

SHRI GURU RAM RAI UNIVERSITY

(Estd. by Govt. of Uttarakhand, vide Shri Guru Ram Rai University Act no. 03 of 2017)

PATEL NAGAR, DEHRADUN-248001, UTTARAKHAND, INDIA



Skills of Presentation

(VASOE023)

(Value Added Programme) 2024-25

Syllabus and Regulation

**Shri Guru Ram Rai School of Education
Pathri Bagh, Dehradun,**

Uttarakhand

SCHOOL OF EDUCATION

VALUE ADDED COURSE

Course Name : Skills of Presentation

Course Code: VASOE023

Introduction:

Effective Presentation skills are important because they help keep a presentation interesting, help the presenter communicate with confidence, and motivate the audience to listen. Some essential presentation skills are: Creating variety.
Speaking with optimal audibility

Course Objectives:

- To let the students learn, Importance of good presentation skill.
- To make students to understand the different dimensions of skilled presentation.
- To inculcate the spirit of effective presentation in students and make them efficient enough.
- To develop the skills of communication that is a requirement for a good professional.

Course Outcome:

- Deal with nerves and think more positively about public speaking
- Consider ways of grabbing the listener's attention, holding their interest, and concluding strongly
- Use body language and tone of voice to enhance their presentations
- Use slides and visual aids effectively
- Deliver an enthusiastic and well-practiced presentation

Pedagogy: Lectures, Case Studies, Videos, Powerpoint presentations, practical/activity-based assignments, mind games etc.

Duration of the course: Course duration is 8 weeks and 2 classes in a week

(Total Duration = 30 Hours classes (15 hours theory + 15 hours activity) + 2 hours evaluation = 32 hours)

Mode of Class: Offline

Evaluation: Written test and individual presentations.

Attendance: By attendance registers

Certificates: Certificates will be provided to those candidates who will qualify the exam with minimum 50% marks and 75% attendance.

Syllabus :

Course Details

UNIT	TOPIC
1.	Preparation of presentation – 1st part – what, how, for whom, structure, principles and presentation technique, business presentation specifications, Report Writing, Developing Effective Presentation Skills. Oral Presentation: Principles of oral presentation, factors affecting presentation, sales presentation, training presentation, conducting surveys.
2.	Speeches to motivate, effective presentation skills. Slide Presentation: Craft your message, Make visuals, Include proper content for your presentation. Verbal communication – jawbreakers, argumentation, usable and unsuitable phrases, Communication skills – listening, empathic reaction, how to question.
3.	Stealing the show, opening door question, Conflict situation solving, attack from the audience. Communication skills as a work experience, vicious circle of attack and defense, Non verbal communication during presentation. How to manage stress? what

	to do with hands, legs?
4.	Activating the audience with nonverbal communication, body language, Work with audience – icebreaking, get them in the mood, work with emotions, visualization tools, nonstandard situations Improvisation and unprepared presentations, personal typology, professional typology, social aspect, man-woman view.
5.	Feedback – appreciation and critique, Paradigm of human cooperation – why there could be problems to start the communication and what to do with it – Defense against manipulation, how to say NO, stress management, Image and etiquette

References:

1. Effective Presentation Skills – Robert Dilts, Meta Publication
2. Business Communication Today - Bovee and Thill: Tata McGraw Hill,
3. Presentation skills 2011.

TIME TABLE

Days	Time	Class Room
Friday	3:00 to 5:00	HALL / B.Ed. Dept.
Saturday	3:00 to 5:00	HALL / B.Ed. Dept.

Dr. Anand Kumar
Course Co-ordinator

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PATEL NAGAR, DEHRADUN-248001, UTTARAKHAND, INDIA



Work Readiness

(VASOE024)

(Value Added Programme) 2024-25

Syllabus and Regulation

**Shri Guru Ram Rai School of Education
Pathri Bagh, Dehradun,
Uttarakhand**

SCHOOL OF EDUCATION
VALUE ADDED COURSE
Course Name : Work Readiness
Course Code: VASOE024

Introduction

Teaching for work integrated learning is largely directed at imparting knowledge based cognitive skills with little emphasis on affective skills. The contemporary world demands generic and specific competencies. Young graduates need to develop attributes, techniques and experiences for life to develop capabilities which make them ready for employment. Work readiness measures the preparedness and is essential for fostering a career path.

Objective of the Course

This course will provide comprehensive training of work readiness capacities which are in high demand with the subject knowledge. These are needed in students to perform the work or duty in special outstanding manner.

Learning Outcomes

1. To enable the students to convey their thoughts and ideas in most clear & effective manner, to achieve targeted outcomes as well as listening to their co-workers instructions, ideas & intentions.
2. To enable the students to enhance their productivity, efficiency and help to prevent the wastage of valuable time and resources.
3. To enable the students to develop good leadership and management skills, attributes and abilities.
4. To enable the students to develop metacognition & decision making skills.
5. To enable the students to develop interpretation, analysis, evaluation self regulation, problem solving and critical thinking skills and capacities.
6. To enable the students to develop abilities to seek opportunities, challenges of the job, take initiative and try out new tactics and tasks.
7. To enable the students to develop strategies of well being and understand the relationship of health and well being its importance in an individual's work place and life as a whole.

Pedagogy : Lectures, Case Studies, Videos, Powerpoint presentations, practical/activity based assignments, mind games etc.

Duration of the course : Course duration is 8 weeks and 2 classes in a week
(Total Duration = 30 Hours classes (15 hours theory + 15 hours activity) + 2 hours evaluation = 32 hours)

Mode of Class : Offline

Evaluation : Written test and individual presentations.

Attendance : By attendance registers

Certificates : Certificates will be provided to those candidates who will qualify the exam with minimum 50% marks and 75% attendance.

Syllabus :
Course Details

Unit	Topic
1	Communication <ul style="list-style-type: none"> • Meaning, Concept means of communication • Reading & Pronunciation, Writing • Listening, Speaking and Presentation (online & offline) Activity based
2	Management <ul style="list-style-type: none"> • How to be a good leader • Activity to develop and improve leadership skills • Definition, Importance of team work • What makes good team work • Time management – meaning and benefits • Why time management is important • Activity to improve team work skills
3	Metacognition <ul style="list-style-type: none"> • Meaning, types & components of metacognition • Steps to develop metacognition • Metacognition in classroom (activity based) • Metacognition in self regulation (activity based)
4	Critical Thinking <ul style="list-style-type: none"> • Meaning & Concept • Components • Illustration • How to foster critical thinking (Activity-based)
5	Happiness & Well being <ul style="list-style-type: none"> • Definition, types & strategies of well being skills • Health & well being • Relationship between happiness & well being • Concept of spiritual intelligence & its importance • Psycho-social well being (case study) & activity Evaluation

TIME TABLE

Days	Time	Class Room
Friday	3:00 to 5:00	HALL / B.Ed. Dept.
Saturday	3:00 to 5:00	HALL / B.Ed. Dept.

Dr. Balbir Kaur
Course Co-ordinator

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Teaching Technology

(VASOE025)

(Value Added Programme) 2024-25

Syllabus and Regulation

**Shri Guru Ram Rai School of Education
Pathri Bagh, Dehradun,
Uttarakhand**

Teaching Technology

(VASOE025)

Purpose:

The purpose of the Instructional Design and teaching Technology course is to prepare professionals across a range of settings that include Pre Primary to grade 12, higher education, corporate, government, and non-profit organizations to effectively design instruction and integrate technology to support learning and school or workplace performance.

Course Objectives:

1. To acquaint the students with the concept of teaching.
2. To acquaint the students with the various phases of teaching.
3. To acquaint the students with the variables of teaching.
4. To acquaint the students with the principles of teaching.
5. To acquaint the students with the various levels and models of teaching.

Course Outcomes:

1. The students will be able to define the concept of teaching.
2. The students will be able to list and explain the various phases of teaching.
3. The students will be able to list and explain the various variables of teaching.
4. The students will be able explain and use various principles of teaching.
5. The students will be able to explain the various levels of teaching and will be able to use the various models of teaching.

Module 1:

Concept of teaching: Meaning and definition of teaching, Characteristics of teaching.

Module 2:

Phases of teaching: Pre- active phase, interactive phase and post- active phase of teaching.

Module 3:

Variables of teaching: Independent, intervening and dependent variables of teaching.

Module 4:

Principles of teaching: Principle of activity, Principle of interest, Principle of linking the knowledge with life, Principle of selection, Principle of planning, Principle of division, Principle of revision, Principle of democratic dealing.

Module 5:

Levels and various models of teaching: Teaching at memory level, teaching at understanding level and teaching at reflective level.

Reference Books:

1. Jayaswal, R.L. : Foundation of Educational Psychology : Allied Publishers, Bombay
2. Chauhan, S.S.: Advanced Educational Psychology, Vikas Publishing House, New Delhi
3. Aggarwal, J.C. (2017). Psychology of learning and development, Shipra Publications, New Delhi.
4. <https://files.eric.ed.gov/fulltext/EJ1245288.pdf>
5. <https://gyansanchay.csjmu.ac.in/wp-content/uploads/2023/02/TEACHING-MEANING-DEFINITION-CHARACTERISTICS.pdf>
6. <https://ugcmoocs.inflibnet.ac.in/assets/uploads/1/43/1147/et/LECTURE%2025%20TEXT200220080802023131.pdf>

Dr. Rekha Dhyani
Course Co-ordinator

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PATEL NAGAR, DEHRADUN-248001, UTTARAKHAND, INDIA



Thinking Styles

(VASOE026)

(Value Added Programme) 2024-25

Syllabus and Regulation

**Shri Guru Ram Rai School of Education
Pathri Bagh, Dehradun,
Uttarakhand**

Thinking Styles

(VASOE026)

Purpose:

The purpose of the thinking style and learning course is to prepare professionals across a range of settings that include Pre Primary to grade 12, higher education, corporate, government, and non-profit organizations to effectively design instruction as per the need of learners and their thinking and learning styles to support learning and school or workplace performance.

Course Objectives:

1. To acquaint the students with the concept of thinking and learning.
2. To acquaint the students with the various thinking styles.
3. To acquaint the students with the various learning styles.

Course Outcomes:

1. The students will be able to define the concept of thinking and learning.
2. The students will be able to explain the various thinking and learning styles.
3. The students will be able to list and explain the characteristics of learners using different thinking styles.
4. The students will be able to list and explain the characteristics of learners using different learning styles.
5. The students will be able to explain the effect of learning styles on different kinds of learning.

Module 1:

Concept of thinking and learning styles: Meaning and definition of thinking and learning styles and difference between thinking and learning styles.

Module 2:

Types of various thinking and learning styles and their characteristics.

Role of thinking styles in student's development.

Module 3:

Various approaches on models of classifying learning styles: David Kolb's Model, Honey and Mumford's model, Anthony Gregory's model, Sprenger's model, Fleming's VAK/VARK model.

Module 4:

Effect of learning styles on different kinds of learning: Concept learning, learning of abstract concepts, learning of concrete concepts, learning of skills, creative and critical thinking, modelling.

Module 5:

Teacher's role in changing, strengthening and sustaining of learning styles.

References:

1. Mangal, S.K. & Mangal, Shubhra (2019), Learning and Teaching, PHI Learning Private Ltd., Delhi.
2. https://www.researchgate.net/publication/341549721_THINKING_STYLES_AN_OVERVIEW
3. <https://cambridgescholars.com/resources/pdfs/978-1-5275-5817-5-sample.pdf>
4. https://www.researchgate.net/publication/11183052_Thinking_Styles_and_Modes_of_Thinking_Implications_for_Education_and_Research
5. http://www.psychology.sunysb.edu/hwaters/psy327/slide%20sets/327set4b_learningstyles.pdf
6. https://www.researchgate.net/publication/337827552_Thinking_Styles_A_Theoretical_Account

Dr. Ritu Sinha
Course Co-ordinator

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ROLE OF WOMEN IN SOCIETY

(VASOE027)

(Value Added Programme) 2024-25

Syllabus and Regulation

**Shri Guru Ram Rai School of Education
Pathri Bagh, Dehradun,
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VALUE ADDED COURSE

ROLE OF WOMEN IN SOCIETY

VASOE027

Course Objectives –

The objective of the course is to introduce the students to the basic concepts, terms and issues related to Women's Studies and to examine these concepts from their everyday experiences.

1. To improve women's safety
2. To teach girls to "behave appropriately."
3. To take the opposite position, effectively placing the onus for violence
4. To understand discrimination against women

Learning Outcomes-

- Equip with the basic knowledge of the discipline of Women's Studies by understanding its theoretical roots, key concepts, issues and methodology.
- Develop an understanding of the social processes upon which gender relations are based.
- Evolve ability to question and challenge the misconceptions regarding gender and social processes constructing gender.
- Articulate gender issues in the society to bring social change for gender equality and empowerment of women

MODULE-I

Concept and Definition, Need and Importance of Women's Studies, Nature and Scope of Women's Studies, Women's Studies as an Academic Discipline, Women's Studies as an Interdisciplinary Subject; Women's Studies – Origin and Growth in India and Abroad

MODULE-II

Basic Concepts: Sex, Gender, Patriarchy, Femininity, Masculinity, Equality and Discrimination, Feminism, Sexual Division of Labour, Gender Relations

MODULE-III

Empowerment of Women: Concept and Meaning, Different Aspects of Empowerment, Importance of Empowerment, Indicators, Process and Expression of Empowerment

MODULE-IV

Gender Issues: An Introduction, Education of Women, Women and Work, Women and Health, Women and Media, Women and Violence, Women and Law, Women and Decision Making

REFERENCES-

- Ann Oakley Gender, Women and Social Science: The Reader, Bristol University Press, Policy Press, 2005
- Geetha, V. Gender, Kolkata Mandirasan, 2012
- Geeta, V. Patriarchy, Calcutta, Stree, 2015
- Maithreyi Krishnaraj Contributions to Women's Studies, SNDT Bombay, 1991
- Maria Mies Indian Women and Patriarchy, Concept Publishing Company, New Delhi 1980
- Neera Desai and Vibhuti Patel Indian Women Change & Challenge in the International decade 1975-85, Popular Prakashan Pvt. Ltd., Bombay, 1985
- Agarwal, Bina Patriarchy and the Modernizing State: An Introduction in Agarwal Bina (ed), Structures of Patriarchy, Kali for Women, New Delhi,

Mrs. Rakhi Chauhan
Course Co-ordinator