



മഹാത്മാഗാന്ധി സർവ്വകലാശാല, കേരളം

സംഗ്രഹം

DASTP - Post Graduate Certificate in Emotional Intelligence Development എന്ന ആറുമാസ സർട്ടിഫിക്കറ്റ് പ്രോഗ്രാമിൻറെ നിലബന്ധം പ്രോഗ്രാം പ്രോജക്ട് റിപ്പോർട്ടും അംഗീകരിച്ചു -ഉത്തരവ് പുറപ്പെടുവിക്കുന്നു

അക്കാദമിക് എ 9 സെക്ഷൻ

നമ്പർ. 2821/AC A 9/2019/എം.ജി.യു

പ്രിയദർശിനി ഹിൽസ്, തീയതി: 24.06.2019

- പരാമർശം:-1.DASTPയുടെ അക്കാദമിക് കോർ കമ്മിറ്റിയുടെ 14.05.2019 തീയതി കൂടിയ മിനിട്സ്
- 2.വൈസ് ചാൻസലർ (i/c) യുടെ 21.06.2019 തീയതിയിലെ ഉത്തരവ്

ഉത്തരവ്

Directorate for Applied Short Term Programmes(DASTP), Inter University Centre for Disability Studies (IUCDS) യുമായിച്ചേർന്നു നടത്തുന്ന Post Graduate Certificate in Emotional Intelligence Development (PCEID) എന്ന ആറുമാസ സർട്ടിഫിക്കറ്റ് പ്രോഗ്രാമിൻറെ നിലബന്ധം പ്രോഗ്രാം പ്രോജക്ട് റിപ്പോർട്ടും മഹാത്മാഗാന്ധി സർവ്വകലാശാല ആക്ട് 1985 അധ്യായം 3 വകുപ്പ് 10(17) പ്രകാരം വൈസ് ചാൻസലർ (i/c) അംഗീകരിച്ചു (പരാമർശം (2)).

തദനുസരണം ഉത്തരവ് പുറപ്പെടുവിക്കുന്നു .

ദിലീപ് കുമാർ .ആർ

അസിസ്റ്റന്റ് രജിസ്ട്രാർ 3 (അക്കാദമിക്)
രജിസ്ട്രാർക്ക് വേണ്ടി

പകർപ്പ്

- 1.Dr Robinet Jacob, Convenor, Academic Core Committee, DASTP
- 2.Dr P T Baburaj , Director, IUCDS
- 3.All Academic Core Committee Members
- 4.PS to VC
- 5.PA to Registrar
- 6.PA to Controller
- 7.JR/DR/AR(Academic)
8. DASTP/CSS
- 9.PRO

10.Content Management (Please upload the approved syllabus to the Website)

11.Stock File/File Copy

മഹാത്മാഗാന്ധി സർവ്വകലാശാല, കേരളം

PROGRAMME PROJECT REPORT (PPR)

**POST GRADUATE CERTIFICATE IN EMOTIONAL INTELLIGENCE
DEVELOPMENT (PCEID)**

COURSE CO-ORDINATOR- Dr. P.T. Baburaj, Hon. Director, IUCDS

ACCADEMIC SUPPORT BY-

INTER UNIVERSITY CENTRE FOR DISABILITY STUDIES (IUCDS)

MAHATMA GANDHI UNIVERSITY, KOTTAYAM

PROGRAMME PROJECT REPORT

It is the new endeavour of Mahatma Gandhi University to extend its functioning by offering different types of Diploma and Certificate programmes relevant to the contemporary society, in addition to the conventional Graduate, Post Graduate and Doctoral programmes. This is being done with the academic and infrastructural support of the various departments of the University. This programme has been designed to be conducted, at present, in the University Campus and later as an online course for the benefit of wider community.

A. Need and scope of the course

Today's young minds have a mere materialistic outlook towards life' which is being shared by the parents and the society. They are ready to do anything to achieve their personal pleasure. They have no emotional control or values .many of them has wrong eating habits which makes them sick even at a younger age. Lack of these leads to sexual harassment, crimes, social injustice, substance abuse etc.

In the educational level IQ is given greater importance and nothing is done to develop the Emotional Intelligence of the students which leads to emotional, spiritual failure. Fundamental elements of human existence such as love, respect, compassion, social relationship is lost. Getting a job is one thing whereas getting promoted is another thing. Only those with good EQ level can contribute much to the company he works for. Team work is of greater importance for the success of any field. Individual IQ can't do much in a community without a good EQ level. Hence the whole training system need be changed.

B. Purpose

The purpose of this course is to enable the Graduates to acquire soft skills for success in any field of life- developing EI. Here we give great importance to Emotional Management, which will help the students to deal with their behavioural and emotional problems now and later period. This will enhance their Intellectual capacity too. Even the rules for work are changing. We are being judged by a new yard stick: not just by how smart we are or by our expertise and training, but also by how well we manage ourselves and each other. In relationship and job this is increasingly applied in choosing who will be hired. A star performer is judged by this new rule of EI level... in the field of work, currently, they measure the traits that are crucial to marketability for future jobs. In a time with no guarantee for job security, the concept of job is rapidly being replaced by portable skills. Talked about loosely for decades under a variety of names- character, personality, competence etc. there is at least a more precise understanding of talents. It is "Emotional Intelligence".

The **expected outcomes** are that the students:

- Gain an insight into emotional intelligence
- Develop self and social awareness
- Develop self- management
- Develop social management
- Recognise emotions in others
- Develop an empathetic attitude
- Better performance in family, work place etc.
- Learn to change negative attitudes and emotions
- Develop various skills for emotional management
- Develop leadership qualities
- Learn the importance of team work through practice
- An overall success in life.

C. Nature of prospective target group of learners:

Candidates who have graduated in any subject.

D. Appropriateness of programme to be conducted in open mode to acquire specific softskills.

The course provides an outline of theoretical information and practical experience, directly and indirectly related to the development of Emotional intelligence.

E- Instructional Design

COURSE SUMMARY OF PG CERTIFICATE IN EMOTIONAL INTELLIGENCE DEVELOPMENT (PCEID)

Course Code	Course Name	Credits	*Internal Marks	External Marks	Total Marks
PCEID -1	Historical perspectives of emotional intelligence	4	20	80	100
PCEID -2	Theoretical aspects of emotional intelligence	4	20	80	100
PCEID -3	Management of emotional intelligence	4	20	80	100
PCEID -4	Practical / Project work & Report	4	20	80	100
	Total	16			400

F- Procedure for admission, curriculum transaction and evaluation:

Eligibility: Candidates who have graduated in any subject are eligible for admission. Admission is done by the university through a common procedure. Candidates are eligible for admission irrespective of age... The Fee structure will be decided by the University. The study materials will be given in print format. The university will prepare the academic calendar/activity planner. The academic calendar will include all significant activities, important dates, schedule of submission of assignments, examinations etc. Evaluation of the course shall be done by the faculty themselves on the basis of internal assessment and end semester examinations. 20% of the marks will be decided by the internal evaluations and the remaining 80% by the end semester examinations which will be done by the University.

Each student shall be required to do Assignment, Book Review and Case studies. The teacher shall define the expected quality of the above in terms of structure, content presentation etc. and informs the same to the students.

SYLLABUS

PCEID -1: Historical perspectives of emotional intelligence

Unit 1

Emotions- meaning, feeling and emotion, types of emotions. Relation between intelligence and emotion, Science of emotions, Identifying and labelling emotions, suppressing emotion. Biology of emotions.

Unit 2

Intelligence-definition, different types, Emotional intelligence-meaning, understanding EI, Benefits of EI, difference between EQ and IQ, Principles of Emotional intelligence.

Unit 3

Different models of emotional intelligence- Ability Model, Trait model, Mixed model, Bar on model, Genos model. The EQ brain -how it works.

Unit 4

Domains of emotional intelligence - Self-awareness – self management – social management - relationship management

Empathy – meaning definition, importance v/s sympathy, Barriers to empathy, steps to develop empathy, Different strategies.

PCEID -2: Theoretical aspects of emotional intelligence

Unit 1

Strategies for developing emotional intelligence- Self awareness strategies - Self management strategies- social awareness strategies - social relationship strategies, Measuring Emotional intelligence-Different methods.

Unit 2

History of stress, Stress- Meaning Biology of stress, Signs of stress- Psychological – Psychological effects, Stress ingredients, Causes of stress, Different situations, Identifying stress, Triggers of stress, Stress and memory, Positive and negative relations to stressors , Acute and chronic stress, Managing stress- Different techniques and therapies.

Unit 3

Anger- Meaning, Science of anger- Psychological effects, Triggers of anger- causes, Identifying anger- What, Where, When, Why and How, Expressions of anger- verbal and non verbal, Managing Anger- Different techniques and Therapies.

Unit 4

Problem – Meaning, Defining the problem, Different types of problems-Family, childhood, Adolescent, Old age ,Work place, Problem solving- different steps, Models of problem solving.

PCEID -3: Management of emotional intelligence**Unit 1: SELF MOTIVATION**

Self motivation- Meaning, Purpose ,Types of motivation, Elements of motivation, Skills involved in self motivation, Short term motivation and Long term motivation, Motivational drives, Developing self motivation, Different techniques, Optimism, Pessimism- balancing.

Unit 2: **TIME MANGAMENT**

Time management – Meaning, Importance, Objectives, Stephen Covey’s- Time management matrix, Time awareness. Agenda in time management, Effective time management, Planning and prioritizing, Importance of time logs and to do lists. Understanding time wasters/ time robbers, Understanding the Pareto principle of 80/20, Being Busy v/s Being Productive, Obstacles to effective time management, Strategies to overcome the obstacles.

Unit 3: **COMMUNICATION SKILLS**

Listening skills, Asking questions, Flexibility and authenticity, Focused attention, Different strategies.

PCEID -4: Practical / Project work & Report

1. Assessment of emotional intelligence
2. Practical for stress management
3. Practical for anger management
4. Practical for Problem solving
5. Practical for self-motivation
6. Practical for time management
7. Practical for communication skills
8. Practical for self confidence

BOOKS

- Travis Bradberry and Jean Greaves (2009) Emotional Intelligence 2.0: Talentsmart.11526 Sorrento Valley Road San Diiego, CA92121.
- Goleman, Daniel. (1996) Working with emotional intelligence. New York: Bantam Books

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REFERENCE

- Berk L E (2013) Child Development- Upper saddle river, NJ.
- Denham, S.A., & Brown “ play nice with others”- social-emotional learning and academic success.
- Daniel J. Siegel & Tina Payne Bryson “ The whole brain child”. Delacorte press, USA, The Random House publishing house.
- John Bradshaw “Home Coming” Reclaiming and healing the Inner child. A Bantam Book
- Stress management- Academic Skills centre, California state university.
- Ackerman P. L & Kanfer, R. 2004 Cognitive, affective and conative aspects of adult intellect. Nj. Lawrence Erlbaum Associates.
- Carrol J B. Human Cognitive abilities New York: Cambridge University press.
- Becchino Emotional Literacy: To be different kind of smart – Thousand Oaks, CA: Corwin press.
- Bodine R J & Crawford “ Developing Emotional Intelligence”. Champaign, IL research Press.
- Bracket M , meyar, J D & Warner R M Emotional Intelligence and the Prediction behaviour. Journal of Research in Educational psychology.
- Festinger L. The theory of Cognitive Dissonance. Stanford. CA: Stanford university press.
- Festinger I. 1964- Conflict , Decision, and Dissonance- Vol. 3. Stanford university press.
- F. Lolas, H. Mayer- “Perspectives on stress and stress related topics” Publisher – Springer
- Carmine M, Paniante- Behavioural neurobiology of stress related disorders . – publisher- Springer.
- Heidi Thompson, The power of Breath awareness. Coldstream boks
- Bourion Christian – Emotional logic and Decision making. Publisher- Palgrave Macmillan
- Emotional Intelligence – Empathy. Harvard Business review.