

**P.B.SIDDHARTHA COLLEGE OF ARTS & SCIENCE
DEPARTMENT OF CHEMISTRY
M.Sc – CHEMISTRY (ORGANIC CHEMISTRY)**

**I SEMESTER
W.E.F 2022-23 (R22 Regulations)**

Title of the Paper: PERSONALITY DEVELOPMENT THROUGH LIFE ENLIGHTENMENT SKILLS

Course Code	22PG101	Course Delivery Method	Class Room / Blended Mode - Both
Credits	3	CIA Marks	30
No. of Lecture Hours / Practical Hours Week	3/1	Semester End Exam Marks	70
Total Number of Lecture Hours	60	Total Marks	100
Year of Introduction : 2022-23		Year of Offering: 2022 - 23	

The Course will introduce the students to

- 1) Learn to achieve the highest goal happily.
- 2) Become a person with stable mind, pleasing personality and determination.
- 3) Learn to build positive attitude, self-motivation, enhancing self-esteem and emotional intelligence
- 4) Learn to develop coping mechanism to manage stress through Yoga and meditation techniques
- 5) Awaken wisdom among them.

Course Learning Outcomes:

At the end of this course the students should be able to:

- Develop their personality and achieve their highest goals of life.
- Lead the nation and mankind to peace and prosperity
- Practice emotional self regulation.
- Develop a positive approach to work and duties
- Develop a versatile personality

Syllabus

Course Details:-

Unit	Learning Units	Lecture Hours
I	Introduction to Personality Development:- The concept of personality - Dimensions of Personality – Theories of Personality development (Freud & Erickson) – The concept of Success and Failure – Factors responsible for Success – Hurdles in achieving Success and Overcoming Hurdles — Causes of failure – Conducting SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis.	12

II	<p>Attitude, Motivation and Self-esteem:-Conceptual overview of Attitude – Types of Attitudes – Attitude Formation – Advantages/Disadvantages of Positive/Negative Attitude - Ways to Develop Positive Attitude.</p> <p>Concept of motivation: Definition and Nature of Motivation/Motive – Internal and external motives – Theories of Motivation – Importance of self- motivation- Factors leading to de- motivation.</p> <p>Self-esteem: - Definition and Nature of self-esteem – Do's and Don'ts to develop positive self- esteem – Low self esteem - Personality having low self esteem - Positive and negative self esteem.</p>	12
III	<p>Other Aspects of Personality Development:-</p> <p>Body language - Problem-solving - Conflict Management and Negotiation skills - Decision-making skills - Leadership and qualities of a successful leader – Character building -Team-work – Time management - Work ethics – Good manners and etiquette – Emotional Ability/Intelligence – Dimensions of Emotional Intelligence – Building Emotional Intelligence.</p>	12
IV	<p>Neetisatakam-Holistic Development of Personality:</p> <p>Verses- 19,20,21,22 (wisdom) – Verses- 29,31,32 (pride and heroism) – Verses- 26,28,63,65 (virtue)</p> <p>Personality of Role Model – Shrimad Bhagwadgeeta</p> <p>Chapter2-Verses 17 – Chapter 3-Verses 36,37,42 – Chapter 4-Verses 18, 38,39 – Chapter18 – Verses 37,38,63.</p>	12
V	<p>Yoga & Stress Management :Meaning and definition of Yoga - Historical Perspective of Yoga - Principles of Astanga Yoga by Patanjali – Meaning and Definition of Stress - Types of Stress - Eustress and Distress –Stress Management – Pranayama-Pranayama: Anulom and Vilom Pranayama - Nadishudhi Pranayama - Kapalabhati-Pranayama - Bhramari Pranayama - Nadasandhana Pranayama – Meditation techniques: Om Meditation - Cyclic meditation : Instant Relaxation technique (QRT), Quick Relaxation Technique (QRT), Deep Relaxation Technique (DRT) (Theory & Practical).</p>	12

PRACTICAL COMPONENTS:

- Students should identify different types of personality to know their own personality. Students are to describe the characteristics of their personalities and submit the same for assessment.
- Students are to form in groups (a group consists of 4-6 students) to identify and write a brief note on famous personalities of India and World.
- Students are required to identify different types of attitudes and give any five examples of each.
- Students are expected to check their attitudes and develop ways to improve their attitudes at work place and home.
- Students are required to identify keys to self-motivation to achieve their goals.
- Students are expected to identify at least seven types of body language and conduct activities with the following:

S. No.	Pose	Possible Interpretations
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1	Standing with your hands on your hips	Aggressive, disgusted
2	Standing upright	Confidence
3	Arms crossed on your chest	Defensive
4	Resting your hand on your cheek	Thinking
5	Touching or rubbing your nose	Doubt, lying
6	Resting your head in your hands	Boredom, tired
7	Tapping your fingers	Impatience
8	Biting your nails	Nervous, insecure
9	Playing with your hair	Insecure
10	Rubbing your eyes	Disbelief, doubt

- **Conduct the following exercise to develop communication skills – Negotiation Skills and Empathy**

Exercise: Card Pieces

In this activity, team members trade pieces of playing cards to put together complete cards.

Uses -This exercise is useful for showing team members others' perspectives. It builds communication and negotiation skills , and helps people to develop empathy .

People and Materials

- Enough people for at least three teams of two.
- Playing cards – use between four and six for each person.
- A private room.

**Time -
15minutes.**

Instructions:

1. Cut each playing card into half diagonally, then in half diagonally again, so you have four triangular pieces for each card.
2. Mix all the pieces together and put equal numbers of cards into as many envelopes as you have teams.
3. Divide people up into teams of three or four. You need at least three teams. If you're short of people, teams of two will work just as well.
4. Give each team an envelope of playing card pieces.
5. Each team has three minutes to sort its pieces, determine which ones it needs to make complete cards, and develop a bargaining strategy.
6. After three minutes, allow the teams to start bartering for pieces. People can barter on their own or collectively with their team. Give the teams eight minutes to barter.
7. When the time is up, count each team's completed cards. Whichever team has the most cards wins the round.

Advice for the Teacher/Facilitator

After the activity, ask your team members to think about the strategies they used. Discuss these questions:

- 1) Which negotiation strategies worked? Which didn't?
- 2) What could they have done better?

3) What other skills, such as **active listening** or **empathy** , did they need to use?

- **Conduct following Time management activity - Ribbon of Life**

Take a colored ribbon length of approximately 1 meter/100 cm. and scissors. Start with the following questions:

1. If the life span of an individual is say, 100 years. Consider that each cm represents one year. The response will be that few live that long. Assuming a life of 75 to 90 years, cut 10 to 25 cm off the ribbon, accordingly.
2. What is the average age of the participants sitting here, the response would be 25 to 30 depending on the group, in that case, cut another 25 cms of the ribbon and say that is gone you cannot do anything.
3. What is left is 50 years? People will say, "Yes," but the answer is NO.
4. Every year we have 52 weeks, that is 52 Sundays. If we multiply that by 50 years, it comes to 7.14 years. Reduce the ribbon by another 7.14 cm.
5. We also usually have Saturdays off, so reduce another 7. cms.
6. Public/National holidays are 10 multiple with 50 years. That comes to another 1.5 years. Reduce ribbon by another 1.5 cms.
7. Your casual leave, sick leave, and annual holidays approx. 40 days a year, multiplied by 50. Cut off another 5 cms. Now you are left with about 29.5 years. But, the calculation is not over yet.
8. You sleep an average of 8 hours daily; multiply that by 365 days and again by 50 years (i.e. 122 days X 50 = almost 17 years). Cut off another 17 cm.
9. You spend time eating lunch, breakfast, snacks, and dinner total 2 hours daily (i.e. 30 days a year X 50 years= 4 years or so). Cut off another 4 cm.
10. Last, let's figure we spend about 1 hour a day travelling from place to place for activities and such. (that's about 2 more years). We're down to 6 (SIX) years of life to make it or break it.

Exercise Decision making skills - Create Your Own

In this exercise, teams must create their own, brand new, problem-solving activity.

Uses

This game encourages participants to think about the problem-solving process. It builds skills such as creativity, negotiation and decision making, as well as communication and time management. After the activity, teams should be better equipped to work together, and to think on their feet.

What You'll Need

- Ideally four or five people in each team.
- A large, private room.
Paper, pens and flip charts

Time -Around one hour.

Instructions:

1. As the participants arrive, you announce that, rather than spending an hour on a problem-solving team building activity, they must design an original one of their own.
2. Divide participants into teams and tell them that they have to create a new problem- solving team building activity that will work well in their organization. The activity must not be one that they have already participated in or heard of.

3. After an hour, each team must present their new activity to everyone else, and outline its key benefits.

4. Advice for the Teacher/Facilitator:

There are four basic steps in problem solving: defining the problem, generating solutions, evaluating and selecting solutions, and implementing solutions. Help your team to think creatively at each stage by getting them to consider a wide range of options. If ideas run dry, introduce an alternative brainstorming technique, such as brain writing . This allows your people to develop one others' ideas, while everyone has an equal chance to contribute.

After the presentations, encourage teams to discuss the different decision-making processes they followed. You might ask them how they communicated and managed their time . Another question could be about how they kept their discussion focused. And to round up, you might ask them whether they would have changed their approach after hearing the other teams' presentations.

Students are asked to recite verses: 26,28,63,65 (virtue) of Neetisatakam-Holistic development of personality.

Students are asked to identify personality of role Mmodels from Shrimad Bhagwadgee ta and portray the roles of the same.

Students are asked to practice Yoga and meditation techniques

REFERENCE BOOKS:

1. Hurlock, E.B. Personality Development, 28th Reprint. New Delhi: Tata McGraw Hill, 2006.
2. Gopinath,Rashtriya Sanskrit Sansthanam P, Bhartrihari”s ThreeSatakam, Niti-sringar-vairagya, New Delhi, 2010
3. Swami Swarupananda, Srimad Bhagavad Gita, Advaita Ashram,Publication Department, Kolkata, 2016.
4. Lucas, Stephen. Art of Public Speaking. New Delhi. Tata - Mc-Graw Hill. 2001
5. Mile, D.J Power of positive thinking. Delhi. Rohan Book Company, (2004).
6. Pravesh Kumar. All about Self- Motivation. New Delhi. Goodwill Publishing House. 2005.
7. Smith, B. Body Language. Delhi: Rohan Book Company. 2004
8. Yogic Asanas for Group Training - Part-I: Janardhan Swami Yogabhyasi Mandal, Nagpur.
9. Rajayoga or Conquering the Internal Nature by Swami Vivekananda, Advaita Ashrama (Publication Department), Kolkata.
10. Nagendra H.R nad Nagaratna R, Yoga Perspective in Stress Management, Bangalore, Swami Vivekananda Yoga Prakashan.

Online Resources:

1. https://onlinecourses.nptel.ac.in/noc16_ge04/preview
2. <https://freevidelectures.com/course/3539/indian-philosophy/11>