

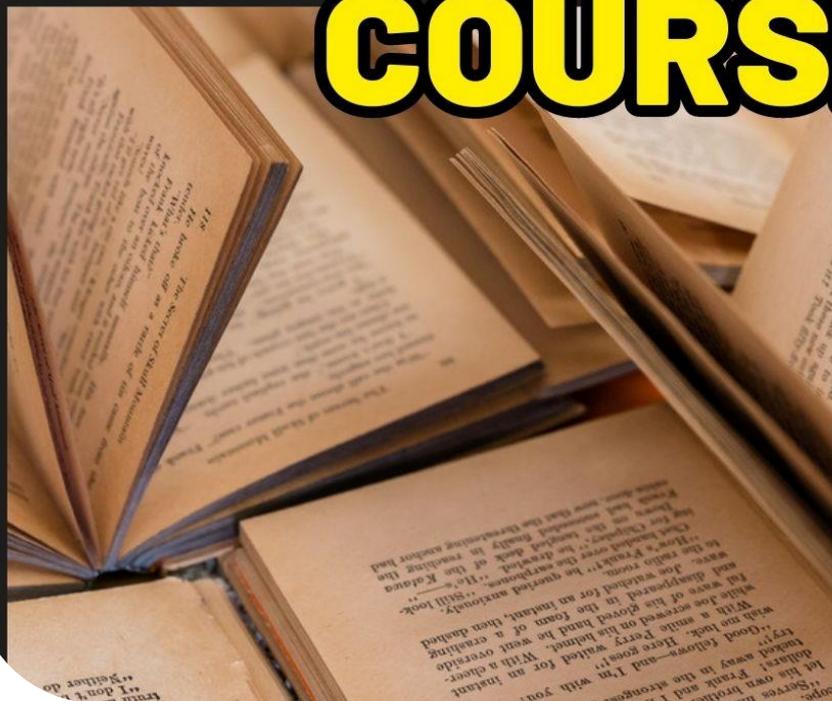


# SHRI GURU RAM RAI UNIVERSITY DEHRADUN



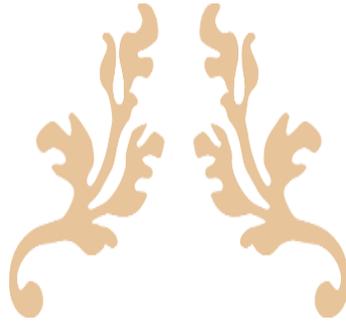
## VALUE ADDED COURSES

SGRRU





**SHRI GURU RAM RAI  
UNIVERSITY**  
Quest for Excellence



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# **SGRR UNIVERSITY**

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## **Brochure of Value-Added Courses College of Education 2018-19**



## **ABOUT THE UNIVERSITY**

Shri Guru Ram Rai University was established by a religious and philanthropic leader, Shri Mahant Devendra Dass Ji Maharaj in the year 2017. It is situated in the heart of city, Uttarakhand. We are extremely privileged to extend the values and ethos of the Shri Guru Ram Rai Education mission through SGRR University to impart quality education and in successfully placing more than 80% students in various companies across the globe. SGRR University has humongous campus spread over 80 acres of land. Its state-of-art facilities give opportunities to develop leadership skills and to achieve professional excellence. It has 3500+ students from different countries, 29 states and Union Territories and providing cultural melange and global exposure to our students. One of the biggest boosts from university is its unmatched experience in delivering quality education that helps to develop confidence and will give you more knowledge, industry exposure, building good networking and high self-esteem. This will change your overall personality and develop you into a complete professional to face any challenge.

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## INTRODUCTION

Traditional education provides a strong foundation, but to stay competitive and relevant, individuals must continually enhance their skill set. Enter value-added courses, a gateway to a world of specialized expertise designed to complement and enrich existing knowledge.

Value-added courses go beyond the conventional academic curriculum, offering practical insights and hands-on experience in niche areas. These courses are meticulously crafted to bridge the gap between theoretical learning and real-world application, empowering individuals to navigate the complexities of contemporary professional landscapes.

### Conduction of value added courses :

Value Added Course is not mandatory to qualify for any programme and the credits earned through the Value-Added Courses shall be over and above the total credit requirement prescribed in the curriculum for the award of the degree. It is a teacher assisted learning course open to all students without any additional fee.

Classes for a VAC are conducted during the RESERVED Time Slot in a week or beyond the regular class hours. The value-added courses may be also conducted during weekends / vacation period. A student will be permitted to register only one Value Added Course in a Semester.

student will be encouraged to opt for the VAC offered by his/her parent Department/Faculty. Industry Experts / Eminent Academicians from other Institutes are eligible to offer the value-added course. The course can be offered only if there are at least 5 students opting for it. The students may be allowed to take value added courses offered by other departments after obtaining permission from Dean offering the course. The duration of value added course is 30 hours with a combination 18 hours (60%) of theory and 12 hours (40%) of practical. However, the combination of theory and practical shall be decided by the course teacher with the approval of the Dean

### Guidelines for conducting value added courses

- ❖ Value Added Course is not mandatory to qualify for any program.
- ❖ It is a instructor supported learning course open to all students without any added fee.
- ❖ Classes for VAC will be conducted during the **RESERVED** Time Slot in a week or beyond the regular class hours.
- ❖ The value-added courses may be also conducted during weekends / vacation period.
- ❖ A student will be permitted to register only one Value Added Course in a Semester.

- ❖ Students may be permitted to enrol in value-added courses offered by other departments/ Schools after obtaining permission from the Department's Head offering the course.

### **Duration and venue**

- ❖ The duration of value-added course should not be less than 30 hours.
- ❖ The Dean of the respective School shall provide class room/s based on the number of students/batches.
- ❖ VAC shall be conducted in the respective School itself.

### **Registration procedure**

The list of Value-Added Courses, along with the syllabus, will be available on the University Website. A student must register for a Value-Added Course offered during the semester by completing and submitting the registration form. The Department Head shall segregate according to the option chosen and send it to the Dean of the school offering the specific Value-Added Courses.

- Each faculty member in charge of a course is responsible for maintaining Attendance and Assessment Records for candidates who have registered for the course.
- The Record must include information about the students' attendance and Assignments, seminars, and other activities that were carried out.
- The record shall be signed by the Course Instructor and the Head of the Department at the end of the semester and kept in safe custody for future verification.
- Each student must have a minimum of 75% attendance in all courses for the semester in order to be eligible to take certificate.
- Attendance requirements may be relaxed by up to 10% for valid reasons such as illness, representing the University in extracurricular activities, and participation in NCC.
- The students who have successfully completed the Value Added Course shall be issued with a Certificate duly signed by the Authorized signatories.

## **Role of Art in Education**

**Course Code: VAC2018-1**

### **Course Objectives**

1. Students will learn about theatre and performing arts and transform simple stories into wonderful scripts.
2. Students will be equipped with key critical thinking skills, performance skills, speaking and writing skills, public speaking skills and teamwork.
3. Through drama and art in education, students can also be imparted the knowledge of pronunciation, intonation as well as storytelling.
4. Language learning skills are also strengthened through the use of drama and art in education.
5. Students will also know about body language, impromptu performance and presenting a story in front of an audience.

### **Course Outcomes**

- Able to engage in exploration and imaginative play with materials.
- Able to through experimentation, build skills in various media and approaches to art making.
- Able to identify safe and non-toxic art materials, tools, and equipment.
- Able to prepare and present artwork for display.
- Able to identify uses of art within one's personal environment.
- Able to interpret art by identifying subject matter and describing relevant details.
- Able to create art that tells a story about a life experience.

### **Course Content-**

#### **MODULE-I** Creativity in Education

- Art and creativity, development of fosters problem-solving skills.
- Promote risk-free exploration, and it is this freedom that inspires confidence.
- Participating in arts and learning activities, children develop confidence in their abilities and learn new things.

**MODULE-II** Improve academic performance

language, reading, and math skills,

Development of ability for higher-order thinking skills

Resilience, courage, and an improved mindset to help in profession

**References -**

- Art Education as A Radical Act: Untold Histories of Education at MoMA
- Artist-Teacher Practice and the Expectation of an Aesthetic Life: Creative Being in the Neoliberal Classroom

## Women and Society in India

**Course Code: VAC2018-2**

### **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

### **Course 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

### **Course Content-**

#### **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 Mandirasen, 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,

## Music in Education

**Course Code: VAC2018-3**

### **Course Objectives –**

- To facilitate and promote the overall development of the personality of the child
- Sensitise the youth, the cultural diversity and rich heritage of the country and thus inculcate respect for and pride in it.
- Awareness and recognition of the local art forms know the main Music , Dance forms of India
- Promote nationalism and national integration through celebration of important days, national, social and religious festivals and occasions
- Promote interest in and motivation for music and music related activities foster a sense of rhythm and melody
- Integrate music with the scholastic and co-scholastic subjects of study
- Identify and nurture talent in Music

### **Course Outcomes -**

1. Students will create original or derivative music.
2. Students will demonstrate and apply the knowledge and performance skills sufficient to teach beginning students on instruments and/or in voice as appropriate to the chosen areas of specialization.
3. Students will demonstrate and apply knowledge of content, methodologies, philosophies, pedagogies, materials, technologies, and curriculum development in music education.

### **Course Content-**

#### **MODULE- I**

- Prayer, slokas, rhymes based on climate or festivals .
- Prayer and National Anthem
- Makes a rhythmic beat with an empty can / pot. Listen to certain types of local / folk music in class
- Festival songs or rhymes Responds to a given rhythm by body movements

## **MODULE-II**

- Revision and evaluation individually
- Mimics voices and actions of animals and birds. Enacts on Rhymes and poems from the text books
- Observes, listens and responds to his or her own and other class mates and display Art Expression

## **References**

- Abeles, H. F. (1975). Student perceptions of characteristics of effective applied instructors. *Journal of Research in Music Education, 23*, 147-154.
- Cavitt, M. E. (2003). A descriptive analysis of error correction in instrumental music rehearsals. *Journal of Research in Music Education, 51*, 218-230.
- Colprit, E. J. (2000). Observation and analysis of suzuki string teaching. *Journal of Research in Music Education, 48*, 206-221.
- Creech, A., & Hallam, S. (2003). Parent-teacher-pupil interactions in instrumental music tuition: A literature review. *British Journal of Music Education, 20*, 29-44.
- Davis, A. P. (1998). Performance achievement and analysis of teaching during choral rehearsals. *Journal of Research in Music Education, 46*, 496-509.

## Presentation Skills

**Course Code: VAC2018-4**

### **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

### **Course Content-**

#### **Module I :**

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.

#### **Module II**

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.

#### **Module III**

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?

### **Module IV**

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.

### **Module V**

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:**

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

## Emotional Intelligence

**Course Code: VAC2018-5**

### **Course Objectives:**

- Introduce the concept of emotional intelligence, its models and components.
- Understand the significance of emotional intelligence in self-growth and building effective relationships.
- Identify the measures of emotional intelligence.

### **Course Outcomes :**

- Self-Awareness, Self-Management, Social Awareness & Relationship Management.
- Discover personal competence and techniques of building emotional intelligence.
- Gain insights into establishing positive relationship

### **Course Content:**

#### **Module I:** Fundamentals of Emotional Intelligence

- Nature and Significance
- Models of emotional intelligence: Ability, Trait and Mixed
- Building blocks of emotional intelligence: self-awareness, self-management, social awareness, and relationship management

#### **Module II :** Personal Competence

- Self Awareness: Observing and recognizing one's own feelings, Knowing one's strengths and areas of development.
- Self Management: Managing emotions, anxiety, fear, and anger.

#### **Module III:** Social Competence

- Social Awareness: Others' Perspectives, Empathy and Compassion
- Relationship Management: Effective communication, Collaboration, Teamwork, and Conflict management

#### **Module IV:** Emotional Intelligence: Measurement and Development

- Measures of emotional intelligence
- Strategies to develop and enhance emotional intelligence

## **References:**

- Bar-On, R., & Parker, J.D.A.(Eds.) (2000). The handbook of emotional intelligence. San Francisco, California: Jossey Bros.
- Goleman, D. (2005). Emotional Intelligence. New York: Bantam Book.
- Sternberg, R. J. (Ed.). (2000). Handbook of intelligence. Cambridge University Press.
- HBR's 10 Must Reads on Emotional Intelligence (2015)
- HBR's 10 Must Reads on Managing Yourself (2011)
- Self Discipline : Life Management, Kindle Edition, Daniel Johns