



SGRR UNIVERSITY

**Brochure of Value-Added Courses
School of Education
2022-2023**

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 8500+ 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 of 67 years of 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.

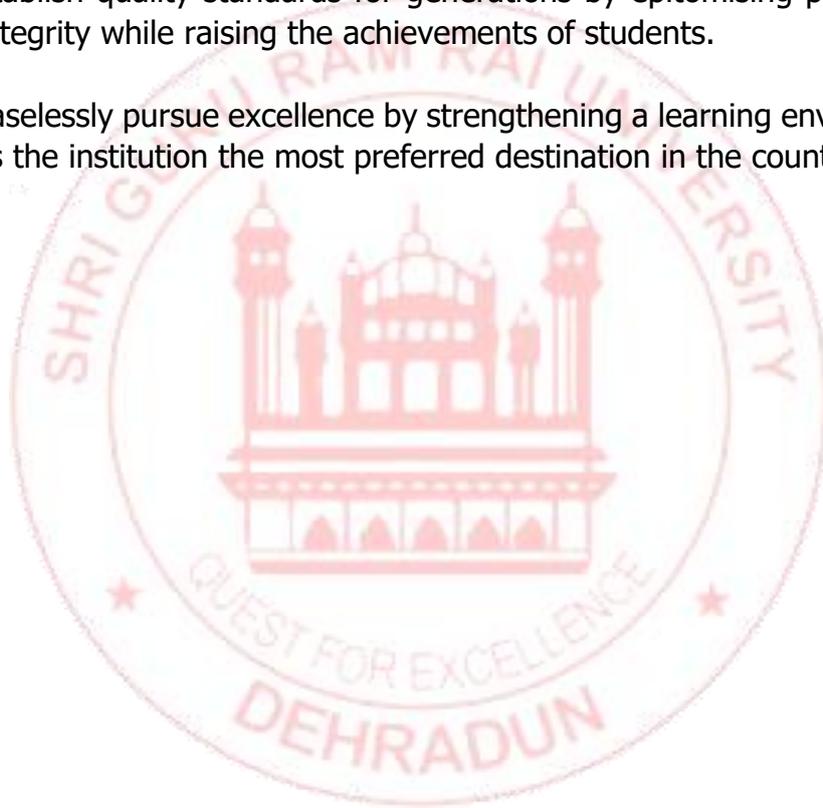
Vision

“To establish Sri Guru Ram Rai University to be a Center of Excellence in higher education, innovation and social transformation by nurturing inquisitive and creative minds and by enabling the stakeholders to become committed professionals and educators of national and global relevance.”

Mission

- ❖ To provide a comprehensive and sustainable educational experience that fosters the spirit of enquiry, scientific thinking and professional competence along with ethical and spiritual values
- ❖ To deliver a classic, well rounded learning experience that is distinctive and impactful on the young generation preparing them for a successful career
- ❖ To engage, inspire and challenge the stakeholders to become leaders with ethics and positive contributors to their chosen field and humane citizens
- ❖ To attract, train and retrain qualified staff to work efficiently to bring forth the maximum resource potential

- ❖ To develop committed and responsible professionals who work for the welfare of the society by providing innovative and efficient solutions and creating long term relationship with the stakeholders
- ❖ To create a sustainable career, by collaborating with stakeholders and participating in community partnership for life and livelihood in the local society in a responsive and dynamic way
- ❖ To make our students globally competent by introducing specialized training leading to professional capabilities and developing diverse skills in them for competitive advantage.
- ❖ To establish quality standards for generations by epitomising professionalism and integrity while raising the achievements of students.
- ❖ To ceaselessly pursue excellence by strengthening a learning environment that makes the institution the most preferred destination in the country.



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INTRODUCTION

The ever-changing global scenario makes the world more modest and needs high levels of lateral thinking and the spirit of entrepreneurship to cope up with the emergent challenges. Many a times, the defined skill sets that are being imparted to students today with Programme Specific Objectives in educational institutions become redundant sooner or later due to rapid technological advancements. No university curriculum can adequately cover all areas of importance or relevance. It is important for higher education institutions to supplement the curriculum to make students better prepared to meet industry demands as well as develop their own interests and aptitudes.

Objectives The main objectives of the Value-Added Course are:

- ✓ To provide students an understanding of the expectations of industry.
- ✓ To improve employability skills of students.
- ✓ To bridge the skill gaps and make students industry ready.
- ✓ To provide an opportunity to students to develop inter-disciplinary skills.
- ✓ To mould students as job providers rather than job seekers.

Course Designing The department interested in designing a Value Added Course should undertake Training Need Analysis, discuss with the generic employers, alumni and industrial experts to identify the gaps and emerging trends before designing the syllabus.

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 an 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.



Communication Skill and Personality Development

Course Objectives:

- To understand the concept of personality.
- To explore various aspects of personality development.
- To understand the concept of Communication.
- To acquire knowledge about the body language.
- To learn about the leadership development.
- To understand the concept of time management and communication skills.

Course Outcome:

- Students will be able to understand the Concept of personality
- Students will know various aspects of personality.
- Students will be able develop effective communication skill
- Students will be able to acquire knowledge of body language.
- Students will be able to learn about the leadership development.
- Students will be able understand the concept of time management and communication skill.

Course Content:

Module I: Introduction

Meaning and concept of personality, personality traits, Self development, Personality development, Theory related to personality development, Motivation

Module II: Aspects of personality development

Self image, self concept, self identity, self awareness and components improving self awareness, emotional intelligence and its components, attitude-its meaning, importance and factors affecting attitude, creativity as personality development

Module III: Team work and Leadership development

Group dynamic, team development, Body language- its types and role, conflict management, anger management, Leadership and importance of developing leadership

Module IV: Mental health and Time management

Stress- meaning, nature, types, symptoms, causes, Stress management rules, Role of personality development in reducing stress Time management- importance, need and techniques, affect of time management on personality

Module V: Personality skills

Soft skills, communication skills, interpersonal skills, introduction skills, personal skills, presentation skill, resume wrting, personal interview, mock interview, group discussion

References:

- Mangal, S.K. ,Advanced Educational Psychology, PHI Learning Private Limited, New Delhi
- Lal and Joshi, Educational Psychology and Elementary Statistics, R.Lal Book Depot, Meerut Personality development and soft skill- Goyal Brothers Prakasan
- Bond M. (1988) Stress and Self Awareness: a Guide.
- Linda Mendoza, Developing Effective Communication Skills.
- H. S. Jamadagni, Digital Communication Systems
- Dwivedi A., Communications skills for professionals and students.



Creative Writing

Course Objectives

- To acquaint the learners with ideas related to creative writing including the art, the craft and the basic skills required for a creative writer
- To help learners to understand the principles of creative writing and the distinction between the literary genres
- To explain the differences in writing for various literary and social media
- To enable learners to put into practice the various forms of creative writing that they have studied through the course

Course Outcome:

- Distinguish between the literary genres
- Write for various literary and social media
- Critically appreciate various forms of literature
- Make innovative use of their creative and critical faculties
- Seek employment in various creative fields

Course Content:

Module I: Fundamentals of Creative Writing

- Meaning and Significance of Creative Writing
- Genres of Creative Writing: poetry, fiction, non-fiction, drama and other forms
- Writing book reviews, product reviews.
- Proposal Writing.

Module II: New Trends in Creative Writing

- Web Content Writing and Blog Writing
- Script Writing
- Journalistic Writing/Report writing
- Copywriting

Module III: Writing A Project

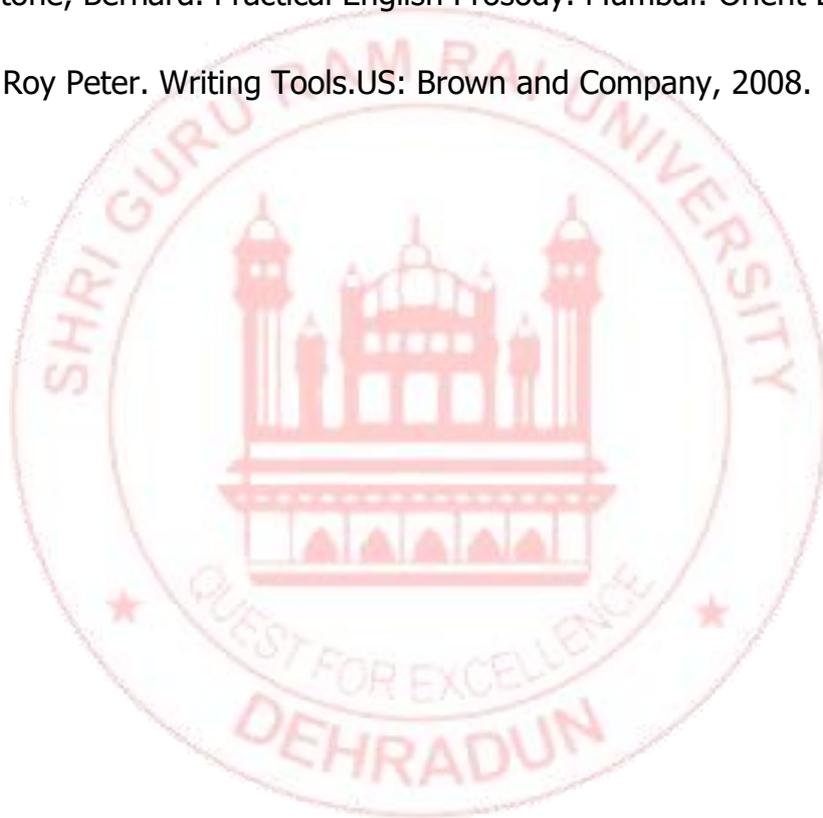
A learner registered for the CWE program is required to undertake a project in an area of Creative Writing of his/her special interest.

The learner will have to prepare a Project which has two components

- Project Proposal and
- Project Report.

References:

- Abrams, M.H. Glossary of Literary Terms. Boston: Wadsworth Publishing Company, 2005.
- Atwood, Margaret. Negotiating with the Dead: A Writer on Writing. Cambridge: CUP, 2002.
- Bell, James Scott. How to Write Dazzling Dialogue. CA: Compendium Press, 2014.
- Bell, Julia and Magrs, Paul. The Creative Writing Course-Book. London: Macmillan, 2001.
- Berg, Carly. Writing Flash Fiction: How to Write Very Short Stories and Get Them Published. *Then Re Publish Them All Together as a Book. Houston: Magic Lantern Press, 2015.
- Blackstone, Bernard. Practical English Prosody. Mumbai: Orient Longman, 1984.
- Clark, Roy Peter. Writing Tools. US: Brown and Company, 2008.



Human resource

Course Objectives:

- Effectively manage and plan key human resource functions within organizations
- Examine current issues, trends, practices, and processes in HRM
- Contribute to employee performance management and organizational effectiveness
- Problem-solve human resource challenges
- Develop employability skills for the Canadian workplace
- Develop effective written and oral communication skills

Course Content:

Module I:

Human Resource Management - Definition - Objectives - Functions - Scope - Importance - HRM in India - Evolution of HRM - Computer Application in Human Resource Management - Quality of a good Human Resource Managers – Human Resource Planning - Job Analysis, Job description and Job Specification.

Module II:

Recruitment and Selection - Sources of Recruitment - Selection Process - TestTypes - Interview Types - Career Planning - VS Man Power Planning and succession Planning - Career Planning - Process - Career Development – Placement and Induction.

Module III:

Training - Methods of Training - Executive Development - Performance Appraisal - Methods of Performance Appraisal - Transfers - Promotion - Wage & Salary Administration - Wage Boards and Pay Commission - Wage Incentive – Fringe Benefits - Employees Welfare - Safety and Health Measures - GrievanceProcedures - Redressal of Grievances.

Module IV:

Collective - Bargaining - Features - Pre-requisite of Collective Bargaining -Agreement at different levels - Workers Participation in Management – Objectives for Successful Participation.

References:

- Human Resource Management - Dr. C.B. Gupta - Sultan and Sons.

- Personnel & Human Resource Management - P. Subba Rao - Himalaya Publishing House.
- Human Resource and Personnel Management - K. Aswathappa - Tata Mc Graw Hill Publishing Co. Ltd.
- Personnel Management & Human Resources - C.S. Venkata Rathnam & B.K. Srivastava. TMPL.
- Dynamics of Industrial Relations - Dr. C.B. Memoria, Dr. Satish Memorian & S.V. Gankar - Himalaya Publishing House.
- Performance Appraisal, Theory and Practice - AIMA - Vikas management Series, New Delhi - 1986.



Morale Education

Course Objectives:

- To Build Character
- To Instil Ethical Outlook among Students
- Foster Community
- Endear Culture among students and enable them to value the wealth of culture available across the world

Course Outcomes:

- Enabling youth to grow into productive, contributing members of their communities, and anchors of the nation's sustainable development.
- Equipping youth with the skills they need to become a generation of responsible and resilient people, who know their rights and responsibilities.

Course Content:

Module I: Introduction

- What is Moral Education
- Need content and purpose
- Vedic values
- Character building

Module II: The Self and You

- Understanding the Self-Self awareness, fighting the five evils (lust, anger, attachment, ego and greed), Self growth.
- Personal ethics
- Aspiration v/s ambition, self- seeking v/s selflessness
- Self Discipline

Module III: The Family and You

- Importance of family- the basic unit of human interaction.
- Generation gap
- Relation with peer group, sibling, elders

Module IV: The Society and You

- Social responsibility
- Our rights and duties
- Civic sense
- Opposite sex relations

- Globalization and IT boom - Cellphone menace
- Drug abuse
- Sex abuse

Module V: The Nation and You

- International peace and brotherhood
- Saving the environment

References:

- Ethics and cognitive Science.
- Moral Character
- Moral enhancement.
- Moral states and Processes.



Language Proficiency

Course Objectives:

This course has been designed to improve social communication skills in English rapidly and effectively. The aim is to develop basic language skills needed in the contemporary world.

- To improve communication skills
- To develop an awareness of inter-cultural and cross-linguistic communication skills
- To enhance the four basic language skills Listening, Speaking, Reading, and Writing
- To equip the learners with strategies to improve their communication skills
- To develop skills of logical thinking and organizing ideas as a coherent whole
- To ensure that the course is useful to the learners to succeed in the real world

Course Outcomes:

Learners will develop confidence and fluency in the following areas:

- Learners will develop confidence in Socializing, Telephonic conversations, Presenting information, Participating in social activities.
- Understanding cross cultural diversity for effective communication
- Learners will be able to speed read articles and be able to comprehend complex reports
- Ability to express ideas on a given theme in a cohesive manner
- Learners should be able to write formal letters, write emails and understand email etiquette resumes and informative and analytical reports
- Learner should be able to engage in discussion with one or more people in a variety of different situations

Course Content:

Module I: LISTENING

This component focuses on listening, it comprises of instructing students on how to respond to assertions, questions, complex narratives, discursive explanations, and brief conversations. Comprehending foreign and Indian news broadcasts. It will concentrate on teaching the participants note-taking strategies, how to become active listeners, and adapting their responses to the speaker, medium and context.

Module II: SPEAKING

Main goals of the communicative component include enhancing fluency in spoken English and building the learners' confidence. The vocabulary required for

presentations, interviewing, and talking on phone is taught to the students. They also learn how to effectively communicate ideas, opinions, and straightforward information while modifying their speech and content to suit the listener(s), medium, purpose and situation

Practical - Presentation on any topic, Giving introduction, Debate on current controversial issues and extempore speech.

Module III: READING

Reading component helps students comprehend complicated texts by teaching them how to read quickly and take notes from written discourse. These skills are essential for summarizing, differentiating between facts and opinions, interpreting facts, and drawing conclusions.

Module IV: WRITING

The course's writing component will allow participants to learn Letter writing, paragraph writing, report writing. All aspects of letter writing involving the essentials of a good letter writing. The students will be acquainted with the different kinds of report writing involving narration, description, evaluation, etc. Paragraph writing students will be taught how to organize and present their ideas in well-connected and meaningful combinations, ways of starting the topic, ways of developing the topic, theme.

References:

- Thomson & Martinet. *A Practical English Grammar*. OUP 1986.
- Das. B.J. & David. *Remedial Course in English for college Book-II*. OUP, 1981.
- Sethi J.S., P.V. Dhamija. *A course in Phonetics & Spoken English*. Prentice Hall of India, 2006.
- Bhaskar & Prabhu, N.S. *English through Reading*. MacMillan 1975.
- Pink M.A. & S.E. Thomas. *English Grammar, Composition & Correspondence* Casseli, 1981.
- Jones, Daniel: *English Pronouncing Dictionary* ELBS, Revised by A.C. Gibson

Understanding India

Course Objectives:

This course aims to provide a comprehensive understanding of the diverse socio-cultural, historical, political, economic, and geographical aspects of India. Students will explore the rich tapestry of India's civilization, its evolution, and its contemporary challenges and opportunities.

- To introduce students to the multifaceted aspects of Indian society and culture.
- To analyze contemporary issues facing India and their global implications.
- To enhance cross-cultural competence and global awareness.
- To analyze contemporary issues facing India and their global implications.

Course Outcome:

Upon successful completion of the course, students should be able to:

- Demonstrate knowledge of India's History, Geography and cultural diversity.
- Analyze key socio-political and economic issues in India.
- Evaluate the global impact of India's development and challenges.
- Develop cross-cultural communication skills.

Course Content:

Module I: Introduction to India:

Geographical location of India: Overview of India's position in South Asia, Latitude and Longitude.

Geography and Demographics: Overview of India's geographical features like mountains, rivers, plains etc., Population distribution and demographics.

Cultural Diversity and Languages: Languages spoken in different regions, religious diversity and major festivals, Traditional arts, crafts and performing arts

Module II: Historical Evolution:

Ancient India: Indus valley civilization-Overview of the civilization, Decline and possible reasons, Vedic period- Composition and significance of the Vedas, Aryan migration and settlement, Maurya and Gupta Empire- Political and Economic development, Cultural achievements including literature, art and science.

Medieval Period: Delhi Sultanate- Establishment and Expansion, Impact on society and culture, Mughal Empire- Rise and expansion, Cultural synthesis, architecture and Decline.

Modern India: The British government Education policies, Expansion of Education in India (Secondary, Higher, Technical, Teacher), Education Policy (1986, 2020).

Module III: Political Landscape and Economic Development:

Constitutional framework: Development and adoption of Constitution, features and Principles, Fundamental rights and duties of the citizens, Secular- Constitutional role of a citizen in Democratic India.

Economic Development: Economic Policies- Economic reforms and liberalization, five year plans and development strategies.

Emerging Industries: Information technology and software services.

Module IV: Contemporary Issues:

Social Challenges: Gender inequality, Caste system and Social discrimination, Educational disparities.

Environmental Concerns: Air and water pollution, Deforestation, Waste management.

Global Positioning: Economic globalization (Impact of globalization on the Indian economy), Cybersecurity Challenges (Digital infrastructure vulnerabilities).

References:

- NCERT, classes 6-12 books on History, Political Science, Economics, Geography etc.
- L. Basham, A Cultural History of India, Oxford University Press, 1997
- A.L. Basham, A Wonder that was India, Rupa, New Delhi, 1994
- B.C. Deva, Indian Music, ICCR, 1976
- Braj, B. Kachru, et.al., Languages in South Asia, Cambridge University Press, 2013
- Hemant, Jharkhand, Prakashan Sansthan, New Delhi, 2008
- Herman Kulke and Deitmar Rothermund, A History of India, Taylor and Francis, 2016
- Krishna Chaitanya, A Profile of Indian Culture, The Indian Book Company, New Delhi, 1976
- N.R. Ray, An Approach to Indian Art, Publication Bureau, Chandigarh, 1974
- S. Sharma, India's Ancient Past, Oxford University Press, 2020
- R.C. Majumdar (ed.), History and Culture of Indian People (Relevant Volumes and Chapters), Bhartiya Vidya Bhawan, Bombay.
- S.C. Ghosh, History of Education in Modern India, 1758-1986, Orient Longman, Hyderabad, 1995
- Romila Thapar, The Penguin History of Early India: From the Origins to AD 1300, Penguin India, 2003
- Tirthankar Ray, The Economic History of India 1857-1947, OUP, 2006
- Vijay Joshi and I.M.D. Little, India's Economic Reforms, 1991-2001, OUP, 1996
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Self Management

Course Code: VASOE008

Course Objectives:

This course is designed to empower students with essential skills and strategies for effective self-management. Participants will explore personal development, time management, goal setting, and emotional intelligence to enhance their overall well-being and success in academic and professional endeavors.

- To enable students to understand and apply principles of self management.
- To enhance time management and organizational skills.
- To develop goal setting techniques for personal and academic success
- To foster emotional intelligence and resilience.

Course Outcome:

Upon successful completion of the course, students should be able to:

- Demonstrate improved time management and organizational skills.
- Set and achieve personal and academic goals.
- Apply emotional intelligence in various life situations.
- Develop strategies for maintaining work life balance.

Course Content:

Module I: Self-Management

Introduction to Self-Management: Definition and importance, Managing self (emotions, ego, pride), Self-Assessment tools.

Self Awareness: Emotional self awareness, Understanding strength and weakness, SWOT Analysis, Personality Assessments.

Module II: Emotional Intelligence

Fundamentals of EI: Understanding and managing emotions, Empathy and social skills, Interpersonal skills, Effective Communication.

Leadership and EI: Role of EI in effective leadership.

Continuous Learning and growth: Role of Emotional intelligence in lifelong learning.

Module III: Time Management

Understanding Time Management: Definition and importance, Effectiveness of time management to overall success.

Importance of Prioritization in time management, Techniques for identifying tasks.

Goal setting: SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goal setting, Long term and short term goals.

Module IV: Stress Management

Understanding Stress: Definition of stress (Positive and Negative), Identifying causes of stress.

Relaxation Techniques for stress reduction: Meditation, Progressive Muscle Relaxation (PMR).

Nutrition and Stress: Effects of diet on stress, Food that promote stress reduction.

References:

- Bar-On, R., & Parker, J.D.A.(Eds.) (2000). The handbook of emotional intelligence. San Francisco, California: Jossey Bros.
- BK. Jayanti, "The Art of Thinking",Brahma Kumaris World Spiritual University, London NW10 2HH
- Bond M. (1988) Stress and Self Awareness: a Guide.
- Brahma Kumaris, "Inner Beauty", Literature department,
- Brahma Kumaris Ishwariya Vishwa Vidyalaya, Pandav Bhawan Mount abu,Rajasthan,2000
- Dwivedi A., Communications skills for professionals and students.
- Goleman, D. (2005). Emotional Intelligence. New York: Bantam Book.
- H. S. Jamadagni, Digital Communication Systems.
- Lal and Joshi,Educational Psychology and Elementary Statistics, R.Lal Book Depot, Meerut.
- Linda Mendoza, Developing Effective Communication Skills.
- Mangal, S.K. ,Advanced Educational Psychology, PHI Learning Private Limited, New Delhi.
- Personality development and soft skill- Goyal Brothers Prakasan.
- Sternberg, R. J. (Ed.). (2000). Handbook of intelligence. Cambridge University Press.

Eco friendly Products

Course Code: VASOE009

Course Objectives:

Despite remarkable rates of economic growth in recent years, India still faces challenges of poverty and low human development. A large part of our economy is highly dependent on natural resources that form the basis of economic activity. Unsustainable resource use practices and waste disposal; however, have severely polluted our environment. It is therefore necessary to develop strategies that help protect our environment through the use of eco-friendly products. This value added course is designed to educate the learner on production and marketing of products that have minimum impact on our environment through recycling of waste material.

- To acquaint students about the waste products and its types.
- To acquaint students about the waste products management.
- To acquaint students about the concept of recyclable and non-recyclable products.
- To inform learners products about eco-friendly products.
- To acquaint the students about the preparation of products from paper waste.
- To acquaint learners to manage household waste.

Course Outcomes:

- Learners will be acquainted about the waste products and its types.
- Learners will be acquainted the about the waste products management
- Learners will be acquainted about the concept of Recyclable and non-recyclable products.
- Learners will be able to identify products that can be manufactured in an eco-friendly manner by recycling waste material.
- Learners will be able to prepare products from paper waste.
- Learners will be able to manage household waste

Course Content:

Module I: Overview of waste products

Overview of waste products, sources of waste, household waste, clinical and biomedical waste, electronic waste, green waste, agriculture waste.

Module II: Types of waste

Types of waste, biodegradable and non -degradable waste, organic waste, liquid waste, solid waste, recyclable waste and their managements

Module III: Recyclable and non-recyclable

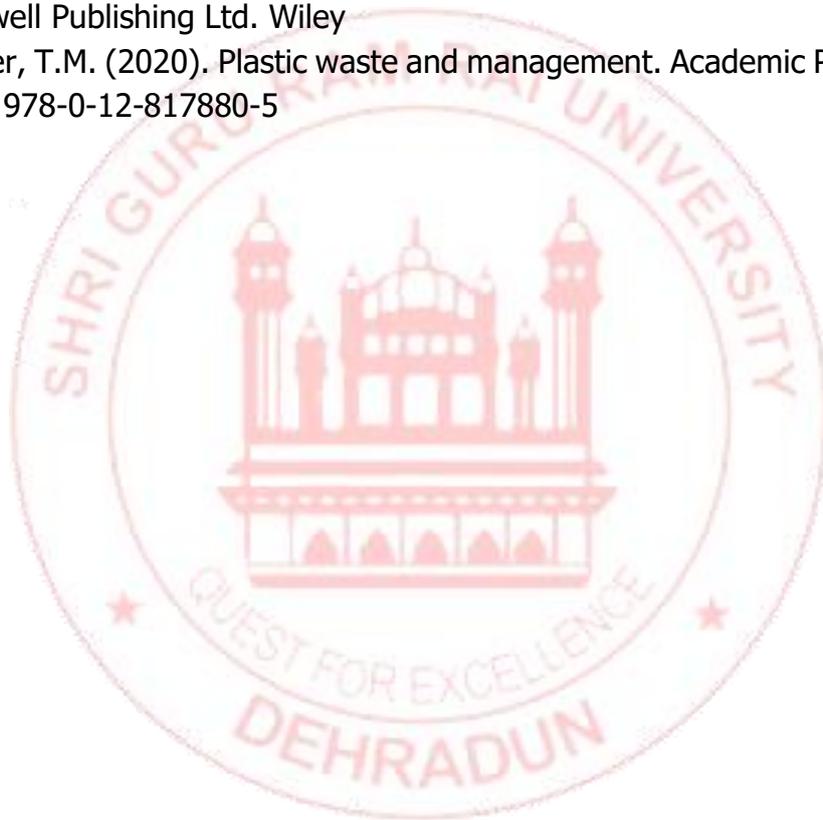
Recyclable and non-recyclable products. Eco-friendly products from paper waste: Cardboard, Packaging material. Handicrafts using waste paper: Paper mashie toys etc.

Module IV: Managing household waste

Managing household waste, Household and agriculture waste. Composting and vermiculture, Organic manure

References:

- Christensen, T.H. (2011). Solid waste technology and management, 1&2. Eds. Blackwell Publishing Ltd. Wiley
- Letcher, T.M. (2020). Plastic waste and management. Academic Press. Elsevier. ISBN: 978-0-12-817880-5



Course Objectives:

The need of values in education is of immense significance in the formation of individuals' character and personality, as it fosters various qualities such as honesty, integrity, and responsibility. Moreover, it contributes to the moral and emotional growth of students by imparting a sense of empathy, solidarity, and an appreciation for nature. The ethical principles emphasized in value education teach students the importance of proper conduct and manners in different aspects of life. By integrating values into education, students are able to develop strong character and positive values, which in turn enables them to utilize their knowledge for the betterment of society. Value-based education places great emphasis on assisting students in developing their personalities, thus equipping them with the necessary skills to shape their future and successfully navigate the challenges that life presents.

The prime objectives of this course are:

- To acquaint the learners with ideas related to lead happy, fulfilling lives by imparting values.
- To help learners to understand the principles of human values.
- To explain the difference between morality and ethics.
- To enable learners to put into practice self exploration , self organization , self regulation continuous happiness.

Course Outcome:

- Student will be able to lead happy, fulfilling lives by imparting values.
- Student will be able to understand the principles of human values.
- Student will be able to explain the difference between morality and ethics.
- Student will be able to put into practice self exploration , self organization , self regulation and continuous happiness.

Course Content:

Module I:

Meaning of value education , basic guidelines for value education , characteristics of values , types of values (Terminal , personal , individual) , sources of values , significance of values

Module II:

Basic human aspiration , meaning of self exploration , purpose of self exploration , self organization , self regulation , natural acceptance , continuous happiness and prosperity , prevailing notion of happiness.

Module III:

Meaning of Ethics , difference between morality and ethics , Kohlberg theory of moral development , fundamental objective of ethics , understanding needs of the self and body , harmony with the body

Module IV:

Meaning of attitude, difference between attitude and value, meaning of work ethics and profession. Characteristics of a profession, professional ethics and human values, ethical dilemmas in profession.

References:

- Ghosh , B.N. (2007) Gandhian Political Economy , Ashgate London.
- Haushman, Carl (1992) Crisis of Conscience: perspectives on Journalism Ethis.
- Harper Collins Newyork Gilligan,Carol(1982), in a different voice: psychological theory Values and Peace Education Dr. M. Soundararajan and Dr. R. Rajalakshmi
- Value Management In Professions: Present Scenario, Future :Nalin K. Shastree, B.R. Dugar, J.P.N. Misra And A.K. Dhar (eds.) • 2007
- Professional Ethics Among Teachers:W. S. Milton Jeganathan 1999
- Education for Values, Environment and Human Rights:Yogendra K. Sharma • 2007

Essential Writing Skills

Course Objective:

This course is designed to enhance students' writing proficiency across various genres and contexts. Participants will develop fundamental writing skills, including grammar, structure, style, and critical thinking. Through practical exercises and constructive feedback, students will refine their ability to communicate effectively in written form.

- To develop fundamental writing skills for academic, professional, and personal contexts.
- To enhance critical thinking and analytical writing abilities.
- To improve clarity, coherence, and style in written communication.

Course Outcome:

Upon successful completion of the course, students should be able to:

- Produce well-structured and grammatically correct written documents.
- Analyze and synthesize information effectively in writing.
- Demonstrate improved clarity, coherence, and style in written communication.

Course Content:

Module I: Introduction to Writing Skills

Understanding the writing process: Importance of effective writing, Purpose of writing.

Genres and style of writing: Differentiate between various writing genres (like academic, Professional, Creative.), Identifying different writing styles.

Prewriting Strategies: Brainstorming techniques, Outlining and organizing ideas.

Module II: Grammar and Syntax

Grammar and sentence structure: Basic principles of grammar, Sentence structure and variety, Common grammatical errors and their resolutions.

Grammar and writing style: Adapting grammar to different writing style, developing a personal writing style.

Tense and Voice: Correct usage of past, present, and future tenses, Understanding active and passive voice.

Effective Communication: Tailoring writing for different audiences, Choosing the appropriate tone and style.

Module III: Critical Thinking in Writing

Introduction to critical thinking: Definition and importance in writing, Analyzing and synthesizing information, Developing persuasive arguments.

Creative thinking in Writing: Exploring creativity in writing, Encouraging creativity within a critical thinking framework. Writing fiction and non-fiction.

Problem-Solving through Writing: Using writing as a tool for problem-solving, Proposing solutions and evaluating their feasibility.

Module IV: Academic Writing Skills

Introduction to Academic writing: Features of academic writing, Types of academic writing, Structuring essays and research papers, Proper citation and referencing

Editing and Proofreading: Strategies for self-editing, Common proofreading techniques.

Professional Writing: Business correspondence, Résumé, Reports and cover letter writing.

References:

- Bell, Julia and Magrs, Paul. The Creative Writing Course-Book. London: Macmillan, 2001.
- Effective Presentation Skills – Robert Dilts, Meta Publication
- English for Business Communication by Simon Sweeney – Cambridge University Press (2nd edition)
- Mohan, K. & Banerji, M. (2009). Developing Communication Skills. Macmillan India Ltd.
- Mohan, R. S. K. (2002). Business Correspondence and Report Writing, 3e. Tata McGraw-Hill Education
- Mohan, Krishna and Banerji, Meera. Speaking English Effectively. New Delhi, Trinity Press, 2015. - Thorpe, Edgar and Thorpe, Shovik. Objective English. 6 th Ed. New Delhi: Pearson, 2016
- "On Writing Well" by William Zinsser
- "The Elements of Style" by William Strunk Jr. and E.B. White

Indian Knowledge System

Course Objectives:

India is a country with a long-surviving civilizational history and practice known to mankind. Even conservative estimates date the civilisation to at least 5000 – 8000 years. Therefore, it is not surprising that a rich repository of knowledge accumulated in the Indian subcontinent and manifested in terms of traditions and practices. Unfortunately, due to major changes in the educational system introduced in India about 200 years back, there was a great disruption to the process of knowledge transmission and the continuity is mostly lost. This course is an effort to bring snippets of the Indian Knowledge System (IKS) by providing a fresh relook at the corpus and culling out relevant portions that may generate renewed interest in the subject and motivate several to engage in a deeper study of the knowledge repository of India. Mathematics, referred to as Gaṇita is an integral part of Indians from very ancient times. What started perhaps at an early stage as a tool to compute planetary positions precisely continued through the post-Vedic period as an uninterrupted tradition and many useful contributions to the field of mathematics including the discovery of infinite series were made throughout Indian history. A culture of Science, Engineering, and Technology ought to have been part of the ancient Indian society as evident from archaeological excavations, and remains of metalworking mines and furnaces that were in use long ago. The course aims to provide an appreciation of IKS and its relevance to contemporary society requires a two-part study of IKS. The first is to develop an overall understanding of some key components of IKS. This is important before we explore the nature of applications. Therefore, module one of the course provides a quick introduction to the key components of IKS. The second aspect is the application of IKS for some gainful use. The rest of the course presents these aspects in two modules.

Explain the historicity of Indian Knowledge System

- Understand the broad classification of Indian philosophical systems
- Appreciate the potential of Sanskrit in natural language processing
- Explain the key features of Indian Numeral System and appreciate the key role it has played in the advancement of Science & Technology
- Understand the basic elements of the Indian calendar and the components of Indian Pañcāṅga
- Develop familiarity with the science, engineering & technology heritage of ancient and medieval India

Course Content:

Module I:

introduction to Indian knowledge system

Module II:

Introduction to Vedas

Module III:

Number Systems and Units of Measurement

Module IV:

Health Wellness and Psychology

Reference:

- Aggrawal JC (1991): Educational & Vocational Guidance & Counseling, 7th edition, Doaba House, N. Delhi.
- Bhatagar RP: Guidance & Counseling in Education
- Gibson Robert & Mitchell Marianne (2005): Introduction to Guidance & Counseling, 6th edition, Prentice Hall of India, N. Delhi.
- Kochhar SK (1981) Guidance in Indian education, N. Delhi
- Kochhar SK (1987): Educational & Vocational Guidance in Secondary Schools, Sterling Publishers, N. Delhi.
- Nanda SK, Chadha PC: Educational & Vocational Guidance
- Sharma RA: Fundamentals of Guidance & Counseling 8. Shrivastava: Guidance & Counseling

Course Objectives:

Art and craft are creative endeavours that involve making things with one's own hands. However, there are subtle differences that distinguish the two. Art is described as the expression or application of human creative skill and imagination, typically in visual form, to produce works that are appreciated for their beauty or emotional power. Craft, on the other hand, refers to the skill of making objects by hand, often using learned skills and techniques. Creative crafting is creating something from nothing, it is a process of discovering, connecting, exploring, and transforming. In modern times, both art and craft continue to thrive and evolve. While art is still primarily seen as a medium for personal expression and the exploration of ideas, craft has also made resurgence. The world has seen a revival of traditional crafts and a growing appreciation for handmade objects. Craftsmanship and the value of creating things with one's own hands have gained recognition in a world that often prioritizes mass production and consumerism.

- To Define the Indigenous materials
- To Define the Importance of Indigenous Materials
- To Explain the Tools and Materials used in making indigenous creative crafts
- To explain the Principles of Indigenous crafts design:

Course Content:

Module I:

INDIGENOUS CREATIVE CRAFTS

Module II:

ARTS OF THE INDUS VALLEY

Module III:

TEMPLE ARCHITECTURE AND SCULPTURE

Module IV:

SOME ASPECTS OF INDO-ISLAMIC ARCHITECTURE

Reference:

- An Introduction to Indian Art, NCERT class 11
- H.W. Janson, History of Art

Designing Stories

Course Objectives:

Stories are how humans describe their behaviours, actions, emotions and thoughts. Storytellers build a world, and create a window for the listeners, viewers or readers to experience that world. As designers, we work in much the same way (Gruen, Redpath, & Ruettinger, 2002). While the window a storyteller creates could exist as a video, the pages of a book, or a proscenium, the designer can create a window that exists as a phone screen, browser window, or even a physical space. While a storyteller creates characters, a designer creates personas. Where a storyteller creates settings and mood, a designer creates interfaces and experiences. When a designer creates a story behind a design, they are imagining a real user working with their design. This creates a reality behind the design that reminds the designer of the real people that will touch and interact with their design. This class guides students through the process of breaking down a feature script, revealing how to design for a story, not just the plot developments. The Production Designer is a vital contributor in the storytelling process and interprets the story through visual design. Production Designers help to create and define rich characters and their dilemmas within the story through environment. Design and style should reflect what the movie is about, not design for its own sake. Production Design concepts affecting the set design, set decor, props, mechanical effects and graphics will be examined. Locations will be scouted; sets will be designed. The design of selected sets on stage and on location will begin with a detailed reading of the screenplay, interpreting its language as a recipe for poetry. The script's language provides access to the meaning and aesthetic content of the story.

- To Design based on the user persona
- To Build a character
- To Create an engaging story
- To Design with the user experience in view

Course Content:

Module I:

History and Evolution of Stories

Module II:

Components of a Story

Module III:

Narrative Styles

Module IV:

Practice Session Exercises

Reference:

- An Introduction to Indian Art, NCERT class 11
- H.W. Janson, History of Art



Learning by Doing

Course Objectives:

Constructive Instruction, or the Learning by Doing curriculum, is a teaching approach that allows learners to make meaningful learning experiences through engaging activities. The students are given opportunities to collaborate with their classmates through group activities. The students are given authentic tasks that transform abstract ideas into realistic lessons (Murphy, 2017). The teacher's role in the Learning by Doing curriculum is to motivate the students to learn by stimulating their curiosity. The classroom environment in Learning by Doing curriculum is marked by engaged and active learners. The class atmosphere is lively because the students are allowed to interact with their classmates as they work on authentic tasks (Fitzsimons, 2014). The curriculum follows an interdisciplinary approach, which ensures the holistic development of the learners. Assessment is done through authentic tasks, which are meant to be applied in real-life contexts (Murphy, 2017). In a study conducted by Aguado (2018) majority of his students were able to gain practical knowledge regarding the fundamentals of research because of his use of the Learning by Doing teaching approach. In emphasizing the skills of data collection and the utilization of software materials, he incorporated a variety of engaging assignments and learning exercises that made the students practice their research and analytical skills.

- To explain the learning by doing
- To Build a learning skills
- To Create bridge between theory and practices
- To practices learning by doing.

Course Content:

Module I:

Concept of Learning by Doing

Module II:

learning skills

Module III:

The practice-theory relation

Module IV:

Practice Session Exercises

Reference:

- An Introduction to Indian Art, NCERT class 11
- H.W. Janson, History of Art



Digital Literacy

Course Objectives:

The ability to traverse our digital world through reading, writing, technical skills, critical thinking, and other digital literacy techniques. Using devices like a computer, e-reader, smartphone, and more, it involves locating, evaluating, and sharing information. Digitally organizing, storing, and manipulating documents.

- To develop digital literacy skills that will enable learners to function as discerning students in an increasingly digital society.
- To enable learners to access various digital tools and applications for enhancing learning and skill development.
- To enable learners to operate a variety of hardware and software independently and troubleshoot common problems.
- To enable learners to acquire confidence in using computer techniques available to users.
- To recognize the basic components of computers and terminology; Understand data, information and file management.
- To enable students to create documents using Word processor, Spreadsheet & Presentation software, Understand computer networks, Internet.
- To enable students to browse the internet, content search, email and collaborate with peers.

Course Outcome:

- Learners will be able to understand the concept of digital literacy and its increasing utility in the society.
- Learners will be able to get acquainted with various tools and their applications successfully.
- Learners will be able to create various documents using these digital tools and applications for enhancing learning and skill development.
- Learners will be able to acquire confidence in using computer techniques available to users.
- Learners will be able to recognize the basic components of computers and terminology; Understand data, information and file management
- Learners will be able to create documents using Word processor, Spreadsheet & Presentation software, Understand computer networks, Internet
- Learners will be able to browse the internet, content search, email and collaborate with peers.

Course Content:

Module I: Microsoft Word & Excel

Word Processing Basics: opening and closing of documents, Formation of text, Table Handling, Keyboard Shortcuts, Mail Merge, Printing of Word document, Insert video and image, Basics of Spreadsheet, Manipulation of cells, Formulas and function, Editing of spreadsheet, Data Analysis tools and Printing of Spreadsheet.

Module II: Introduction to Internet

Concept of Internet, connecting to internet, Creating E-mail id, Sending and Receiving e-mail, accessing sent e-mails, Using e-mail, document collaboration instance messages, upload content on you tube.

Module III: Google drive

Google drive- Create Google document, working with Google sheet, Google slides, Creating Google form, PPT Presentation of slides.

References:

- Basic computer training
https://edistrict.assam.gov.in/eDistrict/download_pdf.html?path=uKx5bmz6adcNHc2bQ7m4da63uCwiwPTPi
- Computer Basics https://www.vfu.bg/en/e-Learning/Computer-Basics--computer_basics2.pdf
- computer Basics
https://www.bcpls.org/Docs/Computer_Handouts/ComputerBasics.pdf
- Sinha. P (2004). Computer Fundamental. 6th edition BPB Publications.

Interpersonal Relationship

Course Objectives:

The Interpersonal Relationship as Value Added Course as has been specifically crafted with the aim of facilitating the enhancement of students' interpersonal relationships and fostering their personality development. The curriculum of this course focus on the acquisition of vital skill sets that enable students to proficiently and effectively articulate their thoughts and convey their messages in a straight forward manner. The program aims to augment and refine the skills necessary for effective communication and the establishment of positive relationships with others. This encompasses the acquisition of confidence in communication and the establishment of trust in both professional and personal contexts. The objectives of this course are multifaceted, encompassing the enhancement of self-assurance, the cultivation of a positive mind-set, and the provision of participants with the capacity to successfully navigate and lead through challenges. Value-added courses often focus their attention on the improvement of communication and interpersonal skills, which are integral to personal and professional development. These proficiencies significantly contribute to triumph within the job market and overarching career advancement

- To Understand the concept of Interpersonal relationship
- To Explore various aspects of Interpersonal relationship
- To Understand the effective communication relationship
- To acquire knowledge about conflict management
- To learn about the therapeutic, social, intimate relationship
- To understand the concept of coordination and cooperation

Course Outcome:

After completing the Course of 6 months it is expected that

- Students will be able to understand the Concept of Interpersonal relationship
- Students will know various aspects of Interpersonal relationship
- Students will be able develop effective communication relationship
- Students will be able to acquire knowledge of conflict management
- Students will be able to learn about the Therapeutic, Social, Intimate relationship
- Students will be able understand the concept of coordination and cooperation

Course Content:

Module I: Introduction

Meaning and concept of interpersonal relationship, Self-development, Theory related to interpersonal relationship development,

Module II: Aspects of interpersonal relationship

Coordination: Meaning, definition, nature of coordination, need of coordination, principles of coordination, Problems in coordination, types of coordination, vertical and horizontal coordination

Module III: Phases and stages of interpersonal relationship

Phases: Pre interaction, introductory, working and termination phase

Stages: Acquaintance, Build-up Stage, Differentiating, Circumscribing, Stagnating, Avoiding Terminating

Communication - need for communication, importance of communication, objective of communication, process of communication, communication Network

Module IV: Interpersonal Conflict and Conflict management

Meaning and definition of conflict, features of conflict, causes of conflict, consequences of conflict, types of conflicts, methods of handling conflicts

Module V: Barriers in Interpersonal relationship

Physiological barriers, Environmental barriers, Cultural barriers, Social barriers, Personal barriers, Model of Interpersonal Relationship - Shannon and Weaver Model, Berlo's SMCR Model, Interpersonal Relationship Model, Knapp's Relational Stages Model Hildegard Peplau's Interpersonal Relationship model General Information Regarding Assignments Term-end Evaluation/ VIVA

References:

- Training in Interpersonal Skills: Stephen P. Robbins Phillip L. Hunsaker Pearson Publication.
- Dealing with People You Can't Stand: Rick Brinkman and Rick Kirschner.
- Principles And Practice Of Management: R.S.N. Pillai , S. Kala
- Interpersonal Relationships in Education: An Overview of ...Theo Wubbels, Perry den Brok, Jan van Tartwijk • 2012
- Interpersonal Relationships :Diana Dwyer • 2013
- The Psychology of Interpersonal Relationships :Ellen S. Berscheid, Pamela C. Regan • 2016
- Interpersonal Relationships and the Self-Concept :Brent A. Mattingly, Kevin P. McIntyre, Gary W. Lewandowski, Jr. • 2020
- Interpersonal Relationships: Professional Communication :Elizabeth Arnold, Kathleen Underman Boggs • 2019