ALAGAPPA UNIVERSITY

(A State University Established in 1985)

Karaikudi - 630003. Tamil Nadu, India

FACULTY OF EDUCATION

DEPARTMENT OF LIFE LONG LEARNING

M.A., LIFE SKILL EDUCATION

REGULATIONS AND SYLLABUS

(For the candidates admitted from the Academic Year 2022 - 2023)

DEPARTMENT OF LIFELONG LEARNING

M.A LIFE SKILL EDUCATION

REGULATIONS AND SYLLABUS

[For the candidates admitted from the Academic Year 2022–2023 onwards]

ALAGAPPA UNIVERSITY

(A State University Accredited
with "A+" grade by NAAC (CGPA:3.64) in the Third Cycle and Graded as Category-I University by MHRD-UGC)
Karaikudi -630003, TamilNadu.

ThepanelofMembers-BroadBased BoardofStudies

Chairperson: NameDr.N.Johnson,Designation-Headi/cDepartment-Departmentof Lifelong Learning University, Teaching Experience:17 yearsResearchExperience:-10years,AreaofResearch:-Education,AdultEducation,Massmedia Education,EducationalTechnology	
Foreign Expert: Name Dr.Oliver Robinson, Designation—Associate ProfessorDepartment- School of Human Science University – University of Greenwich,London Teaching Experience:15 years, Research Experience:15 years, Area ofResearch:EducationPsychology,AdultEducation	
IndianExpert: NameDr.L.Raja,Designation—Professor&HeadDepartment-DepartmentofLifelongLearningandExtensionUniversity,GandhigramRuralUniversityTeachingExperience:15years,ResearchExperience:20years,Area of Research:-AdultEducation,PeaceMaking,GandhianThought&MicroPlanning	
IndianExpert: NameDr.S.Anbazhagan,Designation-Professor&Head-DepartmentDepartmentofLifelongLearning,UniversityBharathidasanUniversity,TiruchirappalliTeachingExperience:-22years,ResearchExperience:22years,AreaofResearch:-Adultlearning,2.InstructionalTechnology3.ResearchMethodologyandStatisticalApplications4.HumanResourcemanagement	
Indian Expert: Name Dr.V.P.Matheswaran Designation-Professor & Head ,Department of Adult and Continuing Education University of Madras, ChennaiTeachingExperience:-21years,ResearchExperience:21years,AreaofResearch:- Adult Education, Continuing Education, Open / Distance EducationandEducationalTechnology	
Indian Expert: Name Dr.V.Sivakumar Designation-Director , Department ofCurriculumDesignandDevelopmentCell,AlagappaUniversityTeachingExperience:-20years,ResearchExperience:20years,AreaofResearch:-Management	

ALAGAPPA UNIVERSITY
DEPARTMENT OF LIFELONG LEARNING
Karaikudi -630003, Tamil Nadu.
REGULATIONS AND SYLLABUS-(CBCS-University Department)
[For the candidates admitted from the Academic Year 2022 – 2023 onwards]

Name of the Department: **Department of Lifelong Learning**
Name of the Subject Discipline: Life Skill Education
Programme of Level: **M.A**
Duration for the Course: Full Time (Two Years)

1. **Choice-Based Credit System**

   A choice-Based Credit System is a flexible system of learning. This system allows students to gain knowledge at their own tempo. Students shall decide on electives from a wide range of elective courses offered by the University Departments in consultation with the Department committee. Students undergo additional courses and acquire more than the required number of credits. They can also adopt an inter-disciplinary and intra-disciplinary approach to learning, and make the best use of the expertise of available faculty.

2. **Programme**

   "Programme" means a course of study leading to the award of a degree in a discipline.

3. **Courses**

   'Course' is a component (a paper) of a programme. Each course offered by the Department is identified by a unique course code. A course contains lectures/ tutorials/laboratory work/seminar/project work / practical training/report writing /Viva-voce, etc or a combination of these, to meet effectively the teaching and learning needs.

4. **Credits**

   The Term "Credit" refers to the weightage given to a course, usually in relation to the instructional hours assigned to it. Normally in each of the courses credits will be assigned on the basis of the number of lectures/tutorials/laboratory and other forms of learning required to complete the course contents in a 15-week schedule. One credit is equal to one hour of lecture per week. For laboratory/field work one credit is equal to two hours.

5. **Semesters**

   An Academic year is divided into two **Semesters.** In each semester, courses are offered in 15 teaching weeks and the remaining 5 weeks are to be utilized for conduct of examination and evaluation purposes. Each week has 30 working hours spread over 5 days a week.

6. **Departmental committee**

   The Departmental Committee consists of the faculty of the Department. The Departmental Committee shall be responsible for admission to all the programmes offered by the Department including the conduct of entrance tests, verification of records, admission, and evaluation. The Departmental Committee determine the deliberation of courses and specifies the allocation of credits semester-wise and course-wise. For each course, it will also identify the number of credits for lectures, tutorials, practicals, seminars etc. The courses (Core/Discipline Specific Elective/Non-Major Elective) are designed by teachers and approved by the Departmental Committees. Courses approved by the Departmental Committees shall be approved by the Board of Studies. A teacher offering a course will also be responsible for maintaining attendance and performance sheets (CIA -I, CIA-II, assignments and seminar) of all the students registered for the course. The Non-major elective programme and MOOCs coordinator are responsible for submitting the performance sheet to the Head of the department. The Head of the Department consolidates all such performance sheets of courses pertaining to the

programmes offered by the department. Then forward the same to be Controller of Examinations.

7. **Programme General Objectives- (PGO) Minimum 6 objectives are required**

PGO-1	To familiarize students in theoretical foundation in Life Skill Education
PGO-2	To prepare students in training methodologies
PGO-3	To enable students to apply Life Skill in various spheres
PGO-4	To develop professionals in Life Skill Education and enhance the ability to contribute as youth workers
PGO-5	To be self-reliant and positive in various critical situation
PGO-6	To develop positive minded graduates with high quality skills

8. **Programme Specific Objectives-(PSO)- Minimum 6 objectives are required**

PSO-1	To enable the students to understand the different areas of Life Skill and its importance..
PSO-2	To learn social and interpersonal skills
PSO-3	To enable the students to develop self-confidence, critical thinking, foster independence and how to communicate with people more effectively.
PSO-4	To teach the students with a broad understanding of various core life skills
PSO-5	To train the students to conceptualize, visualize and implement life skills in day today life
PSO-6	To teach the students to uphold moral social political values in day today life

9. **Programme Outcome-(PO) - Minimum 6 objectives are required**

PO-1	The students gain Practical and Theoretical knowledge in the field of Life Skill.
PO-2	The students develop interest in the field of Human Communication and its importance
PO-3	The students improve the knowledge and skills to make use in their day-to-day life.
PO-4	Demonstrate confident to the students for employment and self-employment in the field of life skill education
PO-5	Demonstrate basic skills in communication, appreciation, analysis, expression and explication
PO-6	Demonstrate to use digital media and other recent technologies

10. **Eligibility for admission**
    - A Bachelor's Degree in any discipline

11. **Medium of instruction**

    - English

12. **Minimum Duration of programme**

The programme is for a period of two years. Each year shall consist of two semesters viz. Odd and Even semesters. Odd semesters shall be from June / July to October / November and even semesters shall be from November / December to April / May. Each semester there shall be 90 working days consisting of 6 teaching hours per working day (5 days/week).

13. Components

A PG programme consists of a number of courses. The term "course" is applied to indicate a logical part of the subject matter of the programme and is invariably equivalent to the subject matter of a "paper" in the conventional sense. The following are the various categories of the courses suggested for the PG programmes:

A. Core courses (CC)- "Core Papers" means "the core courses" related to the programme concerned including practicals and project work offered under the programme and shall cover Core competency, critical thinking, analytical reasoning, and research skill.

B. Discipline-specific electives (DSE) means the courses offered under the programme related to the major but are to be selected by the students, and shall cover additional academic knowledge, critical thinking, and analytical reasoning.

C. Non-Major Electives (NME)- Exposure beyond the discipline

  ➢ Students have to undergo a total of Non-Major Elective courses with 2 credits offered by other departments (one in II Semester and another in III Semester)

  ➢ A uniform time frame of 3 hours on a common day (Tuesday) shall be allocated for the Non-Major Electives

  ➢ Non-Major Elective courses offered by the departments pertaining to a semester should be announced before the end of the previous semester.

  ➢ Registration process: Students have to register for the Non-Major Elective course within 15 days from the commencement of the semester either in the department or NME portal (University website).

D. Self Learning Courses from MOOCs platforms.

  ➢ MOOCs shall be voluntary for the students.

  ➢ Students have to undergo a total of 2 Self Learning Courses (MOOCs) one in II semester and another in III semesters.

  ➢ The actual credits earned through MOOCs shall be transferred to the credit plan of programmes as extra credits. Otherwise 2 credits/course be given if the self Learning Course (MOOCs) is without credit.

  ➢ While selecting the MOOCs, preference shall be given to the course related to employability skills.

E. Projects / Dissertation /Internships (Maximum Marks: 200)

  The student shall undertake the Project/Dissertation/internship during the fourth semester.

- ➢ **Plan of work**

  Project/Dissertation

  The candidate shall undergo Project/Dissertation Work during the final semester. The candidate should prepare a scheme of work for the dissertation/project and should get approval from the guide. The candidate, after completing the dissertation /project work, shall be allowed to submit it to the university departments at the end of the final semester. If the candidate is desirous of availing the facility from other departments/universities/laboratories/organizations they will be permitted only after getting approval from the guide and HOD. In such a case, the candidate shall acknowledge the same in their dissertation/project work.

- ➢   **Format to be followed for dissertation/project report**

  The format /certificate for thesis to be followed by the student are given below

    - ➢ Title page
    - ➢ Certificate
    - ➢ Acknowledgment
    - ➢ Content as follows:

Chapter No	Title	Page number
1	Introduction	
2	Aim and objectives	
3	Review of literature	
4	Materials and methods	
5	Result	
6	Discussion	
7	Summary	
8	References	

- ➢ **Format of the title page**

<div align="center">

Title of Dissertation/Project work

Dissertation submitted in partial fulfilment of the requirement for the degree of Master of Science in _____to the Alagappa University, Karaikudi -630003.

By

(Student Name)
(Register Number)
University Logo

</div>

Department of --

<div align="center">

Alagappa University

(A State University Accredited with "A+" grade by NAAC (CGPA: 3.64) in the Third Cycle and Graded as Category-I University by MHRD-UGC, 2019: QS ASIA Rank-216, QS BRICS Rank-104, QS India Rank-20)

Karaikudi - 630003

(Year)

</div>

➢ **Format of certificates-**

Certificate -Guide

This is to certify that the thesis entitled "---" submitted to Alagappa University, Karaikudi-630 003 in partial fulfilment for the degree of Master of Science in ----------- by Mr/Miss ---------------------(Reg No:--------------) under my supervision. This is based on the results of studies carried out by him/her in the Department of--------------------------, Alagappa University, Karaikudi-630 003. This dissertation/Project or any part of this work has not been submitted elsewhere for any other degree, diploma, fellowship, or any other similar titles or record of any University or Institution.

Place: Karaikudi   Research Supervisor
Date:_____

Certificate - (HOD)

This is to certify that the thesis entitled "--" submitted by Mr/**Miss** ------------------**(Reg No: --------------)** to the Alagappa University, in partial fulfilment for the award of the degree of **Master of** --------in --------------- is a bonafide record of research work done under the supervision of **Dr.-------------------,** Assistant Professor, Department of-------------------------, Alagappa University. This is to further certify that the thesis or any part thereof has not formed the basis of the award to the student of any degree, diploma, fellowship, or any other similar title of any University or Institution.
Place: Karaikudi   Head of the Department
Date:_____

Declaration (student)

I hereby declare that the dissertation entitled "-------------------------------------" submitted to Alagappa University for the award of the degree of Master of -------- in ------------- has been carried out by me under the guidance of **Dr. -----------------,** Assistant Professor, Department of---------------------------, Alagappa University, Karaikudi – 630 003. This is my original and independent work and has not previously formed the basis of the award of any degree, diploma, associateship, fellowship, or any other similar title of any University or Institution.
Place: Karaikudi   **(--------------)**
Date:_____

Internship

The students shall undergo Internship / industrial training in the reputed organizations for minimum of two weeks to acquire industrial knowledge during the summer vacation of second semester. The students have to find industry related to their discipline (Public limited/Private Limited/owner/NGOs etc.,) in consultation with the faculty in charge/Mentor and get approval from the Head of the Department and Departmental Committee before going for an internship / industrial training.

Format to be followed for Internship report

The format for internship report to be followed by the student are given below

- ➢ **Format of the title page**

<div align="center">

Title of internship report

Internship report submitted in partial fulfillment of the requirement for the Master of Science in Fisheries Science to the Alagappa University, Karaikudi -630003.

By

(Student Name)

(Register Number)

University Logo

Department of _____

Alagappa University

(A State University Accredited with "A+" grade by NAAC (CGPA: 3.64) in the Third Cycle and Graded as Category-I University by MHRD-UGC, 2019: QS ASIA Rank-216, QS BRICS Rank-104, QS India Rank-20)

Karaikudi - 630003

(Year)

</div>

- ➢ **Format of certificate**

<div align="center">

(Faculty in-charge)

</div>

This is to certify that the internship report entitled "---" submitted to Alagappa University, Karaikudi-630 003 in partial fulfilment for the Master of Science in _____by Mr/Miss -------------------------------- (Reg. No.:------------) under my supervision. This is based on the work carried out by him/her in the organization M/S ---------------------------. This Internship report or any part of this work has not been submitted elsewhere for any other degree, diploma, fellowship, or any other similar record of any University or Institution.

 Place: Research Supervisor

Date:_____

<div align="center">

(HOD)

</div>

This is to certify that the Internship report entitled   "---------------------------" submitted by Mr./Miss.--------------------------------- (Reg No:-------------------) to the Alagappa University, in partial fulfilment for the award of the Master of Science in _____is a bonafide record of Internship report done under the supervision of -------------------------, Assistant Professor, Department of ----------------------, Alagappa University and the work carried out by him/her in the organization M/S -------------------------. This is to further certify that the thesis or any part thereof has not formed the basis of the award to the student of any degree, diploma, fellowship, or any other similar title of any University or Institution.

Place: Karaikudi   Head of the Department

Date:_____

<div align="center">**(Company supervisor or Head of the Organization)**</div>

This is to certify that the Internship report entitled "--" submitted to Alagappa University, Karaikudi-630 003 in partial fulfilment for the Master of Science in _____by Mr./Miss ---------------------- (Reg No:------------) under my supervision. This is based on the work carried out by him/her in our organization M/S --------------------------- for the period of ------. This Internship report or any part of this work has not been submitted elsewhere for any other degree, diploma, fellowship, or any other similar record of any University or Institution.

Place: Supervisor or In charge

Date:_____

<div align="center">**Declaration (student)**</div>

I hereby declare that the Internship Report entitled "---------------------------" submitted to the Alagappa University for the award of the Master of Science in _____has been carried out by me under the supervision of---------------, Assistant Professor, Department of--------------------------, Alagappa University, Karaikudi – 630 003. This is my original and independent work carried out by me in the organization M/S --------------------------- for the period of ------ and has not previously formed the basis of the award of any degree, diploma, associateship, fellowship, or any other similar title of any University or Institution.

Place: Karaikudi   (--------------)

Date:_____

- ➢ Acknowledgment
- ➢ Content as follows:

Chapter No.	Title	Page No.
1	Introduction	
2	Aim and objectives	
3	Organisation profile / details	
4	Methods / Work	
5	Observation and knowledge gained	
6	Summary and outcome of the Internship study	
7	References	

Field Visit

The students shall undergo Field Visits to various aquaculture farms, fish landing centers, sea food processing industries, Research Institutes, ship building industries etc. to acquire industrial and practical knowledge during the first semester.

Format to be followed for Field Visit report

The format for Field Visit report to be followed by the student are given below

➢ **Format of the title page**

Field Visit report

submitted in partial fulfilment of the requirement for the Master of Science in

_____to the Alagappa University, Karaikudi -630003.

By

(Student Name)

(Register Number)

University Logo

Department of _____

Alagappa University

(A State University Accredited with "A+" grade by NAAC (CGPA: 3.64) in the Third Cycle and Graded as Category-I University by MHRD-UGC, 2019: QS ASIA Rank-216, QS BRICS Rank-104, QS India Rank-20)

Karaikudi - 630003

(Year)

➢ **Format of certificate**

(HOD)

This is to certify that the Field Visit report submitted by Mr./Miss ---------------------------- (Reg No:-------------------) to the Alagappa University, in partial fulfilment for the award of the Master of Science in _____is a bonafide record of Field Visit reports carried out by him/her during --------------------------. This is to further certify that the report or any part thereof has not formed the basis of the award to the student of any degree, diploma, fellowship, or any other similar title of any University or Institution.

Place: Karaikudi   Head of the Department

Date:_____

Declaration (student)

I hereby declare that the Field Visit Report submitted to the Alagappa University for the award of the Master of Science in _____has been carried out by me. This is my original and independent work carried out by me during ------ and has not previously formed the basis of the award of any degree, diploma, associateship, fellowship, or any other similar title of any University or Institution.

Place: Karaikudi   (-------------)

Date:_____

➢ Acknowledgment
➢ Content as follows:

S. No.	Date	Field Visit	Page No.	Signature
1				
2				
3				
4				

- ➢ **No. of copies of the dissertation/internship report**

The candidate should prepare three copies of the dissertation report and submit the same for the evaluation of examiners. After evaluation, one copy will be retained in the department library, one copy will be retained by the guide and the student shall hold one copy. The candidate should prepare one copy of the field visit/internship report and submit the same for the evaluation of examiners

14.   Teaching methods

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.

15.   Attendance

Students must have earned 75% of attendance in each course for appearing for the examination. Students who have earned 74% to 70% of attendance need to apply for condonation in the prescribed form with the prescribed fee. Students who have earned 69% to 60% of attendance need to apply for condonation in the prescribed form with the prescribed fee along with the Medical Certificate. Students who have below 60% of attendance are not eligible to appear for the End Semester Examination (ESE). They shall re-do the semester(s) after completion of the programme

16.   Examination

The examinations shall be conducted separately for theory and practical's to assess (remembering, understanding, applying, analysing, evaluating, and creating) the knowledge required during the study. There shall be two systems of examinations viz., internal and external examinations. The internal examinations shall be conducted as Continuous Internal Assessment tests I and II (CIA Test I & II).

A. *Internal Assessment*

The internal assessment shall comprise a maximum of 25 marks for each subject. The following procedure shall be followed for awarding internal marks.

Theory -25 marks

Sr.No	Content	Marks
1.	Average marks of two CIA test	15
2.	Seminar/group discussion/quiz	5
3.	Assignment/field trip report/case study report	5
	Total	25

Practical -25 Marks

1	Average marks of two CIA test	15 marks
2	Attendance	2 marks
3	Observation note book	8 marks
	Total	25 Marks

Internship- 25 Marks (assess by Guide/incharge/HOD/Supervisor)

1	Presentations	15 Marks
2	Progress report	10 Marks
	Total	25 Marks

Project/Dissertation -50 Marks (assess by Guide /incharge /HOD/ Supervisor)

1	Two presentations (mid-term)	30 Marks
2	Progress report	20 Marks
	Total	50 Marks

B. External Examination

➢ There shall be examinations at the end of each semester, for odd semesters in the month of October / November; for even semesters in April / May.

➢ A candidate who does not pass the examination in any course(s) may be permitted to appear in such failed course(s) in the subsequent examinations to be held in October / November or April / May. However, candidates who have arrears in Practical shall be permitted to take their arrear Practical examination only along with Regular Practical examination in the respective semester.

➢ A candidate should get registered for the first-semester examination. If registration is not possible owing to a shortage of attendance beyond condonation limit/regulation prescribed OR belated joining OR on medical grounds, the candidates are permitted to move to the next semester. Such candidates shall re-do the missed semester after completion of the programme.

➢ For the Project Report/ Dissertation Work the maximum marks will be 100 marks for project report evaluation and for the Viva-Voce it is 50 marks

➢ For the Internship the maximum marks will be 50 marks for project report evaluation and for the Viva –Voce it is 25 marks.

➢ Viva-Voce: Each candidate shall be required to appear for the Viva-Voce Examination (in defense of the Dissertation Work / Internship).

C. Scheme of External Examination (Question Paper Pattern)

Theory - Maximum 75 Marks

ction A	10 questions. All questions carry equal marks. (Objective-type questions)	10 x 1 = 10 Marks	questions – 2 each from every unit
ction B	5 questions Either / or type like 1.a (or) b. All questions carry equal marks	5 x 5 = 25	questions – 1 each from every unit
ction C	5 questions Either / or type like 1.a (or) b. All questions carry equal marks	5 x8 = 40	question –Should cover all units

Practical –Maximum 75 Marks

Section A	Major experiment	Marks
Section B	Minor experiment	Marks
Section C	Experimental setup	Marks
Section D	Spotters (5 spotters x5 marks)	Marks
Section E	Record note	Marks
Section F	Vivo voce	Marks

Dissertation /Project report Maximum 150 Marks

Dissertation /Project report	100 Marks
Vivo voce	50 Marks

Internship report Maximum 75 Marks

Internship report	50 Marks
Vivo voce	25 Marks

4. Results

The results of all the examinations will be published through the Department where the student underwent the course as well as through University Website

5. Passing minimum

➢ A candidate shall be declared to have passed in each course if he/she secures not less than 40% marks in the End Semester Examinations and 40% marks in the Internal Assessment and not less than 50% in the aggregate, taking Continuous assessment and End Semester Examinations marks together.

> The candidates not obtained 50% in the Internal Assessment are permitted to improve their Internal Assessment marks in the subsequent semesters (2 chances will be given) by writing the CIA tests and by submitting assignments.

> Candidates, who have secured the pass marks in the End-Semester Examination and in the CIA but failed to secure the aggregate minimum pass mark (E.S.E + C I.A), are permitted to improve their Internal Assessment mark in the following semester and/or in University examinations.

> A candidate shall be declared to have passed in the Project / Dissertation / Internship if he /she gets not less than 40% in each of the Project / Dissertation / Internship and Viva-Voce and not less than 50% in the aggregate of both the marks for Project / Dissertation / Internship Report and Viva-Voce.

> A candidate who gets less than 50% in the Project Report must resubmit the Project Report. Such candidates need to take again the Viva-Voce on the resubmitted Project.

6. Grading of the Courses

The following table gives the marks, Grade points, Letter Grades and classifications meant to indicate the overall academic performance of the candidate.

Conversion of Marks to Grade Points and Letter Grade (Performance in Paper / Course)

RANGE OF MARKS	GRADE POINTS	LETTER GRADE	DESCRIPTION
90 - 100	9.0 – 10.0	O	Outstanding
80 - 89	8.0 – 8.9	D+	Excellent
75 - 79	7.5 – 7.9	D	Distinction
70 - 74	7.0 – 7.4	A+	Very Good
60 - 69	6.0 – 6.9	A	Good
50 - 59	5.0 – 5.9	B	Average
00 - 49	0.0	U	Re-appear
ABSENT	0.0	AAA	ABSENT

a) Successful candidates passing the examinations and earning GPA between 9.0 and 10.0 and marks from 90 – 100 shall be declared to have Outstanding (O).

b) Successful candidates passing the examinations and earning GPA between 8.0 and 8.9 and marks from 80 - 89 shall be declared to have Excellent (D+).

c) Successful candidates passing the examinations and earning GPA between 7.5 – 7.9 and marks from 75 - 79 shall be declared to have Distinction (D).

d) Successful candidates passing the examinations and earning GPA between 7.0 – 7.4 and marks from 70 - 74 shall be declared to have Very Good (A+).

e) Successful candidates passing the examinations and earning GPA between 6.0 – 6.9 and marks from 60 - 69 shall be declared to have Good (A).

f) Successful candidates passing the examinations and earning GPA between 5.0 – 5.9 and marks from 50 - 59 shall be declared to have Average (B).

g) Candidates earning GPA between 0.0 and marks from 00 - 49 shall be declared to have Re-appear (U).

h) Absence from an examination shall not be taken as an attempt.

From the second semester onwards the total performance within a semester and continuous performance starting from the first semester are indicated respectively **by Grade Point Average (GPA) and Cumulative Grade Point Average (CGPA).** These two are calculated by the following formulate

GRADE POINT AVERAGE (GPA) = $\Sigma_i C_i\ G_i / \Sigma_i C_i$

$\quad$ GPA = <u>Sum of the multiplication of Grade Points by the credits of the courses</u>
$\qquad\qquad$ Sum of the credits of the courses in a Semester

7. **Classification of the final result**

CGPA	Grade	Classification of Final Result
9.5 – 10.0	**O+**	First Class – Exemplary*
9.0 and above but below 9.5	**O**	
8.5 and above but below 9.0	**D++**	First Class with Distinction*
8.0 and above but below 8.5	**D+**	
7.5 and above but below 8.0	**D**	
7.0 and above but below 7.5	**A++**	First Class
6.5 and above but below 7.0	**A+**	
6.0 and above but below 6.5	**A**	
5.5 and above but below 6.0	**B+**	Second Class
5.0 and above but below 5.5	**B**	
0.0 and above but below 5.0	**U**	Re-appear

The final result of the candidate shall be based only on the CGPA earned by the candidate.

a) Successful candidates passing the examinations and earning CGPA between 9.5 and 10.0 shall be given Letter Grade (O+), those who earned CGPA between 9.0 and 9.4 shall be given Letter Grade (O) and declared to have First Class –Exemplary*.

b) Successful candidates passing the examinations and earning CGPA between 7.5 and 7.9 shall be given Letter Grade (D), those who earned CGPA between 8.0 and 8.4 shall be given Letter Grade (D+), those who earned CGPA between 8.5 and 8.9 shall be given Letter Grade (D++) and declared to have First Class with Distinction*.

c) Successful candidates passing the examinations and earning CGPA between 6.0 and 6.4 shall be given Letter Grade (A), those who earned CGPA between 6.5 and 6.9 shall be given Letter Grade (A+), those who earned CGPA between 7.0 and 7.4 shall be given Letter Grade (A++) and declared to have First Class.

d) Successful candidates passing the examinations and earning CGPA between 5.0 and 5.4 shall be given Letter Grade (B), those who earned CGPA between 5.5 and 5.9 shall be given Letter Grade (B+) and declared to have passed in Second Class.

i) Candidates those who earned CGPA between 0.0 and 4.9 shall be given Letter Grade (U) and declared to have Re-appear.

e) Absence from an examination shall not be taken as an attempt.

CUMULATIVE GRADE POINT AVERAGE (CGPA) = $\Sigma_n \, \Sigma_i \, C_{ni} \; G_{ni} \, / \, \Sigma_n \, \Sigma_i \, C_{ni}$

CGPA = Sum of the multiplication of Grade Points by the credits of the entire Programme
Sum of the credits of the courses for the entire Programme

Where '**Ci**' is the Credit earned for Course i in any semester; '**Gi**' is the Grade Point obtained by the student for Course i and 'n' refers to the semester in which such courses were credited.

CGPA (Cumulative Grade Point Average) = Average Grade Point of all the Courses passed starting from the first semester to the current semester.

Note: * The candidates who have passed in the first appearance and within the prescribed Semesters of the PG Programme are alone eligible for this classification.

8. **Maximum duration of the completion of the programme**

The maximum period for completion of **M.A Life skills Education** shall not exceed eight semesters continuing from the first semester.

9. **Conferment of the Master's Degree**

A candidate shall be eligible for the conferment of the Degree only after he/ she has earned the minimum required credits for the Programme prescribed therefor (i.e. 90 credits). Programme).

10. **Village Extension Programme**

The Sivaganga and Ramnad districts are very backward districts where a majority of people Lives in poverty. The rural mass is economically and educationally backward. Thus the aim of the introduction of this Village Extension Programme is to extend out to reach environmental awareness, social activities, hygiene, and health to the rural people of this region. The students in their third semester have to visit any one of the adopted villages within the jurisdiction of Alagappa University and can arrange various programs to educate the rural mass in the following areas for three day based on the theme.1. Environmental awareness 2. Hygiene and Health. A minimum of two faculty members can accompany the students and guide them.

What to do after M.A Life skills Education

Job and Career option for

- Life skill Trainer
- Life skill practitioner
- Human resource development manager
- Life skills coach
- Man Power Mobiliser
- Counsellor through Life skill practices
- Life skill consultant
- Soft skill Trainer
- Project manager
- Life skill motivator
- Problem solver

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

Sem	Course Code	NameoftheCourse	T/P	No. ofCredits	Contact Hours	Marks		Total
						I	E	
		ISEMESTER						
I	518101	Introduction to Life Skills	T	5	5	25	75	100
	518102	Core Life Skills	T	5	5	25	75	100
	518103	Life Skills across Life Span	T	5	5	25	75	100
		Electives(Any2)						
	518104	Problem solving and creative thinking	T					
	518105	Photography **	P	3	6	25	75	100
	518106	Social media & Videography**	T					
	518107	Yoga &Meditation	T					
	518108	Value Based Course – Public Speaking**	T	2	3	25	75	100
		Total		**23**	**30**	**150**	**450**	**600**
		IISEMESTER						
II	518201	Educational Psychology	T	5	5	25	75	100
	518202	Theoretical Foundations of Life Skills	T	5	5	25	75	100
	518203	Life Skill Training	T	5	5	25	75	100
		Electives(Any2)						
	518204	Practicum in Applied Life Skills **	T					
	518205	Psychological Experiments **	P	3	6	25	75	100
	518206	New Media Communication	T					
	518207	Knowledge Management	T					
	-	**Non Major Elective Course –I**		2	3	25	75	100
	MOOCs	*Self-learning course SLC-I		-	-	-	-	-
	518208	Summer Internship***		4	***	25	75	100
		Total		**27**	**30**	**175**	**525**	**700**
		IIISEMESTER						
III	518301	Research Methodology	T	5	5	25	75	100
	518302	Personality Development	T	5	5	25	75	100
	518303	Organisational Behaviour	T	5	5	25	75	100
		Electives(Any2)						
	518304	Entrepreneurship Development	T					
	518305	ICT Skills	T	3	6	25	75	100
	518306	Emotional Intelligence	T					
	518307	Human Resource Management	T					
		Non Major Elective Course-II		2	3	25	75	100
	MOOCs	Self-learning course SLC-II		-	-	-	-	-
		Total		**23**	**30**	**150**	**450**	**600**
		IVSEMESTER						
IV	518401	Guidance and Counselling	T	5	5	25	75	100
		Electives(Any2)						
	518402	Audio Visual Production **	P	3	6	25	75	100
	518403	Communication &Presentation Skill	T	3	6	25	75	100
	518404	Radio Jockey**	P					
	518405	Environmental Education	T					
	518999	Project Work#		6	12	25	75	100
		Library			1			
		Total		**17**	**30**	**100**	**300**	**400**
		GRANDTOTAL		**90**	**120**	**575**	**1725**	**2300**

- #Projectwork=75 marks +25marks Viva-Voce   =100
- ***Internship=25 marksdiary+50marks report + 25marks Viva-Voce=100

- ***SummerInternshipforthestudentswill befourweeks
- **SLC**–SelfLearningCourse(MOOCs)
- * Credits earned through self learning courses (MOOCs) shall be transferred in the credit plan of theprogramas extra credits.
- * The board of Studies may decide the number of Core and Elective courses to be offered in everysemester.
- **ConsideredasPracticalPapers

*NonMajorElectiveCourseIandII:

Non Major Elective Course–I
LifeSkillEducation
Non Major Elective Course-II
ProfessionalCareer&Development

1. Teaching Methodologies

The classroom teaching would be through conventional lectures and Audio - VisualAids presentation. The lecture would be such that the student should participate actively in thediscussion. Student seminars would be conducted and scientific discussions would be arrangedto improvetheircommunicative skill.

Inthelaboratory,instructionwouldbegivenfortheexperimentsfollowedbydemonstration and finally the students have to do the experiments individually. Student'scapacity is assessed by appropriate measuring tools and if their capacity is at low level specialattentionisgiven.

2. Examinations

The examinationshallbe three hours durationtoeachcourseattheendofeachsemester. The candidate failing in any course(s) will be permitted to appear for each failedcourse(s)in thesubsequentexamination.

Practical examinations for M.A (Life Skill Education) should be conducted at first,second,thirdandfourthsemester.

AttheendofthefourthsemesterViva–vocewillbeconductedforInternshipprogramme along with work diary, report submitted by the student. One internal and oneexternalexaminer will conduct the Viva-Vocejointly.

At the end of fourth semester viva-voce will be conducted on the basis of the Projectwork / Dissertation report submitted by the student. One internal and one external examinerwillconduct theviva-vocejointly.

DEPARTMENT OF LIFE LONG LEARNING
Course Structure–M.A Life Skill Education

#Internship should beoffourweeksduration

I-Semester					
Core	**CourseCode 518101**	**Introduction to Life Skills**	**T**	**Credits: 5**	**Hours: 5**
Unit-I					
Objective1	**To familiarize the students about Life Skill Education**				
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					
Outcome 1	**To Understand the nature of life skill education and importance of life skill training**				**K2**
UnitII					
Objective2	**To educate students about evolution of life skills and status of life skill in Indian context**				
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					
Outcome 2	**Acquire Students knowledge about evolution of life skill and life skill in Indian context**				**K2**
UnitIII					
Objective3	**To learn different approach and behaviors of Life Skill education**				
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					
Outcome 3	**Critically evaluate the different approaches and behaviors of life skill education**				**K3**
UnitIV					
Objective4	**To provide various learning techniques of life skill education**				
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					
Outcome 4	**Discuss about various learning techniques of life skill education**				**K2**
UnitV					
Objective5	**To learn different life skill approaches in school curriculum**				
Practicum Analyze the Life Skills Approach in School Curriculum					
Outcome 5	**Critically evaluate the different life skill approaches in school curriculum**				**K5**
Suggested Reading: Arvindnowale(2018) an introduction to life skills, Macmillan Education 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.

SantrockW.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 Nonformal 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.

Onlineresources

https://wikieducator.org/Introduction_to_life_skills_education#:~:text=Life%20Skills%20Education
ion%20is%20the,the%20challenges%20of%20everyday%20life.

https://www.edx.org/learn/life-skills

K1- Remember	*K2-Understand*	*K3-Apply*	*K4-Analyze*	*K5-Evaluate*	*K6-Create*

Course designed by: Dr. N. Johnson

CourseOutcomeVSProgrammeOutcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	S(3)	M(2)	L(1)	S (3)	L(1)	M(2)	L(1)	L(1)
CO2	L(1)	L(1)	L(1)	M(2)	L(1)	S(3)	L(1)	M(2)	L(1)	L(1)
CO3	M(2)	M(2)	M(2)	M(2)	M(2)	S(3)	M(2)	M(2)	M(2)	L(1)
CO4	M(2)	M(2)	M(2)	M(2)	M(2)	S(3)	M(2)	M(2)	M(2)	L(1)
CO5	L(1)	L(1)	L(1)	M(2)	M(2)	S(3)	M(2)	M(2)	M(2)	L(1)
W.AV	1.8	1.6	1.8	2	1.6	3	1.6	2	1.6	1

S–Strong(3),M-Medium(2),L-Low(1)

CourseOutcomeVSProgrammeSpecificOutcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	S(3)	M(2)	S(3)	L(1)
CO2	M(2)	M(2)	M(2)	M(2)	M(2)
CO3	M(2)	M(2)	M(2)	M(2)	L(1)
CO4	M(2)	L(1)	M(2)	L(1)	S(3)
CO5	M(2)	L(1)	M(2)	L(1)	S(3)
W.AV	2	1.8	2	1.8	2

S–Strong(3),M-Medium(2),L-Low(1)

I-Semester					
Core	CourseCode 518102	**Core Life Skills**	T	Credits: 5	Hours: 5
		Unit-I			
Objective1	**To familiarize students about Self Awareness and Concepts**.				
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					
Outcome 1	**Understand the social skills and interpersonal relationship**				**K2**
		UnitII			
Objective2	**To provide knowledge about basics thinking skill and types of thinking.**				
Thinking Skills Thinking - Nature, Elements of Thought - Types of Thinking – Reflective and reverse thinking-Concept-Creative and Critical Thinking - Definition, Nature, Stages Problem Solving - Definition, Steps in Problem Solving - Factors Influencing Problem Solving Decision Making - Goal Setting					
Outcome 2	**Acquire knowledge of basics about thinking and types of thinking skills**				**K4**
		UnitIII			
Objective3	**To learn students in preparation of Coping Strategies for Life Skills**				
Coping Skills- Coping with Emotions - Definition, Characteristics, Types - Classification: Wheel Model, Two-Dimensional Approach - Coping Strategies Coping with Stress- Definition, Stressors - Sources of Stress					
Outcome 3	**Analyze the different coping Strategies for Life Skills**				**K4**
		UnitIV			
Objective4	**Toeducate design of life skill practicum and development of module**				
Practicum Design and Development of Module					
Outcome 4	**Critically evaluate the design of life skill practicum and development of module**				**K6**
		UnitV			
Objective5	.**To learn measuring techniques of life skill and assessment scale**				
Measuring Life Skills - Life Skills Assessment Scale					
Outcome 5	**Discuss different measuring of life skill and assessment scale**				**K5**

Suggested Reading:

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 McGraw 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

K1- Remember	*K2-Understand*	*K3-Apply*	*K4-Analyze*	*K5-Evaluate*	*K6-Create*
				Course designed by: Dr.N.Johnson	

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M(2)	S(3)	S(3)	M(2)	L(1)	S(3)	S(3)	S(3)	M(2)	L(1)
CO2	M(2)	L(1)	L(1)	M(2)	L(1)	L(1)	L(1)	L(1)	M(2)	L(1)
CO3	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)
CO4	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)
CO5	M(2)	L(1)	L(1)	M(2)	M(2)	L(1)	L(1)	L(1)	M(2)	M(2)
W.AV	2	1.8	1.8	2	1.6	1.8	1.6	1.8	2	1.6

S–Strong(3),M-Medium(2),L-Low(1)

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M(2)	S(3)	L(1)	S(3)	L(1)
CO2	M(2)	M(2)	M(2)	M(2)	M(2)
CO3	M(2)	M(2)	L(1)	M(2)	L(1)
CO4	M(2)	L(1)	S(3)	L(1)	S(3)
CO5	M(2)	L(1)	S(3)	L(1)	S(3)
W.AV	2	1.8	2	1.8	2

S–Strong(3),M-Medium(2),L-Low(1)

I-Semester						
Core	CourseCode 518103	**Life Skills across Life Span**	T	**Credits: 5**	**Hours: 5**	
Unit-I						
Objective1	To learn the meaning of Physical, Cognitive, and Psychosocial Development of Adolescence					
Introduction Theories of Life Span Development Piaget's Cognitive Development Erick Erickson's Psycho-Social Development Theory Vygotsky's Socio-Cultural Theory of Development, Bronfenbrenner- Ecological Theory						
Outcome 1	**Understand the Physical, Cognitive, and Psychosocial Development of Adolescence**					K2
UnitII						
Objective2	**To provide knowledge about the basics of Early and Late Childhood**					
Early And Late Childhood Early Childhood - Characteristics and Developmental tasks - Physical, Cognitive, Motor Skills, Language and Psycho-Social Development - Happiness in Late Childhood						
Outcome 2	**Discuss aboutthe basics of Childhood and social development** .					K3
UnitIII						
Objective3	**To educate Characteristics of aging and longevity**					
Puberty And Adolescence Puberty Stages and Characteristics - Physical changes at puberty and effects of puberty changes. - Physical and Psychological concerns during puberty-Adolescent relationship with parents, siblings peers and society- Adolescent issues and concerns						
Outcome3	**Analyze different Characteristics of aging and longevity**					K4
UnitIV						
Objective4	**To familiarize different nature of adulthood and parenting styles**					
Adulthood Early Adulthood- Characteristics and changing interests in Early Adulthood - Physical, Cognitive and Moral development - Marital Life and Marital adjustments - Parenthood and Parenting Styles - Vocational Adjustments – Marital Adjustments - Parental Adjustment						
Outcome4	**Critically evaluate different nature of adulthood and parenting styles**					K2
UnitV						
Objective5	**.To learn various changes in motor and mental abilities**					
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						
Outcome5	**Acquire knowledge of various changes in motor and mental abilities**					K5

Suggested Reading:

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 McGraw Hill Publishing Company Ltd. New Delhi

Oliver Robinson(2012) Development through adulthood : An integrative source book, Palgrave Macmillan publications

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 McGraw Hill, Boston

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

Onlineresources
https://life-skills.middletownautism.com/
https://www.fhi360.org/sites/default/files/media/documents/Life%20Skills%20Toolkit_India.pdf
https://www.frontiersin.org/articles/10.3389/feduc.2021.660878/full

K1- Remember	*K2-Understand*	*K3-Apply*	*K4-Analyze*	*K5-Evaluate*	*K6-Create*

Coursedesignedby:Dr.N.Johnson

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	M(2)	S(3)	M(2)	L(1)
CO2	L(1)	L(1)	L(1)	L(1)	L(1)	L(1)	M(2)	L(1)	M(2)	L(1)
CO3	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)
CO4	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)
CO5	L(1)	L(1)	L(1)	L(1)	L(1)	L(1)	M(2)	L(1)	M(2)	M(2)
W.AV	1.8	1.6	1.8	1.8	1.6	1.8	2	1.8	2	1.6

S–Strong(3),M-Medium(2),L-Low(1)

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	L(1)	S(3)	L(1)	S(3)	L(1)
CO2	M(2)	M(2)	M(2)	M(2)	M(2)
CO3	L(1)	M(2)	L(1)	M(2)	L(1)
CO4	S(3)	L(1)	S(3)	L(1)	S(3)
CO5	S(3)	L(1)	S(3)	L(1)	S(3)
W.AV	2	1.8	2	1.8	2

S–Strong(3),M-Medium(2),L-Low(1)

			I-Semester			

DSE	CourseCode 518104	Problem solving and Creative thinking	T	Credits: 3	Hours: 6

Unit-I	
Objective1	To familiarize the meaning of problem solving and creative thinking

Problem solving- Definitions – meaning- significance- role of problem solving in decision making- steps in problem solving- priority in problem solving improvement of problem solving skills- barriers in problem solving – different types of problem solving- thinking skills in the problem solving.

Outcome1	Understand the meaning of problem solving and creative thinking	K2

UnitII		
Objective2	To provide knowledge about styles of creative thinking and activities for improving creative thinking	

Creative thinking-definitions- meaning- importance of creative thinking promoting and inhibiting creative thinking- process of creative thinking- styles of creative thinking- evaluation of creative thinking- steps in creative thinking activities for improving creative thinking

Outcome2	Discuss about styles of creative thinking and activities for improving creative thinking.	K4

UnitIII		
Objective3	To educate various techniques of problem solving and significance of creative thinking	

The evaluation of problem solving- problem solving relation to intelligence different thinking styles and strategies- socio cultural influence in problem solving Different approaches in problem solving- techniques for enhancing problem solving-increasing self-actualization in problem solving

Outcome3	Analyze the various techniques of problem solving and significance of creative thinking	K3

UnitIV		
Objective4	To learn about skills needed for problem solving and ways to improve problem solving	

Different skills needed for problem solving- perception on problem solving application of problem solving-issues in problem solving- factors involved in problems solving- ways to improve problem solving- understand the importance of problem solving.

Outcome4	Acquire knowledge about skills needed for problem solving and ways to improve problem solving	K2

UnitV		
Objective5	.To educate patterns of problem solving and lateral thinking	

Patterns in problem solving- - creative problem solving- problem solving and comprehension- analytical skills-analytical reasoning- lateral thinking for problem solving- productive thinking

Outcome5	Critically evaluate patterns of problem solving and lateral thinking	K5

Suggested Reading:

Sawyer, R. K. (2012). Explaining Creativity: The Science of Human Innovation (2nd Ed). New York, NY: Oxford University Press, Inc.

Baer, J., & Kaufman, J. C. (2012). Being Creative Inside and Outside the Classroom. The Netherlands: Sense Publishers.

Simonton, D. K. (2011). Big-C creativity in the Big City: Definitions, speculations, and complications. In D. E. Andersson, Å. E. Andersson, & C. Mellander (Eds.), Handbook of creative cities (pp. 72-84). Cheltenham Glos, UK: Edward Elgar.

Baer, J., & Garrett, T. (2010). Teaching for creativity in an era of content standards and accountability. In R. A. Beghetto& J. C. Kaufman (Eds.), Finding creativity in the classroom: Between chaos and conformity (pp. 6-23). New York: Cambridge University Press

Kaufman, J. C., & Sternberg, R. J. (Eds). (2010). Cambridge handbook of creativity. New York: Cambridge University Press.

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Florida, R. (2002). The rise of the creative class and how it's transforming work, life, community and everyday life. New York: Basic Books.

Sternberg, R. J., Kaufman, J. C., &Pretz, J. E. (2002). The creativity conundrum: A propulsion model of kinds of creative contributions. New York: Psychology Press.

Runco, M. A. (2007). Creativity Theories and Themes: Research, Development, and Practice. Burlington, MA: Elsevier Academic Press.

Gardner, H. (1983) Frame of Mind: A Theory of Multiple Intelligence, NY: Basic Books, Inc. Goff, K. (1998) Everyday Creativity, Stillwater: Little Ox Books.

Evans, J.R. (1991a) Creative Thinking in the Decision and Management Sciences, College Division, South-Western Publishing Co., Cincinnati

Courger, J.D. (1995) Creative Problem Solving and Opportunity Finding, boyd&fraser publishing company, Danvers. Creative Management, pp. 11-26, UK: Sage Publications

Onlineresources
https://pod.admin.ox.ac.uk/problem-solving-and-creative-thinking
https://library.fvtc.edu/Thinking/ProblemSolving
https://www.eds-resources.com/edcreative.htm
https://np-sg.libguides.com/jpl-creativethinking

K1- Remember	*K2-Understand*	*K3-Apply*	*K4-Analyze*	*K5-Evaluate*	*K6-Create*

Course designed by:Dr.N.Johnson

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M(2)	L(1)	S(3)	S(3)	L(1)	S (3)	L(1)	M(2)	L(1)	L(1)
CO2	M(2)	L(1)	L(1)	L(1)	L(1)	S(3)	L(1)	M(2)	L(1)	L(1)
CO3	M(2)	M(2)	M(2)	M(2)	M(2)	S(3)	M(2)	M(2)	M(2)	L(1)
CO4	M(2)	M(2)	M(2)	M(2)	M(2)	S(3)	M(2)	M(2)	M(2)	L(1)
CO5	M(2)	M(2)	L(1)	L(1)	M(2)	S(3)	M(2)	M(2)	M(2)	L(1)
W.AV	2	1.6	1.6	1.8	1.6	3	1.6	2	1.6	1

S–Strong(3),M-Medium(2),L-Low(1)

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	S(3)	M(2)	L(1)	L(1)
CO2	M(2)	M(2)	M(2)	M(2)	M(2)
CO3	M(2)	M(2)	M(2)	L(1)	M(2)
CO4	M(2)	L(1)	M(2)	S(3)	M(2)
CO5	M(2)	L(1)	M(2)	S(3)	M(2)
W.AV	2	1.8	2	2	1.8

S–Strong(3),M-Medium(2),L-Low(1)

I-Semester					
DSE	**CourseCode 518105**	**Photography****	**P**	**Credits: 3**	**Hours: 6**

Course Objectives

1. To familiarize the basics of photography and types of photography
2. To learn the different types of lighting
3. To educate the use of technical aspects of camera
4. To provide technical knowledge of camera
5. To learn about different types of camera

   Portrait.

   Landscapes.

   Three point Lighting (Key, Fill , Back lights).

   Candid Photography.

   News Photography.

   Sports Photography.

   Macro Photography.

   Depth of Field.

   Aperture Priority.

   Flash Photography.

   Rule of Third.

   Exposure Compensation.

   Available Lighting.

   Photo essay.

   Digital Art.

Course Outcomes

1. To understand the basics of photography and types of photography
2. Acquire knowledge about different types of lighting
3. Critically evaluate the use of technical aspects of camera
4. Discuss about technical knowledge of camera
5. Understand about different types of camera

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M(2)	S (3)	L(1)	L(1)	L(1)	S (3)	L(1)	L(1)	M(2)	S (3)
CO2	L(1)	S(3)	L(1)	L(1)	L(1)	S(3)	L(1)	L(1)	L(1)	S(3)
CO3	L(1)	S(3)	M(2)	M(2)	L(1)	S(3)	M(2)	M(2)	L(1)	S(3)
CO4	L(1)	S(3)	M(2)	M(2)	L(1)	S(3)	M(2)	M(2)	L(1)	S(3)
CO5	L(1)	S(3)	M(2)	M(2)	L(1)	S(3)	M(2)	M(2)	L(1)	S(3)
W.AV	1.2	3	1.6	1.6	1	3	1.6	1.6	1.2	3

S–Strong(3),M-Medium(2),L-Low(1)

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	S(3)	M(2)	L(1)	L(1)
CO2	M(2)	M(2)	M(2)	M(2)	M(2)
CO3	M(2)	M(2)	M(2)	L(1)	M(2)
CO4	L(1)	L(1)	M(2)	S(3)	M(2)
CO5	L(1)	L(1)	M(2)	S(3)	M(2)
W.AV	1.8	1.8	2	2	1.8

S–Strong(3),M-Medium(2),L-Low(1)

I-Semester					
DSE	Course Code 518106	Social media and videography	T	Credits: 3	Hours: 6

Unit-I		
Objective1	To provide knowledge about different types of social media and people's attitudes on social media	
Introduction to Social media- historical perspective of social media – different types of social media platforms- functions of social media – role of social media in social development- impact of social media on society and individual- perception on social media - people attitudes on social media.		
Outcome1	Discussdifferent types of social media and people's attitudes on social media	K2
UnitII		
Objective 2	To familiarize about social media and it is functions for the society	
Social media network for interpersonal communication- social media campaignsocial media and society- media in modern society- building a network with social media- creating a social media account- how social media shapes society-digital citizenship-digital communities and social influence.		
Outcome 2	Understand aboutsocial media and it is functions for the society	K3
Unit III		
Objective 3	To learn about Video grapy and different techniques of videography	
Introduction to videography- meaning- elements of video- types of camera- lenses -shots- sequence- camera movements- multi camera setup- importance of videography- different techniques of videography- skills needed for videography		
Outcome 3	Acquire knowledge of Video grapy and different techniques of videography	K4
Unit IV		
Objective4	To educate different lightings and basics of sound recording	
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.		
Outcome 4	Analyze educate different lightings and basics of sound recording	K2
Unit V		
Objective5	.To learn set design and different genre in studio production	
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.		
Outcome5	Critically evaluate the set design and different genre in studio production	K5

Suggested Reading:
Tuten, T., & Solomon, M. (2014). Social media marketing (2nded.). Thousand Oaks, CA: Sage.
Joosten, T. (2012). Social media for educators: Strategies andbest practices. San Francisco, CA: John Wiley & Sons.
Anderson, P. (2012). Web 2.0 and beyond: Principles andtechnologies. Boca Raton, FL: CRC Press 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
Jan Maes and March Vereammen" Digital Audio Technology", 4th Edition Focal Press, 2001. 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.
Sr. Mary Peter Claver and Sr. Mary Jyosita, "First Steps to TV-Video Production", BharathiBhawan, Patna, 1992. Allan Wurtzel, "Television Production" McGraw Hill Book Co., 1983.

Onlineresources
https://blog.hootsuite.com/social-media-training/
https://study.sagepub.com/smm4
https://blog.hubspot.com/marketing/social-media-marketing-resources
https://sproutsocial.com/insights/social-media-for-education/

K1- Remember	K2-Understand	K3-Apply	K4-Analyze	K5-Evaluate	K6-Create

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Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	L(1)	M(2)	L(1)	L(1)	S(3)	S(3)	L(1)	S (3)
CO2	L(1)	L(1)	L(1)	M(2)	L(1)	L(1)	L(1)	L(1)	L(1)	S(3)
CO3	M(2)	M(2)	M(2)	M(2)	M(2)	L(1)	M(2)	M(2)	M(2)	S(3)
CO4	M(2)	M(2)	M(2)	M(2)	M(2)	L(1)	M(2)	M(2)	M(2)	S(3)
CO5	L(1)	L(1)	M(2)	M(2)	M(2)	L(1)	L(1)	L(1)	M(2)	S(3)
W.AV	1.8	1.6	1.6	2	1.6	1	1.6	1.8	1.6	3

S–Strong(3),M-Medium(2),L-Low(1)

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	M(2)	M(2)	S(3)	M(2)
CO2	M(2)	M(2)	M(2)	M(2)	M(2)
CO3	M(2)	M(2)	M(2)	M(2)	M(2)
CO4	L(1)	M(2)	M(2)	L(1)	M(2)
CO5	L(1)	M(2)	M(2)	L(1)	M(2)
W.AV	1.8	2	2	1.8	2

S–Strong(3),M-Medium(2),L-Low(1)

I-Semester					
DSE	**CourseCode 518107**	**Yoga & Meditation**	**T**	**Credits: 3**	**Hours: 6**

Unit-I		
Objective1	**To familiarize the concepts of yogic practices and asana.**	
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.		
Outcome 1	**Understand the concepts of yogic practices and asana**	**K3**
UnitII		
Objective2	**To provide knowledge of upanisadas and importance in one's life**	
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		
Outcome 2	**Discuss ofupanisadas and importance in one's life**	**K4**
UnitIII		
Objective3	**To educate types of pranayama and classification of asanas**	
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		
Outcome3	**Acquire knowledge of pranayama and classification of asanas**	**K3**
UnitIV		
Objective4	**To learn about Meditation and techniques to control the mind**	
Meditation: Meditation - Meaning – Concept – Types of Meditation – Positive Health – Mental Health – Techniques to control the mind – Easy meditation techniques		
Outcome 4	**Analyze the Meditation and techniques to control the mind**	**K2**
UnitV		
Objective5	**.To educate research in yoga and difference between and meditation**	
Yoga Education: Research - Basic, Applied and Action Research in Yoga - Yoga Education Centers in India and Abroad - Competitions in Yogasanas – Difference between Yoga & Meditation.		
Outcome 5	**Critically evaluate research in yoga and difference between and meditation**	**K5**

Suggested Reading:

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: KhelSahity

Onlineresources

https://youaligned.com/yoga/6-free-online-yoga-resources-to-help-improve-your-practice/

https://blog.yogamatters.com/online-resources-yoga-meditation/

https://www.freemeditation.com/

https://www.doyogawithme.com/

K1- Remember	*K2-Understand*	*K3-Apply*	*K4-Analyze*	*K5-Evaluate*	*K6-Create*

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Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	M(2)	M(2)	L(1)	S (3)	S(3)	S(3)	L(1)	L(1)
CO2	L(1)	L(1)	M(2)	L(1)	L(1)	S(3)	L(1)	L(1)	L(1)	L(1)
CO3	M(2)	M(2)	M(2)	L(1)	M(2)	S(3)	M(2)	M(2)	M(2)	M(2)
CO4	M(2)	M(2)	M(2)	L(1)	M(2)	S(3)	M(2)	M(2)	M(2)	M(2)
CO5	L(1)	L(1)	M(2)	L(1)	M(2)	S(3)	L(1)	L(1)	M(2)	M(2)
W.AV	1.8	1.6	2	1.2	1.6	3	1.6	2	1.6	1.6

S–Strong(3),M-Medium(2),L-Low(1)

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M(2)	S(3)	M(2)	L(1)	L(1)
CO2	M(2)	M(2)	M(2)	M(2)	M(2)
CO3	M(2)	M(2)	M(2)	L(1)	M(2)
CO4	M(2)	L(1)	M(2)	S(3)	M(2)
CO5	M(2)	L(1)	M(2)	S(3)	M(2)
W.AV	2	1.8	2	2	1.8

S–Strong(3),M-Medium(2),L-Low(1)

		I-Semester			
VBC	CourseCode 518108	Value based course - Public Speaking	T	Credits: 2	Hours: 3

Unit-I		
Objective1	To learn speech and practice comfortable speaking	
Introduction Speech This is a warm-up 1 minute speech about 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		
Outcome 1	Understand speech and practice of comfortable speaking	K3

UnitII		
Objective2	To familiarize about informative speech and class presentation	
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		
Outcome 2	Acquire knowledge about informative speech and class presentation	K4

UnitIII		
Objective3	To educate about effective arguments and speech outlines	
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.		
Outcome 3	Critically evaluate effective arguments and speech outlines	K3

UnitIV		
Objective4	To comprehend utilizes visual , audios for speech and non-verbal tools	
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.		
Outcome 4	Analyze the visual, audio for speech and non-verbal tools	K2

UnitV		
Objective5	To educate the types of speech and practicing language	
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		
Outcome 5	Discuss the types of speech and practicing language	K4

Suggested Reading:

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

Onlineresources
https://www.presentationskills.me/best-free-resources-for-public-speaking-and-presentations/
https://speakerhub.com/skillcamp/8-resources-help-improve-your-public-speaking-skill
https://whttps://virtualspeech.com/learn/public-speaking-courses ww.inc.com/larry-kim/nine-places-to-learn-public-speaking-for-free.html

K1- Remember	K2-Understand	K3-Apply	K4-Analyze	K5-Evaluate	K6-Create

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Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	L(1)	S (3)	S(3)	S(3)	L(1)	S(3)	S(3)	M(2)	M(2)	L(1)
CO2	L(1)	S(3)	L(1)	L(1)	L(1)	L(1)	L(1)	M(2)	L(1)	L(1)
CO3	M(2)	S(3)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	L(1)	M(2)
CO4	M(2)	S(3)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	L(1)	M(2)
CO5	M(2)	S(3)	L(1)	L(1)	M(2)	L(1)	L(1)	M(2)	L(1)	M(2)
W.AV	1.6	3	1.6	2	1.6	1.8	1.6	2	1.2	1.6

S–Strong(3),M-Medium(2),L-Low(1)

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M(2)	L(1)	L(1)	M(2)	S(3)
CO2	M(2)	M(2)	M(2)	M(2)	M(2)
CO3	M(2)	L(1)	M(2)	M(2)	M(2)
CO4	M(2)	S(3)	M(2)	M(2)	L(1)
CO5	M(2)	S(3)	M(2)	M(2)	L(1)
W.AV	2	2	1.8	2	1.8

S–Strong(3),M-Medium(2),L-Low(1)

		II-Semester			
Core	CourseCode 518201	Educational Psychology	T	Credits: 5	Hours: 5

	Unit-I	
Objective1	**To learn the concepts and perspectives of psychology. and branches of psychology**	
Psychology: An Overview Introduction - Psychology Meaning - History of Psychology -Branches of Psychology - Research Methods in Psychology-Psychology of Learning and Education		
Outcome 1	**Acquire knowledge theconcepts and perspectives of psychology. and branches of psychology**	K3

	UnitII	
Objective2	**To familiarize Positive Psychology in the process of Psycho-social Development of Human development**	
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 – Maslow's hierarchy of needs		
Outcome 2	**Understand thePositive Psychology in the process of Psycho-social Development of Human development**	K4

	UnitIII	
Objective3	To learn the various factors involved in of positive youth development	
Cognitive Learning Theories Introduction: Cognitive - Gestalt Theories of Learning - Problem Solving by Insight - Piaget's Theory of Learning - Social Learning Theory: Albert Bandura - Application of Social Learning Theory		
Outcome 3	**Discuss the various factors involved in of positive youth development**	K3

	UnitIV	
Objective4	**To educate the creative, critical thinking and creative process**	
Critical and creative Thinking Introduction - Critical Thinking-Components of Critical Thinking-Socratic Questioning to Enhance Critical Thinking-Creative Thinking- Definition of Creative Thinking - The Creative Process		
Outcome 4	**Analyze the creative, critical thinking and creative process**	K2

	UnitV	
Objective5	.**To provide knowledge about motivation and thoughts of emotion**	
Motivation and Learning Introduction - Thoughts on Emotion and Learning -Motivation - Expectancy Value Theory - Valuing Task – Expecting Success		
Outcome 5	**Critically evaluate the motivation and thoughts of emotion**	K5

Suggested Reading:
Ormrod, J. E., & Jones, B. (2018). Essentials of educational psychology: Big ideas to guide effective teaching (5th ed.). Pearson.
Ormrod, J. E., Anderman, E. M., &Anderman, L. H. (2019). Educational psychology: Developing learners (10th ed.). Pearson.
Brett Wilkinson (2019).Educational Psychology for Learners: Connecting Theory, Research and Application 2nd Edition Brett Wilkinson (2019).Educational Psychology for Learners: Connecting Theory, Research and Application 2nd Edition
Jeanne Ellis Ormrod (2016) Educational Psychology: Developing Learners with MyLab Education with Enhanced Pearson eText, Loose-Leaf Version -- Access Card Package (9th Edition) (What's New in Ed Psych / Tests & Measurements) 9th Edition
 Anita Woolfolk (2016) Educational Psychology: Active Learning Edition, Loose-Leaf Version (13th Edition)
Robert Slavin (2018) Educational Psychology: Theory and Practice 12th Edition
Jeanne Ellis Ormrod, Eric M. Anderman,(2019)Educational Psychology: Developing Learners (10th Edition)
John Santrock (2020) Educational Psychology 7th Edition
 Jeanne Ormrod (2018) Essentials of Educational Psychology: Big Ideas To Guide Effective Teaching 5th Edition
Kenzo Bergeron (2017) Challenging the Cult of Self-Esteem in Education: Education, Psychology, and the Subaltern Self (Routledge Research in Educational Psychology) 1st Edition
Jennifer L. Martin (2019) Educational Psychology: History, Practice, Research, and the Future (Essentials of Psychology and Health) Praeger publisher

K1- Remember	*K2-Understand*	*K3-Apply*	*K4-Analyze*	*K5-Evaluate*	*K6-Create*

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Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M(2)	M(2)	L(1)	L(1)	S(3)	S(3)	L(1)	S (3)	S(3)	S(3)
CO2	M(2)	L(1)	L(1)	L(1)	L(1)	L(1)	L(1)	S(3)	L(1)	L(1)
CO3	M(2)	L(1)	M(2)	M(2)	M(2)	M(2)	M(2)	S(3)	M(2)	M(2)
CO4	M(2)	L(1)	M(2)	M(2)	M(2)	M(2)	M(2)	S(3)	M(2)	M(2)
CO5	M(2)	L(1)	M(2)	M(2)	L(1)	L(1)	M(2)	S(3)	L(1)	L(1)
W.AV	**2**	**1.2**	**1.6**	**1.6**	**1.8**	**1.6**	**1.6**	**3**	**1.6**	**2**

S–Strong(3),M-Medium(2),L-Low(1)

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M(2)	S(3)	S(3)	L(1)	L(1)
CO2	M(2)	M(2)	M(2)	M(2)	M(2)
CO3	M(2)	M(2)	M(2)	L(1)	M(2)
CO4	M(2)	L(1)	L(1)	S(3)	M(2)
CO5	M(2)	L(1)	L(1)	S(3)	M(2)
W.AV	**2**	**1.8**	**1.8**	**2**	**1.8**

S–Strong(3),M-Medium(2),L-Low(1)

II-Semester					
Core	**Course Code** **518202**	**Theoretical Foundations of Life Skills**	**T**	**Credits:** **5**	**Hours:** **5**

Unit-I		
Objective1	**To familiarize theories of learning and types of learning theory**.	
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		
Outcome 1	**Understand theories of learning and types of learning theory**	**K3**
UnitII		
Objective2	**To educate theories on self and self related theory**	
Theories on Self- Self through the social lens- Looking Glass Self, I and Me of Self- Self and the Psychoanalytic lens- Self determination theory; RyanandDeci, Self Affirmation Theory: Claude Steele		
Outcome 2	**Acquire knowledge the theories on self and self related theory**	**K4**
UnitIII		
Objective3	**To learn theories on problem behavior and use of heuristics in decision making**	
Theories on Problem Behaviour and Decision Making ProblemBehaviour Theory :Richard Jessor- Gestalt Theory and Problem Solving: Wertheimer- The use of heuristics in decision making		
Outcome 3	**Analyze the theories on problem behavior anduse of heuristics in decision making**	**K3**
UnitIV		
Objective4	**To provide knowledge the theories on emotional and social intelligence**	
Theories on Emotional and Social Intelligence Theory of Emotional Intelligence: Daniel Goleman; Bar-On; John Mayer, Peter Salovey -Multiple Intelligence Theory: Howard Gardner- Sternberg's theory of Intelligence		
Outcome 4	**Acquire knowledgethe theories on emotional and social intelligence**	**K2**
UnitV		
Objective5	To educate theories on risk and theories on stress coping	
Theories on Risk, Resilience and Coping Resilience and Risk: 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		
Outcome 5	**Discuss the theories on risk and theories on stress coping**	**K5**

Suggested Reading:
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 McGraw 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
SantrockW.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.
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K1- Remember	*K2-Understand*	*K3-Apply*	*K4-Analyze*	*K5-Evaluate*	*K6-Create*

Coursedesignedby:Dr.N.Johnson

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	M(2)	S (3)	S(3)	S(3)	L(1)	M(2)	L(1)	L(1)
CO2	L(1)	L(1)	L(1)	S(3)	L(1)	L(1)	L(1)	L(1)	L(1)	L(1)
CO3	M(2)	M(2)	L(1)	S(3)	M(2)	M(2)	M(2)	L(1)	M(2)	M(2)
CO4	M(2)	M(2)	L(1)	S(3)	M(2)	M(2)	M(2)	L(1)	M(2)	M(2)
CO5	L(1)	L(1)	L(1)	S(3)	L(1)	L(1)	M(2)	L(1)	M(2)	M(2)
W.AV	**1.8**	**1.6**	**1.2**	**3**	**1.6**	**2**	**1.6**	**1.2**	**1.6**	**1.6**

S–Strong(3),M-Medium(2),L-Low(1)

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M(2)	M(2)	S(3)	L(1)	L(1)
CO2	M(2)	M(2)	M(2)	M(2)	M(2)
CO3	M(2)	M(2)	M(2)	L(1)	M(2)
CO4	M(2)	M(2)	L(1)	S(3)	M(2)
CO5	M(2)	M(2)	L(1)	S(3)	M(2)
W.AV	**2**	**2**	**1.8**	**2**	**1.8**

S–Strong(3),M-Medium(2),L-Low(1)

II-Semester					
Core	CourseCode 518203	**Life Skill Training**	**T**	**Credits: 5**	**Hours: 5**
Unit-I					
Objective1	**To educate key facets of training and process of learning in a training programme..**				
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					
Outcome 1	**Acquire knowledge the key facets of training and process of learning in a training programme**				**K2**
UnitII					
Objective2	**To familiarize levels of performance and training needs**				
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					
Outcome 2	**Understand thelevels of performance and training needs**				**K3**
UnitIII					
Objective3	**To learn designing a training programme and process of preparing programme**				
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 ProgrammeMonitor and evaluation					
Outcome 3	**Analyze the designing a training programme andprocess of preparing programme**				**K4**
UnitIV					
Objective4	**To provide knowledge handling challenges situations in training programme**				
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- Conflicts: Among the Participants and between Trainers and Trainees Handling Challenges - Diagnosing, Analyzing, and Interviewing					
Outcome4	**Critically evaluate thehandling challenges situations in training programme**				**K3**
UnitV					
Objective5	**.To educate the need of analysis in training**				
Practicum: Training Need Analysis					
Outcome5	**Understand the need of analysis in training**				**K5**

Suggested Reading:
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.
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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).
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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).

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https://www.edx.org/learn/life-skills
https://www.commonsense.org/education/lists/great-resources-for-teaching-life-skills
https://onlinecourses.swayam2.ac.in/cec21_ed08/preview
https://www.macmillanenglish.com/blog-resources/article/life-skills-resources

K1- Remember	*K2-Understand*	*K3-Apply*	*K4-Analyze*	*K5-Evaluate*	*K6-Create*

Coursedesignedby:Dr.N.Johnson

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M(2)	L(1)	L(1)	S(3)	S(3)	S(3)	S (3)	S(3)	S(3)	L(1)
CO2	L(1)	L(1)	L(1)	L(1)	L(1)	L(1)	S(3)	L(1)	L(1)	L(1)
CO3	L(1)	M(2)	M(2)	M(2)	M(2)	M(2)	S(3)	M(2)	M(2)	M(2)
CO4	L(1)	M(2)	M(2)	M(2)	M(2)	M(2)	S(3)	M(2)	M(2)	M(2)
CO5	L(1)	M(2)	M(2)	L(1)	L(1)	L(1)	S(3)	L(1)	L(1)	M(2)
W.AV	**1.2**	**1.6**	**1.6**	**1.8**	**1.6**	**1.6**	**3**	**1.6**	**2**	**1.6**

S–Strong(3),M-Medium(2),L-Low(1)

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	L(1)	L(1)	M(2)	M(2)
CO2	M(2)	M(2)	M(2)	M(2)	M(2)
CO3	M(2)	L(1)	M(2)	M(2)	M(2)
CO4	L(1)	S(3)	M(2)	M(2)	M(2)
CO5	L(1)	S(3)	M(2)	M(2)	M(2)
W.AV	**1.8**	**2**	**1.8**	**2**	**2**

S–Strong(3),M-Medium(2),L-Low(1)

II-Semester					
DSE	Course Code 518204	**Practicum in Applied Life Skills****	T	Credits: 3	Hours: 6

Unit-I		
Objective1	To familiarize life skills and career education	
Life Skills and Career Education - Goal Setting: Types, Steps - Time Management - Effective Learning: Study Skills and Memory Techniques - Career Planning: Importance, Steps - Interview: Types, Preparation, Do's and Don'ts - Life Skills for Effective Learning, Successful Career Planning &Development		
Outcome1	To understand life skills and career education	K2
UnitII		
Objective2	To provide knowledge of life skills in social context and life skills for social harmony	
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 - Life Skills for Social Harmony and National Integration - Life Skills for vulnerable and marginalized		
Outcome2	Acquire knowledgeof life skills in social context and life skills for social harmony	K3
UnitIII		
Objective3	To educate life skills for specific problems and preventing substance abuse	
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 - Drug addiction- Life skills for preventing substance abuse and alcoholism		
Outcome3	Discusslife skills for specific problems and preventing substance abuse	K4
UnitIV		
Objective4	To learn life skills to deal with problems and avoid problems	
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 - Life Skills to avoid suicidal ideation		
Outcome4	Understand life skills to deal with problems and avoid problems	K3
UnitV		
Objective5	.To educate types of personality and assessment of personality	
Personality Assessment - Hans Eysenck: The Dimensions of Personality Extraversion, Neuroticism, and Psychoticism- The five-factor model of personality analysis.		
Outcome5	Analyze the types of personality and assessment of personality	K5

Suggested Reading:

Kwauk C & Braga. (2017) Life skills education is more than teaching skills, Brookings institution Washington DC

Dewan S, Sarkar U (2017) From education to employability: Preparing South Asian Youth for the world of work, UNICEF ROSA

Brinkman, F. J. (2016). Environment, Religion and Culture in the Context of the 2030 Agenda for Sustainable Development

Care, E., Kim, H., Anderson, K., &Gustafsson-Wright, E. (2017). Skills for a Changing World: National Perspectives and the Global Movement

International Youth Foundation. (2014).Strengthening life skills for youth : A practical guide to quality programming

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Street, C. (2012). Global Life Skills Education Evaluation,

UNICEF. (2012). Global Evaluation of Life Skills Education Programmes. Evaluation Office,

IYF (2013). Getting Youth in the Door: Defining Soft Skills Requirements for Entry-level Service Sector Jobs. Baltimore: International Youth Foundation.

Levin, H. M. (2015). The importance of adaptability for the 21st century. Society, 52(2), 136-141

O'Shea, A. (2014). Models of WIL. In S. Ferns (ed.), Work integrated learning in the curriculum. Higher Education Research and Development Society of Australia guide (pp. 7-14). Australia Collaboration Education Network Ltd.

Smigiel, H., Macleod, C., & Stephenson, H. (2015). Managing competing demands in the delivery of work integrated learning: an institutional case study. In Practicebased Learning in Higher Education (pp. 159-172). Netherlands: Springer

K1- Remember	*K2-Understand*	*K3-Apply*	*K4-Analyze*	*K5-Evaluate*	*K6-Create*

Coursedesignedby:Dr.N.Johnson

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S (3)	S(3)	S(3)	L(1)	M(2)	L(1)	L(1)	S(3)	S(3)
CO2	L(1)	S(3)	L(1)	L(1)	L(1)	L(1)	L(1)	L(1)	L(1)	L(1)
CO3	M(2)	S(3)	M(2)	M(2)	M(2)	L(1)	M(2)	M(2)	M(2)	M(2)
CO4	M(2)	S(3)	M(2)	M(2)	M(2)	L(1)	M(2)	M(2)	M(2)	M(2)
CO5	L(1)	S(3)	L(1)	L(1)	M(2)	L(1)	M(2)	M(2)	L(1)	L(1)
W.AV	**1.6**	**3**	**1.6**	**2**	**1.6**	**1.2**	**1.6**	**1.6**	**1.8**	**1.6**

S–Strong(3),M-Medium(2),L-Low(1)

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	L(1)	L(1)	S(3)	L(1)	L(1)
CO2	M(2)	M(2)	M(2)	M(2)	M(2)
CO3	L(1)	M(2)	M(2)	L(1)	M(2)
CO4	S(3)	M(2)	L(1)	S(3)	M(2)
CO5	S(3)	M(2)	L(1)	S(3)	M(2)
W.AV	**2**	**1.8**	**1.8**	**2**	**1.8**

S–Strong(3),M-Medium(2),L-Low(1)

	II-Semester				
DSE	Course Code 518205	Psychological Experiments**	P	Credits: 3	Hours: 6

Course Objectives
1. To familiarize the basic concept of psychology

2. To learn the different types of psychological experiments

3. To educate the uses of psychological experiment

4. To provide technical knowledge of handling psychological experiments

5. To learn about different types of psychological experiments instruments

   Mirror Drawing
   Span of Attention
   Paper Pencil Test
   Creativity Test
   Finger Dexterity
   Division of Attention
   Muller lyer illusion
   Intelligence
   Problem Solving
   Adjustment

Course Outcomes
1. To understand the basics concept of psychology

2. Acquire knowledge about different types of psychological experiments

3. Critically evaluate the uses of psychological experiment

4. Discuss about technical knowledge of handling psychological experiments

5. Understand about different types of psychological experiments instruments

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	L(1)	S (3)	L(1)	L(1)	M(2)	M(2)	S (3)	L(1)	M(2)	M(2)
CO2	L(1)	S(3)	L(1)	L(1)	L(1)	L(1)	S(3)	L(1)	L(1)	L(1)
CO3	L(1)	S(3)	M(2)	M(2)	L(1)	L(1)	S(3)	M(2)	L(1)	L(1)
CO4	L(1)	S(3)	M(2)	M(2)	L(1)	L(1)	S(3)	M(2)	L(1)	L(1)
CO5	L(1)	S(3)	M(2)	M(2)	L(1)	L(1)	S(3)	M(2)	L(1)	L(1)
W.AV	1	3	1.6	1.6	1.2	1.2	3	1.6	1.2	1.2

S–Strong(3),M-Medium(2),L-Low(1)

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	S(3)	M(2)	L(1)	S(3)
CO2	M(2)	M(2)	M(2)	M(2)	M(2)
CO3	M(2)	M(2)	M(2)	L(1)	M(2)
CO4	M(2)	L(1)	M(2)	S(3)	L(1)
CO5	M(2)	L(1)	M(2)	S(3)	L(1)
W.AV	2	1.8	2	2	1.8

S–Strong(3),M-Medium(2),L-Low(1)

II-Semester					
DSE	Course Code 518206	**New Media Communication**	T	Credits: 3	Hours: 6

Unit-I		
Objective1	**To familiarize the new media and concept of information technology**	

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

Outcome1	**Understand thenew media and concept of information technology**	**K4**

UnitII		
Objective2	**To provide knowledge about internet and application in media .**	

Internet and its Beginnings -Social Media- Addiction problems of social media, Fake news, Negative Impact, Citizen and Participatory Journalism: Hyper local Journalism;. Internet: Introduction to Internet- Application in Media: Websites and Portals: Static and Dynamic Websites -Types of Internet Connections: Dial-Up, ISDN, and Lease-Line

Outcome2	**Acquire knowledgeabout internet and application in media**	**K3**

UnitIII		
Objective3	**To educate about website and advertising on internet**	

Web Page, Websites, Homepages -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

Outcome3	**Critically evaluateabout website and advertising on internet**	**K4**

UnitIV		
Objective4	**To learn information revolution and cyber journalism**	

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

Outcome4	**Discuss about information revolution and cyber journalism**	**K2**

UnitV		
Objective5	**To educate social and cultural effects of new media and new media impact on old media**	

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.

Outcome5	**Understand the social and cultural effects of new media and new media impact on old media**	**K5**

Suggested Reading:

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 challenge 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.

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https://journals.sagepub.com/home/nms
https://open.lib.umn.edu/communication/chapter/16-1-new-media-technologies/
https:https://communications.tufts.edu/marketing-and-branding/social-media-overview/
//www.xaviercomm.org/about-xaviercomm/media-resource-center.htm

K1- Remember	*K2-Understand*	*K3-Apply*	*K4-Analyze*	*K5-Evaluate*	*K6-Create*

Course designed by : Dr.N.Johnson

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	L(1)	M(2)	M(2)	L(1)	L(1)	S(3)	S(3)	S(3)	S(3)
CO2	L(1)	L(1)	L(1)	L(1)	L(1)	L(1)	L(1)	L(1)	L(1)	L(1)
CO3	M(2)	M(2)	L(1)	L(1)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)
CO4	M(2)	M(2)	L(1)	L(1)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)
CO5	L(1)	M(2)	L(1)	L(1)	M(2)	M(2)	L(1)	L(1)	L(1)	L(1)
W.AV	2	1.6	1.2	1.2	1.6	1.6	1.8	1.6	1.6	2

S–Strong(3),M-Medium(2),L-Low(1)

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	L(1)	L(1)	L(1)	L(1)
CO2	M(2)	M(2)	M(2)	M(2)	M(2)
CO3	M(2)	L(1)	M(2)	L(1)	M(2)
CO4	L(1)	S(3)	M(2)	S(3)	M(2)
CO5	L(1)	S(3)	M(2)	S(3)	M(2)
W.AV	1.8	2	1.8	2	1.8

S–Strong(3),M-Medium(2),L-Low(1)

		II-Semester			
DSE	Course Code 518207	Knowledge Management	T	Credits: 3	Hours: 6

		Unit-I	
Objective1	To familiarize the value of knowledge management in organizations		
Introduction to KM: Meaning and Concept of KM Knowledge-Knowledge continuum - Knowledge society-Knowledge access and Knowledge MappingThe foundations of knowledge management - Data, information, knowledge, wisdom- KM - Intellectual capital and KM-KM advantages Key Challenges for KM, Ethics for Knowledge Management.			
Outcome 1	Understand the value of knowledge management in organizations		K2
		UnitII	
Objective2	To learn Knowledge management architecture by the way of creating and converting Knowledge.		
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.			
Outcome 2	Acquire knowledge about Knowledge management architecture by the way of creating and converting Knowledge		K4
		UnitIII	
Objective3	To educate about planning for strategy for knowledge management		
Planning For Strategic KM: Defining strategy-Development of strategic KM Knowledge leadership-The seven strategic levers-Creating successful knowledge strategies-KM in practice			
Outcome 3	Critically evaluate the planning for strategy for knowledge management		K3
		UnitIV	
Objective4	To provide knowledge about culture of learning and knowledge sharing		
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			
Outcome 4	Discuss about culture of learning and knowledge sharing		K2
		UnitV	
Objective5	To learn about importance of knowledge management and challenges in organizational knowledge		
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.			
Outcome 5	Understand the importance of knowledge management and challenges in organizational knowledge		K5

Suggested Reading:

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

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

ShddaDebowski, Knowledge Management, Wiley India 2007.

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

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

MadanmohanRao (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

K1- Remember	*K2-Understand*	*K3-Apply*	*K4-Analyze*	*K5-Evaluate*	*K6-Create*

Coursedesignedby:Dr.N.Johnson

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	L(1)	L(1)	S(3)	S(3)	S(3)	S(3)	L(1)	M(2)	M(2)	L(1)
CO2	L(1)	L(1)	L(1)	L(1)	L(1)	L(1)	L(1)	L(1)	L(1)	L(1)
CO3	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	L(1)	L(1)	M(2)
CO4	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	L(1)	L(1)	M(2)
CO5	M(2)	M(2)	L(1)	L(1)	L(1)	L(1)	M(2)	L(1)	L(1)	M(2)
W.AV	**1.6**	**1.6**	**1.8**	**1.6**	**1.6**	**2**	**1.6**	**1.2**	**1.2**	**1.6**

S–Strong(3),M-Medium(2),L-Low(1)

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	L(1)	L(1)	S(3)	L(1)	L(1)
CO2	M(2)	M(2)	M(2)	M(2)	M(2)
CO3	L(1)	M(2)	M(2)	L(1)	M(2)
CO4	S(3)	M(2)	L(1)	S(3)	M(2)
CO5	S(3)	M(2)	L(1)	S(3)	M(2)
W.AV	**2**	**1.8**	**1.8**	**2**	**1.8**

S–Strong(3),M-Medium(2),L-Low(1)

III-Semester					
Core	CourseCode 518301	**Research Methodology**	T	Credits: 5	Hours: 5

Unit-I	
Objective1	**To learn about research, importance of research and types of research**
Research Process: Definition, Meaning of Research, Process of Research, Research Problem, Research Design– Scope and Importance of Communication Research – Basic and Applied Research. Research Design Components – Experimental, Quasi Experimental	
Outcome 1	**Understand the research, importance of research and types of research** K3

UnitII	
Objective2	**To familiarize the selection of research problem and methods of communication research** .
The Research Problems: 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	
Outcome 2	**Discuss the selection of research problem and methods of communication research** K4

UnitIII	
Objective3	**To educate the preparation of tools for data collection, choosing samples etc**
Tools of Data Collection: 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).	
Outcome 3	**Acquire knowledge the preparation of tools for data collection, choosing samples etc** K4

UnitIV	
Objective4	**To provide knowledge about techniques of data analysis and validation of research tools**
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.	
Outcome 4	**Critically evaluate thetechniques of data analysis and validation of research tools** K2

UnitV	
Objective5	**.To learn about preparation of research report and ethical perspectives of mass media research**
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.	
Outcome 5	**Understand the preparation of research report and ethical perspectives of mass media research** K5

Suggested Reading:

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. RepalRoss : 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.

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https://methods.sagepub.com/
https://www.questionpro.com/blog/execute-online-research/
https://en.wikipedia.org/wiki/Online_research_methods
https://edutechwiki.unige.ch/en/Research_methodology_resources

K1- Remember	*K2-Understand*	*K3-Apply*	*K4-Analyze*	*K5-Evaluate*	*K6-Create*

Coursedesignedby:Dr.N.Johnson

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	S(3)	L(1)	M(2)	M(2)	L(1)	L(1)	L(1)	S(3)
CO2	L(1)	L(1)	L(1)	L(1)	L(1)	L(1)	L(1)	L(1)	L(1)	L(1)
CO3	M(2)	M(2)	M(2)	M(2)	L(1)	L(1)	M(2)	M(2)	M(2)	M(2)
CO4	M(2)	M(2)	M(2)	M(2)	L(1)	L(1)	M(2)	M(2)	M(2)	M(2)
CO5	L(1)	L(1)	L(1)	M(2)	L(1)	L(1)	M(2)	M(2)	M(2)	L(1)
W.AV	1.6	1.6	2	1.6	1.2	1.2	1.6	1.6	1.6	1.8

S–Strong(3),M-Medium(2),L-Low(1)

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	L(1)	M(2)	L(1)	L(1)
CO2	M(2)	M(2)	M(2)	M(2)	M(2)
CO3	M(2)	L(1)	M(2)	L(1)	M(2)
CO4	L(1)	S(3)	M(2)	S(3)	M(2)
CO5	L(1)	S(3)	M(2)	S(3)	M(2)
W.AV	1.8	2	2	2	1.8

S–Strong(3),M-Medium(2),L-Low(1)

III-Semester					
Core	CourseCode 518302	**Personality Development**	**T**	**Credits: 5**	**Hours: 5**

Unit-I	
Objective1	**To familiarize Theories of personality and significance of personality development**
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	

Outcome1	**Analyze the Theories of personality and significance of personality development**	**K2**

UnitII	
Objective2	**To provide knowledge about personality enrichment attitude and ways to develop positive attitudes**
Personality Enrichment Attitude - Concept - Significance - Factors affecting attitudes - Positive attitude - Advantages - Negative attitudeDisadvantages - Ways to develop positive attitude - Habits: Guiding Principles, Identifying good and bad habits - Forming habits of success	

Outcome2	**Understand thepersonality enrichment attitude and ways to develop positive attitudes**.	**K4**

UnitIII	
Objective3	**To learn about importance aspects of Personality Development and qualities of a successful leader**
Important aspects of Personality Development : Body language - Problemsolving - Conflict and Stress Management- Decision-making skillsLeadership and qualities of a successful leader – Character Building - Team-work - Time management - Work ethics - Good manners and etiquette	

Outcome3	**Acquire knowledge the importance aspects of Personality Development and qualities of a successful leader**	**K3**

UnitIV	
Objective4	**To educate about self esteem and importance of self esteem.**
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 Importance of self- motivation	

Outcome4	**Discuss aboutself esteem and importance of self esteem**	**K2**

UnitV	
Objective5	**.To Learn about resume building and techniques for facing the personal interview**
Employability Quotient: Resume building - The art of participating in Group Discussion - Facing the Personal (HR & Technical) Interview - Nonverbal Communication: Interpreting Non-Verbal Cues - Presentation Skills: Overcoming fear, Becoming A Professional, The Role of Body Language.	

Outcome 5	**Critically evaluate the resume building and techniques for facing the personal interview**	**K5**

Suggested Reading:

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.

UdaiPareek, T. VenkateswaraRao (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

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

Onlineresources
https://www.coursera.org/browse/personal-development
https://apll.info/personality-development/
https://www.edx.org/learn/personal-development
https://medium.com/javarevisited/7-free-personal-development-courses-for-programmers-and-developers-ecd6dc049b24

K1- Remember	*K2-Understand*	*K3-Apply*	*K4-Analyze*	*K5-Evaluate*	*K6-Create*

Coursedesignedby:Dr.N.Johnson

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	L(1)	M(2)	M(2)	M(2)	L(1)	L(1)	L(1)	S(3)
CO2	L(1)	L(1)	L(1)	L(1)	L(1)	L(1)	L(1)	L(1)	L(1)	L(1)
CO3	M(2)	M(2)	M(2)	L(1)	L(1)	L(1)	M(2)	M(2)	M(2)	M(2)
CO4	M(2)	M(2)	M(2)	L(1)	L(1)	L(1)	M(2)	M(2)	M(2)	M(2)
CO5	L(1)	L(1)	M(2)	L(1)	L(1)	L(1)	M(2)	M(2)	M(2)	L(1)
W.AV	1.6	2	1.6	1.2	1.2	1.2	1.6	1.6	1.6	1.8

S–Strong(3),M-Medium(2),L-Low(1)

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	L(1)	M(2)	L(1)	L(1)	S(3)
CO2	M(2)	M(2)	M(2)	M(2)	M(2)
CO3	L(1)	M(2)	L(1)	M(2)	M(2)
CO4	S(3)	M(2)	S(3)	M(2)	L(1)
CO5	S(3)	M(2)	S(3)	M(2)	L(1)
W.AV	2	2	2	1.8	1.8

S–Strong(3),M-Medium(2),L-Low(1)

III-Semester					
Core	CourseCode 518303	**Organisational Behaviour**	T	Credits: 5	Hours: 5

Unit-I	
Objective1	To familiarize the fundamentals of Psychology for getting more in-depth knowledge on Human psychology

Basic Behavioural Concepts Fundamentals of Psychology – Schools – Application and functions. Industrial psychology- OrganisationalBehaviour -- Concept, meaning objectives, approaches, Models, Five anchors of OrganisationalBehaviour.

Outcome 1	Understand the fundamentals of Psychology for getting more in-depth knowledge on Human psychology	K2

UnitII	
Objective2	To provide knowledge about organizational climate and historical development of organizational behavior.

Organisational climate Organisational climate-meaning, importance, determinants, measurements - Historical development of OB, Hawthrone Experiments.

Outcome 2	Acquire knowledge about organizational climate and historical development of organizational behavior.	K3

UnitIII	
Objective3	To educate about behavior determinants and organizational environment

Behaviour Determinants Perception, learning, personality, motivation-Social system : culture, role, status - Environmental and experiential influences -Organisational environment structure and theory; technology and people, Complexity and variability-Stress, fatigue, monotony

Outcome 3	Critically evaluate thebehavior determinants and organizational environment	K4

UnitIV	
Objective4	To learn about behavior modification , job satisfaction and conflict management

BehaviourModification:Concept, meaning, and application, Importance of Behavior Modification-Motivating the work force, Job satisfaction and work behaviors-Work place emotions, values, attitudes and ethics, counseling - Conflict management: meaning, types, resolution model, Coping with problem employees.

Outcome 4	Analyze thebehavior modification , job satisfaction and conflict management	K3

UnitV	
Objective5	To educate the organizational dynamics , team skills and interpersonal relationship

Organisational Dynamics Team-Types, designs, development, cohesivenessTeam building - process, types, Managing Team Process-Team resource, Roles and Responsibilities, Self identity, Team skills-Group working – Inter-personal relationship..

Outcome 5	Discuss the organizational dynamics , team skills and interpersonal relationship	K5

Suggested Reading:

Fayyagz Ahmed, Nazir Ahmed, Javid Ahmed, OrganisationalBehaviour, 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, OrganisationalBehaviour and Management, Tata McGraw 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.

RamatharGiri, OrganisationalBehaviour, Adhyayan Publications and Distributors, 4378/B 105 JMD house MunaniLol Street Ansari Road DanyaGanj New Delhi- 110002, 2007

SS. Khanka, OrganisationalBehaviour 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

K1- Remember	*K2-Understand*	*K3-Apply*	*K4-Analyze*	*K5-Evaluate*	*K6-Create*

Coursedesignedby:Dr.N.Johnson

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	L(1)	M(2)	M(2)	M(2)	L(1)	L(1)	L(1)	S(3)	S(3)	S(3)
CO2	L(1)	L(1)	L(1)	L(1)	L(1)	L(1)	L(1)	L(1)	L(1)	L(1)
CO3	M(2)	L(1)	L(1)	L(1)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)
CO4	M(2)	L(1)	L(1)	L(1)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)
CO5	M(2)	L(1)	L(1)	L(1)	M(2)	M(2)	M(2)	L(1)	L(1)	L(1)
W.AV	**1.6**	**1.2**	**1.2**	**1.2**	**1.6**	**1.6**	**1.6**	**1.8**	**1.6**	**2**

S–Strong(3),M-Medium(2),L-Low(1)

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M(2)	L(1)	L(1)	S(3)	S(3)
CO2	M(2)	M(2)	M(2)	M(2)	M(2)
CO3	M(2)	L(1)	M(2)	M(2)	M(2)
CO4	M(2)	S(3)	M(2)	M(2)	L(1)
CO5	M(2)	S(3)	M(2)	M(2)	L(1)
W.AV	**2**	**2**	**1.8**	**2**	**1.8**

S–Strong(3),M-Medium(2),L-Low(1)

		III-Semester			
DSE	CourseCode 518304	**Entrepreneurship Development**	T	**Credits: 3**	**Hours: 6**

		Unit-I	
Objective1	**To learn concepts of entrepreneurship and Characteristics of entrepreneur**		
Introduction to Entrepreneurship Concepts, Nature, importance and functions of Entrepreneur, Entrepreneurship, Entrepreneurship development and Enterprise, classifications of entrepreneurs - Characteristics of entrepreneur			
Outcome 1	**Acquire knowledge the concepts of entrepreneurship and Characteristics of entrepreneur**		**K3**
		UnitII	
Objective2	**To familiarize skill development innovation in business and Problems and Prospects of entrepreneurship.**		
Innovation and Skill Development Innovation in Business - Types of Innovation – Creating and Identifying Opportunities for Innovation – the Technological Innovation Processs - Entrepreneurship Skill and Entrepreneurship Development Institutions, Programmes and Schemes in India, Problems and Prospects of entrepreneurship.			
Outcome 2	**Understand skill development innovation in business and Problems and Prospects of entrepreneurship**		**K2**
		UnitIII	
Objective3	**To educate the women entrepreneurship and challenges facing women entrepreneurships**		
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			
Outcome 3	**Discuss the women entrepreneurship and challenges facing women entrepreneurships**		**K4**
		UnitIV	
Objective4	**To provide knowledge the Preparation of Business plan social and financial analysis of Project**		
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.			
Outcome 4	**Critically evaluate thePreparation of Business plan social and financial analysis of Project**		**K2**
		UnitV	
Objective5	**.To learn new venture creation and generation of new ideas for product and services**		
Creation the New Venture New Venture Creation: Identifying Opportunities for New Venture Creation: Environment– Generation of New Ideas for Products and Services-Marketing Methods – Pricing Policy and Distribution Channels			
Outcome 5	**Analyze the new venture creation and generation of new ideas for product and services**		**K5**

Suggested Reading:

ArunMitra, 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.

JaynalUd-din Ahmed and KhundrakpamDevananda Singh, Entrepreneurship Development – Issues and Perspectives, 2015, New Century Publicatons, New Delhi, India.

K.L. Danghi, S.S. Sisodia, Pravesh Singh Chauhan, yohitaRanawat, 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 RameshwariPandya, 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

K1- Remember	*K2-Understand*	*K3-Apply*	*K4-Analyze*	*K5-Evaluate*	*K6-Create*

Coursedesignedby:Dr.N.Johnson

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M(2)	L(1)	L(1)	L(1)	S(3)	L(1)	M(2)	M(2)	L(1)	M(2)
CO2	L(1)	L(1)	L(1)	L(1)	L(1)	L(1)	L(1)	L(1)	L(1)	L(1)
CO3	L(1)	M(2)	M(2)	M(2)	M(2)	M(2)	L(1)	L(1)	M(2)	L(1)
CO4	L(1)	M(2)	M(2)	M(2)	M(2)	M(2)	L(1)	L(1)	M(2)	L(1)
CO5	L(1)	M(2)	M(2)	M(2)	L(1)	M(2)	L(1)	L(1)	M(2)	L(1)
W.AV	**1.2**	**1.6**	**1.6**	**1.6**	**1.8**	**1.6**	**1.2**	**1.2**	**1.6**	**1.2**

S–Strong(3),M-Medium(2),L-Low(1)

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	S(3)	M(2)	L(1)	L(1)
CO2	M(2)	M(2)	M(2)	M(2)	M(2)
CO3	M(2)	M(2)	M(2)	L(1)	M(2)
CO4	M(2)	L(1)	M(2)	S(3)	M(2)
CO5	M(2)	L(1)	M(2)	S(3)	M(2)
W.AV	**2**	**1.8**	**2**	**2**	**1.8**

S–Strong(3),M-Medium(2),L-Low(1)

		III-Semester			
DSE	CourseCode 518305	ICT Skills	T	Credits: 3	Hours: 6
		Unit-I			
Objective1	To familiarize about the Hardware and Software components in computer system				
Introduction to Computer System: Introduction to Hardware and Software - Block diagram of computer system - Introduction to OS - Basic operations of Computer					
Outcome 1	Understand about Hardware and Software components in computer system				K3
		UnitII			
Objective2	To educate the basics of documentation and power point preparation				
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					
Outcome 2	Acquire knowledge the basics of documentation and power point preparation				K4
		UnitIII			
Objective3	To learn the basics of Photoshop and editing the image				
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					
Outcome 3	Analyze the basics of Photoshop and editing the image.				K2
		UnitIV			
Objective4	To provide knowledge about internet ,web pages and internet protocols				
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					
Outcome 4	Discuss about internet ,web pages and internet protocols				K2
		UnitV			
Objective5	.To educate social media, usage of social media and future trends of social media				
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					
Outcome 5	Understand social media, usage of social media and future trends of social media				K5

Suggested Reading:

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.

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https://www.classcentral.com/course/swayam-ict-skills-in-education-14115
https://ncert.nic.in/vocational/pdf/iees103.pdf
https://onlinecourses.swayam2.ac.in/cec20_ed09/preview
https://www.ictacademy.in/

K1- Remember	*K2-Understand*	*K3-Apply*	*K4-Analyze*	*K5-Evaluate*	*K6-Create*

Coursedesignedby:Dr.N.Johnson

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M(2)	M(2)	L(1)	M(2)	L(1)	S(3)	L(1)	M(2)	L(1)	L(1)
CO2	L(1)	L(1)	L(1)	L(1)	L(1)	L(1)	L(1)	L(1)	L(1)	L(1)
CO3	L(1)	L(1)	M(2)	L(1)	M(2)	M(2)	M(2)	L(1)	M(2)	M(2)
CO4	L(1)	L(1)	M(2)	L(1)	M(2)	M(2)	M(2)	L(1)	M(2)	M(2)
CO5	L(1)	L(1)	M(2)	L(1)	M(2)	L(1)	M(2)	L(1)	M(2)	M(2)
W.AV	1.2	1.2	1.6	1.2	1.6	1.8	1.6	1.2	1.6	1.6

S–Strong(3),M-Medium(2),L-Low(1)

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	L(1)	L(1)	S(3)	S(3)	M(2)
CO2	M(2)	M(2)	M(2)	M(2)	M(2)
CO3	L(1)	M(2)	M(2)	M(2)	M(2)
CO4	S(3)	M(2)	M(2)	L(1)	M(2)
CO5	S(3)	M(2)	M(2)	L(1)	M(2)
W.AV	2	1.8	2	1.8	2

S–Strong(3),M-Medium(2),L-Low(1)

III-Semester					
DSE	CourseCode 518306	**Emotional Intelligence**	T	Credits: 3	Hours: 6

Unit-I	
Objective1	**To learn the definition and functions of Emotional Intelligence**

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

Outcome 1	**Acquire knowledge the definition and functions of Emotional Intelligence**	K3

UnitII	
Objective2	**To familiarize the building blocks of Emotional Intelligence and social competence**

Building Blocks of Emotional Intelligence Ability Based Model (Mayer &Salovey) - Mixed Model (Daniel Goleman) - Personal Competence (Self Awareness, Self Management& Motivation) - SocialCompetence (Empathy & Social Skills) - Empathy - Understanding Empathy - Importance of Empathy - Application of Self - Efficacy of EI

Outcome 2	**Understandthe building blocks of Emotional Intelligence and social competence**	K2

UnitIII	
Objective3	**To educate the different aspects and impact of fundamental elements of Emotional Intelligence**

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

Outcome 3	**Analyze the different aspects and impact of fundamental elements of Emotional Intelligence**	K4

UnitIV	
Objective4	**To provide knowledge the Measuring Emotional Intelligence and self assessment**

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 - Goleman EI Scale - Mayer Salovey Caruso EI Test

Outcome 4	**Critically evaluatethe Measuring Emotional Intelligence and self assessment**	K4

UnitV	
Objective5	.**To learn self development and future directions of emotional intelligence**

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

Outcome 5	**Discuss the self development and future directions of emotional intelligence**	K5

Suggested Reading:

Tanu Sharma & Anil Sehraawt (2016) Emotional Intelligence, Leadership and Emotional Intelligence

Petrides, K.V. (2011) Ability and trait emotional intelligence.InT.Chamorro-Premuzic, S.VonStumm& A Furnham. (Eds). The Wiley-Blackwell Handbook of IndividualDifferences.Oxford: Blackwell Petrides, K.V. (2010). Trait emotional intelligence theory. Industrial and OrganizationalPsychology, 3, 136-139.

Gardenswartz, L., Cherbosque, J., Rowe, A. (2008). Emotional Intelligence for ManagingResults in a Diverse World: The Hard Truth About Soft Skills in the Workplace.Mountain View, CA: Davis-Black Publishing.

Goleman, D. (2006). Social Intelligence: The New Science of Human Relationships. New York:Bntum Books

Hair, F.J., Black, C.W., Babin, J.B., Anderson, E. R. and Totham, L.R. (2006). Multivariate Data Analysis. Pearson Printice Hall, Sixth Edition, New Jersey.

Ebrahimi, Bahman and Jooyandeh, Mohsen.(2004).Emotional intelligence at work, Tehran, BahmanDanesh publications. Mayer, J. D., Salovey, P., & Caruso, D. R. (2002).

The Mayer-Salovey-Caruso EmotionalIntelligence Test (MSCEIT): user's manual. Toronto, Canada: Multi-Health Systems (4) (PDF) Emotional Intelligence. Available from: https://www.researchgate.net/publication/221923485_Emotional_Intelligence [accessed Aug 22 2022].

Mayer, J. D., Salovey, P., & Caruso, D. R. (2000). Models of emotional intelligence. In R. J.Sternberg (Ed.). The Handbook of Intelligence (pp. 396 – 420). New York: CambridgeUniversity press.

Bar-On, R. (2000). Emotional and Social Intelligence: Insights from the Emotional Quotient Inventory (EQ-i). In R. Bar-On, & J. D. A. Parker (Eds.), Handbook of Emotional Intelligence (pp. 363-387). San Francisco, CA: JosseyBass.

Onlineresources
https://www.helpguide.org/articles/mental-health/emotional-intelligence-toolkit.htm
https://www.mindtools.com/ab4u682/emotional-intelligence
https://positivepsychology.com/emotional-intelligence-exercises/
https://www.coursera.org/courses?query=emotional%20intelligence

K1- Remember	*K2-Understand*	*K3-Apply*	*K4-Analyze*	*K5-Evaluate*	*K6-Create*

Coursedesignedby:Dr.N.Johnson

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M(2)	L(1)	M(2)	L(1)	M(2)	M(2)	L(1)	L(1)	M(2)	M(2)
CO2	L(1)	L(1)	L(1)	L(1)	L(1)	L(1)	L(1)	L(1)	L(1)	L(1)
CO3	L(1)	M(2)	L(1)	M(2)	L(1)	L(1)	M(2)	M(2)	L(1)	L(1)
CO4	L(1)	M(2)	L(1)	M(2)	L(1)	L(1)	M(2)	M(2)	L(1)	L(1)
CO5	L(1)	M(2)	L(1)	M(2)	L(1)	L(1)	M(2)	M(2)	L(1)	L(1)
W.AV	**1.2**	**1.6**	**1.2**	**1.6**	**1.2**	**1.2**	**1.6**	**1.6**	**1.2**	**1.2**

S–Strong(3),M-Medium(2),L-Low(1)

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	M(2)	L(1)	L(1)	S(3)
CO2	M(2)	M(2)	M(2)	M(2)	M(2)
CO3	M(2)	M(2)	L(1)	M(2)	M(2)
CO4	L(1)	M(2)	S(3)	M(2)	L(1)
CO5	L(1)	M(2)	S(3)	M(2)	L(1)
W.AV	**1.8**	**2**	**2**	**1.8**	**1.8**

S–Strong(3),M-Medium(2),L-Low(1)

III-Semester						
DSE	**CourseCode 518307**	**Human Resource Management**	**T**	**Credits: 3**	**Hours: 6**	
Unit-I						
Objective1	**To familiarize the definition and functions of HRM**.					
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						
Outcome 1	**Understand the definition and functions of HRM**				**K2**	
UnitII						
Objective2	**To learn the evolution, development, contemporary thoughts and models of HRM**					
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						
Outcome 2	**Acquire knowledge the evolution, development, contemporary thoughts and models of HRM**				**K4**	
UnitIII						
Objective3	**To educate the dimensions, activities and career planning of HRM**					
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						
Outcome 3	**Analyze the dimensions, activities and career planning of HRM**				**K3**	
UnitIV						
Objective4	**To provide knowledge of HRM strategic and implementation of strategic HR**					
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.						
Outcome 4	**Critically evaluate theknowledge of HRM strategic and implementation of strategic HR**				**K2**	
UnitV						
Objective5	**.To learn HR career management and the future of human resource management**					
HR Career Management HR career planning and development -Traditional versus Career Development focus, Factors in career choices -Career opportunities, Plateaued employees and Career managers, Career management guidelines - Career counseling and mentoring - Managing promotions and transfers - The Future of Human Resource Management						
Outcome 5	**Discuss the HR career management and the future of human resource management**				**K5**	

Suggested Reading:

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

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

SubbaRao., 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.

VikasArora and SeemaArora(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.

RoberL.Mathis, John H.Jackson and Mano RanjanTripathy (2012) HRM –A south Asian Perspective, Cengage Learning India Pvt. Ltd.

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

AshlyH.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

Onlineresources
https://onlinelibrary.wiley.com/journal/1099050x
https://www.shrm.org/
https://open.umn.edu/opentextbooks/textbooks/71
https://strategichrinc.com/links/

K1- Remember	K2-Understand	K3-Apply	K4-Analyze	K5-Evaluate	K6-Create

Coursedesignedby:Dr.N.Johnson

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M(2)	L(1)	L(1)	M(2)	M(2)	S (3)	L(1)	M(2)	M(2)	L(1)
CO2	L(1)	L(1)	L(1)	L(1)	L(1)	S(3)	L(1)	L(1)	L(1)	L(1)
CO3	L(1)	M(2)	M(2)	L(1)	L(1)	S(3)	M(2)	L(1)	L(1)	M(2)
CO4	L(1)	M(2)	M(2)	L(1)	L(1)	S(3)	M(2)	L(1)	L(1)	M(2)
CO5	L(1)	M(2)	M(2)	L(1)	L(1)	S(3)	M(2)	L(1)	L(1)	M(2)
W.AV	1.2	1.6	1.6	1.2	1.2	3	1.6	1.2	1.2	1.6

S–Strong(3),M-Medium(2),L-Low(1)

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	L(1)	L(1)	S(3)	S(3)	M(2)
CO2	M(2)	M(2)	M(2)	M(2)	M(2)
CO3	L(1)	M(2)	M(2)	M(2)	M(2)
CO4	S(3)	M(2)	L(1)	L(1)	M(2)
CO5	S(3)	M(2)	L(1)	L(1)	M(2)
W.AV	2	1.8	1.8	1.8	2

S–Strong(3),M-Medium(2),L-Low(1)

IV-Semester						
Core	CourseCode 518401	Guidance and Counseling		T	Credits: 5	Hours: 5
Unit-I						
Objective1	To familiarize the Phases and nature of adolescence					
Introduction Definition and Phases of Adolescence- Understanding the adolescence - The Nature of Adolescence Changes during Adolescence: physical, physiological and psychological						
Outcome 1	Understand the Phases and nature of adolescence					K2
UnitII						
Objective2	To learn about the Physical health , hygiene and stress management of adolescents					
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 - Prevention of Diseases – Stress Management						
Outcome 2	Acquire knowledge about Physical health , hygiene and stress management of adolescents					K4
UnitIII						
Objective3	To educate the Psychosocial issues and adolescent counseling					
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						
Outcome 3	Understand the Psychosocial issues and adolescent counseling					K4
UnitIV						
Objective4	To provide knowledge about health services of adolescent and national programme related to adolescent					
Adolescent Friendly Health Services Adolescent Friendly Health Care Providers- Counseling 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.						
Outcome 4	Discuss thehealth services of adolescent and national programme related to adolescent					K3
UnitV						
Objective5	.To learn adolescent counseling and types of counseling					
Adolescent Counselling: Counselling and Guidance - Definition, Difference between Guidance and Counselling - Individual and Group Counselling - Counselling Strategies and Methods: Symbolic, Creative, Behavioral, Cognitive- Psycho-social Therapeutic Approach						
Outcome 5	Acquire knowledge about adolescent counseling and types of counseling					K5

Suggested Reading:
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 McGraw, 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

Onlineresources
https://onlinecounselingprograms.com/resources/
https://onlinecounselingprograms.com/become-a-counselor/resources/
https://www.onetonline.org/link/summary/21-1012.00
https://www.verywellmind.com/best-online-therapy-4691206

K1-Knowledge	K2-Understanding	K3-Apply	K4-Analyze	K5-Evaluate	K6-Create

Coursedesignedby:Dr.N.Johnson

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M(2)	L(1)	L(1)	M(2)	M(2)	S (3)	L(1)	M(2)	M(2)	L(1)
CO2	L(1)	L(1)	L(1)	L(1)	L(1)	S(3)	L(1)	L(1)	L(1)	L(1)
CO3	L(1)	M(2)	M(2)	L(1)	L(1)	S(3)	M(2)	L(1)	L(1)	M(2)
CO4	L(1)	M(2)	M(2)	L(1)	L(1)	S(3)	M(2)	L(1)	L(1)	M(2)
CO5	L(1)	M(2)	M(2)	L(1)	L(1)	S(3)	M(2)	L(1)	L(1)	M(2)
W.AV	1.2	1.6	1.6	1.2	1.2	3	1.6	1.2	1.2	1.6

S–Strong(3),M-Medium(2),L-Low(1)

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M(2)	S(3)	S(3)	L(1)	L(1)
CO2	M(2)	M(2)	M(2)	M(2)	M(2)
CO3	M(2)	M(2)	M(2)	L(1)	M(2)
CO4	M(2)	L(1)	L(1)	S(3)	M(2)
CO5	M(2)	L(1)	L(1)	S(3)	M(2)
W.AV	2	1.8	1.8	2	1.8

S–Strong(3),M-Medium(2),L-Low(1)

		IV-Semester				
DSE	**CourseCode** **518402**	**Audio Visual Production****	**P**	**Credits:** **3**	**Hours:** **6**	

Course Objectives

1. To familiarize the basic concept of audio visual production

2. To learn the different types of audio visual programmes

3. To educate the steps for preparation of documentary film

4. To provide technical knowledge of handling cameras for audio –video production

5. To learn about different types of films

    Radio Talk
    Jingles
    PSA
    News Bulletin
    Interview
    Phone in Programme
    Spot Film
    Documentary
    Short Film
    Commercial

Course Outcomes

1. To understand the basics concept of audio visual production

2. Acquire knowledge about different types of audio visual programmes

3. Critically evaluate the steps for preparation of documentary film

4. Discuss about technical knowledge of handling cameras for audio –video production

5. Understand about different types of films

Course Outcome VS Programme Outcomes

CO	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**
CO1	S (3)	L(1)	M(2)	M(2)	L(1)	S (3)	L(1)	L(1)	M(2)	M(2)
CO2	S(3)	L(1)	L(1)	L(1)	L(1)	S(3)	L(1)	L(1)	L(1)	L(1)
CO3	S(3)	M(2)	L(1)	L(1)	L(1)	S(3)	M(2)	M(2)	L(1)	L(1)
CO4	S(3)	M(2)	L(1)	L(1)	L(1)	S(3)	M(2)	M(2)	L(1)	L(1)
CO5	S(3)	M(2)	L(1)	L(1)	L(1)	S(3)	M(2)	M(2)	L(1)	L(1)
W.AV	**3**	**1.6**	**1.2**	**1.2**	**1**	**3**	**1.6**	**1.6**	**1.2**	**1.2**

S–Strong(3),M-Medium(2),L-Low(1)

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M(2)	L(1)	S(3)	L(1)	L(1)
CO2	M(2)	M(2)	M(2)	M(2)	M(2)
CO3	M(2)	L(1)	M(2)	L(1)	M(2)
CO4	M(2)	S(3)	L(1)	S(3)	M(2)
CO5	M(2)	S(3)	L(1)	S(3)	M(2)
W.AV	**2**	**2**	**1.8**	**2**	**1.8**

S–Strong(3),M-Medium(2),L-Low(1)

IV-Semester						
DSE	CourseCode 518403	**Communication and Presentation Skill**	T	**Credits: 3**	**Hours: 6**	

Unit-I		
Objective1	**To educate about communication, process of communication and types of communication**	
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		
Outcome 1	**Acquire knowledge about communication, process of communication and types of communication**	**K2**
UnitII		
Objective2	**To familiarize about LSRW&O Skills and classification of listening skills**	
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- Writing Skills:		
Outcome 2	**Understand about LSRW&O Skills and classification of listening skills**	**K4**
UnitIII		
Objective3	**To provide knowledge about Presentation Skills and types of presentations**	
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 Meetings		
Outcome 3	**Discuss aboutPresentation Skills and types of presentations**	**K3**
UnitIV		
Objective4	**To learn about Employment Communication , types of interview and preparing resume**	
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		
Outcome 4	**Critically evaluate theEmployment Communication , types of interview and preparing resume**	**K2**
UnitV		
Objective5	**.To educate importance of body language in presentation and guidelines for report writing**	
Presentation Skills: Importance of body language in presentations, pronunciation, visual aids, podium panic, speaking- Characteristics of writing a good report. Importance of communication in report writing; Guidelines for Report Writing; Steps in Report Writing- Types of Reports and Different Formats.		
Outcome 5	**Analyze the importance of body language in presentation and guidelines for report writing**	**K5**

Suggested Reading:

Antonakis, J., M. Fenley, and S. Liechti. 2012. "Learning Charisma. Transform Yourself into the Person Others Want toFollow." *Harvard Business Review* 90, no. 6, pp. 127–30.

Beilock, S. 2014. "Why Talking with Our Hands Helps Us Think Better." *Psychology Today*, July 2

Björkman, S. 1995. *Woody Allen on Woody Allen*. London: Faber and Faber.

Boundless. 2014. "Movement and Gesture." Boundless Communications.

Campbell, J. 1949. *The Hero with a Thousand Faces*. Princeton: Princeton ..

Bovee, Courtland L, John V. Thill& Barbara E. Schatzman. Business Communication Today: Tenth Edition. New Jersey: Prentice Hall, 2010.

Guffey, Mary Ellen. Essentials of Business Writing. Ohio: SouthWestern College Pubg., 2000.

Kroehnert, Gary. Basic Presentation Skills. Sidney: McGraw Hill, 2010.

Moore, Ninja-Jo, et al. Nonverbal Communication: Studies and Applications. New York: Oxford University Press, 2010.

Prasad, H. M. How to Prepare for Group Discussion and Interview. New Delhi: Tata McGraw-Hill Publishing Company Limited, 2001.

Raman, Meenakshi&Sangeeta Sharma. Technical Communication: Principles and Practice. Second Edition. New Delhi: Oxford University Press, 2011

K1- Remember	*K2-Understand*	*K3-Apply*	*K4-Analyze*	*K5-Evaluate*	*K6-Create*
				Coursedesignedby:Dr.N.Johnson	

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	L(1)	L(1)	M(2)	M(2)	M(2)	M(2)	L(1)	M(2)	S (3)	L(1)
CO2	L(1)	L(1)	L(1)	L(1)	L(1)	L(1)	L(1)	L(1)	S(3)	L(1)
CO3	M(2)	M(2)	L(1)	L(1)	L(1)	L(1)	M(2)	L(1)	S(3)	M(2)
CO4	M(2)	M(2)	L(1)	L(1)	L(1)	L(1)	M(2)	L(1)	S(3)	M(2)
CO5	M(2)	M(2)	L(1)	L(1)	L(1)	L(1)	M(2)	L(1)	S(3)	M(2)
W.AV	**1.6**	**1.6**	**1.2**	**1.2**	**1.2**	**1.2**	**1.6**	**1.2**	**3**	**1.6**

S–Strong(3),M-Medium(2),L-Low(1)

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	L(1)	L(1)	S(3)	S(3)
CO2	M(2)	M(2)	M(2)	M(2)	M(2)
CO3	M(2)	L(1)	L(1)	M(2)	M(2)
CO4	L(1)	S(3)	S(3)	L(1)	L(1)
CO5	L(1)	S(3)	S(3)	L(1)	L(1)
W.AV	**1.8**	**2**	**2**	**1.8**	**1.8**

S–Strong(3),M-Medium(2),L-Low(1)

IV-Semester					
DSE	Course Code 518404	Radio Jockey**	P	Credits: 3	Hours: 6

Course Objectives

1. To familiarize the basic concept of Radio

2. To learn the different types of radio programmes

3. To educate the uses of radio for community development

4. To provide technical knowledge for preparing radio programmes

5. To learn about different types activities needed for radio programme

Clarity in Pronunciation
Voice Modulation
Narration within the Time
Creative fill in Programme
Following ethics and laws
Produce for the target audience in Mind
Prepare well for the Time slot
Managing the mistakes
Facing the audience during phone in program
Fulfil the expectation of the listener
Keep the audience interest in Phone out program
Interview
Discussion
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

Course Outcomes

1. To understand the basics concept of Radio

2. Acquire knowledge about different types of radio programmes

3. Critically evaluate the uses of radio for community development

4. Discuss about technical knowledge for preparing radio programmes

5. Understand about different types of activities needed for radio programme

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	L(1)	M(2)	M(2)	L(1)	S (3)	L(1)	S (3)	L(1)	M(2)	M(2)
CO2	L(1)	L(1)	L(1)	L(1)	S(3)	L(1)	S(3)	L(1)	L(1)	L(1)
CO3	M(2)	L(1)	L(1)	L(1)	S(3)	M(2)	S(3)	M(2)	L(1)	L(1)
CO4	M(2)	L(1)	L(1)	L(1)	S(3)	M(2)	S(3)	M(2)	L(1)	L(1)
CO5	M(2)	L(1)	L(1)	L(1)	S(3)	M(2)	S(3)	M(2)	L(1)	L(1)
W.AV	1.6	1.2	1.2	1	3	1.6	3	1.6	1.2	1.2

S–Strong(3),M-Medium(2),L-Low(1)

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	S(3)	M(2)	L(1)	L(1)
CO2	M(2)	M(2)	M(2)	M(2)	M(2)
CO3	M(2)	M(2)	M(2)	L(1)	M(2)
CO4	M(2)	L(1)	M(2)	S(3)	M(2)
CO5	M(2)	L(1)	M(2)	S(3)	M(2)
W.AV	2	1.8	2	2	1.8

S–Strong(3),M-Medium(2),L-Low(1)

IV-Semester					
DSE	CourseCode 518405	**Environmental Education**	**T**	**Credits: 3**	**Hours: 6**
Unit-I					
Objective1	**To educate about Environmental Education and issues related to environmental education**				
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					
Outcome 1	**Acquire knowledge aboutEnvironmental Education and issues related to environmental education**				**K3**
UnitII					
Objective2	**To familiarize the Environmental Education curriculum at various levels of Education**				
Environmental Education Curriculum: EE Curriculum - need and significance – scope and sequence of Environmental education curriculum -Role of NCERTUGC and educational institutions in developing Environmental Educational Curriculum –-Development of Environmental Curriculum in India.					
Outcome 2	**Understand the Environmental Education curriculum at various levels of Education**				**K4**
UnitIII					
Objective3	**To learn the culture, environmental crisis and need to revive traditional values**				
Culture - Environmental Nexus: Environmental crisis - Science, Technology and Environmental crisis - cultural values and Environment - Environment and sensitive culture - need to revive traditional values.					
Outcome 3	**Discuss theculture, environmental crisis and need to revive traditional values**				**K3**
UnitIV					
Objective4	**To provide knowledge about disasters, types of disaster and environmental protection**				
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, Micro plastic hazards- Carbon free, Go green -Eco-friendly					
Outcome 4	**Critically evaluate the disasters, types of disaster and environmental protection**				**K2**
UnitV					
Objective5	**. To educate the environmental education and concentration of environmental education**				
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					
Outcome 5	**Understand the environmental education and concentration of environmental education**				**K5**

Suggested Reading:

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Ramakrishnan, P.S.(2001) Ecology and Sustainable Development, N.B.T., New Delhi, Pp.198. Rathore, Sharma,P.D.(2001).Ecology And Environment, Rajson Printers ,New Delhi,pp660.

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Singh, S.K.(2006) Environmental Education ,Sapna Ashok Prakashan , Varanasi,Pp.176

Singh, S.K.(2008) Environmental Education and Ethics ,AmritPrakashan ,

Varanasi,Pp.114 Singh,S.K.(2010) Fundamentals of Environmental Education , ShardaPustakBhawan , Allahabad, Pp.175

Singh, S.K.(2007).Environmental Education: A Remedy for Environmental Crisis, inTiwari,S.(Ed.)Education in India ,Vol.-IV, New Delhi, Atlantic Publishers,Pp.83- 90.ISSN 978-81- 269-0529 - 4

Singh,S.K. and Singh,N.(2007)‖Environmental Ethics : A Reorientation of Environment related Ethical" University News A Weekly Journal of Higher Education ,45 : 44,Oct.29 - Nov.4, New Delhi ,

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Onlineresources

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https://www.epa.gov/new-bedford-harbor/environmental-education-resources-teachers-and-students
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https://theaste.org/members/forums/environmental-education-resources/

K1- Remember	*K2-Understand*	*K3-Apply*	*K4-Analyze*	*K5-Evaluate*	*K6-Create*
				Coursedesignedby:Dr.N.Johnson	

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	L(1)	M(2)	M(2)	M(2)	M(2)	L(1)	M(2)	S (3)	L(1)	L(1)
CO2	L(1)	L(1)	L(1)	L(1)	L(1)	L(1)	L(1)	S(3)	L(1)	L(1)
CO3	M(2)	L(1)	L(1)	L(1)	L(1)	M(2)	L(1)	S(3)	M(2)	L(1)
CO4	M(2)	L(1)	L(1)	L(1)	L(1)	M(2)	L(1)	S(3)	M(2)	L(1)
CO5	M(2)	L(1)	L(1)	L(1)	L(1)	M(2)	L(1)	S(3)	M(2)	L(1)
W.AV	1.6	1.2	1.2	1.2	1.2	1.6	1.2	3	1.6	1

S–Strong(3),M-Medium(2),L-Low(1)

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	S(3)	S(3)	S(3)	L(1)
CO2	M(2)	M(2)	M(2)	M(2)	M(2)
CO3	M(2)	M(2)	M(2)	M(2)	L(1)
CO4	M(2)	L(1)	L(1)	L(1)	S(3)
CO5	M(2)	L(1)	L(1)	L(1)	S(3)
W.AV	2	1.8	1.8	1.8	2

S–Strong(3),M-Medium(2),L-Low(1)

Semester – II- NME – I						
NME	**CourseCode 518701**	**Life Skill Education**		**T**	**Credits: 2**	**Hours: 3**
Unit-I						
Objective1	**To learn the Life Skill Education, Life skill approach and Life skill based education**					
Introduction, Definition and Importance of Life Skills, Life Skills Approach, Life Skills Based Education- Life Skills Training - Implementation Models						
Outcome 1	**Acquire knowledge about Life Skill Education, Life skill approach and Life skill based education**					**K2**
UnitII						
Objective2	**To familiarize the Evolution of the Concept of Life Skills and life skill education in Indian context**					
Evolution of the Concept of Life Skills - Genesis of the Concept - UN InterAgency Meeting - Hamburg Declaration - Quality Education and Life Skills: Dakar Framework - Life Skills Education in the Indian Context.						
Outcome 2	**Understandthe Evolution of the Concept of Life Skills and life skill education in Indian context**					**K4**
UnitIII						
Objective3	**To educate the Social skills, techniques used for self awareness and effective communication**					
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.						
Outcome 3	**Discuss theSocial skills, techniques used for self awareness and effective communication**					**K3**
UnitIV						
Objective4	**To provide knowledge about types of thinking skills, problem solving skill and goal settings**					
Thinking Skills - Thinking - Nature, Elements of Thought - Types of Thinking - Concept Formation, Reasoning - Creative and Critical Thinking - Definition, Nature, Stages of Problem Solving - Definition, Steps in Problem Solving - Factors Influencing Problem Solving - Decision Making - Definition, Process, Need - Consequences, Models of Decision Making - Goal Setting						
Outcome 4	**Critically evaluate thetypes of thinking skills, problem solving skill and goal settings**					**K4**
UnitV						
Objective5	**To learn the coping skills, coping with stress and Coping Strategies for success in life**					
Coping Skills - Coping with Emotions - Definition, Characteristics, Coping with Stress- Definition, Stressors - Sources of Stress - Coping Strategies for success in life						
Outcome 5	**Understand the coping skills, coping with stress and Coping Strategies for success in life**					**K5**

Suggested Reading:

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Dahama O.P., Bhatnagar O.P, (2005). Education and Communication for Development, (2nd Edn.), Oxford& IBH Publishing Co. Pvt. Ltd. New Delhi.
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Onlineresources
https://www.edx.org/learn/life-skills
https://www.edu-links.org/resources/life-skills-education-children-and-adolescents-schools
hthttps://www.twinkl.co.uk/search?q=life+skills
tps://www.educationworld.com/a_tech/sites/sites055.shtml

K1- Remember	*K2-Understand*	*K3-Apply*	*K4-Analyze*	*K5-Evaluate*	*K6-Create*

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Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M(2)	L(1)	M(2)	S (3)	L(1)	L(1)	L(1)	M(2)	M(2)	M(2)
CO2	L(1)	L(1)	L(1)	S(3)	L(1)	L(1)	L(1)	L(1)	L(1)	L(1)
CO3	L(1)	M(2)	L(1)	S(3)	M(2)	L(1)	M(2)	L(1)	L(1)	L(1)
CO4	L(1)	M(2)	L(1)	S(3)	M(2)	L(1)	M(2)	L(1)	L(1)	L(1)
CO5	L(1)	M(2)	L(1)	S(3)	M(2)	L(1)	M(2)	L(1)	L(1)	L(1)
W.AV	1.2	1.6	1.2	3	1.6	1	1.6	1.2	1.2	1.2

S–Strong(3),M-Medium(2),L-Low(1)

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	S(3)	L(1)	S(3)	S(3)
CO2	M(2)	M(2)	M(2)	M(2)	M(2)
CO3	M(2)	M(2)	L(1)	M(2)	M(2)
CO4	M(2)	L(1)	S(3)	M(2)	L(1)
CO5	M(2)	L(1)	S(3)	M(2)	L(1)
W.AV	**2**	**1.8**	**2**	**2**	**1.8**

S–Strong(3),M-Medium(2),L-Low(1)

		Semester –III – NME –II			
NME	CourseCode 518702	Professional Career & Development	T	Credits: 2	Hours: 3

	Unit-I
Objective1	To familiarize the development of personality, types of personality and self –esteem

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.

Outcome1	Understandthe development of personality, types of personality and self – esteem.	K2

	UnitII
Objective2	To learn the interpersonal relationship , types of relationship and satisfaction

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.

Outcome2	Acquire knowledge theinterpersonal relationship , types of relationship and satisfaction	K3

	UnitIII
Objective3	To educate the soft skills, public speaking and problems in facing interview

Soft Skills :Soft Skills – Effective Public Speaking Skills – Presentation Skills – CV Preparation – Problems in Facing Interview – Interview Techniques

Outcome3	Discuss the soft skills, public speaking and problems in facing interview	K4

	UnitIV
Objective4	To provide knowledge about stress, coping with stress and techniques for managing stress

Stress: Stress and Coping with Stress -Introduction to Perception, Attitude towards Life, Assertiveness, Achievement Motivation - Techniques for Managing Stress and Time.

Outcome4	Acquire knowledge aboutstress, coping with stress and techniques for managing stress	K3

	UnitV
Objective5	To learn the Group dynamics, types of groups and effective participation in group discussion

Group Dynamics: Group – meaning and definition – types of Groups, characteristics of a Group – participating in Group discussions – Effective participation in Group discussion

Outcome5	Understand the Group dynamics, types of groups and effective participation in group discussion	K5

Suggested Reading:

Agrawal Rita (2001) "Stress in Life and at Work" Sage, New Delhi.

Cattel, R.B. (1965)"The Scientific Analysis of Personality" Penguin, Baltimore.

Dawn R. Shaffer (1993) "Developmental Psychology" 3 rd Edition, Brooks/Cole Publishing Company, California.

Don Hellriegel, John W.Slocum, Richard W .Woodman (1995) " Organizational Behavior" 7 th Edition, West Publishing Company, New York.

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https://www.hsph.harvard.edu/career-services/2020/10/30/career-advice-blog/
https://www.ala.org/educationcareers/employment/career-resources
http://careertipster.com/careerdev/4-free-online-resources-for-professional-development/

K1- Remember	*K2-Understand*	*K3-Apply*	*K4-Analyze*	*K5-Evaluate*	*K6-Create*

Coursedesignedby:Dr.N.Johnson

(On what level the COs & POs correlated each other -based on that we have to give marks)

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	L(1)	L(1)	M(2)	S (3)	L(1)	L(1)	M(2)	L(1)	M(2)	S (3)
CO2	L(1)	L(1)	L(1)	S(3)	L(1)	L(1)	L(1)	L(1)	L(1)	S(3)
CO3	M(2)	L(1)	L(1)	S(3)	M(2)	L(1)	L(1)	M(2)	L(1)	S(3)
CO4	M(2)	L(1)	L(1)	S(3)	M(2)	L(1)	L(1)	M(2)	L(1)	S(3)
CO5	M(2)	L(1)	L(1)	S(3)	M(2)	L(1)	L(1)	M(2)	L(1)	S(3)
W.AV	1.6	1	1.2	3	1.6	1	1.2	1.6	1.2	3

S–Strong(3),M-Medium(2),L-Low(1)

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	L(1)	S(3)	S(3)	S(3)	S(3)
CO2	M(2)	M(2)	M(2)	M(2)	M(2)
CO3	L(1)	M(2)	M(2)	M(2)	M(2)
CO4	S(3)	M(2)	L(1)	L(1)	M(2)
CO5	S(3)	M(2)	L(1)	L(1)	M(2)
W.AV	2	2	1.8	1.8	2

S–Strong(3),M-Medium(2),L-Low(1)

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➢ RecipientofGRABSBest YoungFacultyAward2016
➢ NominatedasPristinereceiveroftitle"Reviewerofthemonth"f
orthemonthofNovember2016 byIJARS.
➢ Recipient of "Best Researcher Award" by Society for
Educationanddevelopment,Chennai,TamilNaduon19.8.2017

Recentpublications:

➢ Exploring the relationship between adjustment pattern and self-
esteemofpreserviceteachers,AksharWangmay,ISSN–2229–4929-
International
➢ An exploratory study of self regulatory training module to
enhancethemathematicalproblemsolvingabilityofpreserviceteacher
s,AksharWangmay,ISSN–2229–4929-International
➢ Effect of self regulatory training module to enhance
themathematicalproblemsolvingabilityofpreserviceteachers
,AksharWangmay,ISSN– 2229 –4929-International
➢ Influence of Self-esteem of Pre-Service Teachers in Relation
toacademicstress,AksharWangmay,ISSN– 2229–4929-
International

CumulativeImpactfactor:6
TotalCitation:790
h- index:13
i10-index:1

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Professionalexperience:15Years

Honorsandawards:2020:SupervisoroftheYearShortlist.StudentLedTeachingAwards:AwardedbytheStudents Union,UniversityofGreeenwich

Recent Publications: Petrov, Nikolay , Robinson, Oliver C., Arnett, Jeffrey J. (2022), TheDevelopmentalCrisisQuestionnaire(DCQ-12):psychometricdevelopmentandvalidation. Journal of Adult Development ISSN: 1068-0667 (Print), 1573-3440 (Online) (doi:https://doi.org/10.1007/s10804-022-09403-w).

Cumulative Impact

Factor:34**Totalcitation**:6336

h-index:25

I10-index:40

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Professionalexperience:20Years**Honors**

and awards: Best Citizen of

India**RecentPublications:**

Raja (2015) Perception on production and marketing of seed propagated aggregatumonionsbythegrowersinDindiguldistrict,TamilnaduState:AnanalyticalStudy,InternationalJournalofManagementandSocialDevelopment

CumulativeImpactFactor:2.5

Totalcitation:150

h-index:4

I10-index:2

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Professionalexperience:30Years

Honorsandawards:

RecentPublications:

A Study on the Stress While Performingin an among Organizational Role (ForA&Ce),,.Matheswaran.V.P and Subhashini .P.V, Skill Enhancement for Human ResourceDevelopment,, EMKEVIPublication,ISBN:978-81-926434-1-0, (2020),320-323

CumulativeImpact Factor:2.5

Totalcitation:100

h-index:4

I10-index:1

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Professionalexperience:22Years
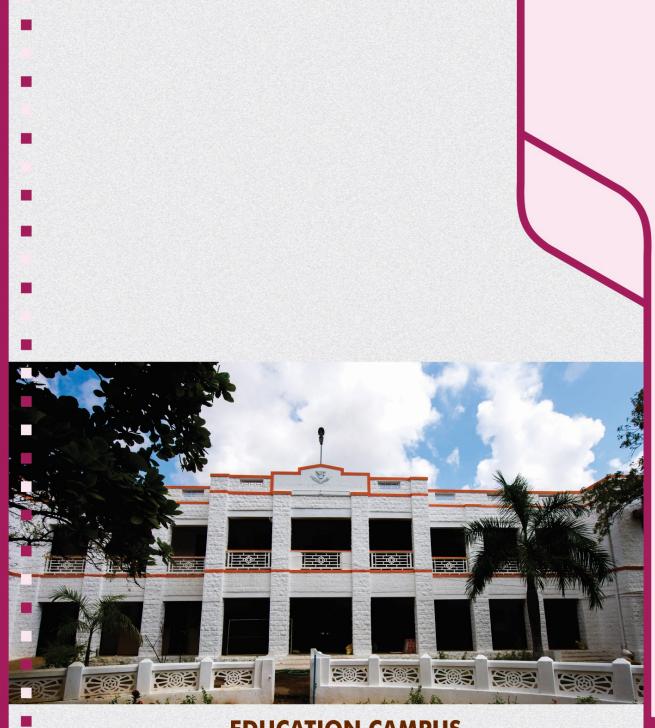
Honorsandawards:

RecentPublications:
MotivationalfactorstojoininequivalencyCourses:AstudyfromKeralaIndianJournalofSocialResearch
Vol.61(5+6) Sep.-Oct.+Nov-Dec.2020ISSN:0019-5626 e-ISSN:2454-3624

CumulativeImpactFactor:50.197

Totalcitation:100

h-index: 4

I10-index:1

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