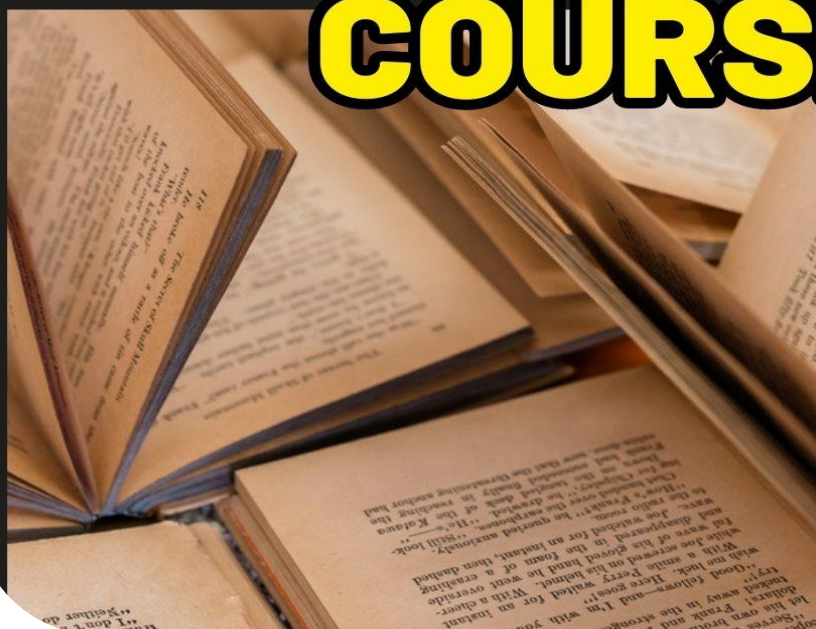# SHRI GURU RAM RAI UNIVERSITY DEHRADUN
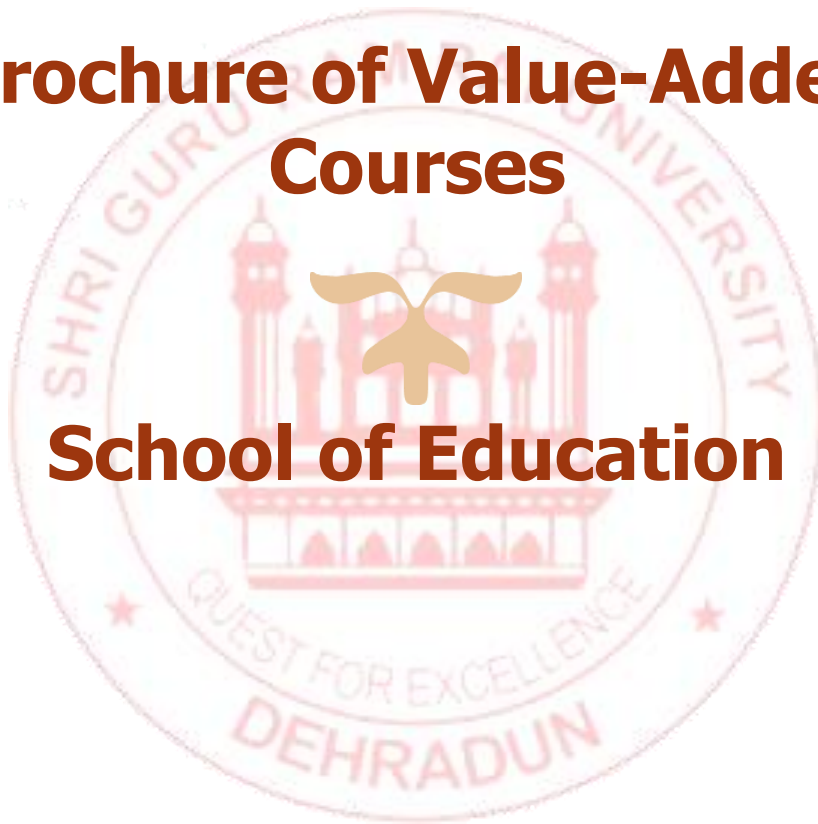
VALUE ADDED COURSES

SGRRU

SGRR UNIVERSITY

Brochure of Value-Added Courses

School of Education

ABOUT THE SCHOOL

Shri Guru Ram Rai University established by the State Government of Uttarakhand vide Act No. 03 of 2017, is a mile stone in the success and glory of its parent body 'SGRR Education Mission.

'VISION

School of Education aims to enhance. enrich the capabilities , abilities of pupil teachers and future faculty in institutions of teacher education or higher education through quality teaching in congenial learning environment to contribute to the society.

Distinctiveness of the School of Education

SGRRU is situated in the heart of the city.

School of Education offers various courses and open multiple avenues.

Rich research work is done by Research Scholars of School of Education.

Contribution in both quantitative and qualitative research areas.

MOU signed with various institution for the enhancement of the student and teachers.

Experiential learning is provided to the students like internship.

Seminars, workshops, conference and FDP are organized time to time by School of Education .

Personal guidance is provided to the students.

Academic guidance is given to students so that students can plan discuss and make appropriate course selection.

Faculty is fully qualified with specialization in their areas.-

Devoted faculty eager to help students.

Rich Central library with subscription of e Resources like EBSCO.

Festivals and important days are celebrated.

Field visit are organized to give the students first hand experience.

Students and teachers are connected through social network group media for sharing the information.

Energetic and helping office staff members.

Various Voluntary Services Carried out by the students of School of Education under the guidance of teachers.

Index

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.

SCHOOL OF EDUCATION
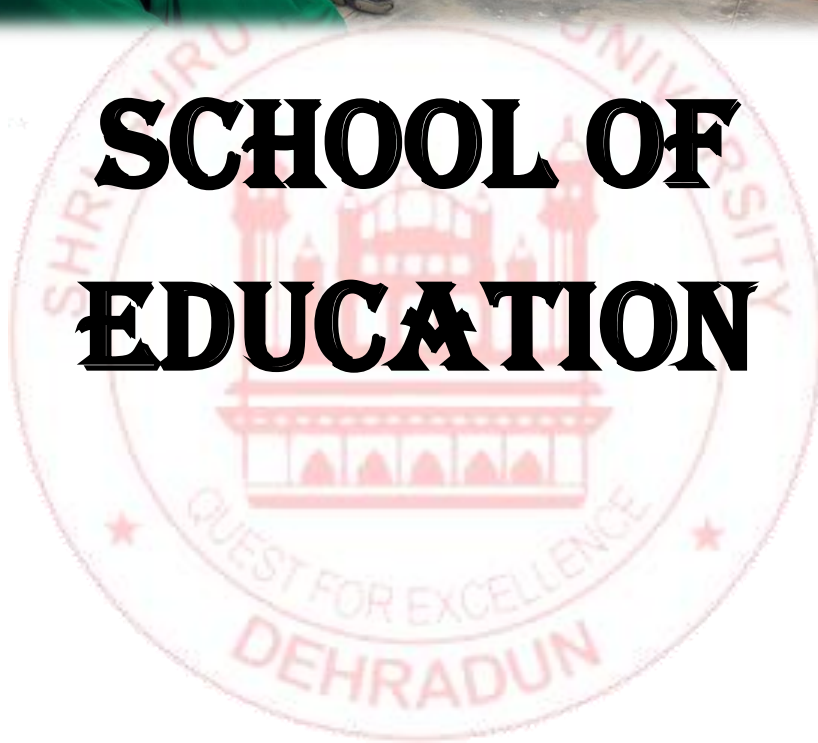
Educational Guidance

Course Code : VASOE001

Course Objectives

1. To monitor the academic progress of the students.
2. To acquaint the students with the prescribed curriculum.
3. To identify the academically gifted, backward, creative and other category of special learners.
4. To assist students in getting information about further education.
5. To diagnose the learning difficulties of students and help them over come the same.

Course Outcome:

1. To understand the concept of educational guidance.
2. To help the student in the adjustment to the school environment, the peer group and the school curriculum.
3. To prepare a plan for rendering guidance services according to the needs of students.
4. To assist the pupils to understand their strengths and weaknesses.
5. To help the students in developing good study habits.
6. To help the children in selection of subjects in accordance with their need, aptitude and interest.
7. To help the pupils in selecting the co-curricular activities.
8. Student will able to Organisation of guidance services.

Module I: Basics and Principles of Educational Guidance

Introduction to Guidance, Concept, meaning, nature and importance of Guidance, Role of Teachers and Parents in Guiding Children.

Module II: Rationale, Bases, Objectives, Functional and Principles of Educational Guidance

Rational and bases of educational guidance, Purpose and Objectives of Educational Guidance

Module III: Relation between Education and Guidance

Module IV: Organisation of School Educational Guidance Services Components and patterns of educational guidance, Community resources for EG, Prerequisites of a EG programme.

Reference Books:

1. Aggrawal JC (1991): Educational & Vocational Guidance &Counseling, 7th edition, Doaba House, N. Delhi.
2. Bhatagar RP: Guidnace&Counseling in Education
3. Gibson Robert & Mitchell Marianne (2005): Introduction to Guidance &Counseling, 6th edition,Prentice Hall of India, N. Delhi.
4. Kochhar SK (1981) Guidance in Indian education, N. Delhi
5. Kochhar SK (1987): Educational & Vocational Guidance in Secondary Schools, Sterling Publishers, N. Delhi.

Communication Skill and Personality Development

Course Code : VASOE002

Course Objectives

1. To understand the concept of personality.
2. To explore various aspects of personality development.
3. To understand the concept of Communication.
4. To acquire knowledge about the body language.
5. To learn about the leadership development.
6. To understand the concept of time management and communication skills.

Course Outcome:

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

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

Reference Books:

1. Mangal, S.K. ,Advanced Educational Psychology, PHI Learning Private Limited, New Delhi

2. Lal and Joshi,Educational Psychology and Elementary Statistics, R.Lal Book Depot, Meerut

3. Personality development and soft skill- Goyal Brothers Prakasan

4. Bond M. (1988) Stress and Self Awareness: a Guide.

5. Linda Mendoza, Developing Effective Communication Skills.

6. H. S. Jamadagni, Digital Communication Systems

7. Dwivedi A., Communications skills for professionals and students.

Creative Writing

Course Code : VASOE003

Course Objectives

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

Course Outcome:

1. Distinguish between the literary genres
2. Write for various literary and social media
3. Critically appreciate various forms of literature
4. Make innovative use of their creative and critical faculties
5. Seek employment in various creative fields

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

 (a) Project Proposal and

(b) Project Report.

Reference Books:

1. Abrams, M.H. Glossary of Literary Terms. Boston: Wadsworth Publishing Company, 2005.
2. Atwood, Margaret. Negotiating with the Dead: A Writer on Writing. Cambridge: CUP, 2002.
3. Bell, James Scott. How to Write Dazzling Dialogue.CA: Compendium Press, 2014.
4. Bell, Julia and Magrs, Paul. The Creative Writing Course-Book. London: Macmillan, 2001.
5. 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.
6. Blackstone, Bernard. Practical English Prosody. Mumbai: Orient Longman, 1984.
7. Clark, Roy Peter. Writing Tools.US: Brown and Company, 2008.
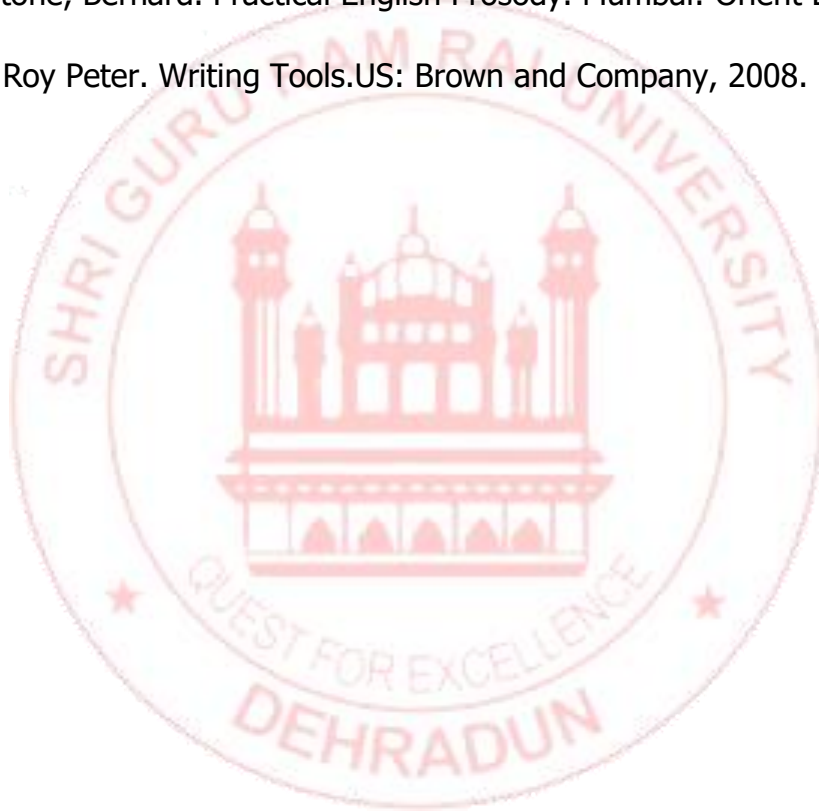
Human resource

Course Code : VACSOE004

Course Objectives:/Learning Outcomes :

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

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 Trading - 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.

Reference Books

- 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 Code : VASOE004

Course Objectives :

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

Course Outcomes :

1. Enabling youth to grow into productive, contributing members of their communities, and anchors of the nation's sustainable development.

2. Equipping youth with the skills they need to become a generation of responsible and resilient people, who know their rights and responsibilities.

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

Reference Books

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