SGRR UNIVERSITY

Brochure of Value-Added Courses
School of Education
2023-2024

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.
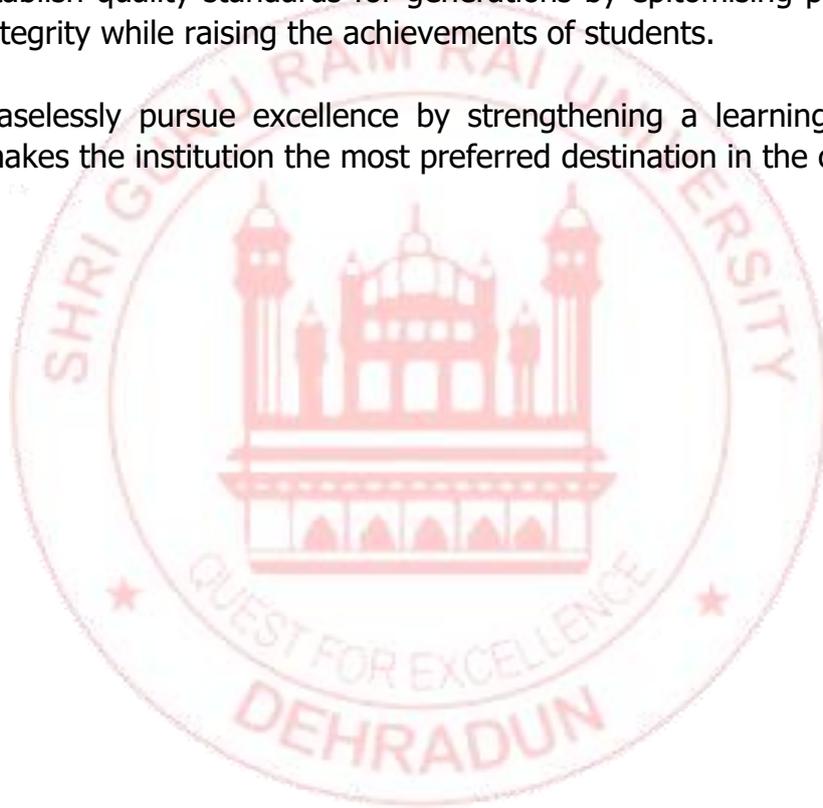
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INTRODUCTION

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 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.

Course Objectives:

- To understand the historical and contemporary significance of art in education.
- To learn about integrating art across various academic subjects.
- To explore a range of artistic techniques and mediums for educational use.
- To develop effective strategies for assessing and evaluating art in an educational context.
- To foster an environment that encourages creativity and art appreciation among students.

Course Outcomes:

- Demonstrate an understanding of the role and importance of art in educational settings.
- Apply techniques for integrating art across different academic subjects.
- Exhibit proficiency in various artistic techniques and mediums.
- Implement effective assessment and evaluation strategies for art-related activities.
- Cultivate an environment that promotes creativity and art appreciation.

Course Content:

Module I: Understanding the Role of Art in Education

- History and importance of art in education.
- Art's contribution to cognitive, emotional, and social development.
- Educational philosophies incorporating art.

Module II: Integrating Art Across Subjects

- Strategies for art integration across curricula.
- Developing interdisciplinary art-inclusive lesson plans.
- Facilitating cross-curricular art projects.

Module III: Artistic Techniques and Mediums

- Overview of various artistic techniques and mediums.
- Hands-on activities in drawing, painting, sculpture, etc.
- Adapting art activities for diverse learning styles.

Module IV: Assessing and Evaluating Art in Education

- Tools for assessing students' artistic progress.
- Balancing feedback and assessment methods.

- Qualitative vs. quantitative assessment approaches.

Module V: Promoting Creativity and Art Appreciation
- Creating a creativity-valuing classroom culture.
- Techniques to encourage art appreciation and critique.
- Connecting art education with cultural and global contexts.

References:
- Eisner, E. W. (2002). *The Arts and the Creation of Mind*. Yale University Press.
- Gude, O. (2007). *Principles of Possibility: Considerations for a 21st-Century Art & Culture Curriculum*. Art Education, 60(1), 6-17.
- Hetland, L., Winner, E., Veenema, S., & Sheridan, K. M. (2007). *Studio Thinking: The Real Benefits of Visual Arts Education*. Teachers College Press.
- Chapman, L. (2005). *Status of Elementary Art Education: 1997-2004*. Studies in Art Education, 46(2), 118-137.
- Anderson, T. (1998). *Toward a Theory of Art Education*. National Art Education Association.

India's Women and Society

Course Code: VASOE019

SHRI GURU RAM RAI UNIVERSITY
Quest for Excellence
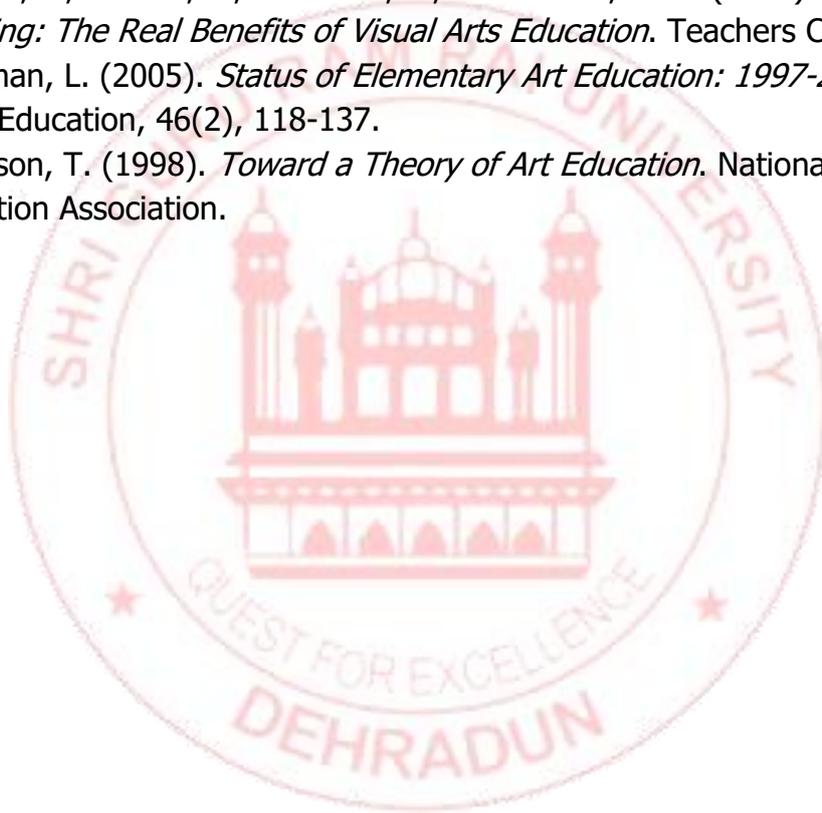
Course Objectives:
- To analyze the historical and cultural context of women's roles in Indian society.
- To understand the challenges and issues faced by women in various spheres.
- To explore the evolving status and rights of women in contemporary India.
- To critically examine social, legal, and economic aspects affecting women's lives.
- To promote awareness and strategies for empowering women in Indian society.

Course Outcomes:
- Recognize the historical and cultural influences on women's roles in India.
- Identify and analyze challenges faced by women in social, economic, and political domains.
- Evaluate the changing status and rights of women in modern India.
- Critically examine legal and policy frameworks affecting women.
- Propose strategies for women's empowerment in Indian society.

Courses Content:
Module I: Historical Perspectives on Women in India
- Ancient and medieval roles of women.
- Social reform movements and their impact.
- Women in pre and post-independence India.

Module II: Contemporary Challenges Faced by Women
- Gender-based violence.
- Economic disparities and women.
- Representation in politics and decision-making.

Module III : Legal and Policy Frameworks
- Gender equality laws in India.
- Impact of legal reforms on women.
- International conventions and their role.

Module IV: Economic Empowerment and Education
- Women in the workforce.
- Access to education and skill development.
- Entrepreneurship and economic independence.

Module V: Strategies for Empowerment

- Women's rights advocacy.
- Role of media in shaping perceptions.
- Grassroots initiatives and community empowerment.

References:

- Menon, R. (2005). *Recovering Subversion: Feminist Politics Beyond the Law*. Permanent Black.
- Desai, N., & Krishnaraj, M. (2010). *Women and Society in India: From the Eighteenth Century to the Present*. Cambridge University Press.
- Sen, A. (2001). *The Argumentative Indian: Writings on Indian History, Culture and Identity*. Penguin Books.
- Goel, U. (2018). *Empowering Women in Contemporary India: Feminist Interventions*. Routledge.
- Dubey, I. (2005). *Women's Studies in India: A Reader*. Pearson Education India.
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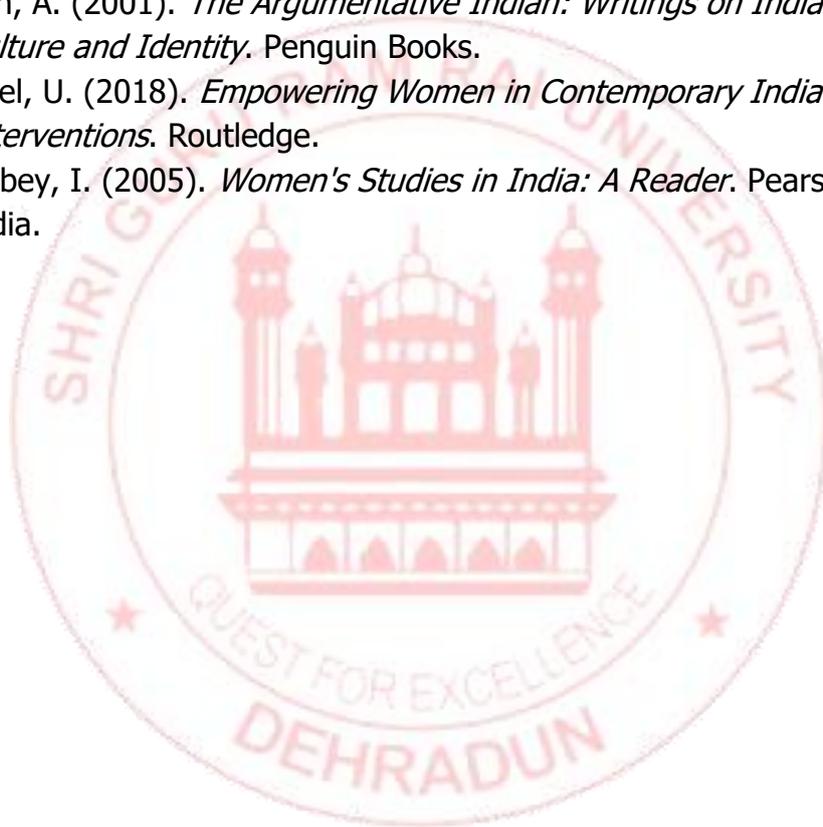
Course Objectives:

To understand the historical and cultural context of music education.

To explore different methodologies and approaches in music education.

To analyze the role of music in cognitive and emotional development.

To develop practical skills for teaching music in diverse educational settings.

To integrate technology and innovative methods into music education practices.

Course Outcomes:

- Appreciate the historical and cultural significance of music in education.
- Evaluate various pedagogical approaches used in music education.
- Understand the impact of music on cognitive and emotional development.
- Develop practical teaching skills for different educational levels.
- Integrate technology and innovative methods into music education.

Course Content:

Module I: Foundations of Music Education

- Historical overview of music education.
- Philosophies and approaches in music education.
- Role of music in cultural and societal contexts.

Module II: Pedagogical Approaches in Music Education

- Kodály, Orff, and Suzuki methods.
- Integrating different approaches in practice.
- Adapting methods for diverse learners.

Module III : Music and Cognitive Development

- The impact of music on memory and cognition.
- Music and language development.
- Using music to enhance academic skills.

Module IV: Practical Teaching Skills

- Lesson planning and curriculum development.
- Classroom management in music education.
- Assessment and evaluation in music.

Module V: Technology in Music Education

- Incorporating technology in the music classroom.
- Online resources and virtual learning platforms.

- Digital tools for music composition and production.

References:

- Mark, M. L., Gary, C., & Madura, P. (2017). *A History of American Music Education*. Routledge.
- Gordon, E. E. (2007). *Learning Sequences in Music: A Contemporary Music Learning Theory*. GIA Publications.
- Hallam, S. (2015). *The Power of Music: A Research Synthesis on the Impact of Actively Making Music on the Intellectual, Social and Personal Development of Children and Young People*. International Music Education Research Centre.
- Regelski, T. A. (2014). *Music Education for Changing Times: Guiding Visions for Practice*. Springer.
- Paparo, S. A., & Hasson, K. M. (2019). *Technology Integration in Music Education*. Oxford University Press.

Course Objectives:

- To understand the principles of effective presentation.
- To develop essential skills in designing engaging presentations.
- To practice effective verbal and non-verbal communication during presentations.
- To explore various presentation tools and technologies.
- To enhance confidence and overcome public speaking anxiety.

Course Outcomes:

- Demonstrate an understanding of the principles of effective presentation.
- Design and deliver engaging and impactful presentations.
- Utilize effective verbal and non-verbal communication techniques.
- Explore and integrate various presentation tools and technologies.
- Enhance confidence and overcome public speaking anxiety.

Course Content:

Module I: Fundamentals of Effective Presentation

- Understanding the audience and context.
- Setting clear presentation objectives.
- Structuring content for maximum impact.

Module II: Designing Engaging Presentations

- Visual design principles.
- Effective use of multimedia elements.
- Storytelling techniques in presentations.

Module III: Verbal and Non-Verbal Communication Skills

- Developing a confident and compelling speaking style.
- Body language and gestures in presentations.
- Handling Q&A sessions and audience interactions.

Module IV: Presentation Tools and Technologies

- Exploring presentation software (e.g., PowerPoint, Keynote).
- Interactive presentation tools and platforms.
- Integrating multimedia and interactive elements.

Module V: Building Confidence and Overcoming Anxiety

- Techniques for managing nervousness.

- Rehearsal strategies for confident delivery.
- Building a personal style and authentic presence.

References:

- Duarte, N. (2017). *Resonate: Present Visual Stories that Transform Audiences.* Wiley.
- Reynolds, G. (2012). *Presentation Zen: Simple Ideas on Presentation Design and Delivery.* New Riders.
- Weissman, J. (2010). *Presenting to Win: The Art of Telling Your Story.* FT Press.
- Atkinson, C. (2014). *Beyond Bullet Points: Using Microsoft PowerPoint to Create Presentations that Inform, Motivate, and Inspire.* Microsoft Press.
- TED Talks: *The Official TED Guide to Public Speaking* by Chris Anderson. Houghton Mifflin Harcourt.
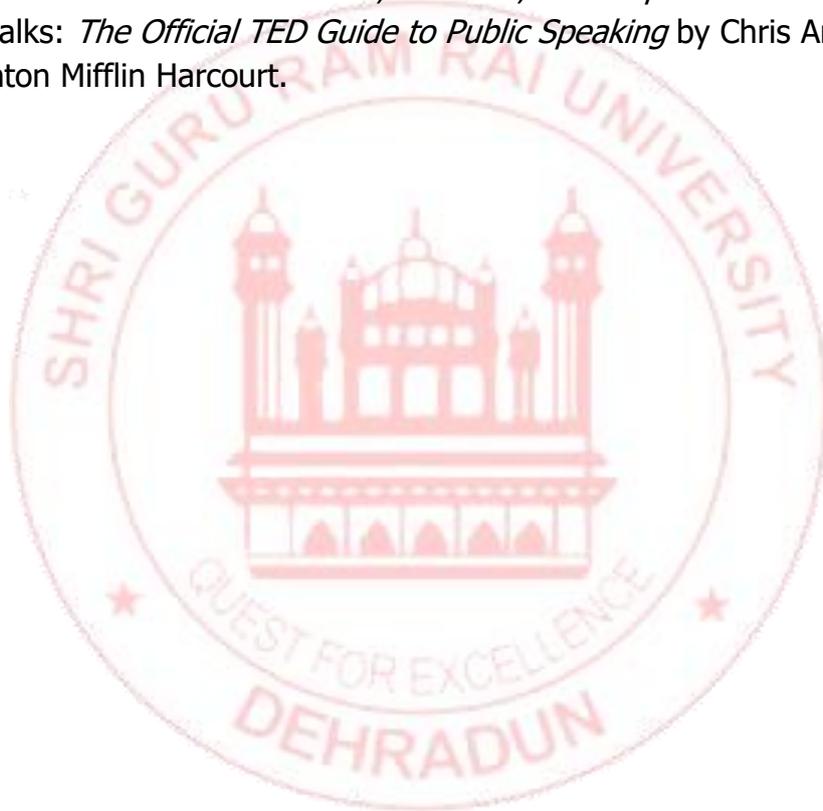
Course Objectives:
- To comprehend the fundamentals of emotional intelligence.
- To identify and manage personal and others' emotions effectively.
- To cultivate empathy and emotional awareness.
- To enhance interpersonal relationships using emotional intelligence.
- To apply emotional intelligence in various personal and professional contexts.

Course Outcomes:
- Demonstrate a comprehensive understanding of emotional intelligence.
- Apply strategies to identify and manage personal emotions.
- Cultivate empathy and heightened emotional awareness.
- Strengthen interpersonal relationships through emotional intelligence.
- Utilize emotional intelligence in diverse personal and professional scenarios.

Course content:
Module I: Fundamentals of Emotional Intelligence
- Definition and components of emotional intelligence.
- The role of emotions in human behavior and decision-making.
- Assessing and measuring emotional intelligence.

Module II: Identifying and Managing Personal Emotions
- Self-awareness and self-regulation.
- Strategies for recognizing and controlling personal emotions.
- Emotional resilience and coping mechanisms.

Module III: Cultivating Empathy and Emotional Awareness
- Understanding others' emotions.
- Empathetic communication and active listening.
- Developing emotional intelligence in social contexts.

Module IV: Strengthening Interpersonal Relationships
- Building trust and rapport through emotional intelligence.
- Conflict resolution and emotional intelligence.
- Emotional intelligence in leadership and teamwork.

Module V: Applying Emotional Intelligence in Context
- Emotional intelligence in the workplace.
- Emotional intelligence in personal relationships.

- Integrating emotional intelligence into decision-making.

References:

- Goleman, D. (1995). *Emotional Intelligence: Why It Can Matter More Than IQ.* Bantam Books.
- Bradberry, T., & Greaves, J. (2009). *Emotional Intelligence 2.0.* TalentSmart.
- Salovey, P., & Mayer, J. D. (1990). *Emotional Intelligence.* Imagination, Cognition, and Personality, 9(3), 185–211.
- Bar-On, R. (2006). *The Bar-On model of emotional-social intelligence (ESI).* Psicothema, 18, 13-25.
- Brackett, M. A., Rivers, S. E., & Salovey, P. (2011). *Emotional intelligence: Implications for personal, social, academic, and workplace success.* Social and Personality Psychology Compass, 5(1), 88–103.