SONOPANT DANDEKAR ARTS, V.S. APTE COMMERCE AND M.H. MEHTA SCIENCE COLLEGE, PALGHAR

Department of Foundation Course

PROJECT REPORT

FYBSC-Biotechnology

Academic Year 2022-2023

Prepared by
Department of Foundation Course
Sonopant Dandekar Arts, V.S. Apte Commerce and
M.H. Mehta Science College, Palghar

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Sonopant Dandekar Shikshan Mandali's
Sonopant Dandekar Arts,
V. S. Apte Commerce &
M. H. Mehta Science College, Palghar
Estb : 14 August 1968

Dr. Kiran Save, Principal

Kharekuran Road, Palghar (W), Tal. & Dist. Palghar,
Maharashtra - 401 404, INDIA
Tel.   : +91 - 2525 - 252163
Principal : +91 - 2525 - 252317
Email   : sdsmcollege@yahoo.com
Web.   : www.sdsmcollege.com

Date : 22/08/2022

NOTICE

All **F.Y.BSc .Biotechnology** students are hereby informed that Assignments for **USBT 107: ABILITY ENHANCEMENT COURSE -COMMUNICATION SKILLS Semester 1** should be submitted on **9 September 2022** without fail to Prof. Kavita. Sankhe. The following assignment will be for 20 marks
The names and the topics are distributed below:

Groups	Roll numbers	Topics for assignment
1	93001 to 93008	Emotional intelligence
2	93009 to 93017	Parts of speech
3	93018 to 93025	Essentials of grammer
4	93026 to 93033	Ethical values
5	93034 to 93043	Personality Development
6	93044 to 93053	Physical fitness
7	93054 to 93062	Job interview and types
8	93063 to 93068	Types of group discussion

NOTE: ASSIGNMENTS ARE COMPULSORY FOR ALL F.Y. BIOTECHNOLOGY STUDENTS.

Shilpa. P

SIGNATURE

Head of the Department

BIOTECHNOLOGY DEPARTMENT

University of Mumbai

No. AAMS(UG)/ 172 of 2021-22

CIRCULAR:-

Attention of the Principals of the Affiliated Colleges and Directors of the Recognized Institutions in Faculty of Science & Technology is invited to this office circular No. UG/116 of 2016-17 dated 25th October, 2016 relating to the revised syllabus as per the (CBCS) for the F.Y.B. Sc. Biotechnology (Sem. I & II).

They are hereby informed that the recommendations made by the Ad-hoc Board of Studies in Biotechnology at its online meeting held on 16th July, 2021 and subsequently passed by the Board of Deans at its online meeting held on 23rd September, 2021 <u>vide</u> item No. 6.4 (R) have been accepted by the Academic Council at its meeting held on 10th November, 2021 **vide** item No. 6.3(R) and that in accordance therewith, the revised syllabus as per the (CBCS) for the F.Y.B.Sc. Bio-technology (USBT) (Sem.- I & II) accordingly has been brought into force with effect from the academic year 2022-23. (The same is available on the University's website <u>www.mu.ac.in</u>).

(Sudhir S. Puranik)
REGISTRAR

MUMBAI – 400 032
1st Feb, 2022

To
The Principals of the Affiliated Colleges and Directors of the Recognized Institutions in Faculty of Science & Technology.

A.C/6.3(R) /10/11/2021

****

1st Feb, 2022

No. AAMS(UG)/172-A of 2022
Copy forwarded with Compliments for information to:-
1) The Dean, Faculty of Science & Technology,
2) The Chairman, Ad-hoc Board of Studies in Biotechnology,
3) The Director, Board of Examinations and Evaluation,
4) The Director, Board of Students Development,
5) The Director, Department of Information & Communication Technology,
6) The Co-ordinator, MKCL.

(Sudhir S. Puranik)
REGISTRAR

Copy to :-

1. The Deputy Registrar, Academic Authorities Meetings and Services (AAMS),
2. The Deputy Registrar, College Affiliations & Development Department (CAD),
3. The Deputy Registrar, (Admissions, Enrolment, Eligibility and Migration Department (AEM),
4. The Deputy Registrar, Research Administration & Promotion Cell (RAPC),
5. The Deputy Registrar, Executive Authorities Section (EA),
6. The Deputy Registrar, PRO, Fort, (Publication Section),
7. The Deputy Registrar, (Special Cell),
8. The Deputy Registrar, Fort/ Vidyanagari Administration Department (FAD) (VAD), Record Section,
9. The Director, Institute of Distance and Open Learning (IDOL Admin), Vidyanagari,

They are requested to treat this as action taken report on the concerned resolution adopted by the Academic Council referred to in the above circular and that on separate Action Taken Report will be sent in this connection.

1. P.A to Hon'ble Vice-Chancellor,
2. P.A Pro-Vice-Chancellor,
3. P.A to Registrar,
4. All Deans of all Faculties,
5. P.A to Finance & Account Officers, (F.& A.O),
6. P.A to Director, Board of Examinations and Evaluation,
7. P.A to Director, Innovation, Incubation and Linkages,
8. P.A to Director, Board of Lifelong Learning and Extension (BLLE),
9. The Director, Dept. of Information and Communication Technology (DICT) (CCF & UCC), Vidyanagari,
10. The Director of Board of Student Development,
11. The Director, Department of Students Walfare (DSD),
12. All Deputy Registrar, Examination House,
13. The Deputy Registrars, Finance & Accounts Section,
14. The Assistant Registrar, Administrative sub-Campus Thane,
15. The Assistant Registrar, School of Engg. & Applied Sciences, Kalyan,
16. The Assistant Registrar, Ratnagiri sub-centre, Ratnagiri,
17. The Assistant Registrar, Constituent Colleges Unit,
18. BUCTU,
19. The Receptionist,
20. The Telephone Operator,
21. The Secretary MUASA

for information.

UNIVERSITY OF MUMBAI

Revised Syllabus for Program-

F.Y.B.Sc. Biotechnology (USBT)

(Sem. I & II)

(Choice Based Credit System)

With effect from the academic year 2022-2023

AC_____
Item No. _____

UNIVERSITY OF MUMBAI

Syllabus for Approval

Sr. No.	Heading	Particulars
1	Title of the Course	F.Y.B.Sc.Biotechnology (USBT)
2	Eligibility for Admission	HSC (Science) with Physics, Chemistry, Mathematics and Biology. If the student has not opted for Mathematics in HSC, then he/she will have to complete 15 hours Bridge course in Mathematics
3	Passing Marks	40 %
4	Ordinances / Regulations (if any)	--
5	No. of Years / Semesters	03 Years/Six semesters
6	Level	~~Certificate~~/~~Diploma~~/UG/~~PG~~ (Strike out which is not applicable)
7	Pattern	Semester/~~Yearly~~ (Strike out which is not applicable)
8	Status	Revised/~~New~~ (Strike out which is not applicable)
9	To be implemented from Academic Year	From Academic Year: 2022-2023

Date: Signature :

Name: Dr. Anuradha Majumdar
                 Dean, Science and Technology

                 Dr. Archana Rath
                 Chairperson Ad-hoc BoS in Biotechnology

Preamble:

Twenty First Century is known as the Century of Biotechnology. Biotechnology is one of the youngest branches of Life Science, which has expanded and established as an advanced interdisciplinary applied science in last few years. Biotechnology at the core envisages the comprehensive study of Life and the Interdisciplinary potential of Biotechnology has led to a unique status for Biotechnology in Research and Industry.

The socio-economic potential of Biotechnology is well established which has almost become synonymous with modern development. Biotechnology has its applications in almost every field touching practically every human activity. The applied aspect of Biotechnology is now getting established with its applications in Industry, Agriculture, Health and Environment, Biotechnology is the lead science expanding exponentially.

Biotechnology demands a trained, skilled human resource to establish the Industry and Research sectors. The field is novel and still expanding which demands inputs in Infrastructure and Technology. The global and local focus is on developing new technological applications is fast growing. Biotechnology sector in Research and Industry is expanding which is set to augur the next major revolution in the world.

The demand for trained workforce in Biotechnology is ever growing in Fundamental Research and Industry Sector. Academic and Research Sectors also require interdisciplinary trained manpower to further the Biotechnology Revolution.

The need of the hour is to design appropriate syllabi which keeps pace with changing times and technology with emphasizes on applications while elucidating technology in depth. The present syllabi are revised anticipating the future needs of Biotechnology Sector with more emphasis on imparting hands-on skills. The main thrust is laid on making syllabus compatible with developments in Education, Research and Industrial sectors. The Theory and Practical course in new restructured course will lead to impart skill-set essentials to further Biotechnology Sector.

The revised syllabus combines basic principles of Physical, Chemical and Biological sciences in light of advancements in technology. The curriculum aims to impart basic knowledge with emphasis on its applications to make the students industry ready.

Dr. Anuradha Majumdar (Dean, Science and Technology)

Dr. Shivram Garje (Associate Dean, Science)

Dr. Archana Rath (Chairperson, Ad Hoc BOS in Biotechnology)

Dr. Tara Menon (Member)

Dr. Deepali Karkhanis (Member)

Dr. Sneha Panvalkar (Member)

Dr. Seema Kokitkar (Member)

Dr. Jayaprada R. Chunduri (Member)

Dr. Bhupendra Pushkar (Member)

Dr. Rajesh C. Patil (Member)

Dr. Varsha K. Mane (Member)

F.Y.B.Sc. Biotechnology (USBT) Course Structure

Semester I

Course code	Course Type	Title	Credits	Nos of Lectures /week
USBT101	Core Subject	Fundamentals of biotechnology-I	2	3
USBT102	Core Subject	Microbiology-I	2	3
USBT103	Core Subject	Basic Chemistry-I	2	3
USBT104	Core Subject	Biochemistry: Concept of Biomolecules-I	2	3
USBT105	Core Subject	Genetics	2	3
USBT106	Core Subject	Molecular biology-I	2	3
USBT107	Ability enhancement course	Ability enhancement course - Communication skills	2	3
USBTP101	Core Subject practicals	Practicals of USBT101 & USBT102	2	3
USBTP102	Core Subject practicals	Practicals of USBT103 & USBT104	2	3
USBTP103	Core Subject practicals	Practicals of USBT105 & USBT106	2	3
	TOTAL		20	

F.Y.B.Sc. Biotechnology (USBT) Course Structure

Semester II

Course code	Course Type	Title	Credits	Nos of Lectures /week
USBT101	Core Subject	Fundamentals of Biotechnology-II	2	3
USBT102	Core Subject	Cell biology and Microbiology-II	2	3
USBT103	Core Subject	Basic Chemistry-II	2	3
USBT104	Core Subject	Biochemistry: Concept of Biomolecules-II and Basic analytical techniques	2	3
USBT105	Core Subject	Physiology and Immunology	2	3
USBT106	Core Subject	Basic Computers and Biostatistics	2	3
USBT107	Ability enhancement course	Ability enhancement course - Sustainable development and Environmental biotechnology	2	3
USBTP101	Core Subject practicals	Practicals of USBT201 & USBT202	2	3
USBTP102	Core Subject practicals	Practicals of USBT203 & USBT204	2	3
USBTP103	Core Subject practicals	Practicals of USBT205 & USBT206	2	3
	TOTAL		20	

Teaching pattern:

One (01) Credit would be of thirty to forty (30-40) learning hours; of this, more than fifty per cent of the time will be spent on classroom instructions including practical as prescribed by the University. Rest of the time spent invested for assignments, projects, journal writing, case studies, library work, industrial visits, attending seminars/workshops, preparations for examinations etc. would be considered as notional hours. The present syllabus considers (45 Lectures as classroom teaching and 15 lectures as Notional hours/ paper). Each lecture duration would be for 48 min. The names of the reference books provided in the syllabus are for guidance purpose only. Students and faculty are encouraged to explore additional reference books, online lectures, videos, science journals for latest/ additional information.

EVALUATION SCHEME

The performance of the learners shall be evaluated into TWO Parts.

1. Internal Assessment with 25 marks
2. Semester End Examinations with 75 marks.

Practical Training will have Practical Examination for 100 marks per practical paper at the end of Semester. The allocation of marks for the Internal Assessment and Semester End Examinations are as follows: -

For Core subjects:

    A. Internal Exam-25 Marks

        i. Test/Assignment/Project/Presentation– 20 Marks

        ii. Activities and Attendance - 5 Marks

    B. Semester End Examination - 75 Marks

    C. Practical Examination – 300 marks (100 marks x 3 core practical papers)

For Ability Enhancement Course:

    A. Internal Exam-25 Marks

        i. Assignment/Project/Presentation – 20 Marks

        ii. Activities and Attendance - 5 Marks

    B. Semester End Examination- 75 Marks

Department of Biotechnology
F.Y.B.Sc FC project submission 22-23 Semester 1

SR No	Roll no	Name of student	Project title	Signature
1	93001	Ayush R.Kanekar	Emotional Intelligence	
2	93002	Anjali M. bhusara	Emotional Intelligence	Anjali B.
3	93003	Pooja S. Kuvara	Emotional Intelligence	— AB —
4	93004	Shreya s. Kumbhar	Emotional Intelligence	— AB —
5	93005	Mitali D. Machhi	Emotional Intelligence	Mitali M
6	93006	Isha D. Gade	Emotional Intelligence	Gade
7	93007	Arpita S. Patil	Emotional Intelligence	A.S.P
8	93008	Vishawambhara S. Dhanu	Emotional Intelligence	Dhanu
9	93009	Sanika G. Patil	Parts of speech	Sanika
10	93010	Kavya C. Patil	Parts of speech	Kavya
11	93011	Jay V. Dodake	Parts of speech	Jay
12	93012	Sushil D. Harijan	Parts of speech	Sushil
13	93013	Tripti A. Pandey	Parts of speech	Tripti
14	93014	Anjali A. Tiwari	Parts of speech	— AB —
15	93015	Vishakha B. Patel	Parts of speech	VBPatel
16	93016	Dhanashree M. Kumbhare	Parts of speech	Dhanashree
17	93017	Pushkar Y. Gawale	Parts of speech	Pushkar
18	93018	Aishwarya B. Rangashe	Essentials of grammer	A.Rangashe
19	93019	Aavani R. Poochali	Essentials of grammer	Avani
20	93020	Prachi G. Malvi	Essentials of grammer	P.G.Malvi
21	93021	Radha R. Yadav	Essentials of grammer	R.Yadav
22	93022	Pavan R. Pawade	Essentials of grammer	Pawade
23	93023	Rucha V. Patil	Essentials of grammer	Rucha.
24	93024	Gaurangi K. Khot	Essentials of grammer	GKhot
25	93025	Pushkar A. Nayak	Essentials of grammer	Nayak
26	93026	Sadhana L. Yadav	Ethical Values	Yadav
27	93027	Bristi K. Dasgupta	Ethical Values	Dasgupta
28	93028	Krutika S. Champanekar	Ethical Values	Cham
29	93029	Vijay Kushwaha	Ethical Values	Vijay
30	93030	Ajay Kushwaha	Ethical Values	Kush
31	93031	Vaibhav S. Sharma	Ethical Values	Sharma
32	93032	Sapna A. Singh	Ethical Values	Singh
33	93033	Anchita M. Chauhan	Ethical Values	Chauhan
34	93034	Vanshita D. Mistry	Personality Development	Mistry
35	93035	Priya V. Dhodi	Personality Development	Priya
36	93036	Komal V. Sharma	Personality Development	Sharma
37	93037	Priyanshu R. Chaturvedi	Personality Development	Chaturvedi
38	93038	Sneha G. Pradhan	Personality Development	Pradhan
39	93039	Shivani L. Tripathi	Personality Development	S.Tripathi
40	93040	Siddharth K. Pradhan	Personality Development	Chaudhary
41	93041	Aniket S. Chaudhari	Personality Development	— AB —
42	93042	Dhwani S. Dhodi	Personality Development	Dhodi
43	93043	Atul R. Ghute	Personality Development	AB
44	93044	Pavan R. Prasad	Physical fitness	
45	93045	Aspiya A. Khan	Physical fitness	Khan

46	93046	Karan B. Singh	Physical fitness	*Singh*
47	93047	Priya D. Wadekar	Physical fitness	*Wadekar*
48	93048	Sweety S. Gupta	Physical fitness	*S Gupta*
49	93049	Kaustubh B. Sogale	Physical fitness	*Sogale*
50	93050	Archana R. Gavali	Physical fitness	— AB —
51	93051	Deepak M. Jaiswar	Physical fitness	— AB —
52	93052	Aachal A. Jha	Physical fitness	*Achal*
53	93053	Sejal G. Thite	Physical fitness	*Sejal*
54	93054	Smit R. kamble	Job interviews and types	*Smitkamble*
55	93055	Suneeta R. Rao	Job interviews and types	— AB —
56	93056	Dhairiya V. Jain	Job interviews and types	*Jain*
57	93057	Rishav raj A. Mandal	Job interviews and types	*R Mandal*
58	93058	Mansi R. Chauhan	Job interviews and types	— AB —
59	93059	Suraj a. Chauhan	Job interviews and types	*Suraj*
60	93060	Apeksha Dubala	Job interviews and types	— AB —
61	93061	Rahul	Job interviews and types	— AB —
62	93062	Ishita	Job interviews and types	*Talekar*
63	93063	Shrushti	Types of group Discussions	— AB —
64	93064	Sumit Shukla	Types of group Discussions	*S Shukla*
65	93065	Khushi	Types of group Discussions	*Khushi*
66	93066	Kanchan Danavne	Types of group Discussions	*K Dawane*
67	93067	Neha Dhawle	Types of group Discussions	*Dhawle*
68	93068	Mahima	Types of group Discussions	*Mahima*

NAME - Vishwambhara Dhanu.

CLASS - F.Y Bsc Biotechnology.

ROLL NO. - 93008.

SEMESTER-I 2022-23

COLLEGE - Sonopant Dandekar College.

Communication Skill & Soft Skill
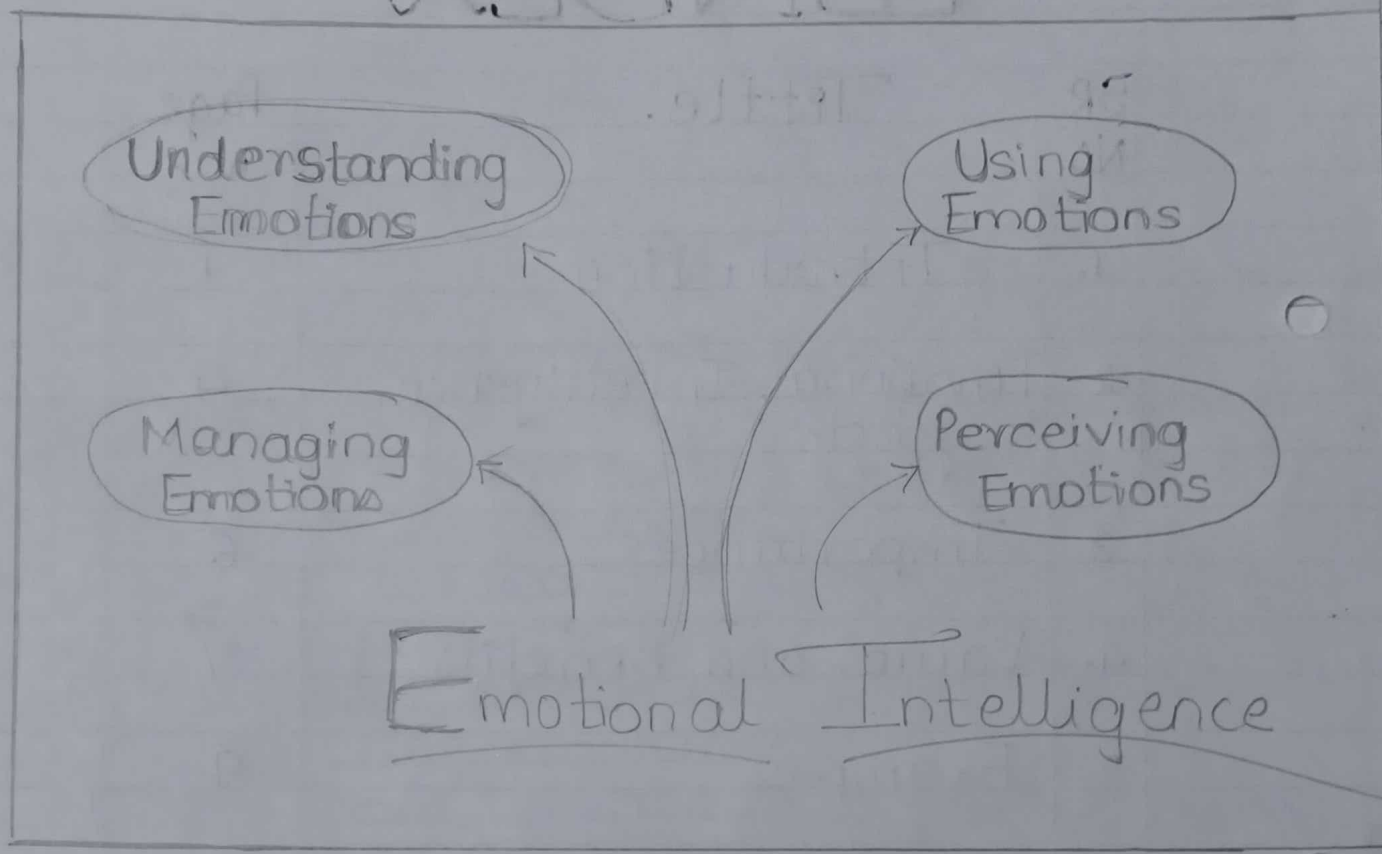
GUIDED BY - Prof. kavita Sankhe.

Emotional Intelligence.

INDEX

Emotional Intelligence

- Understanding Emotions
- Using Emotions
- Managing Emotions
- Perceiving Emotions

- Emotional intelligence is the "ability to monitor one's own and other people's emotions, to deiscriminate between different emotions and label them approprietly", and to use emotional information to guide thinking and behavior".
- Having a higher level of emotional intelligence allows one to empathize with others, communicate effectively, and be both self and socially aware. How people respond to themselves and others impact all types of environments.
- Living in this world signifies interacting with many diverse kinds of individuals and constant change with life-changing surprises. Being emotionally intelligent is key to how one reacts to what life throws one's way. It is furthermore a fundmental element of compassion and comprehending the deeper reasons behind other people's actions.
- It is not the most intelligent people who are the most prosperous or the most fulfilled in life. There are many people who are academically genius and yet are socially incompetent and unsuccessful in their careers or their intimate relations.

- Intellectual ability or Intelligence quotient is not enough on its own to achieve success in life. Undoubtedly, IQ can help one get into university, but your Emotional Intelligence will help one manage stress and emotions when facing final exams. IQ and EI exist in tandem & are most influential when they build off one another.
- Emotional intelligence is also valuable for leaders who set the tone of their organization. It leaders back emotional intelligence, it could have more far-reaching consequences, resulting in lower worker engagement and a higher turnover rate. It also helps connect with one's inner feelings, turn purpose into action, and make informed decisions about what matters most to oneself.
- During these times, it is essential to remember to practice kindness, and being in touch with our emotions can help one do just that.

▶ Emotional intelligence is commonly defined by four attributes :

1. Self management — You're able to control impulsive feelings and behaviors, mange your emotions in healthy ways, take initiative, follow through on commitments, and adapt to changing circumstances.

2. Self awareness — You recognize your own emotions and how they affect your thoughts and behaviour. You know your strengths and weakness, and have self-confidence.

3. Social awareness — You have empathy. You can understand the emotions, needs and corners to other people, pick up on emotional cues, feel comfortable socially, and recognize the power dynamics in a group of organization.

4. Relationship management — You know how to develop and maintain good relationships, communicate clearly, inspire and influence others, work well in a team, and mangge conflict.

▶ <u>Emotional Intelligence affects.</u>

- <u>Your performance at school or work</u> – High E.Q can help you navigate the social complexities of the workplace, lead and motivate others, and excel in your career. Infact, when it comes to gauging important job candidates, many companies now rate emotional intelligence as important as technical ability and employ EQ testing before hiring.

- <u>Your physical Health</u> – If you're unable to manage your emotions, you are probably not managing you stress either. This can lead to serious health problems. Uncontrolled stress raises blood pressure, suppresses the immune system, increase the risk of heart attacks and strokes, contribute to Infertility and speeds up the aging process. The first step to improving emotional intelligence is to learn how to manage stress.

- <u>Your mental health</u> – Uncontrolled emotions and stress can also impact your mental health, making you vulnerable to anxiety and depression. If you are unable to understand, get comfortable with or manage

your emotions, you'll also struggle to form strong relationships. This in turn can leave you feeling lonely and isolated & further exacerbate any mental health problems.

- Your relationships - By understanding your emotions and how to control them, you're better able to express how you feel and understand how others are feeling. This allows you to communicate more effectively and forge stronger relationships both at work and in your personal life.

- Your social intelligence - Being in tune with your emotions serves a social purpose connecting you to other people and the world around you. Social intelligence enable you to recognize friend from foe, measures another person's interest in you, reduce stress, balance your nervous system through social communication, and feel loved and happy.

▶ Why is emotional intelligence so important? As we know, it's not the smartest people who are the most successful or the most fulfilled in life. You probably know people who are academically brilliant and yet are socially inept and unsuccessful at work or in their personal relationships.

Intellectual ~~(IQ)~~ ability or your intelligence quotient (IQ) isn't enough on its own to achieve success in life. Yes, your IQ can help you get into college, but it's your EQ that will help you manage the stress and emotions when facing your final exams. IQ and EQ exist in tandem & are most effective when they build off one another.

► <u>Value and Benefits of Emotional</u>
<u>Intelligence.</u>

- The value and benefits of emotional
intelligence are vast in terms of personal
and professional success. It is a core
competency in many vocations, can support
the advancement towards academic &
professional success, improve relationships,
and boost communication skills, the list
goes on.
- There has been much discussion regarding
the benefits of <u>teaching EI in schools</u>,
with an emphasis on the idea that
<u>emotionally intelligent children grow up</u>
<u>to become emotionally intelligent adults</u>.
- Proficiency in EI is becoming a vital
pre-requisite in prolonged or intense
<u>areas of 'emotional work'</u> such as
<u>nursing</u>, social work, the service industry,
and management roles. High EI improves
the physical and psychological health
of people and encourages academic and
business performance.
- Emotional intelligence is an integral part
of forming and developing meaningful
human relationships.

- Those participants who exhibited higher levels of EI also showed a greater propensity for empathic perspective taking, cooperation with others, developing affectionate and more satisfying relations as well as greater social skills in general.
- The value of EI is immense; developing emotional intelligence encourages many positive traits, from resilience to communication, motivation to stress management, all of which can be seen as conducive to effectively achieving personal, physical & occupational health and success.
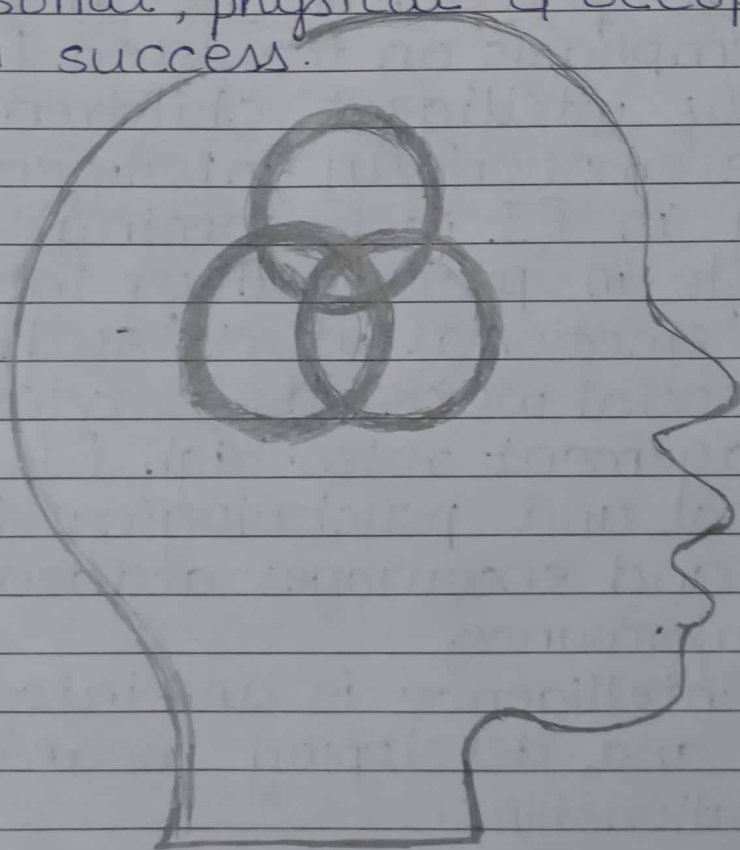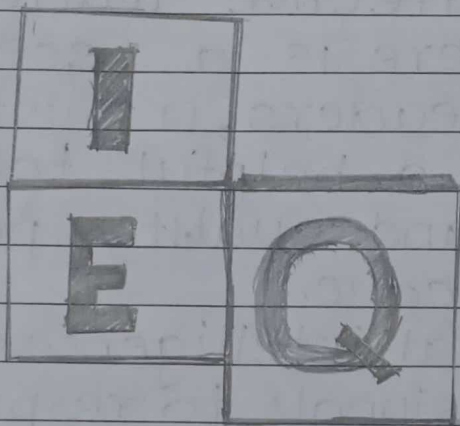
▶ Examples of Emotional Intelligence.

1. Being Patient with Hurting Individuals -
When in healthcare, it is expecting that
doctors and nurses will have to manage
people in pain. Emotional intelligence not
only allows for better patient care but
also for better self-care.

2. Acting as the Effective leader. -
In healthcare, there is a necessity to
have influential leaders, a trusting
environment with a helpful team,
critical thinking, and quality patient &
family-centered care.
A higher emotional intelligence will allow
healthcare professionals to respond and
react better to patients. Studies have
shown a correlation between emotional
intelligence and positive patient outcomes.

3. Responding Better to stressful Situations
Multiple occasions in healthcare involve
an urgent situation involving a life or
death scenario. Being in healthcare is
a highly emotional career, and being
aware of your feelings when they come
up is key to effective self-care.

Interacting with patients can cause
overwhelming joy or deep sadness, and
these fluctuations can be utterly
exhausting.
The ability to deal with these feelings,
take breaks and ask for help when you
need it is another example of good emotional
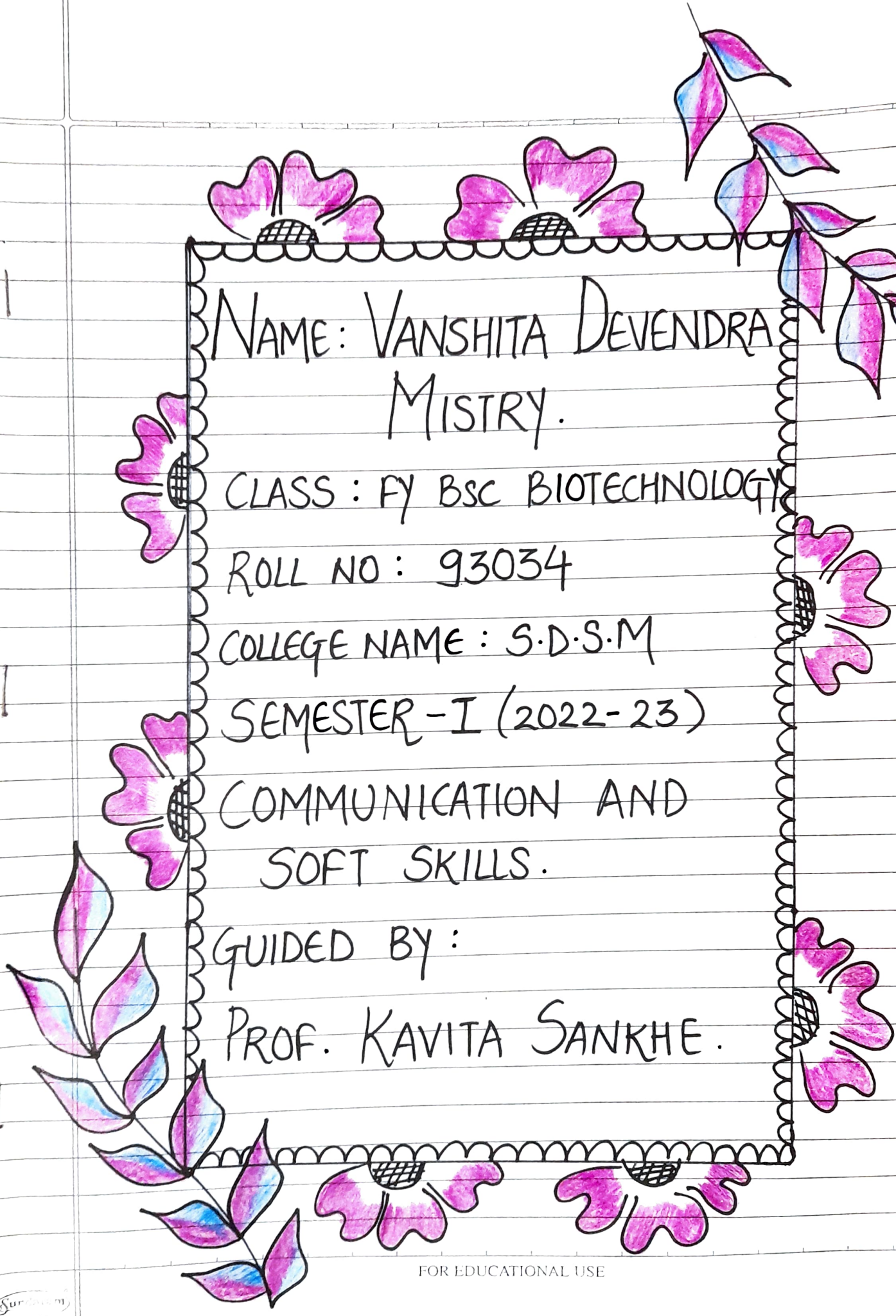intelligence that nurses should practice.

CONCLUSION.

→ Emotional intelligence can be a key to success in your life. - especially in your career. The ability to manage people and relationship is very important in all leaders, so developing and using your emotional intelligence can be good way to show other the leader inside of you.

→ Intellectual intelligence (IQ) isn't enough on its own to be successful in life. Yes, your IQ can help you get into college, but it's your EQ that will help you manage the stress and emotions when facing your final exams.

Refrence

https://psychcentral.com.

Name: Vanshita Devendra Mistry.

Class: FY BSc Biotechnology

Roll No: 93034

College Name: S.D.S.M

Semester-I (2022-23)
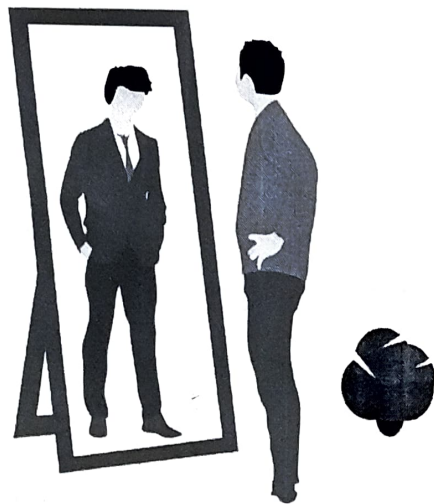
Communication and Soft Skills.

Guided By:

Prof. Kavita Sankhe.

TOPIC :

PERSONALITY

DEVELOPMENT.

Personality Development

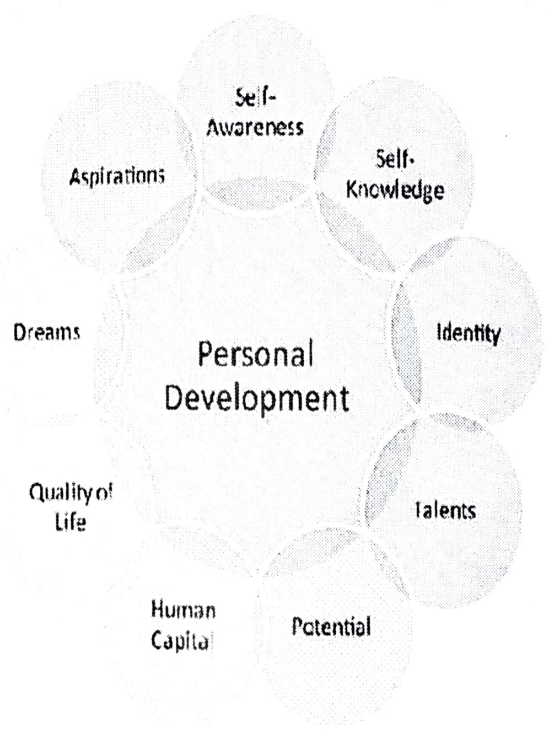# INDEX

PERSONALITY DEVELOPMENT

"Personality is the pattern of characteristics thought, feelings and behaviors that distinguishes one person from another and that persists over time".

"It is the sum of biologically based and learnt behaviour which forms the person's unique responses to environmental stimuli".

DIMENSIONS OF PERSONALITY:

The Big Five personality traits, also known as the five factor model (FFM), is a model based on common language descriptors of personality. These descriptors are grouped together using a statistical technique called factors analysis.

This widely examined theory suggests five broad dimensions used by some psychologists to describe the human personality and psyche. The five factors have been defined as openess to experience, conscientiousness, extraversion, agreeableness, and neuroticism, often listed under the acronyms 'OCEAN'.

Self-
Awareness

Self-
Knowledge

Aspirations

Dreams

Identity

Personal
Development

Quality of
Life

Talents

Human
Capital

Potential

These five factors are assumed to represent the basic structure behind all personality traits. They were defined and described by several different researches during multiple periods of research.

Employees are sometimes tested on the Big Five personality traits in collaborative situations to determine what strong personality traits they can add to a group dynamic. Businesses need to understand their people as well as their operations and processes. Understanding the personality components that drive the employee behavior is a very essential informational data point for management.

A] OPENNESS TO EXPERIENCE:

Openness to experience describes a person's degree of intellectual curiosity, creativity, appreciation for art, emotion, adventure, unsual ideas, curiosity and variety of experience. It is also described as the extent of which a person is imaginative or independent, and depicts a personal preference for a variety of activities over a strict routine. High openness can be

perceived as unpredictability or lack of focus.

B] CONSCIENTIOUSNESS:

Conscientiousness is a tendency to show self-discipline, sociability, talkativeness and the tendency to seek stimulation is the company of others. Conscientiousness also refers to planning, organisation and dependability. High conscientiousness is often perceived as stubborness and obsession. Low conscientiousness is associated with flexibility and spontaneity, but also can appear as sloppiness and lack of reliability.

C] EXTRAVERSION:

Extraversion describes energy, positive emotions, assertiveness, sociability, talkativeness and the tendency to seek stimulation in the company of others. High extraversion is often perceived as attention seeking and domineering. Low extraversion causes a reserved, reflective personality, which can be perceived as aloof or self-absorbed.

D] AGREEABLENESS:

Agreeableness is a tendency to be compassionate and cooperative rather than suspicious and antagonistic towards others. It is also a measure of one's trusting and helpful nature, and whether a person is generally well-tempered or not. High agreeableness is often seen as naive or submissive. Low agreeableness personalities are often competitive or challenging people, which can be seen as agrumentative or untrustworthy.

E) NEUROTICISM:

Neuroticism is a tendency to experience unpleasant emotions easily, such as anger, anxiety, depression, and vulnerability. Neuroticism also refers to the degree of emotional stability and impulse control and is sometimes referred to by its low pule, "emotional stability". A high need for stability manifests as a stable and calm personality, but can seen as uninspiring and unconcerned. A low need for stability causes a reactive

Personality Development

Self Management

- Ethics, Values & Integrity
- Goal Setting Process
- Critical & Creative Thinking
- Time Management
- Decision Making & 6 Thinking Hats

People Management

- Corporate Etiquette
- Presentation Skills
- Team Management Skills
- Negotiation Skills
- Cross-Culture Sensitization
- Balcony & Dance Floor (Adaptive Leadership)

Organization Management

- Interpersonal Skills
- Conflict Management
- 7 Habits of highly effective People
- Managing Teams
- Leadership Skills

and excitable personality, often very dynamic individuals; but they can be perceived as unstable or insecure.

* Personality development includes activities that improve awareness and identity, develop talents and potential, build human capital and facilitate employability, enhance quality of life and contribute to the realization of dreams and aspirations.

* When personal development takes place in the context of institutions, it refers to the methods, programs, tools, techniques and assessment systems that support human development at the individual level in organizations.

* It includes activities that develop talents, improves awareness, enhances potential and looks to improve the quality of life. It includes formal & informal activities that put people in the role of leaders, guides teachers and managers for helping them realize their full potential.

* Hence, it can be concluded that the process of improving or transforming the personality is called Personality Development.

SIGNIFICANCE OR IMPORTANCE OF PERSONALITY DEVELOPMENT:

Most people underestimate the importance of having a pleasing personality. Majority think it just means being born good-looking. that there isn't anything much to do about it. But this is not true. The scope of personality development is quite broad. It includes knowing how to dress well, social graces, grooming, speech and interpersonal skills. Whatever your career, these are very important skills that will promote your objectives.

To better appreciate its importance, some of the key benefits of developing your personality include the following:

A] CONFIDENCE:

A single wrong word can destroy a business relationship. Knowing the right things, to say shows both respect. Personality development gives more confidence to people. When you know you are appropriately attired and groomed, this makes you less anxious when meeting a person. Knowing the right things

Results agility · Self-awareness · Mental agility · People agility · Change agility — **Learning Agility**

to say and how to conduct yourself will increase your confidence.

B] CREDIBILITY:

Personality development makes people more credible. Despite the saying that you don't judge a book by its cover, people do tend to judge people by their clothing and how it is worn. This doesn't mean buying expensive clothes. We all know people who look shabby in expensive clothes. There are also people who look great even if their attire is inexpensive. Because of this, you must know what to wear and you must be aware of other aspects of enhancing your physical features.

C] INTERACTION:

Personality development encourages people to interact with others. Studies have consistently shows that people communicate more openly with people they are comfortable with. If your hygience and social graces are unrefined, then expect to have a much harder time connecting with people.

D] LEADING AND MOTIVATING:

Personality development enhances the capacity to lead and motivate. A person with a winning personality will be able to motivate better. People are less likely to get bored, and our ideas will have more credibility. We can lead better if we project an aura of culture, confidence and credibility.

E) CURIOSITY:

A single word can destroy a business relationship. Knowing the right things, to say shows both respect and intellectual sophistication. This is especially the case if you are dealing with foreingners or if you conduct business outside the country. The right thing is to do in our country could be horrible blunders in a different culture. These are the soft skills that may break or make a deal.

F] COMMUNICATION SKILLS:

It improves your communication skills.

Knowing the right things people are more receptive to what you say if they are impressed with your personality. Verbal communication skills are also a part of personality development; improving your speech will strengthen the impact of your message.

You cannot win by talent and hard work alone. Personality development is a crucial ingredient that you must obtain. Most of the people you see as models of great personality have taken a lot of effort in developing their natural features.

A THE ID :

Latin for the term "it", this division of the mind includes our basic instincts, inborn dispositions, and animal-istic urges. Freud said that the id is totally unconscious, that we are unaware of its workings. The id is not rational, it imagines, dreams, and invents things to get us what we want. Freud said that the id operates according to the pleasure principle - it aims towards pleasurable things and away from painful

things. The id aims to satisfy our biological urges and drives. It includes feelings of hunger, thirst, sex, and other natural body desires aimed at deriving pleasure.

* THE EGO:

Greek and Latin for "I", this personality structure begins developing in childhood and can be interpreted as the "self". The ego is partly conscious and partly unconscious. The ego operates according to the reality principle, that is, it attempts to help the id get what it wants by judging the difference between real and imaginary. If a person is hungry, the id might begin to imagine food and even dream about food. The ego, however, will try to determine how to get some real food. Ego helps a person satisfy needs through reality.

* THE SUPEREGO:

This term means 'above the ego", and includes the moral ideas that a person learns without within the

and society. The superego gives people feelings of pride when they do something correct and feeling of guilt when they do something they consider to be morally wrong. The superego, like the ego, is partly conscious and partly unconscious. The superego is a child's moral barometer, and it creates feelings of pride and guilt according to the beliefs that have been learned within the family and the culture.

THEORIES OF PERSONALITY :-

Many psychologists have developed theories about personality - how to describe it, how it emerges, what influences it, how it changes, and what constitutes a healthy or an abnormal personality. Here you will learn about the three most important personality theories: psychoanalytic theory, behaviourism and humanism.

The first of the modern personality theories was developed by Sigmund Freud and is known as psychoanalytic theory. The psychiatric practise of this theory is called as psychoanalysis. Freud's theory is called as psychoanalysis. Freud's

Leadership Potential

Career Dimensions	Leadership skills	Functional Skills
Growth Dimensions	Learning Skills	Motivational Skills
Foundational Dimensions	Personality Characteristics	Cognitive Capabilities

ideas were plentiful, profound and often controversial. His theory about personality had tremendous influence on societies around the world through many different disciplines. Not only psychology has been influenced and informed by the ideas of Freud, but also literature, art, philosophy, cultural studies, film theory and many other academic subjects. Freud's theory represents one of the major intellectual ideas of the modern world. Right or wrong, these ideas have had a lasting and enormous impact.

FREUD THEORY:

Freud theorized that personality contains three structures - the ID, the ego and the superego - and that the mind is like an iceberg, the unconscious making up 90% while the conscious makes the 10% of the mind.

Freud suggested an analogy about the mind. He said that the mind is like an iceberg in the ocean, floating 10% above the water and 90% below. The unconscious, Freud proposed, makes

up the vast majority of our mind. In Freud's view, only about 10% of our behaviour's are caused by conscious awareness - about 90% are produced by unconscious factors.

According to psychoanalysis theory, most of which controls our behaviours, thoughts and feelings in unknown to our aware minds. Normally, the unconsciousness guides us. Freud said that the mind could be divided into three abstract categories. These are the ID, the EGO and the SUPEREGO.

Name - Vijay Kushwaha

Roll no. 93029

class - F Y BSC - BIOTECH

Subject - Ethical values

ETHICAL VALUES

Introduction

Ethical Values are the values defined by the our society based on which a person's character is judged. A person is said to be good or bad on the basic on of these values. A person's is choices and decisions in life are dependent to a large extent on the Ethical Values he bears. Our Society is going through rapid and profound changes due to globalization process. Closer integration and expension of EU, Economic crisis, advancement of tecnology and social innovation. Megrations and challenges to traditional indentities and membership etc. All these societtal transformations present the educational sector and especially education professionals with new challenges.

The development of the knowledge based society, and the glubalization proccess are creating new social and individual needs in the areas of culture, scientific and techonologies development, social cohesion, education, the position and the

role of an individual as a citizen as well as in the areas of a individual's personal development. Ethical values include being honest, kind, showing respect to others, helping others, having a sence of self control, treating everyone equally and imbibing other such good quality. A person possessing such qualities is known to bear as good ethical character. On the other hand, those who do not process such qualities are looked down upon by the society.

In requires conviction to follow good habits and imbible moral values. Not every individual is as strong willed to follow these habits. However, we must try do imbible these. Ethics is the foundation of our human relationship to ourself and the world around us. The purpose and rate of ethics has always been the preservation of the human being as a person, human dignity, and the conditions for leading a good like. Today's times, today's culture in which we live is characterzed mainly by

pluralism with which we have to deal, with crises and turmoil that we are experiencing with the increasing interconnectivity world of the dependence of the one another.

What is ethics and values education?

The main aim of this section is introduce the nation of Ethics and values education and situate it whithin a broader framework of concept and approaches in this field. The section thus deals with definitions of key concepts and there scope and is closely releated to the following section which outlines approaches and methods of EVE.

Ethics and values Education—[EVE]

The term ethics and values education (EVE) applies to all aspects of all educational which either explicitly or implicitly relate to ethical dimensions of life and are such that can be structured, regulated and monitorid with appropriate educational method and tools. Among the main aims of EVE are the following: to stimulate ethical reflection. auroness,

See it for the first time as a newborn child that has no name."

Chitra

responsibility and compassion in children provide children with inside into important ethical principle and values.

Moral Education

Moral education is often faced on learning about world religions and support the development of beliefs and values. Moral education system and pratics of the other traditions and viewpoints, to explore them and develop understanding and pratics of other traditions and respect of them.

Character Education

Character education focuses on forming vertus and good character, habits and at the same time eliminating poor habits. It is criciful that it beings early that in the childhood and rests on the assumptions " that adults begin the engraveing proccess of habituation to consideration of other, self control, and responability, then teachers and others contribute to the work, but eventually the young person takes over the engraving of formation of his own character.

Philosophy with children

Philosphy for children and philosophy with children approaches are not limited to ethical theme and questions, but represent a method. As a method it is primarily focused on the way to approach - with our thinking - to various topic, questions and challenges. Phylosophy for children (PWC) are contemporary philosophical and pedagogical disciplines, which have a common goal of development reflective.

Critical thinking

Critical thinking is an approach, which develops childrens critical thinking skill and forms a basic for developing money other skill and compentencies. Critical thinking is thinking that is based on the use of reason, which means that it is guided in an appropriate manner by reasons as opposed to e.g. uninformed desires and incliamations, prejudices fears, awards. and fear of punishment etc. Critical thinking is not limited only to logical arguments, but is releated also to in depth understanding, good decision making, evaluating, analyzing, weighting of assumptions and other consideration etc.

What is the importance of Moral values in students 'life ?

Moral values play an enssential role in any student's life. They help build a positive character with traits such as compassion, respect, kindness, and humility. They can make student distinguish between right and wrong or good and bad. And it can eventually promote rational thinking and unbaised judgement among student. Including Ethical values to students in the longer run walks as a moral compass that helps them stay of the negative influnce of the peers, social media or society in general, as they grow into teens and then into adults. They may also help in boosting their self confidence and help them stay positive in difficult situations.

How to teach Ethical Value to students

The importance of teaching moral values to student should begin right at home and from the very beginning. Parents must take charge in shoping their kid's life at early stages. Present experences are like stories, and all kids love hearing —

stories. Share stories from your own life, where abiding by a moral values had a positive experience in your life and your child is bound to understand better.

Types of Ethical Value for children

Respect

Many parents make the mistake of teaching their children only about respect for elders, but that is wrong. Everyone deserves respect, regardless of age or social standing.
Respect is an essential moral values that your child must know about at a young age, as it plays an important role in his behaviour around stranger and elders.

Family

Family is an integral part of kids lives. It shapes and natures them into adults. Therefore it is important to give your children a sense of family and help them understand why family is important. Do that, and It's more likely your children will grow up respecting and loving their family.

See it for the first time as a newborn child that has no name."

Chitra

Adjusting and compromising

It is important that children know that not everything works according to them. Teach them from a young age that when it is absoultely necessary, they may have to tried and adjust. Your child must be thought to adjust and compermarie, only if there oun life is not at stake here. while adjusting sound great in principle there is a thin line where it crosses over to compromise.

Helping Mentality

Your child must be thought to help other from a young age, even if it may be a complete stranger. You have a teach your child why healping others is so important that your child is how is always get is back when you help someone.

Respecting Religion

Your child should be brought up, not just to respect his own religion, but also to understand that every person has the right to choose

his religion:

Justice

A moral compass and a sense of justice are two of the most important values that any child must have from a young age. This is important because the sense of justice decides that moral character of an individual and also plays an important role in the kind of life they choose to live in.

Honesty

Honesty is always the best policy, and student must be encouraged to tell the truth regadles of whatever mistake he may have committed.
A fear of punishment or negative reinforcement should never be used when a child is telling the truth. Rewarding the child in such a time is of extreme importance.

Never Heart Anyone

Student must be thought and made aware of the physical as well as psychological effects of hurting someone.

Chitra

Theft

Theft is wrong, no matter what the justification behind it may be, this is one of the good values for children. Moral values incluted at the right atage can make in indivicual realise there importance and embibe these for a long time.

Cultivate Love for Children.

Education is the must weapon one can have, and the thing that has the most impact on where you end up in life. Cultaving a habit of a learning is extremly important because this habit can help an individual be adapteble to this enser changing world.

Equality

Equality is an integral part of several Ethical value, such as justice. Treating all individual equal in the terms of right, opportunites, and status is essential for eredicating thoughts of supremacy.

The Four Pillars of Ethical Education.

The four pillars of moral education described the foundation upon which moral education-

1. Character and Morality

Here moral education are individual-centric. It concentrates on individual behaves Character building.

2. Individual and Community

Moral Education concerning the individual and the community is how is individual behaves himself and concerning the community at large.

3. Civic Education

The main aim of cultural education in moral Education is to learn how the nation come to be what is today. The ideas of our fourfathers and the teaching of great scholars are contributing factor that have shaped huminity and the nation.

4. Cultural Education

Close on the principle of civic education.

Chitra

cultural education also forms and integral parts of moral education. Culture donets the customs and tradition of a particular nation or ethimic group.

Why Is Ethical Education Important In School

"Education without morals is like a ship without a compass, merely wandering nowhere."
— Martin Luther King

Important moral values to a child begins with elders at home. Thes education however does not end in the formative years and before the child is ready for school. Imparting values educations requents values of understanding and absorption. Every age and stage of the child entails different level of preception.

Therefore it becoms impreative that teachers would have to continue this education in schols to ensure continuty of moral education from

the elders at home. Schools are the heart and soul of a child's life. The formative years of a child are the most important. It is at this time that the child's character can be moulded and defined.

School teachers and peers are the greatest influence on these impressional minds. Laying a standard set of values and moral to be tought in school can go a long way in building student character.

Moral education in schools is an effective method of including values in children.

Piaget's Theory Of Moral development

According to piaget, children's between 5 and 10 years perceive rules as absolute and unchangeble, which he calls moral realism. Furthermore, children at this stage have a "heteronomys morality". That is to say, It is directed by others namely the authoritious who make the rules. are folowed in order to avoid punishment to other negative consequences.

See it for the first time as a newborn child that has no name."

Chitra

"The principle goal of education in the schools should be creating men and women who are capable of doing new things, not simply repeating what other generations have done. Men and women who are creative, inventive, and discoverers, who can be critical and verify and not accept, everything they are offered."

— Jean piaget.

Erikson's Stages of psychosocial Development

Erik Erikson's model is probably the most widely accepted theory about the psylosocial development of children. He indetinified eight stages from early childhood to late adulthood, each connected with a crisis to be resolved and a ventue to be gained. According to this theory children who do not success in mastering one are aerval of these stages might have problems in the future. The stage untill adolesence can be described as shown in the table below.

Stage	Age	Crisis	Virtue	Description
1	0-1	Trust his Mistrust	Hope	Babis learn (or not) to be optmistic and to trust their parents to fullfil the childrens basic needs.
2	2-3	Autonomy vs. Shame & doubt	Will	They started to develop independence and fill confident about their abilities.
3	4-6	Imitative vs. Guilt	Purpose	At kindergarten age, Children usually continue to develop more independence and begin to take their own initiative.
4	7-12	Industry vs. Inferiority	Compentnce	By learning new thing, children continue to develop more self confidence. However, they need encouragement and praise.
5	13-13	Indentity vs. role confusion	fidelity	Teenagers care about what offers thing about them and start forming their own identity by experimenting with who they are.

Erikson's stage of Psychosocial Development untill adolescence.

Holistic Ethical Learning

Even the ancient saw the danger of dividing man and the need to see.

him as a whole. This is visualized in pleto's mythos with the aphonical beings. In pedagogy, pestallezz. Holistically describes the persons with "hendad and "heart is becomming the holistic principle. Albert Hoefer the founder of the cristion - oriented gestant progeny speaks of " hand "heart and braun"

Conclusion

The Ethical proceess is a steady experiences. Because the teachers today are more and more invoveled in the general education of the child day have a very important role for child in ethics education too. There is no possibility to educate ethically without the teachers can other educators experience of ethics. The most important part of this is a consciousness of overcome the self interest and be more open for the common good. The children face the reality of daily life in community interpersonal exchan-