
Objectives	➢ To make students learn about Self Awareness and Concepts. ➢ To make students aware about the basics of thinking . ➢ To help students in preparation of Coping Strategies of Life Skills		
UNIT-I	Social Skills and Negotiation Skills Introduction, Life Skills: Generic, Problem Specific and Area Specific Skills Self-Awareness - Definition, Types of Self - Self Concept, Body Image, Self Esteem - Techniques used for Self Awareness: Johari Window, SWOT Analysis Empathy - Sympathy, Empathy & Altruism Effective Communication - Definition, Functions, Models, Barriers Interpersonal Relationship - Definition, Factors affecting Relationships		
UNIT-II	Thinking Skills Thinking - Nature, Elements of Thought - Types of Thinking - Concept Formation, Reasoning Creative and Critical Thinking - Definition, Nature, Stages Problem Solving - Definition, Steps in Problem Solving - Factors Influencing Problem Solving Decision Making - Definition, Process, Need - Consequences, Models of Decision Making - Goal Setting		
UNIT - III	Coping Skills Coping with Emotions - Definition, Characteristics, Types - Classification: Wheel Model, Two-Dimensional Approach - Coping Strategies Coping with Stress- Definition, Stressors - Sources of Stress - The General Adaptive Syndrome Model of Stress - Coping Strategies Life Skills Work in Combination- Thinking Skills, Social Skills, and Coping Skills		
UNIT - IV	Practicum Design and Development of Module		
UNIT - V	Measuring Life Skills - Life Skills Assessment Scale		

Reference and Text Books:

Baron.A.Robert. Branscombe. R. Nyla et al. (2010). (12 Edn.). Doorling Kindersley India Pvt. Ltd.

Dahama O.P., Bhatnagar O.P, (2005). Education and Communication for Development, (2nd Edn.), Oxford& IBH Publishing Co. Pvt. Ltd. New Delhi.

Debra McGregor, (2007).Developing Thinking; Developing Learning - A guide to thinking skills in education, Open University Press, New York, USA

Duffy Grover Karen, Atwater Eastwood, (2008). (8th Edn.), Psychology for LivingAdjustment, Growth and Behaviour Today, Pearson Education Inc, New Delhi.

Family Health International, NACO, USAID (2007), Life Skills Education tool kit for Orphans and vulnerable children in India

Hockenbury (2010). Discovering Psychology, Worth Publishers. New York

Hurlock, B. Elizabeth (2007). Personality Development, Tata Mc Graw Hill Publishing Company Limited, New Delhi.

Jane S Halonen, John W. Santrock, (2009), Psychology: Context & Application, McGraw-Hill Companies Inc., Third Edition, USA

Mangal S.K., (2008). An Introduction to Psychology, Sterling Publishers Pvt. Ltd., New Delhi.

Nair .V. Rajasenan, (2010). Life Skills, Personality and Leadership, Rajiv Gandhi National Institute of

Youth Development, Tamil Nadu.

Nair. A. Radhakrishnan et al., (2010). Life Skills Assessment Scale, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.

Nair. A. Radhakrishnan, (2010). Life Skills Training for Positive Behaviour, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.

Prakash B. (Ed). (2003). Adolescence and life skills Common Wealth Youth Program, Asian Center, Common wealth Secretariat. New Delhi: Tata McGraw Hill.

RGNIYD. (2008). Facilitators Manual on Enhancing Life Skills. Tamil Nadu

Stella Cottrell, (2005). Critical Thinking Skills: Developing Effective Analysis and Argument, Palgrave Macmillan Ltd., New York

Outcomes	Students will be able to familiarize themselves with the basics of Core Life Skills. Students will be able to develop the general understanding of Social and Negotiation Skills Students will be able to create understanding about the Thinking and coping skills

Name of the Course Teacher
Dr.M.Neethi Perumal

Semester - I			
Course Code: 518103	**Life Skills Across Life Span**	**Credits:5**	**Hours:5**
Objectives	➢ To make students learn about the meaning of Physical, Cognitive, and Psycho-Social Development of Adolescence. ➢ To make students aware about the basics of Early and Late Childhood. ➢ To help students to understand the Characteristics of aging and longevity		
UNIT-I	Introduction Theories of Life Span Development Piaget's Cognitive Development Erick Erickson's Psycho-Social Development Theory Vygotsky's Socio-Cultural Theory of Development, Uriebronfenbrenner- Biological Theory		
UNIT-II	Early And Late Childhood Early Childhood - Characteristics and Developmental tasks - Physical, Cognitive, Motor Skills, Language and Psycho-Social Development - Self Concept, Autonomy and Moral Behaviour - Socialisation and internalization - Physical, Psychological, Social, Moral and Personality Hazards - Happiness in Early childhood Late Childhood: The developing self-the child in the school. - Characteristics and Developmental tasks - Physical, Cognitive, Emotional, Moral Development - Skills, Speech, Emotions and emotional expressions, Play interests, - Moral attitudes and behaviour - Socialisation and Sex Role Stereotyping - Self development - Physical and Psychological Hazards - Happiness in Late Childhood		
UNIT - III	Puberty And Adolescence Puberty Stages and Characteristics - Physical changes at puberty and effects of puberty changes. - Physical and Psychological concerns during puberty Adolescence, Characteristics and Developmental Tasks - Physical changes and emotionality - Adolescent interests, Social change and Moral behaviour - Adolescent relationship with parents, siblings peers and society - Adolescent issues and concerns		
UNIT - IV	Adulthood Early Adulthood- Characteristics and changing interests in Early Adulthood - Physical, Cognitive and Moral development - Marital Life and Marital adjustments - Parenthood and Parenting Styles - Personal and Social issues in Early Adulthood Middle Adulthood- Vocational Adjustments - Marital Adjustments - Parental Adjustment		
UNIT - V	Late Adulthood - Characteristics of aging and longevity - Changes in Motor and Mental Abilities - Physical and Mental Health Care concerns - Adjustments to Physical change and Family life - Adjustment to vocation, Retirement and Life Long Learning - Models of Coping in Late Adulthood - Dealing with Death and Beveavement		

Reference and Text Books:

American Psychological Association. (2004). Guidelines for psychological practice with older adults. American Psychologist, 59, 236-260.

Arnett, J. (2004). Emerging adulthood: The winding road from the late teens through the twenties. New York, NY: Oxford University Press.

Benjamin, L. T. (Ed.) (2008). Favorite activities for the teaching of psychology. Washington, DC: American Psychological Association.

Benjamin, L. T., Nodine, B. F., Ernst, R. M., & Broeker, C. B. (Eds.). (1999). Activities handbook for the teaching of psychology, Vol. 4. Washington, DC: American Psychological Association.

Biggs, S., Phillipson, C., & Kingston, P. (1995). Elder abuse in perspective. Rethinking aging series. Buckingham, Philadelphia: Open University Press.

Bruer, J. T. (1999). The myth of the first three years: A new understanding of early brain development and lifelong learning. New York: Free Press.

Douglas W. Nangle, Cynthia A. Erdley and Rebecca A. Schwartz-Mette Social Skills Across Life Span, Academic Press

Freiberg, K. (2006). Annual editions: Human development 07/08. New York, NY: McGraw Hill.

Hurlock B.Elizabeth, (2007). Developmental Psychology: A Life Span Approach, (5th Ed), Tata Mc Graw Hill Publishing Company Ltd. New Delhi

Papalia E. Diane et al., (2005). Human Development, (9th Ed.), Tata Mc. Graw Hill, New Delhi

Salkind. J. Neil, (2004). An Introduction to Theories of Human Development, Sage Publications, New Delhi

Santrock, W. J. (1998). Child Development, (8th Ed), Tata Mc Graw Hill, Boston

Santrock, W. J. (2007). Adolescence, Tata Mc Graw Hill, Boston

Outcomes	Students will be able to familiarize themselves with the basics of Self concept
	Students will be able to develop the general understanding of Adolescent relationship with parents, Siblings peers and society.
	Students will be able to create understanding about the Late Adulthood

Name of the Course Teacher

Dr.N.Johnson

Semester - I			
Course Code: **518104**	**Elective - I - Rural Practicum**	**Credits:3**	**Hours:6**
Objectives	➢ To enable the students to know the basics of handling the camera ➢ To promote the students to capture photos using different lights ➢ To enable the students to make use of technical aspects of camera		
	RURAL CAMP Duration: **Pre-camp Preparation- 8 field work days + on camp: 5 days.** The actual rural camp is preceded by two weeks of camp preparation to actual camp. This will include pilot visits to the village (s) for identification of the camp site, projects to be Implemented, and to liaise with local community, various NGO's and Government departments to conduct the rural camp in a particular place. Objectives: The objective of the rural camp is: 1. To make the social work trainees to experience group living and to initiate and participate in development work in a village identified by the department and the students together. 2. To expose the students to rural life and living. 3. To enable the students to learn by carrying out development projects after identifying local need. 4. To help them develop capacities and attitudes suitable for a group living. 5. To inculcate the spirit of working in a team. 6. To practice the skills developed during the project field work component. **Process:** • The entire class shall be divided into various groups called committees namely Project, Transport, Food, Medical, Housekeeping and Health, Finance and the like. Student coordinators and members will be nominated to these committees. For overall coordination two student camp leaders will also be elected. • Faculty members as camp directors and supervisors in charge of the respective committees will guide, facilitate the working the committees. • There by the whole class to plan and execute the rural camp by working out the logistics, contributing and mobilizing necessary resources for the conduct of the camp. • The whole process will be documented and evaluated by the class in terms of camp experience, outcome and learning with reference to the objectives specified. self-evaluation.		
Outcomes	The following Skills are developed by the students Group living Planning, co-ordination, participation, cooperation,		

	capacity to organize, resource mobilization, sense of responsibility,

Name of the Course Teacher

Dr.M.Neethi Perumal

Semester - I			
Course Code: **518105**	**Elective - II – Photography**	**Credits:3**	**Hours:6**
Objectives	➢ To enable the students to know the basics of handling the camera ➢ To promote the students to capture photos using different lights ➢ To enable the students to make use of technical aspects of camera		
	1. Portrait. 2. Landscapes. 3. Three point Lighting (Key, Fill , Back lights). 4. Candid Photography. 5. News Photography. 6. Sports Photography. 7. Macro Photography. 8. Depth of Field. 9. Aperture Priority. 10. Flash Photography. 11. Rule of Third. 12. Exposure Compensation. 13. Available Lighting. 14. Photo essay. 15. Digital Art.		
Outcomes	The students acquire the practical knowledge and they make use of their skill to capture good pictures.		

Name of the Course Teacher
Dr.N.Johnson

Semester - I			
Course Code: 518106	**Elective – III - Visual Literacy & Videography**	**Credits:3**	**Hours:6**
Objectives	➢ To understand the aspects of the Visual Language ➢ To develop Visual Sensitivity and improve the ability to use this language wisely and critically ➢ To acquire knowledge and skill in Photography and Videography		
UNIT-I	Foundational concepts of Visual Literacy: Perceptual theory, Physiological aspects, imagery and memory, historical development. Definition of visual literacy; perceptual aesthetics and visual language. Communication models, nonverbal communication: study of Symbols, body language and object language. .		
UNIT-II	Visual Theories: Basic visual concepts and Principles: Gestalt Theory, Gestalt psychology, constructivism; Perceptual Theories: Role of Perception, semiotics, cognitive.		
UNIT - III	Visual Cues: Colour, Form, dot, lines, shapes, 2D and 3D forms, texture; Depth, perspective, size and proportion, movement; Composition and visual-balance; visual/verbal relationships; design considerations for visuals.		
UNIT - IV	Videography Lighting and Sound - natural and artificial lighting, dramatic effect and special effect lighting; three point, high key and low-key lighting. Basics of Sound recording, microphones, sound manipulation.		
UNIT - V	Grammar of Videography - Set design and costume. Camera Movements. Production Team; Single-Camera and Multi-Camera Production. Different genre in Studio production - Interview, Educational Shows, Drama, PSA, Game Shows, reality shows. Anchor, News Reader. Out-door Production - ENG (Electronic News Gathering) and EFP (Electronic Field Production).		

Reference and Text Books:

Allan Wurtzel, "Television Production" McGraw Hill Book Co., 1983.

Barbara London, Jim Stone John Upton, "Photography" 10th Edition, Pearson, New York, 2010.

Ben Long, "Complete Digital Photography", 6 th Edition, 2011.

Berger Arthur Asa, [2008]Seeing is Believing, McGraw , New York

George Haines, "Learning Photography", Hamlyn publishing Group, London, 1992.

Joss A. Smith Watson, [1999] The Pen & Ink Book: Materials and Techniques for Today's Artist, Watson- Guptill.

Judith Wilde Watson, [2000] Visual Literacy: A Conceptual Approach to Graphic Problem Solving, Watson-Guptill.

Moore David M., Dwyer Francis M. [1994], Visual Literacy: A Spectrum of Visual Learning, Englewood Cliffs, New Jersey.

Sr. Mary Peter Claver and Sr. Mary Jyosita, "First Steps to TV-Video Production", Bharathi Bhawan, Patna, 1992.

Outcomes	Students will be able to understand the concepts of Visual Literacy
	Students acquire the knowledge to differentiate between Visual Literacy and Videography.
	Students are able to understand the grammar of videography for effective execution.

Name of the Course Teacher
Dr.M.Neethi Perumal

Semester - I			
Course Code: 518107	**Elective - IV - Yoga & Meditation**	**Credits:3**	**Hours:6**
Objectives	➢ To understand and to be equipped with the concepts of yogic practices and asana. ➢ To be equipped with the knowledge of upanisadas and importance in one's life ➢ To be equipped with the knowledge of yoga sutra, astang yoga ➢ To become familiar with the difference between Yoga & Meditation		
UNIT-I	**Introduction:** Meaning - Definition and Scope of Yoga - Aim, Objectives and Functions of Yoga, - Yoga in early Upanishads - The yoga sutra - General Consideration - Need and importance of yoga in Physical Education in Sports.		
UNIT-II	**Foundation of Yoga:** The Astanga Yoga (Eight limps of yoga): Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhayana and Samadhi - Types of Yoga - Karma Yoga, Raj Yoga, Jnana Yoga and Bhakthi Yoga.		
UNIT - III	**Asanas:** Types of Pranayama- Methods and Benefits, Effect of Asanas and Pranayama on various system of the body, Classification of asanas with special reference to Physical Education in Sports - Influence of relaxative and meditative posture on various system of the body - Types of Bandhas, mudras and Kriyas-Methods and Benefits - Types of Chakras, Nadis and its Benefits.		
UNIT - IV	**Meditation:** Meditation - Meaning – Concept – Types of Meditation – Positive Health – Mental Health – Techniques to control the mind – Easy meditation techniques		
UNIT - V	**Yoga Education:** Research - Basic, Applied and Action Research in Yoga - Yoga Education Centers in India and Abroad - Competitions in Yogasanas – Difference between Yoga & Meditation		
Reference and Text Books: Brown, F.Y. (2000). How to use Yoga. Delhi: Sports publication. Gharote, M.L.&Ganguly, H. (1988). Teaching methods for yogic practice. Lonawala: Kaixydahmoe. Rajjan, S.M. (1985). Yoga strengthening of relaxation for sports man. New Delhi: Allied Publishers. Shankar, G. (1998). Holistic approach of yoga. Delhi: Aditya Publishers. Shekar, K.C. (2003). Yoga for health. Delhi: KhelSahitya.			
Outcomes	Students will be able to understand the yoga and its historical development. Students acquire the knowledge to differentiate between various stages of astanga yoga. Students are able to understand about the importance of meditation		

Name of the Course Teacher
Dr.M.Neethi Perumal

	Semester – I		
Course Code: 518108	**Value based course - Public Speaking**	**Credits:2**	**Hours:3**
Objectives	Through this paper the students will develop competence in application of life skills for ➢ To understand and demonstrate speaking processes through invention, organization, drafting, revision, editing, and presentation. ➢ To understand the importance of specifying audience and purpose and to select appropriate communication choices. ➢ To understand and appropriately apply modes of delivery in oral communication		
UNIT-I	**Introduction Speech** This is a warm-up 1 minute speechabout you in an effort for us all to get to know each other. This should help you feel more comfortable speaking in front of your classmates.		
UNIT-II	**Informative Speech**: This is a 5-7 minute speech informing your classmates about a topic of your choice. We will model our speeches after TED Talks. The purpose of this speech is to sharpen research skills and provide credible evidence for your claims. Along with your in-class presentation, you will be required to turn in (on Blackboard) your speech outlines and references.		
UNIT-III	**Persuasive Speech**: This is a 5-7 minute speech that will require you to craft effective arguments and to define and refute potential counterarguments. The purpose of your speech should be to request your audience to perform an action or to shift thoughts and feelings. Along with your in-class presentation, you will be required to turn in (on Blackboard) your speech outlines and references.		
UNIT-IV	**Sensory Aid Speech**: This is a 5-7 minute speech that utilizes visual, audio, or other non-verbal tools. The focus of the speech will be to enhance your claims with effective tools. You may revisit a topic or idea from your informative or persuasive speech. Along with your in-class presentation, you will be required to turn in (on Blackboard) your speech outlines and references.		
UNIT-V	**Special Occasion Speech**: This is a 2 minute speech modeled after something that you may be asked to give in real life. This can be a wedding toast, a graduation speech, a keynote, an introduction, etc. You choose. This will be an opportunity to further practice language selection and audience adaptation in a less formal environment.		

Reference and Text Books:

https://www.mindtools.com/CommSkll/PublicSpeaking.htm

http://gtu.ge/Agro-Lib/successful-public-speaking.pdf

http://www.office.xerox.com/latest/XOGFL-45U.pdf

http://promeng.eu/downloads/training-materials/ebooks/soft-skills/effective-communication-skills.pdf

Dale Carnagey (AKA Dale Carnegie) and J. Berg Esenwein (2005) "The Art of Public Speaking" – e book

Stand Up, Speak Out - The Practice and Ethics of Public Speaking.pdf –e book -
http://www.saylor.org/books

Scott berkun (2010) Confessions of Public speaker published O"REILLY, Cambridge-e-book

Dale Carnegie (1981)How To Win Friends And Influence People –e-book

Outcomes	This helps the students to learn the Life skills in Social context It enables the students to grab the opportunity to Deal With Suicide and Abuse problems through Life skills

Name of the Course Teacher

Dr.N.Johnson

Semester - II			
Course Code: 518201	**Educational Psychology**	**Credits:5**	**Hours:5**
Objectives	➢ Obtain knowledge on the concepts and perspectives in Positive psychology ➢ Articulate the implications Positive Psychology in the process of Psycho-social Development of Human development. ➢ To learn the various factors involved in of positive youth development. ➢ Acquire skills through applied Positive psychology		
UNIT-I	**Psychology:** An Overview Introduction - Psychology Meaning - History of Psychology -Branches of Psychology - Research Methods in Psychology-Psychology of Learning and Education -Learning - Summary		
UNIT-II	**Behavioural Learning theories** Introduction - classical conditioning by Ivan Pavlov - Classical Conditioning in Daily Life - Behaviourism - Watson's Experiments - Edward L.Thorndike - Implications of Thorndike's Theories - Operant Conditioning by B.F.Skinner - Schedules of Reinforcement		
UNIT-III	**Cognitive Learning Theories Introduction:** Cognitive - Gestalt Theories of Learning - Problem Solving by Insight - Piaget's Theory of Learning - Piaget's Theory: Application in the Classroom - Social Learning Theory: Albert Bandura - Modeling, Imitation and Reinforcement - Application of Social Learning Theory		
UNIT-IV	**Critical and creative Thinking** Introduction - Some Perspectives about Teaching Thinking - Definitions of Thinking - Attributes of Good Thinkers- A programme for Teaching Thinking Critical Thinking-Components of Critical Thinking-Socratic Questioning to Enhance Critical Thinking-Creative Thinking- Definition of Creative Thinking - The Creative Process-The Creative Person		
UNIT-V	**Motivation and Learning Introduction -** Some Thought on Emotion and Learning-Motivation - Expectancy Value Theory - Valuing Task - Expecting Success		

Reference and Text Books:

Snowman, J.&McCown, R.Biehler, R.F.(2012).Psychology applied to teaching (13th ed.). Wadsworth Cengage Learning.

Bryan, H. (2010) Education – Study and teaching (Graduate).London:SAGE

Wade, C. & Tavaris, C.(2010) Psychology.(7th ed.) Upper Saddle River, NJ:Prentice Hall.

Slain, R.E. (2011).Educational Psychology:Theory and Practice.(10thEdition),Pearson.

Ames, C. (1992). Classroom: Goals, Structure and student motivation.

Eggen, P., & Kauchak, D. (1999). Educational Psychology. New Delhi: Prentice-hall of India Private Limited.

Kottler, J. A., &Kottler,E. (2007). Counseling Skills for Teachers, 2/E. Corwin Press

Woolfolk, A. (2004). Educational Psychology, 9th Edition. Delhi: Pearson Education.

Alan Carr (2004), Positive Psychology: The Science of Happiness and Human Strength, Brunner Routledge.

Gillham, J.E. (Ed). (2000). The Science of Optimism and Hope: Research Essays in Honor of Martin E. P. Seligman. Radnor, PA: Templeton Foundation Press.

Peterson, C. & Seligman, M. E. P. (2004). Character strengths and virtues: A handbook and classification. Washington, D.C.: American Psychological Association.

Peterson, Christopher & Seligman, M.E.P. (2004). Character Strengths and Virtues A Handbook and

	Classification. Washington, D.C.: APA Press and Oxford University Press.
	Snyder and Shane .J. Lopez (2007). Positive psychology – The Scientific Practical Exploration of Human strengths, Sage publications, New Delhi. Snyder and Shane .J. Lopez (2007). Positive psychology – The Scientific Practical Exploration of Human strengths, Sage publications, New Delhi. Snyder, C. R., & Lopez, S. J. (Eds.). (2002). Handbook of positive psychology. New York: Oxford University Press.
Outcomes	Students will understand the basic assumptions, principles and concepts of educational psychology. Students will be able to understand Cognitive Learning Theories Students will evaluate the difference between critical and creative thinking Students will be able to apply psychological approaches in daily living.

Name of the Course Teacher

Dr.N.Johnson

Semester - II			
Course Code: 518202	**Theoretical Foundations of Life Skills**	**Credits:5**	**Hours:5**
Objectives	➢ This course aims at providing the foundations in psychology and social psychology as they form the basis for life skills education. ➢ This paper will help the students to get familiar with theories, compare and contrast the theoretical approaches. ➢ Utilize the theoretical insights into further research into life skills education as well as the creation of training content for life skills.		
UNIT – I	**Theories on learning and behavioral change in social contexts** Social Learning Theory: Albert Bandura Social Influence Theory: Herbert Kelman Social Inoculation Theory: William J. McGuire		
UNIT–II	**Theories on Self** Self through the social lens- Looking Glass Self, I and Me of Self- Self and the Psychoanalytic lens—Introduction to the ideas of the post-Freudians. – Jung, Klein and Kohut. Self through the Cultural Lens-Independent and Interdependent 'Self ways'- Self and the role of self-focused attention in behavioral change – Self - determination theory; Ryan and Deci, Self Affirmation Theory: Claude Steele		
UNIT – III	**Theories on Problem Behaviour and Decision Making** Problem-Behaviour Theory :Richard Jessor- Gestalt Theory and Problem Solving: Wertheimer- Bounded Rationality, ecological rationality and social rationality : the use of-heuristics in decision making		
UNIT – IV	**Theories on Emotional and Social Intelligence** Early Theories on Emotion: Cannon-Bard, James Lange, Schachter & Singer Theory of Emotional Intelligence: Daniel Goleman; Bar-On; John Mayer, Peter Salovey, David Caruso Attachment Theory: John Bowlby - Multiple Intelligence Theory: Howard Gardner- Flow Theory: Csikszentmihalyi Sternberg's theory of Intelligence		
UNIT – V	**Theories on Risk, Resilience and Coping** Resilience and Risk: The emergence of Prevention Sciences: Masten, Luther, Becker- Theories on Stress Coping: Systemic Stress: Selye's Theory - Psychological Stress: The Lazarus Theory Transactional Models of Stress and Coping – Ways of enhancing resilience and coping skills		

Reference and Text Books:

Adams Bert N., Sydie. R.A. (2002). Sociological Theory. New Delhi: Vistaar Publications

Baron.A.Robert, (2007). Psychology, Prentice-Hall of India Private Ltd, New Delhi

Baron.A.Robert, Branscombe. R., Nyla et al. (2010). (12 Edn.) Doorling Kindersley India Pvt. Ltd.

Carr Alan, (2004), Positive Psychology, Routledge, New York.

Cervone Daniel and Pervin. A. Lawrence,(2008). Personality Theory and Research, John Willey & Sons Inc.USA.

Csikszentmihalyi, Mihaly, (1996). Creativity: Flow and the Psychology of Discovery and Invention, Harper Collins. New York.

Feldman. S. Robert. (2009). Essentials of Understanding Psychology. (7th Edn.) New Delhi: Tata Mc Graw Hill

Goleman D (2007). Social Intelligence, London: Arrow Books

Goleman D,(2004). Emotional Intelligence, Bloomsbury Publishing Plc. Great Britain

Morgan and King (1993). Introduction to Psychology, Tata McGraw-Hill Publishing

Company Ltd, New Delhi.

Myers D.G (2006). Social Psychology ,Tata McGraw-Hill Publishing Company Ltd, New Delhi

Rawat H.K. (2007). Sociology: Basic Concepts. New Delhi: Rawat Publications

Salkind .J. Neil, (2004). An Introduction to Theories of Human Development, Sage Publications, New Delhi

Santrock W.John (2006). Educational Psychology. (2nd Edn.)New Delhi: Tata McGraw-Hill Publishing Company Ltd.

Taylor, Shelley E. et al., (2006). Social Psychology, 12th Edn., Sheel Print and Pack, New Delhi.

Tischler.L.Henry, (1990). Introduction to Sociology, Holt, Rinehart and Winston, Inc., USA.

Outcomes	Learner will gain basic understanding about the theories on learning and behavioral change in social contexts.
	Learners will have the basic knowledge of Emotional and Social Intelligence Students will be able to acquaint themselves in learning the theories on Risk, Resilience and Coping.

Name of the Course Teacher
Dr.M.Neethi Perumal

	Semester – II		
Course Code: 518203	**Life Skill Training**	Credits:5	Hours:5
Objectives	➢ To make students learn about the Training Needs Analysis ➢ To make students aware about Designing and Conducting a Training Programme. ➢ To help students to understand the importance of Group Dynamics		
UNIT-I	**Introduction** :Understanding Training - Key Facets of Training Levels of Training- Modes of Training Understanding Learning - Concept and dimension - Process of Learning in a training programme - Components of learning		
UNIT-II	**Training Needs Analysis** : Understanding and Identifying Training Needs - Levels of Performance and Training Needs: Individual, Organizational and Group - Job, Task, Competency and Performance Analysis, Feedback and Recommendations - Techniques and Steps in Training Need Analysis		
UNIT-III	**Designing and Conducting A Training Programme:** Designing a Training Programme - Formulation of Training Objectives - Preparation of Action Plan Conducting a Training Programme - Meeting and Fulfilling Participants Needs - Making the Training Group Functional and Empowered - Delivering the Programme - Concluding the Programme - Documenting the Programme		
UNIT-IV	**Group Dynamics & Handling Challenging Situations In A Training Programme:** Group Dynamics - Features of Training Group - Types of Participants - Functional and Dysfunctional Behavior of Training Group - Development of Training Group Types of Challenges-Group: Silent Group and Groups moving too fast or slow - Participant: Silent, Talkative and Know All Category - Interaction: Side Tracking, Argumentative, Parallel, Wrong Response and Parallel Discussions - Conflicts: Among the Participants and between Trainers and Trainees Handling Challenges - Diagnosing, Analyzing, and Interviewing - Reducing Barriers and Motivating Participants		
UNIT-V	**Practicum:** Training Need Analysis		

Reference and Text Books:

A. Bandura, Social Foundations of Thought and Action (Englewood Cliffs, NJ: Prentice Hall, 1986);

A. Bandura, "Self-efficacy mechanisms in human behavior," American Psychologist 37 (1982): A. Bandura, Social Foundations of Thought and Action.

Agochiya Devendra (2009). Every Trainer's Hand Book, (2nd Edn.), Sage Publications, California.

B. F. Skinner, Science and Human Behavior (New York: Macmillan, 1953).

Bee R. and Bee F, (1994). Training Needs Analysis and Evaluation. Universities Press. Hyderabad.

Blanchard N.L. and Thacker .J.W (2004). Effective Training: Systems Strategies and Practices, Prentice Hall, Delhi.

Boydell Tom et al., (1996). Identifying Training Needs, University Press India Ltd.

E. A. Locke and G. D. Latham, A Theory of Goal Setting and Task Performance (Englewood Cliffs, NJ: Prentice Hall, 1990).

Ibid. 10. E. A. Locke et al., "Goal setting and task performance," Psychological Bulletin, 90 (1981):

J. Komaki, K. D. Barwick, and L. R. Scott, "A behavioral approach to occupational safety:

Jacqui Gough, (1998). Developing Learning Materials, Universities Press (India) Reprint

JanakiramB(2007). Training and Development, Biztantra, Dremtech Press, New Delhi.

M. E. Gist and T. R. Mitchell, "Self-efficacy: A theoretical analysis of its determinants and malleability," Academy of Management Review,17 (1992): 183–221.

M. L. Broad and J. W. Newstrom, Transfer of Training (Reading, MA: Addison-Wesley, 1992).

Naik G. Pandu(2007). Training and Development: Text, Research and Cases. Excel Book, Delhi.

Pinpointing and reinforcing safe performance in a food manufacturing plant," Journal of Applied Psychology, 63 (1978)

R. M. Gagne and K. L. Medsker, The Conditions of Learning (Fort Worth, TX: Harcourt-Brace, 1996).

Outcomes	Students will be able to know Key facets of training
	It helps the students to know how to Plan and conduct a training programme
	Handling challenging situations in a training programme

Name of the Course Teacher
Dr.N.Johnson

	Semester – II		
Course Code: 518204	**Elective - V - Practicum in Applied Life Skills**	**Credits:3**	**Hours:6**
Objectives	Through this paper the students will develop competence in application of life skills for ➢ Effective learning and planning for career ➢ Social Improvement ➢ Handling psycho-social problems		
UNIT-I	**Life Skills and Career Education** - Goal Setting: Types, Steps - Time Management - Effective Learning: Study Skills and Memory Techniques - Examination Preparation Work/Career - Factors Influencing Career Choice - Career Planning: Importance, Steps - Interview: Types, Preparation, Do's and Don'ts - Life Skills for Effective Learning, Successful Career Planning & Development and Interview		
UNIT-II	**Life Skills In Social Context** Media influence - Types of media: Print, Electronic, New Age Media - Influence of media: Issues and concerns - Life Skills and Media Literacy Social Harmony and National Unity - Indian Social Fabric: Secularism, Pluralism, Peace, Tolerance - Challenges to Social Harmony and National Integration - Life Skills for Social Harmony and National Integration Differently abled - Issues and concerns of differently abled - Life Skills for differently abled Vulnerable and Marginalized Group - Issues and concerns of vulnerable: Orphans, Street children - Concerns of SC and ST - Life Skills for vulnerable and marginalized.		
UNIT-III	**Life Skills for Specific Problems** Peer pressure - Exploring peer relations: positive and negative peer relations - Peer conformity - Life Skills for handling negative peer pressure - Substance abuse and alcoholism - Meaning, type of substance abuse: Tobacco, alcohol, psychoactive substance - Drug addiction, symptoms, causes and effects Alcoholism: symptoms, causes and effects - Life skills for preventing substance abuse		
UNIT-IV	**Life Skills to Deal With Suicide and Abuse** Physical and Sexual Abuse of children - Issues and concerns - Life Skills for preventing and coping with abuse Depression - Common Symptoms of depression - Life Skills to prevent depression Suicide - Concept, suicidal ideation - Myths and warning signs about suicide - Life Skills to avoid suicidal ideation		
UNIT-V	**Personality Assessment** - 16 PF - High School personality questionnaire - Rotters internal and external locus of control - Hans Eysenck: The Dimensions of Personality- Extraversion, Neuroticism, and Psychoticism		

Reference and Text Books:

Arul Aram I, Nirmaldasan, (2009). Understanding New Media, Tata McGraw Hill New Delhi.

Arulmani. G. and ArulmaniSonali Nag, (2005). Career Counselling: A Handbook, Tata Mc Graw Hill Publishing Co., New Delhi.

Duffy Grover Karen, Atwater Eastwood, (2008). (8th Edn.), Psychology for LivingAdjustment, Growth and Behaviour Today, Pearson Education Inc, New Delhi.

Jason J. Burrow Sanchez, (2007). Helping Students Overcome Substance Abuse, Guilford Publication Inc. Canada

John C. Coleman and Leo B. Hendry, (1999). The Nature of Adolescence, Routledge, New York

Kumar .J. Keval, (2008), Mass Communication in India, Jaico Publication India Pvt. Ltd

Liddle A. Howard et al., (2006). Adolescent Substance Abuse - Research and Clinical Advances, Cambridge University Press

Nair. A.R. (2008). Social Integration and Communal Harmony, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.

PanthakiDhun (2005). Education in Human Sexuality: A Sourcebook for Educators, FPA India and IPPF, Mumbai.

RGNIYD (2008). Training Manual for Youth in Social Harmony and National Unity, Tamil Nadu.

Santrock, W.J., (2006). Adolescence, (11th Edn.), Tata Mc Graw Hill Publishing Company, New Delhi.

Stella Cottrell, (2008). The Study Skills Handbook, Palgrave Macmillan Ltd. (3rd Ed), New York

Susan Moore, Doreen Rosenthal,(2006).Sexuality in Adolescence Current Trends, Routledge, London

Outcomes	This helps the students to learn the Life skills in Social context
	It enables the students to grab the opportunity to Deal With Suicide and Abuse problems through Life skills

Name of the Course Teacher
Dr.M.Neethi Perumal

Semester – II			
Course Code: 518205	**Elective VI - Psychological Experiments**	**Credits:3**	**Hours:6**
Objectives	➤ To train the students on the skills of Problem solving and Creativity ➤ To develop the students in reducing their adjustment problems ➤ To gain knowledge about different psychological experiments		
	1. Mirror Drawing 2. Span of Attention 3. Paper Pencil Test 4. Creativity Test 5. Finger Dexterity 6. Division of Attention 7. Muller lyer illusion 8. Intelligence 9. Problem Solving 10. Adjustment		
Outcomes	This helps the students to gain knowledge on different psychological experiments It creates an opportunity for the students to perform paper pencil and performance test.		

Name of the Course Teacher
Dr.N.Johnson

	Semester - II		
Course code: 518206	Elective VII - New Media Communication	Credits:3	Hours:6
Objectives	➤ To make students learn about the concept, theory and definition of new media, basics of computer and CT & IT. ➤ To help them know about Internet and its beginning, their networks and the protocols of Internet. ➤ To make them aware about the Security and Ethical Challenges in Online Journalism		
UNIT-I:	**New Media:** Concepts and Theory: Defining New Media, Terminologies and their Meanings – Digital Media, Communication Technology (CT): Concept and Scope, CT and IT (Information Technology): Similarities and Differences – Telephony – Electronic Digital Exchange, Use of Printer and Scanner, C-Dot - Pagers, Cellular Telephone.		
UNIT-II:	Internet and its Beginnings, Remediation and New Media Technologies, Online Communities, User Generated Content and Web 2.0, Networked Journalism, Alternative Journalism; Social Media in Context- Addiction problems of social media, Fake news, Negative Impact, Activism and New Media; Citizen and Participatory Journalism: Hyper local Journalism; Security and Ethical Challenges in Online Journalism: Security Challenges, Ethics of Online Journalism. Internet: Introduction to Internet Application in Media: Websites and Portals: Static and Dynamic Websites. Various Internet Tools for Fast Dissemination of News, Video and Picturesinternet: LAN, MAN, WAN, E-Mail, Web, Ownership and Administration of Internet, ISPS, WAP, Types of Internet Connections: Dial-Up, ISDN, and Lease-Line. Optical Fibre: Structure, Advantage and Application; Protocols of Internet: SLIP, CSLIP, TCP/ IP, PPP.		
UNIT-III	: WEB PAGE, Websites, Homepages. Introduction to HTTP, HTML, COBOL, ELP, DNS, JAVA; Browsing and Browsers, Bookmarks, Searching: Through Directory Search Engine, Search Resources; Video Conferencing and Telephony, E-Commerce: M-Commerce, Buying, Selling, Banking, and Advertising on Internet. Web Page Development, Inserting, Linking; Editing, Publishing, Locating, Promoting and Maintaining a Website		
UNIT-IV:	Cyber Space-- Information Super Highway- Internet and Information Revolution Fundamentals of Cyber Media Comparison of Cyber Media with Print, TV, Radio Mediums. Advantages & Disadvantages of Cyber Journalism On-Line Editions of Newspapers-Management and Economics; Cyber Newspapers-Creation, Feed, Marketing, Revenue and Expenditure, Online Editing, E-Publishing; Security Issues on Internet; Social, Political, Legal and Ethical Issues Related IT and CT. Tools of Online Journalism: Multimedia, Interactivity, Hyperlinks, Weblogs and Content Management Systems (CMS); New Media and Social Networks: New Media, Social Networking and Media Activities; Websites;		
UNIT-V:	**Social and Cultural Effects of New Media**: Social Networking, Information Overload, Information Rich and Information Poor, Knowledge Gap and Cultural Alienation New Media Impact on Old Media – ICTS for Development - Empowerment, Right to Information.		

Reference and Text Books: (APA Format)

Global Communication in Transition: The end of diversity (1996), Hamid Mowlana, Sage Publication , Newbury Park.
Global information and World Communication (2nd edition) – (1997) Hamid Mowlana   Sage

	Publications, New Delhi. World Communication Report : The media and the ch allenge of the new technologies (1997) - Ed. AlaineModouz, UNESCO Publishing. New Media – Ronald Rice, (1984) Sage Publications E-Governance – Pankaj Sharma (2004) APH Publishing Corporation. Coburn, Foster D. Corel Draw, Tata Mcgraw Hill Publishing Co Ltd, 2007 G K Parthasarathy, Computer Aided Communication, Authors Press, 2006 Author Adobe, Adobe Photoshop – Publisher Techmedia R. Singhal, Computer Application for Journalism, Ess Publishers.
Outcomes	Students will gain hands on experience in emerging digital technologies. Students will be able to recognise security and ethical challenges in online journalism. Learners will inculcate themselves in learning different web pages, networks and protocols of internet and know about cyber Journalism.

Name of the Course Teacher
Dr.N.Johnson

	Semester – II		
Course Code: 518207	**Elective - VIII - Knowledge Management**	**Credits:3**	**Hours:6**
Objectives	Through this paper the students will develop competence in application of life skills for ➢ To understand about the value of knowledge management in organizations. ➢ To analysis KM architecture by the way of creating and converting Knowledge.		
UNIT-I	**Introduction to KM:** Meaning and Concept of KM Knowledge-Knowledge continuum - Knowledge society- Knowledge access and Knowledge Mapping-The foundations of knowledge management - Data, information, knowledge, wisdom- KM - Intellectual capital and KM-KM advantages Key Challenges for KM, Ethics for Knowledge Management.		
UNIT-II	**KM Architecture:** Tacit and Explicit Knowledge-Technical and Cognitive dimensions-Knowledge creation: The Ontological and Epistemological modes-Knowledge conversion: The four modes S,E,C,I Model- Knowledge Spiral.		
UNIT-III	**Planning For Strategic KM:** Defining strategy-Development of strategic KM-Knowledge leadership-The seven strategic levers-Creating successful knowledge strategies-KM in practice.		
UNIT-IV	**Culture of Learning and Knowledge Sharing:** Building the Organization culture- Different human behaviour, Organizational context: Structure, roles, and processes of KS - Guidance for knowledge sharing-Knowledge sharing skills- Knowledge Markets.		
UNIT-V	**Importance of KM to Organizations:** A knowledge competent organization-Knowledge functions in organizations-KM Process in organizations-Conditions for organizational knowledge creation- Five Phase Model of organizational knowledge-Challenges in creating organizational knowledge-Promoting KM for organizational effectiveness.		

Reference and Text Books:

R.C. Agarwal, Knowledge Management, ABD Publishers, Jaipur 2009.

Y. Prusak, Knowledge Management in Business Sector, Arise Publishers and Distributors, New Delhi 2010.

Shdda Debowski, Knowledge Management, Wiley India 2007.

Swarup K. yoyal, Knowledge Management, Adhyayan Publishers & Distributors, 2010.

B. Rathan Reddy, Knowledge Management (Total Business Development), Mrs. Meena Pandey for Humalay Publishing House Pvt. Ltd Ramdoot Bhalaro Margo, Gigaon Mumbai 400004, 2009.

Madanmohan Rao (edited), Knowledge Management Tools and Techniques- Practitioners and Experts Evaluate KM solutions, 2006, Elsevier, a division of reed Elsevier India Private Limited, New Delhi.

Davenport, Thomas H. & Prusak, Laurence(2000). Working Knowledge: How Organizations Manage What They Know. Boston, MA: Harvard Business School Press .

Elias M. Awad, Hassan M. Ghaziri (2004). Knowledge Management. Prentice Hall. ISBN: 0-13-034820-1.

Outcomes	This helps the students to learn the Life skills in Social context It enables the students to grab the opportunity to Deal With Suicide and Abuse problems through Life skills

Name of the Course Teacher
Dr.M.Neethi Perumal

	Semester - II		
Course Code: 518208	**Internship**	**Credits:4**	**Hours: -**
	Students should go for an Internship for four weeks duration. After the First Semester and Second Semester to any Government/Private Organization or NGO's with the due approval of the department and submit the report with the Work Diary in the II Semester. **Scheme of Marks** Work Diary - 25 Marks Report - 50 Marks Viva - Voce - 25 Marks **100 Marks** **Note:** Viva - Voce Examination will be conducted at the end of II semester		

Name of the Course Teacher
Dr.M.Neethi Perumal

Semester - III			
Course Code: 518301	**Research Methodology**	**Credits:5**	**Hours:5**
Objectives	➢ To introduce students to the concept, meaning and process involved in research. ➢ To make students learn about the research fields involved in the Life Skill research and the methods research. ➢ To help them learn about the preparation of tools for data collection, choosing samples etc.,		
UNIT-I:	**Communication Research Process:** Definition, Concept, Constructs and Approaches. Meaning of Research, Process of Research, Research Problem, Research Design, - Process Research, Anthropological Research, Historical Research, Experimental Research, and Other Types. Definition – Elements of Research – Scientific Approach – Research and Communication Theories – Role – Function – Scope and Importance of Communication Research – Basic and Applied Research. Research Design Components – Experimental, Quasi-Experimental, Bench Mark, Longitudinal Studies – Simulation – Panel Studies –Co-Relational Designs.		
UNIT-II:	**The Research Process:** Selection of Research Problem, Review of Literature, Formulation of Research Questions/ Hypotheses, Determining the Appropriate Method of Data Collection, Types of Sources, Analysis and Interpretation of Data, Presentation of Results. Methods of Communication Research – Census Method, Survey Method, Observation Method – Clinical Studies – Case Studies – Content Analysis.		
UNIT-III	**Tools of Data Collection**: Sources, Media Source Books, Questionnaire and Schedules, People's Meter, Diary Method, Field Studies, Logistic Groups, Focus Groups, Telephone, Online Polls. Sampling-Probability and Non-Probability, Validation of Research Tools, Scaling Techniques. Methods and Tools of Data Collection-Interviews, Surveys, Case Studies, Obtrusive and Non-Obtrusive Techniques, Ethnography, Schedule, Questionnaire, Dairy, and Internet Based Tools, Media Specific Methods Such as Exit Polls, Opinion Polls, Telephone, SMS Surveys and Voting with Regard to GEC (General Entertainment Content). Probability and Non- Probability Sampling Methods and Representativeness of the Samples.		
UNIT-IV	**Data Analysis Techniques** – Coding and Tabulation – Non-Statistical Methods – Descriptive – Historical – Statistical Analysis –Tests of Reliability and Validity – Tests of Significance. Validation of Research Tools- Parametric & Non-Parametric Statistical Techniques.		
UNIT-V	Report Writing Preparation of Research Reports / Project Reports / Dissertations / Theses. Ethical Perspectives of Mass Media Research. Media Research as a Tool of Reporting. Readership and / Audience Surveys.		

Reference and Text Books:

Amarchand, D: Research Methods in Commerce, Emerald Publishers, Chennai
Gopal, M.H. : An introduction to Research Procedure in Social Sciences - Asian Publishing House.
http://shodhganga.inflibnet.ac.in/bitstream/10603/3727/12/12_chapter%202.pdf
http://web.ftvs.cuni.cz/hendl/metodologie/introduction-to-research-methods.pdf
http://www.modares.ac.ir/uploads/Agr.Oth.Lib.17.pdf
http://www.sociology.kpi.ua/wp-content/uploads/2014/06/Ranjit_Kumar
Kothari, C.R. : Research Methodology - Methods and Techniques - Wiley Eastern, New Delhi.
Repal Ross : Research - An Introduction - Banes and Nobel Books.
Research_Methodology_A_Step-by-Step_G.pdf
Willam Emory, C: Business Research Methods - Ontario, Irwin Dorsey Limited.

Outcomes	Students will learn the definitions, basic concepts of research, need, importance, functions and ethics of research.
	Students will learn about the concept of each element of research, interrelation between elements and various types of research.
	Learners will gain knowledge about the preparation of tools for data collection, choosing samples, etc.,

Name of the Course Teacher
Dr.N.Johnson

	Semester - III		
Course Code: 518302	**Personality Development**	**Credits:5**	**Hours:5**
Objectives	The course content is organised to focus on: ➢ Theories of personality ➢ Personality enrichment and assessment ➢ Development of Employability Skills		
UNIT-I	**Introduction**: The concept of personality - Dimensions of personality - Theories of Freud & Erickson-Significance of personality development. The concept of success and failure: What is success? - Hurdles in achieving success - Overcoming hurdles - Factors responsible for success - What is failure – Causes of failure – SWOT analysis - Human Perceptions: Understanding People		
UNIT-II	**Personality Enrichment** Attitude - Concept - Significance - Factors affecting attitudes - Positive attitude - Advantages - Negative attitude-Disadvantages **-** Ways to develop positive attitude - Differences between personalities having positive and negative attitude **-** Habits: Guiding Principles, Identifying good and bad habits - Habit Cycle; Breaking bad habits, using the Zeigarnik Effect for Productivity and personal growth - Forming habits of success.		
UNIT-III	**Important Aspects of Personality Development** : Body language - Problem-solving - Conflict and Stress Management- Decision-making skills-Leadership and qualities of a successful leader - Character building -Team-work - Time management - Work ethics - Good manners and etiquette.		
UNIT-IV	**Self-esteem & Motivation:** Definition of self-esteem - Symptoms - Advantages - Do's and Don'ts to develop Positive self esteem- Low self esteem - Symptoms - Personality having low self esteem - Positive and negative self esteem - Concept of motivation - Significance - Internal and external motives - Importance of self- motivation- Factors leading to de-motivation		
UNIT-V	**Employability Quotient**: Resume building - The art of participating in Group Discussion - Facing the Personal (HR & Technical) Interview - Nonverbal Communication: Introduction and Importance, Issues and Types, Basics and Universals, Interpreting Non-Verbal Cues - Presentation Skills: Overcoming fear, Becoming A Professional, The Role of Body Language		

Reference and Text Books:

Ciccarelli .K. Saundra, Meyer.E. Glenn, (2007). Psychology, Pearson Prentice Hall, New Delhi.

Hilgard, E, Atkinson RC & Atkinson RL (1976). Introduction to Psychology (6th Edn.), Oxward&IBH Publishing Co. Pvt Ltd, New Delhi.

Nair .V. Rajasenan, (2010). Life Skills, Personality and Leadership, Rajiv Gandhi National Institute of Youth Development, TamilNadu.

Udai Pareek, T. Venkateswara Rao (2000). First Handbook of Psychological and Social Instruments, Concept Publishing Company New Delhi.

Cervone Daniel, Pervin. L.A, (2008), Personality Theory & Research, (10th Edn.), John Willey & Sons, Inc., United States of America.

Haslam Nick, (2007), Introduction to Personality and Intelligence, Sage Publications, New Delhi.

Hurlock, B. Elizabeth,(2007). Personality Development, Tata McGraw-Hill Publishing Company

Limited, Ne

Mangal S.K, (2008). An Introduction to Psychology, Sterling Publishing Private Limited.

Mischel Walter et al., (2008). Introduction to Personality, John Wiley and Sons, Inc. USA.

Rao K. Ramakrishna et al., (2008), Hand Book of Indian Psychology, Cambridge University Press India Pvt. Ltd., New Delhi.

Robert J. Gregory (2006). Psychological Testing, Pearsons Education, Inc, New Delhi.

Salkind J. Neil, (2004). An Introduction To Theories Of Human Development, Sage Publications, Inc, New Delhi.

Wallace. R. Harold & Masters Ann, (2008). Personality Development, Cengage Learning India Private Limited, New Delhi.

Calvin S. Hall Gardner Lindzey John B. Campbell (2007). Theories of Personality, Wiley India Pvt. Ltd, New Delhi.

Outcomes	Students will gain experience in understanding the Determinants of Personality. Students will be able to master Life Skills for Personality Development Learners will inculcate themselves in learning about Conflict and Stress Management

Name of the Course Teacher
Dr.N.Johnson

Semester - III			
Course Code: 518303	**Organisational Behaviour**	**Credits:5**	**Hours:5**
Objectives	The course content is organised to focus on: ➢ To understand fundamentals of Psychology for getting more in-depth knowledge on Human psychology. ➢ To prepare the students for practicing the flexibility ➢ To prepare the students for attending and clearing UGC-NET Examination		
UNIT-I	**Basic Behavioural Concepts** Fundamentals of Psychology – Schools – Application and functions. Industrial psychology- Organizational Behaviour -- Concept, meaning objectives, approaches, Models, Five anchors of Organisational Behaviour.		
UNIT-II	**Organizational climate** Organizational climate-meaning, importance, determinants, measurements - Historical development of OB, Hawthrone Experiments.		
UNIT-III	**Behaviour Determinants** Perception, learning, personality, motivation-Social system : culture, role, status -Environmental and experiential influences-Organizational environment structure and theory; technology and people, Complexity and variability-Stress, fatigue, monotony.		
UNIT-IV	**Behaviour Modification** B.M.: -- Concept, meaning, and application, Importance of Behaviour Modification-Motivating the work force, Job satisfaction and work behaviours-Work place emotions, values, attitudes and ethics, counseling - Conflict management: meaning, types, resolution model, Coping with problem employees.		
UNIT-V	**Organizational Dynamics** Team-Types, designs, development, cohesiveness-Team building - process, types, Managing Team Process-Team resource, Roles and Responsibilities, Self identity, Team skills-Group working – Inter-personal relationship.		

Reference and Text Books:

Fayyagz Ahmed, Nazir Ahmed, Javid Ahmed, Organisational Behaviour, Atlantic Publications & Distributors Pvt, Ltd New Delhi, 2008.

Fred Luthans, Organizational Behaviour, McGraw hill publishers, 1985

John B. Miner, Oraganisational Behviour-1, Prentice hall of India Pvt. Ltd, N.D.1 2007.

John M. Jvancegch, Robert Konopaoke Michael, T. Makeson, Organisational Behaviour and Management, Tata Mc Graw Hill Publications Company Ltd, 2008.

Marquardt,M.L. and Engel, D.W., 1993, Global Human Resource development, (Englewood Cliffs, NJ: Progres Publishers.

Prasad L.M., Organizational Behaviour, sultan chand & sons, 2000.

Ramathar Giri, Organisational Behaviour, Adhyayan Publications and Distributors, 4378/B 105 JMD house Munani Lol Street Ansari Road Danya Ganj New Delhi- 110002, 2007

SS. Khanka, Organisational Behaviour Text and Cases, S. Chand & Company Ltd, Ram Nagar New Delhi 2009.

Stephen Robbins, Organizational Behaviour, Prentice hall of India, 1988

Uma Sekaran, Organizational Behaviour, Tata McGraw hill, 1986

Outcomes	Students will know about Psychology of the people in the workplace. Students will learn to maintain effective Workplace climate. Students will able to understand how the behavioural determinants work.

Name of the Course Teacher
Dr.M.Neethi Perumal

	Semester - III		
Course Code: 518304	**Elective – IX - Entrepreneurship Development**	**Credits:3**	**Hours:6**
Objectives	The course content is organised to focus on: ➢ To learn Concepts, innovation and skill development of Entrepreneurship. ➢ To Understand the Management of Small Business, Business plan, Financial Planning and Control. ➢ To know creation of new venture.		
UNIT-I	**Introduction to Entrepreneurship** Concepts, Nature, importance and functions of Entrepreneur, Entrepreneurship, Entrepreneurship development and Enterprise, classifications of entrepreneurs - Characteristics of entrepreneur - Entrepreneur vs. professional manager - Agri –Entrepreneurship–agri –entrepreneurship fields - challenges in agri – entrepreneurship.		
UNIT-II	**Innovation and Skill Development** Innovation in Business - Types of Innovation – Creating and Identifying Opportunities for Innovation – the Technological Innovation Processs - Entrepreneurship and environment-Policies governs entrepreneurs, entrepreneurial development programmes - Institutions for entrepreneurship development. Entrepreneurship Skill and Entrepreneurship Development Institutions, Programmes and Schemes in India, Problems and Prospects of entrepreneurship.		
UNIT-III	**Women Entrepreneurship** Women Empowerment –Women and Globalization-Economic, social and personal motivations for female entrepreneurs- challenges facing women entrepreneurs- Policy framework supporting women entrepreneurs in India- famous Indian women entrepreneurs Institutions for Women Entrepreneurial Development.		
UNIT-IV	**Business Plan Preparation** Business plan- Creating and starting the venture, Project - identification, formulation, project report - project appraisal - project planning - social and financial analysis of Project and project financing.		
UNIT-V	**Creation the New Venture** New Venture Creation: Identifying Opportunities for New Venture Creation: Environment– Generation of New Ideas for Products and Services. Creating, Shaping, Recognition, Seizing and Screening of Opportunities-Marketing Methods – Pricing Policy and Distribution Channels.		

Reference and Text Books:

Arun Mitra, A Text Book of Women Entrepreneurship, 2017, Astha Publishers and Distributors.
Balakrishnan, G., Financing Small Industries in India (1950-1952) Bombay, Asia Publishing House (1961).
D.M. Mankar, Y.B. Shambharkar and P.P. Wankhade (Edited), Entrepreneurship development and Management, 2013, Agrotech Publishing Aacdemy, Udaipur.
Jaynal Ud-din Ahmed and Khundrakpam Devananda Singh, Entrepreneurship Development – Issues and Perspectives, 2015, New Century Publicatons, New Delhi, India.
K.L. Danghi, S.S. Sisodia, Pravesh Singh Chauhan, yohita Ranawat, A Text Book of Entrepreenurship Development, 2014, Agrotech publishing Academy, Udaipur.
M.V. Deshpande, Entrepreneurship of small scale industries,1982, Deep and Deep Publications, New Delhi.
Monica Loss and F.L. Bascunan, Entrepreneurship development,2015, Global Academic Publishers and Distributors, New Delhi.
Peter F. Drucker: Innovation and development; 2006, HarperBusiness; Reprint edition
Rameshwari Pandya, Skill Development and Entrepreenurship Development in India, 2016, New Century Publicatons, New Delhi, India.
Vasanta Desai, Dynamics of entrepreneurial development and management,2013, Himalaya Publishing House, Mumbai, India.
Vasanta Desai, Entrepreneurial development, 2017, Himalaya Publishing House, Mumbai, India.

Outcomes	Students will learn about the importance of entrepreneurship
	Students will learn to bring about Innovation in business
	Learners will know about the Various schemes for self employment in India

Name of the Course Teacher
Dr.N.Johnson

	Semester - III		
Course Code: 518305	**Elective – X - ICT Skills**	**Credits:3**	**Hours:6**
Objectives	➢ To understand about the Hardware and Software components in computer system ➢ To study the basics of Photoshop for effective presentation ➢ To understand the importance of different Social Media		
UNIT-I	**Introduction to Computer System:** Introduction to Hardware and Software - Block diagram of computer system - Introduction to OS - Basic operations of computer		
UNIT-II	**Documentation (Word sheet, Spread Sheet, Presentation):** Introduction to Word Processing, Workbook & Worksheets -. Presentations: PowerPoint: Exploring, Creating and Editing slides, inserting Tables, charts and Multimedia, Animations, Slide Show.		
UNIT-III	**Basics of Photoshop:** Introduction of Photoshop - Starting Photoshop - Opening an image - Cropping an Image - Editing the Image - Working with different tools on the toolbox Working with layers		
UNIT-IV	**Internet & WWW** : Definition of Internet - Getting acquainted with Internet Connection, Browsers, Website URL, Open a website, Net Browsing, Email Definition of WWW, Web Pages, Internet tools, Web server, Domain name , Search Engines, Web browser, IP address and its Versions (concepts only) , Internet Protocols – TCP/IP , FTP , HTTP		
UNIT-V	**Social Media** - Introduction to Social Media – Usage of Social Media at National & International Level Applications – Merits and Demerits of Social Media Exploration of Different Social Media – Twitter, Facebook, Instagram , Youtube, LinkedIn, Podcast – Future trends of social media – Social Media an effective tool in communication		
Reference and Text Books: Alexis Lean and Mathews Leon, Fundamentals of Information Technology. Leon and Leon, Fundamentals of IT, Leon Tec World. P. K Sinha, Computer Fundamentals, BPB Publications. Ron Mansfield, Working in Microsoft Office, Tata McGraw Hill. V. Rajaraman, Computer Fundamentals, PHI.			
Outcomes	Students will gain experience in understanding the computer fundamentals Students will be able to do documentation and Presentation effectively Learners will inculcate themselves in learning about Social Media and understand the future trends of Social media.		

Name of the Course Teacher
Dr.M.Neethi Perumal

	Semester - III		
Course Code: 518306	**Elective – XI - Emotional Intelligence**	**Credits:3**	**Hours:6**
Objectives	➢ To understand the definition and functions of Emotional Intelligence. ➢ To study the building blocks of Emotional Intelligence ➢ To understand the different aspects and impact of fundamental elements of Emotional Intelligence		
UNIT-I	**Introduction to Emotional Intelligence (EI)** What is EI, EQ & IQ - Historical Roots of Multiple Intelligences & EI - Power of Emotions - The Emotional Brain & Amigdala Hijack - Physiology of Emotions - Application of Physiology of Emotions		
UNIT-II	**Building Blocks of Emotional Intelligence** Ability Based Model (Mayer & Salovey) - Perception - Employment - Comprehension - Management - Trait Model of Self-Efficacy (K.V. Petrides) - Mixed Model (Daniel Goleman) - Personal Competence (Self Awareness, Self Management & Motivation) - Social Competence (Empathy & Social Skills) - Empathy - Understanding Empathy - Importance of Empathy - Application of Self - Efficacy of EI		
UNIT-III	**Aspects & Impact of Fundamental Elements of Emotional Intelligence** Seven Elements defined in Behavioral terms - Self Awareness - Emotional Resilience - Motivation - Interpersonal Sensitivity - Influence - Intuitiveness - Conscientiousness - Five Elements defined in Competence terms - Self Awareness - Self Management - Self Motivation - Empathy - Social Skills - Application of Impact of fundamental elements of EI in our daily life - Everyday Behaviour - Education - Workplace - Case Study Discussion with Role Plays		
UNIT-IV	**Measuring Emotional Intelligence & Behavioural EQ** Initial Self-Assessment on EI Elements (Internal) - 360 degree Assessment Map - EI Behavioural Test (External) - Behavioural EQ - Measuring Behaviour EQ - DISC Test - Role Play on DISC Behaviour Identification - Goleman EI Scale - Mayer Salovey Caruso EI Test		
UNIT-V	**Applications & Future Directions of EI** Application for: Self-Development, Education, Relationship, Workplace & Leadership - EI in Psychotherapy Strategies to Improve Self Awareness, Self Management ,Self Motivation, Social Skills – Future Directions of Emotional Intelligence		

Reference and Text Books:

Avinash Kumar Srivastav, (2007), Differential Climate in the Organization: An Empirical Study Across Age Groups, Organizational Behaviour, The ICFAI University Press, Hyderabad, India.

Avinash Smita Gupta, (2007), Organizational Commitment and Climate for Participation: An Empirical Study in Private and Public Sectors, Organizational Behaviour, The ICFAI University Press, Hyderabad, India.

Subba Rao., P., (Ed.) 2000, Human Resource Management in the New Millennium, Himalaya Publishing House, New Delhi.

Bhatia, S.K., 2005, International Human resource Management: A Global Perspective, Deep and Deep Publications Pvt. Ltd., New Delhi.

Bhatia, S.K., 2006, Human Resource Management: A Competitive Advantage, Deep and Deep Publications Pvt. Ltd., New Delhi.

Vikas Arora and Seema Arora(2011) HRM, Global Vision Publishing.

S.K.Bhatia (2011), HRM, Deep and Deep publications PVT ltd.

Aswathappal (2015), HRM, McGraw Hill Education India(P) Ltd.

Rober L.Mathis, John H.Jackson and Mano Ranjan Tripathy (2012) HRM –A south Asian Perspective, Cengage Learning India Pvt. Ltd.

Neea Sharma (2014) HRM in 21st Century, Kumud Publications, New Delhi

	Ashly H.Pinnington, Rob Macklin, Tom Campbell, (2007) Human Resource Management: Ethics and Employment, Oxford University Press –ebook. Chris Roweley and Keith Jackson (2011) Routledge, London-ebook.
Outcomes	Students will gain experience in understanding the crux of Emotional Intelligence
	Students will be able to measure Emotional Intelligence & Behavioural EQ
	Learners will inculcate themselves in learning about Applications & Future Directions of EI

Name of the Course Teacher

Dr.N.Johnson

	Semester - III		
Course Code: 518307	**Elective – XII - Human Resource Management**	**Credits:3**	**Hours:6**
Objectives	➢ To understand the definition and functions of HRM. ➢ To study the evolution, development, contemporary thoughts and models of HRM. ➢ To know the dimensions, activities and career planning of HRM.		
UNIT-I	**Understanding Human Resource (HR) Management** HR- Meaning, Definition, Importance and need-HR Development-Meaning and dimensions, Department and its functions - HRM: Meaning, definition, Objectives, Principles, Scope and functions-Areas of HR - Recruiting, Training, Development - Appraisal, HR Accounting and Auditing. HRM and PM - Similarities and Differences-HRM for Corporate Excellence: Components and issues.		
UNIT-II	**Evolution and Development of HRM** Philosophy & Principles - Versions of HRM: Hard and Soft-Evolution of HRM: Schools and stages - Contemporary HRM Thought: Guest, Leggy, Hendry & Pettigrew, Purcell, Sisson, Storey -HRM in India - Before and after globalization		
UNIT-III	**HRM Models and Critical Appraisal** Models: The Michigan (Matching) School -The Harvard Frame work and the Contributions of Walton-The 'Best Practice' or Culture Model- The 'Contingency' or Strategic HR Model, McKinsey's frame work, HRM - Critical appraisal-Reservations, Contradictions and Reactions - Relevance and Challenges - Key HRM activities- Organization, Employee Relationship, KM and Resourcing.		
UNIT-IV	**Strategic HRM** Strategic HR- Meaning, Definition, Dimensions, importance, Levels Corporate Strategy- Meaning, Characteristics -Traditional HR - Implementation of Strategic HR, Strategic Planning- Meaning, nature and importance- Building competitive advantage-Strategic Management- Meaning, purpose, vision and mission, Process, benefits and dysfunctions.		
UNIT-V	**HR Career Management** HR career planning and development -Traditional versus Career Development focus, Factors in career choices - Career Cycle Stages, Occupational Orientations, Career management responsibilities - Career need assessment, Career opportunities, Plateaued employees and Career managers, Career management guidelines - Career counseling and mentoring - Managing promotions and transfers - The Future of Human Resource Management		

Reference and Text Books:

Avinash Kumar Srivastav, (2007), Differential Climate in the Organization: An Empirical Study Across Age Groups, Organizational Behaviour, The ICFAI University Press, Hyderabad, India.

Avinash Smita Gupta, (2007), Organizational Commitment and Climate for Participation: An Empirical Study in Private and Public Sectors, Organizational Behaviour, The ICFAI University Press, Hyderabad, India.

Subba Rao., P., (Ed.) 2000, Human Resource Management in the New Millennium, Himalaya Publishing House, New Delhi.

Bhatia, S.K., 2005, International Human resource Management: A Global Perspective, Deep and Deep Publications Pvt. Ltd., New Delhi.

Bhatia, S.K., 2006, Human Resource Management: A Competitive Advantage, Deep and Deep Publications Pvt. Ltd., New Delhi.

Vikas Arora and Seema Arora(2011) HRM, Global Vision Publishing.

S.K.Bhatia (2011), HRM, Deep and Deep publications PVT ltd.

Aswathappal (2015), HRM, McGraw Hill Education India(P) Ltd.

Rober L.Mathis, John H.Jackson and Mano Ranjan Tripathy (2012) HRM –A south Asian Perspective, Cengage Learning India Pvt. Ltd.

	Neea Sharma (2014) HRM in 21st Century, Kumud Publications, New Delhi
	Ashly H.Pinnington, Rob Macklin, Tom Campbell, (2007) Human Resource Management: Ethics and Employment, Oxford University Press –ebook.
	Chris Roweley and Keith Jackson (2011) Routledge, London-ebook.
Outcomes	Psychology of the people in the workplace.
	Learning to maintain effective Workplace climate.
	Learners are able to influence the bahaviour of the Organization.

Name of the Course Teacher
Dr.M.Neethi Perumal

	Semester - IV		
Course Code: 518401	**Guidance and Counselling**	**Credits:5**	**Hours:5**
Objectives	The course content is organised to focus on: ➢ Understanding the nature of adolescence ➢ Physical health & hygiene ➢ Psychosocial issues and adolescent counselling		
UNIT-I	**Introduction** Definition and Phases of Adolescence- Understanding the adolescence - The Nature of Adolescence Changes during Adolescence: physical, physiological and psychological		
UNIT-II	**Physical Health** Nutrition and Health - Balanced Diet - Nutrition Deficiency- types, causes, consequences and preventive measures - Eating Behavioral Disorder- types, causes, consequences and remedial measures Hygiene - Personal Hygiene - Sleep Hygiene Life Style Enhancement - Recreation, Exercise, Yoga and Meditation - Prevention of Diseases - Stress Management		
UNIT-III	**Psychosocial Issues** Identity Formation- Academic Performance and Scholastic Achievements Sibling rivalry, Peer Pressure, Bullying, Teasing and Ragging- Anger, Aggression, Depression and Suicide Sex and Sexuality- Deviant and Anti-social Behavior- Life Skills to handle Psycho-Social Issues- Practicum - Conduct Awareness Programmes on Adolescents Health and Psycho-social Issues		
UNIT-IV	**Adolescent Friendly Health Services** Adolescent Friendly Health Care Providers- Counselling Services Single Window Approach- Barriers to Access Health Care Services and Overcoming Barriers- National Programmes related to Adolescent Care- Life Skills for making use of Adolescent Friendly Health Services- Adolescent Education Programme of Government of India		
UNIT-V	**Adolescent Counselling:** Counselling and Guidance - Definition, Difference between Guidance and Counselling - Individual and Group Counselling and Guidance Micro Skills in Counselling- HEEADDSS Approach in Adolescent Interviewing- Counselling Strategies and Methods: Symbolic, Creative, Behavioral, Cognitive,- Psycho-social Therapeutic Approach- Strength Based Counselling and Solution Focused Therapy- Motivational Interviewing- Practicum - Practicing HEEADDSS Approach in Adolescent Interviewing		

Reference and Text Books:

Gerald R. Adams, (1996). Psychosocial Development during Adolescence, New Delhi.

Kochhar S.K., (2006). Educational and Vocational Guidance in Secondary Schools,. Sterling Publishers Private Limited.

Nair.M.K.C, (2002). Adolescent and Family Life Education, Prism Books Pvt. Ltd..

Dennis Lines, (2006). Brief Counselling in Schools, (2nd Ed), Sage Publication, New Delhi.

Gladding Samuel, (2009). Counseling –A Comprehensive Profession, Dorling Kindersley India Pvt. Ltd.

Kathryn Geldard and David Geldard, (2004). (2nd Ed), Counselling Adolescents, Sage Publications, New Delhi

Richard Nelson, Janes (2008). Basic Counselling Skills Sage Publications, (2nd Ed), New Delhi

Santrock John (2007). Adolescence, Tata Mc Graw, New Delhi, Bhave Swati. (2006). Text Book of Adolescent Medicine, J.P. Brothers Publication, New Delhi Shelley E Taylor, (2006). Health Psychology, Tata McGraw Hill, New Delhi	
Outcomes	Learners will learn about definition and Phases of Adolescence Students will be able to familiarize themselves about the Physical Health and Psychosocial issues of adolescence. Learner will know about the importance of Adolescent Counselling

Name of the Course Teacher
Dr.N.Johnson

Semester - IV			
Course Code: 518402	**Elective XIII - Audio Visual Production**	**Credits:3**	**Hours:6**
Objectives	➢ To train the students in the area of creating documentary ➢ To train the students in the area of creating news Bulletin for television channels ➢ To enable the students to get trained in taking interviews		
	1. Radio Talk 2. Jingles 3. PSA 4. News Bulletin 5. Interview 6. Phone in Programme 7. Spot Film 8. Documentary 9. Short Film 10 Commercial		
Reference and Text Books: Belavadi Vasuki, Oxford University Press, 'Video Production' Carole Fleming, "The Radio Handbook", 2nd edition, Routledge, 2002. David Miles Huber "Modern Recording Techniques" 5th edition Focal Press, 2001. De Fossard Esat and Riber John, 'Writing and Producing for television and Film',Sage Publications (2005) Jan Maes and March Vereammen "Digital Audio Technology", 4th Edition Focal Press, 2001. William Moylan "The art of recording" – 2002 edition. Focal Press, 2001			
Outcomes	It helps the students to gain knowledge on both, the Indoor and outdoor production areas		

Name of the Course Teacher
Dr.M.Neethi Perumal

	Semester - IV		
Course Code: 518403	**Elective XIV - Communication and Presentation Skill**	**Credits:3**	**Hours:6**
Objectives	➢ Acquired major communication skills ➢ Improved in their LSRW&O Skills ➢ Mastery over Presentation Skills ➢ Developed Employment Communication and Report writing		
UNIT-I	**Introduction to Communication:** Purpose of Communication; Process of Communication; Importance and Characteristics of Communication; Barriers to Communication; Measures to Overcome the Barriers to Communication. *Types of Communication:* Types of Communication; Verbal and Non Verbal Communication		
UNIT-II	**Listening Skills:** Listening Process; Classification of Listening; Purpose of Listening; Common Barriers to the Listening Process; Measures to Improve Listening; Listening as an Important Skill in Work Place. **Reading Skills:** Purpose of Reading- Types of Reading- Techniques for Effective Reading- Skimming & scanning skills. **Writing Skills:** General Principles of Writing; Improving Writing Skills, Essentials of good style, Expressions and words to be avoided		
UNIT-III	**Oral Communication Skills:** Oral Presentation- Purpose –Audience-Locale; Steps in Making a Presentation- Research and planning-Structure and style-Preparation – Presentation; Delivering a Presentation. **Meetings:** Types of Meetings; Importance of Business Meetings; Different Types of Meetings; Conducting Meetings-Selecting participants-Developing agendas-Opening meetings-Establishing ground rules for meetings-Time management-Evaluations of meeting process		
UNIT-IV	**Employment Communication** – Resume: Contents of Good Resume; Guidelines for Writing Resume; Different Types of Resumes; Apply for a Job-Format of Cover Letter; Different Types of Cover Letters. **Job Interview:** Importance and Factors Involving Job Interview; Characteristics of Job Interview; Job Interview Process; Job Interview Techniques- Manners and etiquettes to be maintained during an interview; Sample Questions Commonly asked During Interview		
UNIT-V	**Presentation Skills:** Importance of body language in presentations, pronunciation, visual aids, podium panic, speaking. **Writing Memos, Circulars and Notices:** Principles of précis writing- - Characteristics of a memo- Guidelines for writing memos- Format of a Memo; Circulars- Guidelines for writing a circular- Format of a circular; Notices- Purpose- Format- Important points to remember while writing a notice. **Report Writing:** Features of Writing a Good Report; Purpose of Report Writing; Characteristics of writing a good report-Importance of communication in report writing; Guidelines for Report Writing; Steps in Report Writing; Structure of Report; Types of Reports and Different Formats.		
Outcomes	To make the students to understand the role of Listening and Oral Communication Skills To make the students understand about Employment Communication It also helps to make the students to get mastery in Presentation Skills		

Name of the Course Teacher
Dr.N.Johnson

	Semester - IV		
Course Code: 518404	Elective - XV – Radio Jockey	Credits:3	Hours:6
Objectives	➢ Enable the learners to Produce various radio programmes to show the talent of a Radio Jockey		

Exercises:

1. Create program with voice age
2. Clarity in Pronunciation
3. Voice Modulation
4. Narration within the Time
5. Creative fill in Programme
6. Following ethics and laws
7. Produce for the target audience in Mind
8. Prepare well for the Time slot
9. Managing the mistakes
10. Facing the audience during phone in program
11. Fulfil the expectation of the listener
12. Keep the audience interest in Phone out program
13. Interview
14. Discussion
15. On air (Live)

Students need to submit a DVD with minimum of five programs to show the talent of Radio Jockey.

Students who have completed and submitted the record/DVD are eligible for appearing external examination.

Outcomes	Students will acquire the skills to be an effective Radio Jockey

Name of the Course Teacher
Dr.N.Johnson

	Semester - IV		
Course Code: 518405	Elective – XVI - Environmental Education	Credits:3	Hours:6
Objectives	➢ To comprehend about the field of Environmental Education (EE). ➢ To develop Environmental Education curriculum at various levels of Education. ➢ To get awareness on culture and environmental crisis. ➢ To develop environmental education (EE) curriculum, teaching methods and evaluation procedures for students at various levels of school education, teacher education and non-formal education. ➢ To know the environmental disasters and their protection. ➢ To understand the Asian perspectives of environmental education.		
UNIT-I	**Environmental Education: An Introduction:** Environmental Education: Definition-Goals- Objectives and guidelines - Origin of Environmental Education. Pre requisition for a successful environmental education - Issues related to environmental education.		
UNIT-II	**Environmental Education Curriculum:** EE Curriculum - need and significance – scope and sequence of Environmental education curriculum -Role of NCERT- UGC and educational institutions in developing Environmental Educational Curriculum – Approach to curriculum planning and Development Environmental Education at various levels of Education -Development of Environmental Curriculum in India.		
UNIT-III	**Culture - Environmental Nexus:** Environmental crisis - Science, Technology and Environmental crisis - cultural values and Environment - Environment and sensitive culture - need to revive traditional values.		
UNIT-IV	**Disasters and Environmental Protection:** Natural disaster: An Over view -Types - Nature - Impact- solution for Environmental issues- Gandhi's views on Environmental - Protection - monitoring and supervision of environmental Education - Plastic free, Eco-friendly, green chemistry, Carbon free, Go green.		
UNIT-V	**Environmental Education: Asian Perspectives:-**Historical perspectives- Objectives-Strategies of Integration- Matrix showing the status of integration of environmental Education- Asian People's Quality of Life and Environmental Education – Mobilizing community support for concentration of Environmental education.		
Outcomes	Visit to a local area to document environmental assets-river/ Forest / grassland / hill / mountain. Visit to a local polluted site-Urban / Rural / Industrial / Agricultural. Study of common plants, insects, birds. Study of simple ecosystems-Pond, river, hill, slopes, etc.,		

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Name of the Course Teacher

Dr.M.Neethi Perumal

	Semester - IV		
Course Code: 518999	**Project Work / Dissertation**	**Credits:6**	**Hours:12**

	Guidelines for Project work / Dissertation
	 1. Selection of Research Problem : 15 Marks
	   And Conceptual Framework
	 2. Review of Literature : 10 Marks
	 3. Selection of Appropriate Methodology : 20 Marks
	 4. Data Analysis & Interpretation : 20 Marks
	 5. Summary &Conclusion : 10 Marks
	 6. Viva –Voce : 25 Marks
	 _____
	       Total 100 Marks
	 _____
	 Chapterisation
	 1. Introduction
	 2. Review & Related Literature
	 3. Research Methodology
	 4. Analysis And Interpretation
	 5. Recommendations/Suggestions & Conclusion
	 6. Bibliography
	 7. Appendices		

Name of the Course Teacher
Dr.N.Johnson

Semester – II- NME - I			
Course Code:518701	**Life Skill Education**	**Credits:2**	**Hours:3**
Objectives	➢ To make the students aware of Life Skill Education ➢ To help the students to understand Evolution of the Concept of Life Skills ➢ To make the students aware of Social and Negotiation Skills		
UNIT-I	Introduction, Definition and Importance of Life Skills Livelihood Skills, Survival Skills and Life Skills Life Skills Education, Life Skills Approach, Life Skills Based Education Life Skills Training - Implementation Models		
UNIT-II	Evolution Of The Concept Of Life Skills Genesis of the Concept - UN Inter-Agency Meeting - Hamburg Declaration - Quality Education and Life Skills: Dakar Framework - Life Skills Education in the Indian Context		
UNIT- III	Social Skills And Negotiation Skills Introduction, Life Skills: Generic, Problem Specific and Area Specific Skills Self-Awareness - Definition, Types of Self - Self Concept, Body Image, Self Esteem - Techniques used for Self Awareness: Johari Window, SWOT Analysis Empathy - Sympathy, Empathy & Altruism Effective Communication - Definition, Functions, Models, Barriers Interpersonal Relationship - Definition, Factors affecting Relationships		
UNIT-IV	Thinking Skills Thinking - Nature, Elements of Thought - Types of Thinking - Concept Formation, Reasoning Creative and Critical Thinking - Definition, Nature, Stages Problem Solving - Definition, Steps in Problem Solving - Factors Influencing Problem Solving Decision Making - Definition, Process, Need - Consequences, Models of Decision Making - Goal Setting		
UNIT - V	Coping Skills Coping with Emotions - Definition, Characteristics, Types - Classification: Wheel Model, Two-Dimensional Approach - Coping Strategies Coping with Stress- Definition, Stressors - Sources of Stress - The General Adaptive Syndrome Model of Stress - Coping Strategies Life Skills Work in Combination- Thinking Skills, Social Skills, and Coping Skills		

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Outcomes	Students will be able to Gain Self Competence and Confidence Students will be able to inculcate the knowledge of Life Skill. Students will be able to understand the thinking and coping skills

Name of the Course Teacher
Dr.M.Neethi Perumal

Semester –III – NME - II			
Course Code:518702	**Professional Career & Development**	**Credits:2**	**Hours:3**
Objectives	➢ To make the students professionally competent in the job market ➢ To make the students aware of personality and soft skills development ➢ To make the students be familiar with SWOT analysis and CV preparation.		
UNIT I	**Foundations of Personality Development** Foundations of Personality Development - Definition, Structure, Scope and Types of Personality; Knowing Self – SWOT Analysis & Scope, Self-Esteem and Self- Knowledge.		
UNIT II	**Interpersonal Relationships** Interpersonal Relationships – Introduction to Interpersonal Relationships & Social Psychology, Types of Relationships and Locations of Persons in Relationships – Human Behaviour and Relationship : Evolution and Human Relationship and Satisfaction and Commitment.		
UNIT III	**Soft Skills** Soft Skills – Effective Public Speaking Skills – Presentation Skills – CV Preparation – Problems in Facing Interview – Interview Techniques.		
UNIT IV	**Stress** Stress and Coping with Stress -Introduction to Perception, Attitude towards Life, Assertiveness, Achievement Motivation - Techniques for Managing Stress and Time.		
UNIT V	**Group Dynamics** Group – meaning and definition – types of Groups, characteristics of a Group – participating in Group discussions – Effective participation in Group discussion.		

Reference and Text Books:

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Outcomes	Students will able to master the skills needed for the Professional Career Students will learn about the Effective interpersonal relationship in work environment. Students will learn about Various kinds of interview techniques.

Name of the Course Teacher
Dr.N.Johnson