



CHRIST
UNIVERSITY
B E N G A L U R U , I N D I A

Declared as Deemed to be University under Section 3 of UGC Act 1956

Project **SPANDAN** **2017-18**
Pulse of Compassion



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ಕ್ರಿಸ್ತಿಯಾನಿಟಿ CHRIST UNIVERSITY

Mission

"Christ University is a nurturing ground for an individual's holistic development to make effective contribution to the society in a dynamic environment."

Vision

Christ University, a premier educational institution, is an academic fraternity of individuals dedicated to the motto of 'EXCELLENCE AND SERVICE'.

We strive to reach out to the star of perfection through an earnest academic pursuit for 'excellence' and our efforts blossom into 'service' through our creative and empathetic involvement in the society to transform it.

Education prepares one to face the challenges of life by bringing out the best in him/her. If this is well accepted, education should be relevant to the needs of the time and address the problems of the day. Being inspired by Blessed Kuria-kose Elias Chavara, the founder of Carmelites of Mary Immaculate and the pioneer in innovative education, Christ University was proactive to define and redefine its mission and strategies reading the signs of the time.

The Mission of Snehagram

Our mission is to ensure quality of life and future of the orphan and vulnerable children infected with HIV and lead them to a healthy and productive adulthood, by comprehensively addressing their real and felt needs on education, health, psycho-social support, vocational training and life skill education. In this mission, our main objectives will be:

- To enable the children to develop their skills through vocational training based on their aptitude.
- To encourage the children to attain optimum education based on their scholastic performance.
- To ensure quality of life through psycho social care and adolescent friendly nutritional support.
- To increase productivity through a cost-effective and sustainable intervention model.
- To build self esteem and confidence through a comprehensive vocational training package.



About Snehagram

Adolescents constitute an increasing percentage of new HIV infections both in developing and developed countries. The epidemiology of HIV infection and AIDS in the adolescent population requires a wide range of expertise to provide specialized primary medical, mental health, and case management services. However, a glance at the HIV programmes in the world would reveal that first of all there is no scientific data of what happens to adolescent Children Living with HIV (CLHIV) and secondly there is a dearth of clear strategies and programmes to take care of the future of these children.

Snehagram, the second phase of Sneha Care Home is a model programme, which aims to fill this gap. It is a model vocational training and rehabilitation centre for adolescent Children Living with HIV. The programme, has the facility to accommodate 200 children while providing them with optimum opportunities for academic learning, skill development, life skills development, and understanding values for leading a responsible social and sexual life.



About Project Spandan

Project Spandan is an initiative taken by the students of Christ University under the wing of Father Thomas C Mathew, the Vice Chancellor of Christ University. Project Spandan aims at providing an opportunity to interact with, support and guide the children of Snehagram, thus enabling them to face their educational needs. Project Spandan has students coming from across the university to take the initiative and help restore the light of compassion through teaching. The various departments that are a part of this programme are, Department of Professional Studies, Department of Management Studies, Department of Psychology, and the Department of Commerce. The subjects to be taught are divided amongst the various departments thus enabling an outreach that is beneficial and efficient.

Objectives Of Project Spandan:

1. To enable an outlook toward the future by creating awareness about leading a responsible life
2. To develop a methodology on how to reach young minds on important themes such equality, discrimination etc. through the interactions
3. To help in discovering one's own level of social and civic mindedness and what gaps there might be in awareness and knowledge regarding the themes and subjects
4. To create a basic understanding on the principles of conducting day to day business transactions

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Ice Breaker Session

The first session was an ice breaking session. This was to enable us to freely communicate with the students and get to know them better. The ice breaker session commenced with the idea of introducing each other. We made groups at random in number of eight and got them to introduce the adjacent person. By getting to know each other, thereby getting to know the organisers and learning about the objectives of the workshop, the students became more engaged in the proceedings and hence contributed more effectively towards a successful outcome.

1. Mathematics

This session dealt with basic mathematics. The main aim of this session was to explain the techniques and application of mathematics in a simplified manner. We designed the session which specif-

ic objectives in mind and made sure that the session was appropriate and comfortable for everyone involved.

This session concentrated on the importance of understanding the concepts of mathematics, which are quite essential for day to day lives and for their upcoming examination. We divided the students into groups of eight and provided them with formula puzzles. This helped the students to work on their intuitive skills as they were new to the formulas. They considered this task quite challenging as the difficulty level was higher than their syllabus.

2. General English

This session concentrated on basic writing skills and grammatical errors. We had prepared worksheets on articles, prepositions, adverbs, adjectives and punctuations. Based on their response on

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the worksheets, we provided them further guidance. As the students did not possess the necessary knowledge of structure of vocabulary for the above exercises, we turned these exercises into games to induce an interest amongst them.

We briefed them about the essentials of an effective essay. They were given free rein to write on the subject of their choice. We directed them to organise their thoughts to ensure that they are able to see connections and links between ideas more clearly and there by express it on paper successfully.

3. Marketing

This session was limited to a group of ten students who had requested for the same. During the ice breaking session, there were few students who showed interest in both gardening and cultivating

organic vegetables. They travelled to the nearest city to sell their self-grown articles. The knowledge in the field of marketing remained under-developed and neglected and the educational opportunities were likewise insufficient for their goals. The students were attracted to this field because they found it to be a very dynamic and creativity based field and its applicability to their routine sale.

4. Photoshop and Microsoft Office

We commenced the day with a session on Photoshop as few students had queries on the same. Only a few aspect like basic lighting, blemishing, cropping, sharpening, contrast and saturation were discussed.

With respect to Microsoft Office, we mainly focussed on MS Powerpoint. We gave them the task of preparing a presentation on all the session we had conducted the pre-

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vious day and made them present it after incorporating necessary editing, effect like animation, pictures, transition etc.

5. Cultural Activities

With the aim to boost confidence on stage, we motivated them to perform. We kick-started the session by performing a danced for them. It was followed by performances from their side. We also entertained them with a song in one of their regional languages.

Experience

“Snehagram” a literal description- A village of love is true to its name. It provided us an opportunity to share and acquire knowledge through interaction within a stipulated time. It empowered us, the members, to improve our skills and to really feel part of them. Bearing this in mind, with some

very amateur conducting experience under our belt, we jumped at the chance to learn few skills and meet some new people at the workshop. The atmosphere at the location was fascinating, close to nature, peaceful and filled with good hearted and thoughtful people. We got acquainted with people like Father Mathew and Sister, who have devoted their whole lives for the betterment of the children; with no sense of self-gain behind it. It taught us a valuable lesson that not all actions are aimed at getting returns- social work has a value. Being the sole reason behind the smile on those innocent young faces, it gave us the ultimate satisfaction. We learnt a handful that no other experience could have taught us. It was a life changing experience.

Plan For The Academic Year 2017-18

Participating Departments:

| Serial No. | Departments | No. of Visits |
|------------|------------------------------------|---------------|
| 1. | Department of Commerce | 4 |
| 2. | Department of Psychology | 7 |
| 3. | Department of Management Studies | 4 |
| 4. | Department of Professional Studies | 4 |

Calender Of Visits 2017-18

| Date | Day | Department |
|-------------|------------|----------------------|
| 08-Jul-17 | Saturday | Commerce |
| 09-Jul-17 | Sunday | Commerce |
| 15-Jul-17 | Saturday | Psychology |
| 16-Jul-17 | Sunday | Psychology |
| 22-Jul-17 | Saturday | Management Studies |
| 23-Jul-17 | Sunday | Management Studies |
| 19-Aug-17 | Saturday | Psychology |
| 20-Aug-17 | Sunday | Psychology |
| 26-Aug-17 | Saturday | Professional Studies |
| 27-Aug-17 | Sunday | Professional Studies |
| 09-Sep-17 | Saturday | Commerce |
| 10-Sep-17 | Sunday | Commerce |
| 16-Sep-17 | Saturday | Psychology |
| 17-Sep-17 | Sunday | Psychology |
| 23-Sep-17 | Saturday | Professional Studies |
| 24-Sep-17 | Sunday | Professional Studies |
| 11-Nov-17 | Saturday | Management Studies |
| 12-Nov-17 | Sunday | Management Studies |
| 18-Nov-17 | Saturday | Psychology |

Calender Of Visits 2017-18

| | | |
|-----------|----------|----------------------|
| 19-Nov-17 | Sunday | Psychology |
| 25-Nov-17 | Saturday | Management Studies |
| 26-Nov-17 | Sunday | Management Studies |
| 09-Dec-17 | Saturday | Commerce |
| 10-Dec-17 | Sunday | Commerce |
| 16-Dec-17 | Saturday | Psychology |
| 17-Dec-17 | Sunday | Psychology |
| 06-Jan-18 | Saturday | Professional Studies |
| 07-Jan-18 | Sunday | Professional Studies |
| 20-Jan-18 | Saturday | Management Studies |
| 21-Jan-18 | Sunday | Management Studies |
| 10-Feb-18 | Saturday | Psychology |
| 11-Feb-18 | Sunday | Psychology |
| 24-Feb-18 | Saturday | Commerce |
| 25-Feb-18 | Sunday | Commerce |
| 10-Mar-18 | Saturday | Professional Studies |
| 11-Mar-18 | Sunday | Professional Studies |
| 17-Mar-18 | Saturday | Psychology |
| 18-Mar-18 | Sunday | Psychology |

Syllabus

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|----------------------------|--|
| Department Name: | Department of Commerce |
| Date of Visits: | July 8, 9 (2017) September 9, 10 (2017) December 9, 10 (2017) February 24, 25 (2018) |
| Course Name: | Business Studies |
| Course Description: | This course focus on the business process and examine the activities of firms from both an external, financial reporting perspective and an internal, management decision-making perspective. The class assignments will incorporate assignments that emphasize real world applications, to reinforce the relevance of topics to real business situations and promote student interest. |
| Course Objective: | <ol style="list-style-type: none">1) Understand the nature and scope of business activities and social responsibilities of business;2) Classify the business activities into industry and commerce and decide the form of business organization for the same;3) Appreciate the need and importance of various aids to trade like warehousing, transport, communication postal banking, insurance etc.4) Describe the new developments in the business world like e-banking, B.P.O., K.P.O. services etc.5) Practical Applications of the concepts in the business field and its uses |

Course Plan

| Date | Topics | Methodology | Learning Objective | Expected Outcome | Reference Material/ Worksheet |
|------------------------|---|---|---|--|--|
| 08 & 09 July 2017 | Nature and Scope of Business, Sole Proprietorship, Partnership & Hindu Undivided Family Cooperative Societies and Joint Stock Companies | Activity Based teaching with various examples, Animations and Presentations | Appreciate the need and importance of the various business aspects and the types | To Become familiar with the theoretical concept of business world | National Institute of Open Schooling Textbooks, Secondary School E-Books |
| 09 & 10 September 2017 | Transport services, Warehousing Communication Services Banking and Insurance Services | Activity Based teaching with various examples, animations and Presentations | Appreciate the need and importance of various aids to trade like warehousing, transport, communication postal banking, insurance etc. | To be aware of the various services provided in the business world | National Institute of Open Schooling Textbooks, Secondary School E-Books |
| 09 & 10 December 2017 | Purchase and Sale Channels of Distribution Retail Trade and Advertising Sales Promotion and Personal Selling | Activity Based teaching with various examples, animations and Presentations | Understanding the concept of real business channels | To understand the basic concept of purchase sale and the procedure involved in the happening | National Institute of Open Schooling Textbooks, Secondary School E-Books |

| Date | Topics | Methodology | Learning Objective | Expected Outcome | Reference Material/ Worksheet |
|-----------------------|--|---|---|---|--|
| 24 & 25 February 2018 | Rights and Responsibilities of Consumers Consumer Protection Choosing a Career Entrepreneurship | Activity Based teaching with various examples, animations and Presentations | Application And understanding of Entrepreneurship skills in the real business world | Application And understanding of Entrepreneurship skills in the real business world | National Institute of Open Schooling Textbooks, Secondary School E-Books |

Activities

| Date | Name of Activity | Activity Description | Learning Objective | Expected Outcome |
|-------------------|------------------|--|--|---|
| 08 & 09 July 2017 | Charts creation | Charts for the students for visual description | Appreciate the need and importance of the various business aspects and the types | To Become familiar with the theoretical concept of business world |

Course Plan

| Date | Name of Activity | Activity Description | Learning Objective | Expected Outcome |
|------------------------|------------------|---|--|---|
| 08 & 09 September 2017 | Spell Bee | Spell the word related to business and describe the meaning | Appreciate the need and importance of various aids to trade like warehousing, transport, communication postal banking, insurance etc. | Understanding the concept well by spelling the words while understanding the meaning as well |
| 09 & 10 December 2017 | Case Studies | Analysing the case related to the business which helps in understanding the concept | Understanding the concept of real business channels, Application And understanding of Entrepreneurship skills in the real business world | To understand the basic concept of purchase sale and the procedure involved in the happening |
| 24 & 25 February 2018 | Scrabbles | Creating business words with a single letter given | Understanding of the roles and responsibilities and also innovations in the entrepreneurship skills | To inculcate in students to be a best among the entrepreneur and a responsible consumer as well |

Syllabus

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|----------------------------|---|
| Department Name: | Department of Psychology |
| Date of Visits: | 14 th July 2017– 18 th March 2018 |
| Course Name: | Psychological Intervention Programme |
| Course Description: | |
| Course Objective: | <ul style="list-style-type: none">• To develop learning profile for all the inmates.• To understand the level of competencies among adolescents with HIV infection.• To building life skills to manage their emotions and adapt with the new social situations and needs.• Building resilience and self perception among adolescents with HIV infection. |

Course Plan

| Date | Topics | Methodology | Learning Objective | Expected Outcome | Reference Material/ Worksheet |
|---------------------------------------|--|--|--|---|--|
| 14 July 2017 & 15 July 2017 | <ul style="list-style-type: none"> •Self-awareness •Empathy •Team Building | Pre-assessment, Individual and group activities, interactive lecture, outbound activities, role plays and Games. | To evaluate and assess the current state and performance of the Individual, through which the improvement could later be traced through post-test. | <p>Students will be able to explore themselves.</p> <p>To learn more about their self.</p> | Tools for psychological assessments and all stationary materials for activities. |
| 19 August 2017 & 20 August 2017 | <ul style="list-style-type: none"> •Interpersonal relations •Communication •Personality Development | Individual and group activities, interactive lecture, outbound activities, role plays and Games. | To educate the individuals on the topic and provide them with the required skills and tools through training and activities. | <p>They are able to interact each other without inhibition.</p> <p>Able to use different ways of communication</p> | Tools for psychological assessments and all stationary materials for activities. |
| 16 September 2017 & 17 September 2017 | <ul style="list-style-type: none"> •Problem Solving •Decision making •Conflict Management | Individual and group activities, interactive lecture, outbound activities, role plays and Games. | To educate the individuals on the topic and provide them with the required skills and tools through training and activities. | <p>Students able to set their goals and solve their problems alone.</p> <p>Students able to manage their confusions through strong decisions.</p> | Tools for psychological assessments and all stationary materials for activities. |

| Date | Topics | Methodology | Learning Objective | Expected Outcome | Reference Material/ Worksheet |
|--|--|---|--|--|--|
| 18 November 2017 & 19 November 2017 | <ul style="list-style-type: none"> •Stress Management •Time Management | Individual and group activities, interactive lecture, outbound activities, role plays and Games. | To educate the individuals on the topic and provide them with the required skills and tools through training and activities. | They are able to identify their emotional instability and manage emotions effectively. | Tools for psychological assessments and all stationary materials for activities. |
| 16 December 2017 & 17 December 2017 | <ul style="list-style-type: none"> •Gender sensitization •Adolescent behavioral Problems | Individual and group activities, interactive lecture, outbound activities, role plays and Games. | To educate the individuals on the topic and provide them with the required skills and tools through training and activities. | Able to respect opposite gender and internalize the gender differences. | Tools for psychological assessments and all stationary materials for activities. |
| 10 February 2017 & 12 February 2017 | <ul style="list-style-type: none"> •Mentoring & Counseling •Motivation | Individual and group activities, interactive lecture, outbound activities, role plays and Games. | To educate the individuals on the topic and provide them with the required skills and tools through training and activities. | They will be motivated towards life and pursue positive attitude. | Tools for psychological assessments and all stationary materials for activities. |
| 17 March 2017 & 18 March 2017 | <ul style="list-style-type: none"> •Post-Test •Focus Group Discussions | Post-assessment, Individual and group activities, interactive lecture, outbound activities, role plays and Games. | To educate the individuals on the topic and provide them with the required skills and tools through training and activities. | Result analysis and follow up. | Tools for psychological assessments and all stationary materials for activities. |

Activities

| Date | Name of Activity | Activity Description | Learning Objective | Expected Outcome |
|------|------------------------|--|---|---|
| | Cross the Circle | The individual has to cross the circle blind-folded. | Trust Building, Effective listening. | Understanding the complex interplay of group and self functioning. |
| | River of Life | Draw the river by describing the milestones in life. | To understand that the past experiences does not bring stagnancy. | To use past experiences in order to design a better future. |
| | SWOT | Write strengths, weakness, opportunities and threats about snehgram. | To understand the organization (Snehgram) better. | To contemplate on the betterment of the snehgram and later provide inputs for the betterment of the same. |
| | Mindfulness Meditation | Meditation | To relax the individuals, and make them aware about their own body and their ability to cope with their distress. | Applying learned process in day to day life as to attain calmness and relaxation. |
| | Self Awareness | Lecture | To educate the group about the concept by interactive session. | Understanding the concept and applying it in day to day practices. |
| | Cup Pyramid | Build a pyramid with cup with one hand, opposite hand and with team. | To implement the theoretical learning into practical life. | Understanding the working of the self and later applying this self awareness into team dynamics. |

| Date | Name of Activity | Activity Description | Learning Objective | Expected Outcome |
|------|---------------------------|---|--|--|
| | Johari Window | Plotting the openness, dark, hidden and blind aspects of oneself. | Understanding one own self with the lens of oneself as well as of others. | Using the response from the peers, applying it to minimize the dark aspect and maximizing the open part. |
| | Fill the Glass | Fill the glass by taking water in hands and transfer the ball from one glass to another. | To understand the team work process. | Once understood, applying the thinking in terms of team playing to other activities. |
| | Bangle and ball | Hold the bangle with the threads and balance the ball to the glass. | Understanding the team work and understanding how each and every person plays a crucial role in team. | Application of the team play in other activities and life processes. |
| | Ice Breaker Activity | Give each other High fives in different ways. | To introduce the members to the group and to make everyone ready for the day. | Relaxing and getting ready for the session. |
| | Introduction | Introduction of the topics . | To conceptually prepare the group for the upcoming topics. | To understand the concepts and clear doubts regarding the topics. |
| | Group Division | Dividing the group into batches of three. | For effective learning process, groups would be divided so each group could be better trained. | Being comfortable with the group would lead to effective learning. |
| | Head & Shoulders Activity | The individuals will be blindfolded and they would have to recognize each other by touch. | Interpersonal skills requires one to know each other and the activity would help them to connect and understand each other better. | Using the clues from the activity to create a sense of bond between two people. |

| Date | Name of Activity | Activity Description | Learning Objective | Expected Outcome |
|------|------------------|---|--|---|
| | Chinese Whisper | A particular team will be given a story and they will have to transfer the story to the last person sitting. | To understand the communication process and realize how communication can be hampered. | Understanding the process and hence improving the communication skills and eliminating the biases in communication. |
| | Dance | Dance preparation on a song. | To improve the psycho-motor ability. | To use the coordination, and team work for psychology association program. |
| | The Shoe Game | The participants have to go and wear someone else's shoes and later describe who's was it and act like that person for some time. | To understand the preferences of the peers and having the understanding of how others feel in those shoes. | To be able to learn and implement how different each and every individual is and how to accept each other as they are. |
| | Mango | Participant would be given an item and based on it the participant has to speak for some time. | To understand instant communication skills, and how to manage and engage the crowd. | To be able to speak confidently and with precision in front of a group when the topic is not friendly or in the situations like debate. |
| | Taboo | Individuals have to guess what the word is based on the different associated words. | To improve the associations individuals make with a single object. | To be able to detect the exact cues in the communication process and to be able to connect two or more concepts. |

| Date | Name of Activity | Activity Description | Learning Objective | Expected Outcome |
|------|-----------------------------------|---|---|---|
| | Lecture on module | To improve the associations individuals make with a single object. Lecture/Module. | To create the awareness of the topics in depth and how to handle real world issues related to these topics. | To be able to relate more readily with the practical activities and topics, understanding the impact and importance of these topics in practical life. |
| | Just a Minute | The participant would be given a topic and based on that topic, the participant has to prepare something and present. | To manage time and resources in a way that one's personality could be considered as charismatic and graceful. | To be able to apply this practical activity in everyday life, wherein whatever the situation is one could take up the charge with courage and confidence. |
| | Gender differences and body image | Allow boys and girls to come up with compliments that they would like to receive from others. | The difference in what they think about themselves and what others think about them will be showcased. | To make them understand the difference in perception of body image among boys and girls. |
| | Magazine activity | Give magazine to group of students, and tell them to differentiate fat vs thin pictures of people in it. | The concept of stereotypes will be cleared. | To accept people however they are. |
| | Taboo | | To improve the associations individuals make with a single object. | To be able to detect the exact cues in the communication process and to be able to connect two or more concepts. |

| Date | Name of Activity | Activity Description | Learning Objective | Expected Outcome |
|------|------------------|---|--|--|
| | Face palm | A group of 2 girls and 2 boys will be made. One girl and one boy stand in front of each other, and the other two act as observers. Among the first two, one of them keeps their palm in front of the other's face and moves it. The other one has to replicate the movement using his or her body, and then the roles are exchanged. The two observers observe the difference in the body movement of the girl and the boy. | Awareness about gender differences, specifically movement. | Students able to identify the gender differences. Role of gender in interaction |
| | Hey there | One girl and one boy are paired up. They talk about themselves around the questions written in the placards given to them and then they introduce or talk about each other to the whole audience. | Improvement in communication skills and greater level of comfort in interactions with the opposite gender. | Communicate to others without inhibition |

| Date | Name of Activity | Activity Description | Learning Objective | Expected Outcome |
|------|------------------|---|---|---|
| | I Can Do This | <p>Each individual has to fill up four tables. In the first one, they have to write down 10 characteristics of each man, woman, female child, and male child. In the second table, they have to write 10 tasks of what they can do as males and what they can do as female, and in the third table, they have to write the work which females and males do at different time of the day like at 5a.m. and then 7a.m. and so on. In the fourth table, they have to write ten occupation of males and ten occupations. Then we give them examples of roles that are not according to the gender stereotype.</p> | Identification of gender stereotypes and breaking them. | Able to break stereotypes and motivate them selves. |

Syllabus

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|----------------------------|--|
| Department Name: | Department of Management Studies |
| Date of Visits: | 12.08.2017-13.08.2017 |
| Course Name: | Economics |
| Course Description: | The branch of knowledge concerned with production, consumption and distribution of wealth |
| Course Objective: | <p>Students will demonstrate their knowledge of the fundamental and technical concepts of economics.</p> <p>Students will apply the basic theories of economics in critical thinking and problem solving.</p> <p>Students will be able to identify and use economics terminologies in oral and written communications.</p> <p>Students will demonstrate an awareness of their role in the global economics environment.</p> <p>Students will be able to make decisions wisely using cost-benefit analysis.</p> <p>Students will demonstrate a sense of responsibility and a capacity for service.</p> <p>Students will demonstrate an ability to examine their personal and professional beliefs and opinions and an understanding of the balance in life between work, play, family, and friends.</p> |

Course Plan

| Date | Topics | Methodology | Learning Objective | Expected Outcome | Reference Material/ Worksheet |
|-----------------------|---------------------------|---|---|--|--|
| 12 August 2017 | Introduction to Economics | Collaborative discussion | To be able to assess their pre-existing knowledge about the subject | Conceptual knowledge | PowerPoint presentation Video (YouTube) |
| 12 August 2017 | History of Economics | Classroom lecture and activity | To know the background and the reason for study of economics | Improved knowledge and deep understanding on evolution of Economics | PowerPoint presentation Video (YouTube) |
| 12 August 2017 | Money Management | Classroom lecture and activity | To know how to prioritize a need and manage finances efficiently | Use of cost benefit analysis and increased responsibility | PowerPoint presentation Video (YouTube) |
| 13 August 2017 | Demand and Supply | Classroom lecture, graphical explanation and activity | To analyze the determinant of supply and demand and the effect of it and to understand the functioning of the govt. wrt. the same | Ability to recognize when change is appropriate, to adapt to change as it occurs, and to take the lead in creating change as the country's economic environment changes. | PowerPoint presentation Video (YouTube) |

Activities

| Date | Name of Activity | Activity Description | Learning Objective | Expected Outcome |
|----------------|---|--|---|--|
| 12 August 2017 | Ice-breaking session (Snowball Tossing) | The person that catches the snowball should introduce and tell a quirky fact about themselves. | Better interpersonal knowledge | Better communication between the students of Snehagram and CU |
| 12 August 2017 | Living in the Past | Stimulating an external environment for the students to know the different kinds of monetary systems | To know the background of economics | Improved knowledge and deep understanding on evolution of Economics |
| 12 August 2017 | The Game of Monopoly | Playing the board game of Monopoly | To improve the financial handling skills | Improved handling of the finances for real life usage |
| 13 August 2017 | Virtual Market | Creating a market scenario where students are given objects to trade while bodies like the CG implement changes. | To understand how markets function in the real world and how prices are controlled. | Ability to recognize when change is appropriate, to adapt to change as it occurs |

Syllabus

| | |
|----------------------------|---|
| Department Name: | Department of Management Studies |
| Date of Visits: | 11.11.2017-12.11.2017 |
| Course Name: | Environmental Studies |
| Course Description: | This course provides basic knowledge and understanding of how our world works from an environmental perspective. |
| Course Objective: | <p>Students will understand key concepts from economic, political, and social analysis as they pertain to the design and evaluation of environmental policies and institutions.</p> <p>Students will apply the ways to overcome garbage problems in India.</p> <p>Students will be able to communicate and explain others the importance of healthy environment</p> <p>Students will demonstrate an awareness of their role in the global environment.</p> <p>Students will demonstrate a sense of responsibility and a capacity for service towards making a garbage free India. Students will demonstrate an ability to examine their personal and professional beliefs and opinions and an understanding of the balance in life between work, play, family, and friends.</p> |

Course Plan

| Date | Topics | Methodology | Learning Objective | Expected Outcome | Reference Material/ Worksheet |
|------------------|---|---|---|--|-------------------------------|
| 11 November 2017 | Introduction to Environmental Studies: Importance and Benefits of EVS. Atmosphere Hydrosphere, Lithosphere, Biosphere | Activity Based teaching with various examples, Animations and Presentations | Appreciate the need and importance of the various Environmental Studies aspects and the types | To understand the basic concept of Environmental Studies and the procedure involved in the happening | PPT and Discussion |
| 11 November 2017 | The Eco System: Biotic and Abiotic | Activity Based teaching with various examples, Animations and Presentations | Understanding the concept of Ecosystem | To inculcate in students to be a best among the entrepreneur and a responsible person as well | PPT and Discussion |
| 11 November 2017 | Garbage and its Harmful Effects | Activity Based teaching with various examples, Animations and Presentations | Understanding the problem of waste management and garbage in India and how to prevent it | To effectively make students understand the bad effect of garbage and how to manage it | PPT and Discussion |
| 12 November 2017 | Climate Change and its Impacts | Activity Based teaching with various examples, Animations and Presentations | Understanding the climate and reasons of climatic change | To understand the basic concept to climate change, causes and its impact on the environment | PPT and Discussion |

Activities

| Date | Name of Activity | Activity Description | Learning Objective | Expected Outcome |
|------------------|------------------|--|--------------------|--|
| 12 November 2017 | Recyclable model | The person needs to make a model out of a wasteful product | Better creativity | Better way to explain them about creativity and innovation |

Syllabus

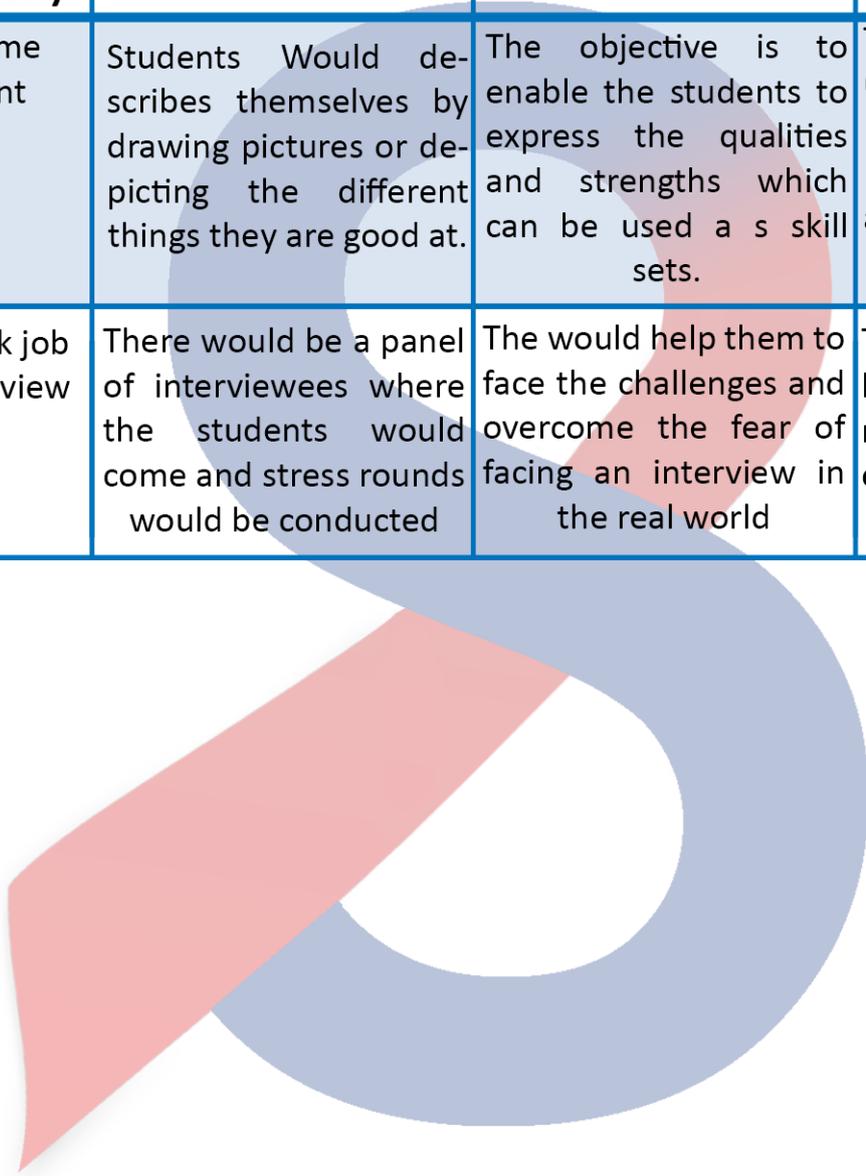
| | |
|----------------------------|--|
| Department Name: | Department of Management Studies |
| Date of Visits: | 20.1.2018/21.1.2018 |
| Course Name: | Soft Skills |
| Course Description: | This will help students learn about the job readiness skills they require to master in order to succeed in life after school. |
| Course Objective: | <p>The objectives of the Skills Soft Training Workbook are to give each student a realistic perspective of work and work expectations, to help formulate problem solving skills, to guide students in making appropriate and responsible decisions, to create a desire to fulfill individual goals, and to educate students about unproductive thinking, self-defeating emotional impulses, and self-defeating behaviors.</p> <p>This module is designed to develop communication skills, speaking skills, skills sets necessities required to face an interview and choose and plan about their career.</p> |

Course Plan

| Date | Topics | Methodology | Learning Objective | Expected Outcome | Reference Material/ Worksheet |
|-----------------|-----------------------|--------------------------------|---|--|-------------------------------|
| 20 January 2018 | Employability Skills | Activity | To induce skills such as communication, teamwork, problem solving etc. in the students. | Enhanced Employable skills such as communication, problem solving etc. | |
| 20 January 2018 | Grooming and Dressing | Classroom Lecture | To educate the students as to how they are to present themselves at any given point of time. | And increased knowledge in their ability to groom themselves and make themselves more presentable. | PPT and Youtube Videos |
| 21 January 2018 | Career Planning | Classroom Lecture and Activity | The objective is to develop the career goals of the students strategically and helping them achieve success by utilizing the available opportunities optimally. | An in-depth knowledge as to how they could go about in their careers with the opportunities given at hand. | PPT |

Activities

| Date | Name of Activity | Activity Description | Learning Objective | Expected Outcome |
|-----------------|--------------------|---|--|---|
| 20 January 2018 | Name tent | Students Would describes themselves by drawing pictures or depicting the different things they are good at. | The objective is to enable the students to express the qualities and strengths which can be used a s skill sets. | To make them understand the true potential skills hidden with them and their fellow mates |
| 21 January 2018 | Mock job Interview | There would be a panel of interviewees where the students would come and stress rounds would be conducted | The would help them to face the challenges and overcome the fear of facing an interview in the real world | The students would be much bolder and more confident and competent in facing interviews |



Syllabus

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|----------------------------|--|
| Department Name: | Department of Professional Studies |
| Date of Visits: | 26 August 2017 27 August 2017 23 September 2017 24 September 2017 6 January 2018 7 January 2018 10 March 2018 11 March 2018 |
| Course Name: | Basic Mathematics |
| Course Description: | This course provides a strong foundation level understanding of basic Mathematical concepts and its applications. It provides necessary knowledge and skills required to carry out commercial transactions and various other operations. |
| Course Objective: | <ol style="list-style-type: none">1. Introduction to basic mathematical tools.2. Acknowledge and appreciate the importance of basic mathematics. |

Course Plan

| Date | Topics | Methodology | Learning Objective | Expected Outcome | Reference Material/ Worksheet |
|---------------------------------------|-----------------------------|---|---|--|--|
| 26 August 2017 & 27 August 2017 | Addition and subtraction | Role plays and other simulation exercises to explain the concept | To understand the basics of addition and subtraction | Capability of using addition and subtraction concepts. | Mathematics Activity Book by Mary Premila. |
| 23 September 2017 & 24 September 2017 | Multiplication and division | Role plays and other simulation exercises to explain the concept. | To understand the basics of Multiplication and division | Capability of using multiplication and division. | Mathematics Activity Book by Mary Premila. |
| 6 January 2018 & 7 January 2018 | Profit and loss. | Activities will be conducted, where you are provided with trial and error experiences to buy or sell a product. | To acquire knowledge about calculating profit or loss. | It will help in carrying out real life transactions. | Concise Mathematics by Selina publications |
| 10 March 2018 & 11 March 2018 | Geometry. | Activity Based learning, where you are provided with different shapes and puzzles on shapes. | To develop an understanding of shapes and related concepts. | Capability of identifying shapes, calculating area, perimeter etc. | Concise Mathematics by Selina publications |

Syllabus

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|----------------------------|---|
| Department Name: | Department of Professional Studies |
| Date of Visits: | <p>26 August, 2017</p> <p>27 August, 2017</p> <p>23 September, 2017</p> <p>24 September, 2017</p> <p>6 January, 2017</p> <p>7 January, 2017</p> <p>10 March, 2018</p> <p>11 March, 2018</p> |
| Course Name: | Entrepreneurial Development |
| Course Description: | This course provides an overview of entrepreneurship. It facilitates development of necessary skills in entrepreneurship and methods of applying them. |
| Course Objective: | <ul style="list-style-type: none"> • To understand the nature and scope of entrepreneurship; • To research and evaluate the personal attributes and skills that characterize the “successful” entrepreneur. |

Course Plan

| Date | Topics | Methodology | Learning Objective | Expected Outcome | Reference Material/ Worksheet |
|---------------------------------------|---|--|--|--|-------------------------------|
| 26 August 2017 & 27 August 2017 | <ul style="list-style-type: none"> Nature and Scope of entrepreneurs and entrepreneurship Types of entrepreneurship | Activity Based teaching with various examples and Presentations | Appreciate the need and importance of the various entrepreneurship aspects and the types | Familiarity with the theoretical aspects of entrepreneurship | |
| 23 September 2017 & 24 September 2017 | <ul style="list-style-type: none"> Entrepreneurship styles Entrepreneurial strategies | Presentations | Understanding the concept of real entrepreneurial applications and understanding the different styles and strategies applied in it | Understanding of the strategies used and the different styles of entrepreneurship | |
| 6 January 2018 & 7 January 2018 | <ul style="list-style-type: none"> Leadership and entrepreneurship Entrepreneurial behavior | Activity Based teaching with various examples, and Presentations | Discuss examples of current entrepreneurs, their companies and their importance | Identification of differences and the similarities between leadership and entrepreneurship and the behaviour adopted | |
| 10 March 2018 & 11 March 2018 | <ul style="list-style-type: none"> Introduction to Intrapreneurship Entrepreneurship development | | Application And understanding of Entrepreneurship skills in the real business world | Improvement in problem solving and Analytical | |

Syllabus

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|----------------------------|---|
| Department Name: | Department of Professional Studies |
| Date of Visits: | <p>26 August, 2017</p> <p>27 August, 2017</p> <p>23 September, 2017</p> <p>24 September, 2017</p> <p>6 January, 2017</p> <p>7 January, 2017</p> <p>10 March, 2018</p> <p>11 March, 2018</p> |
| Course Name: | Microsoft Office |
| Course Description: | This course deals with the basics of Microsoft office, including Microsoft word, Microsoft PowerPoint, Microsoft excel in Microsoft office. |
| Course Objective: | <ol style="list-style-type: none"> 1. Introduction of different office requirements. 2. Preparation of Word Documents, PowerPoints for small presentations and excel documents which can be used further. |

Course Plan

| Date | Topics | Methodology | Learning Objective | Expected Outcome | Reference Material/ Worksheet |
|---------------------------------------|--|---|---|--|---|
| 26 August 2017 & 27 August 2017 | Microsoft Word | Laptops will be provided to a batch of students and instructions are given. | <ul style="list-style-type: none"> •To learn about the basics of word •saving a document in software | <ul style="list-style-type: none"> •Preparation of word documents. •Ability to write articles and express your views to society. | https://www.youtube.com/watch?v=eDEVNcSArIc |
| 23 September 2017 & 24 September 2017 | Microsoft PowerPoint | Laptops will be provided to a batch of students and instructions are given | <ul style="list-style-type: none"> •Explain and use the applications of PowerPoint •to make their projects simple and attractive. | <ul style="list-style-type: none"> •Ability to present a topic to the audience using PowerPoint. | https://www.youtube.com/watch?v=-ywZ-jrqS8pQ |
| 6 January 2018 & 7 January 2018 | Microsoft Excel | Laptops will be provided to a batch of students and instructions are given. | <ul style="list-style-type: none"> •To make the accounts effective •To explain simple calculations. | <ul style="list-style-type: none"> •Ability to use excel confidently and to maintain proper data including financial data | https://www.youtube.com/watch?v=rwb-hoOCgEAE |
| 10 March 2018 & 11 March 2018 | Presentations of Microsoft Office applications | They will be asked to present a topic using any of the Microsoft applications attractively to audience. | <ul style="list-style-type: none"> •To be confident before public •Be informative in using the applications. | <ul style="list-style-type: none"> •Presenting the work confidently by using the application. | https://www.youtube.com/watch?v=1nai-WCWfSt4 |

Syllabus

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|----------------------------|---|
| Department Name: | Department of Professional Studies |
| Date of Visits: | 26 August, 2017 27 August, 2017 23 September, 2017 24 September, 2017 6 January, 2017 7 January, 2017 10 March, 2018 11 March, 2018 |
| Course Name: | Soft skills and Creative Arts |
| Course Description: | This course primarily focuses on overall personal development and necessary soft skills. |
| Course Objective: | <ul style="list-style-type: none">● To develop the ability to generate ideas and express them.● To discover extra curricular talents and convert them to a business opportunity. |

Course Plan

| Date | Topics | Methodology | Learning Objective | Expected Outcome | Reference Material/ Worksheet |
|---------------------------------------|---|--|---|--|-------------------------------------|
| 26 August 2017 & 27 August 2017 | Public Speaking | Classroom and lecture activity | To develop their oratory skills | Elevate better verbalization in presenting their ideas and thoughts. | Video (YouTube) |
| 23 September 2017 & 24 September 2017 | Debate | Classroom and lecture activity (in groups) | To understand the debate process and their individual role in it. To be able to identify the skills required in order to form an argument. | Develop an effective critical thinking for a given topics. | Video (YouTube) |
| 6 January 2018 & 7 January 2018 | Quiz/Crossword puzzles | Classroom activity (in groups) | To improve Vocabulary. | Appreciate and evaluate each other's opinions and arguments. | Sample worksheets available online. |
| 10 March 2018 & 11 March 2018 | Handicrafts (Lamps/wall hangings/gift boxes /photo frames/ handmade files/pen | Classroom lecture activity | To develop skills and methods in making of handicrafts related products. | Creation of business opportunity. | Videos |

Activities

| Date | Name of Activity | Activity Description | Learning Objective | Expected Outcome |
|-------------------|--------------------------|--|---|--|
| 27 August 2017 | Role plays | Students will be given roles to test concepts of addition, subtraction, multiplication and division. | Application of these concepts in real world transactions. | Clarifications of these concepts. |
| 24 September 2017 | Puzzles, charts creation | Students will be given puzzles on basic math concepts and entrepreneur skills. | Familiarizing with the concepts. | Better understanding of its applications. |
| 7 January 2018 | Case studies | Analysis and identification of entrepreneurial tasks in formation of start-ups. | Insight on business applications. | Acquainting with real world difficulties. |
| 10 March 2018 | Telephone Charades | Students will be divided into groups. Each group will be given topics to enact the same to their teammates. | To develop team building skills | Co-ordination and better understanding in Teams |
| 11 March 2018 | 'Say it out' | Students are divided into groups. Each group is given a situation to enact and the teammates are required to guess the same amongst distractions(music). | To develop team building skills | Co-ordination, patience, time management and better understanding in Teams |



CHRIST UNIVERSITY

BENGALURU, INDIA

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