SHRI GURU RAM RAI UNIVERSITY DEHRADUN
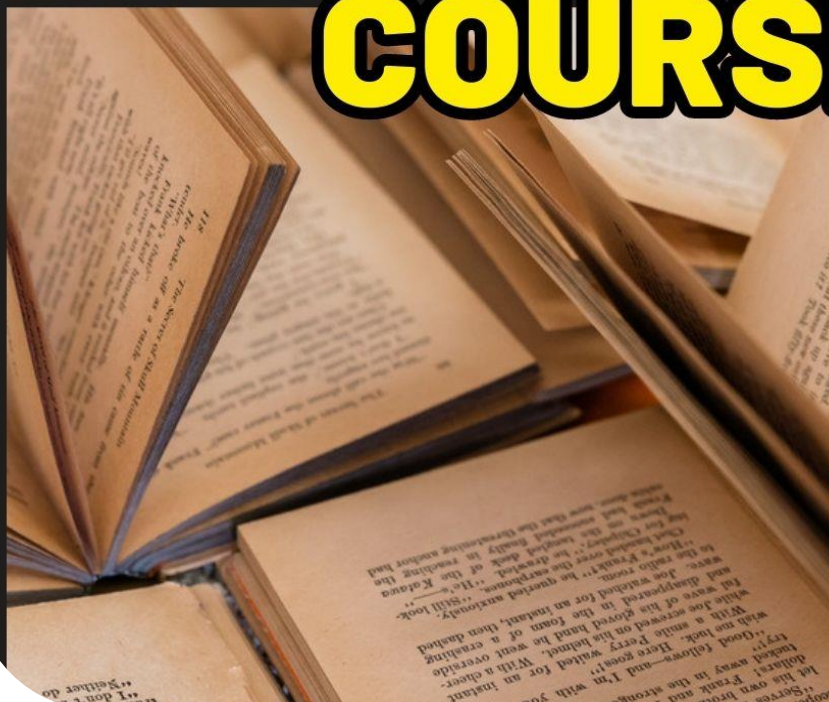
VALUE ADDED COURSES

SGRRU

SGRR UNIVERSITY

Brochure of Value-Added Courses
School of Education
2019-2020

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 5500+ 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 delivering quality education that helps to develop confidence and will give you more knowledge, industry exposure, building good networking and high self-esteem. This will change your overall personality and develop you into a complete professional to face any challenge.

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INTRODUCTION

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

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

Conduction of value added courses :

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

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

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

Guidelines for conducting value added courses

- ❖ Value Added Course is not mandatory to qualify for any program.
- ❖ It is a instructor supported learning course open to all students without any added fee.
- ❖ Classes for VAC will be conducted during the **RESERVED** Time Slot in a week or beyond the regular class hours.

- The value-added courses may be also conducted during weekends / vacation period.

- A student will be permitted to register only one Value Added Course in a Semester.

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

Duration and venue

- The duration of value-added course should not be less than 30 hours.

- The Dean of the respective School shall provide class room/s based on the number of students/batches.

- VAC shall be conducted in the respective School itself.

Registration procedure

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

- Each faculty member in charge of a course is responsible for maintaining Attendance and Assessment Records for candidates who have registered for the course.

- The Record must include information about the students' attendance and Assignments, seminars, and other activities that were carried out.

- The record shall be signed by the Course Instructor and the Head of the Department at the end of the semester and kept in safe custody for future verification.

- Each student must have a minimum of 75% attendance in all courses for the semester in order to be eligible to take certificate.

- Attendance requirements may be relaxed by up to 10% for valid reasons such as illness, representing the University in extracurricular activities, and participation in NCC.

- The students who have successfully completed the Value Added Course shall be issued with a Certificate duly signed by the Authorized signatories.

Development of Work Readiness Capacities

Course Code: VAC2019-1

Course Objective:

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

Learning Outcomes

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

Course content:

Module I: Communication

- Meaning, Concept means of communication
- Reading & Pronunciation, Writing
- Listening, Speaking and Presentation (online & offline) Activity based

Module II: Management

- How to be a good leader
- Activity to develop and improve leadership skills
- Definition, Importance of team work
- What makes good team work
- Time management – meaning and benefits
- Why time management is important

- Activity to improve team work skill

Module III : Metacognition

- Meaning, types & components of metacognition
- Steps to develop metacognition
- Metacognition in classroom (activity based)
- Metacognition in self-regulation (activity based)

Module IV: Critical Thinking

- Meaning & Concept
- Components
- Illustration
- How to foster critical thinking (Activity-based)

Module : V: Happiness & Well being

- Definition, types & strategies of well being skills
- Health & well being
- Relationship between happiness & well being
- Concept of spiritual intelligence & its importance
- Psycho-social well being (case study) & activity

Classroom Teaching Technology

Course Code: VAC2019-2

Course Objectives:

- To acquaint the students with the concept of teaching.
- To acquaint the students with the various phases of teaching.
- To acquaint the students with the variables of teaching.
- To acquaint the students with the principles of teaching.
- To acquaint the students with the various levels and models of teaching.

Course Outcomes:

- The students will be able to define the concept of teaching.
- The students will be able to list and explain the various phases of teaching.
- The students will be able to list and explain the various variables of teaching.
- The students will be able explain and use various principles of teaching.
- The students will be able to explain the various levels of teaching and will be able to use the various models of teaching.

Course Content

Module 1:

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

Module 2:

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

Module 3:

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

Module 4:

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

Module 5:

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

References :

- Jayaswal, R.L. : Foundation of Educational Psychology : Allied Publishers, Bombay
- Chauhan, S.S.: Advanced Educational Psychology, Vikas Publishing House, New Delhi
- Aggarwal, J.C. (2017). Psychology of learning and development, Shipra Publications, New Delhi.
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Thinking Styles and Learning

Course Code: VAC2019-3

Course Objectives:

- To acquaint the students with the concept of thinking and learning.
- To acquaint the students with the various thinking styles.
- To acquaint the students with the various learning styles.

Course Outcomes:

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

Course Content

Module 1:

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

Module 2:

Types of various thinking and learning styles and their characteristics. Role of thinking styles in student's development.

Module 3:

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

Module 4:

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

Module 5:

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

References:

- Mangal, S.K. & Mangal, Shubhra (2019), Learning and Teaching, PHI Learning Private Ltd., Delhi.

- https://www.researchgate.net/publication/341549721_THINKING_STYLES_AN _OVERVIEW

- https://cambridgescholars.com/resources/pdfs/978-1-5275-5817-5-sample.pdf

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- http://www.psychology.sunysb.edu/hwaters/psy327/slide%20sets/327set4b_l earningstyles.pdf

- https://www.researchgate.net/publication/337827552_Thinking_Styles_A_The oretical_Account

Course Objectives:

- To acquaint the students with the concept of teaching skills.
- To acquaint the students with the various teaching skills.
- To acquaint the students with the importance of teaching skills.
- To develop the various important teaching skills through micro/ simulated teaching.

Course Outcomes:

- The students will be able to define the concept of teaching skills.
- The students will be able to define the concept of micro teaching and will be able to explain the characteristics of micro teaching.
- The students will be able to explain the features and components of various teaching skills.
- The students will be able to demonstrate the various teaching skills.
- The students will be able to understand the learners needs and interests.

Course Content:

Module 1:

Concept of teaching skills and it's types.

Module 2:

Concept of micro teaching and simulated teaching and it's characteristics.

Module 3:

Features and components of the following five basic teaching skills: Skill of introduction, skill of questioning, skill of probing question or response management, skill of reinforcement, skill of stimulus variation.

Module 4:

Development of model micro lesson plans for practicing the skill of introduction, skill of questioning, skill of probing question or response management, skill of reinforcement, skill of stimulus variation.

References:

- Mangal, S.K. & Mangal, Shubhra (2019), Learning and Teaching, PHI Learning Private Ltd., Delhi.
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