

VALUE ADDED COURSES

Importance of Value Added Courses

The ever-changing global scenario makes the world more competitive and requires high levels of lateral thinking and the spirit of entrepreneurship to cope up with the emerging 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 than later due to rapid technological advancements. No university curriculum can adequately cover all areas of importance or relevance. It is important for higher educational institutions to supplement the curriculum to make students better prepared to meet the industrial demands as well as to develop their own interests and aptitudes.

Objectives

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.

Evaluation

The Value added course (one credit) of 36 hours duration shall be evaluated through assessments tests for 100 marks. The one credit courses shall be offered by a Programme with the prior approval from respective Board of Studies.. A student may be permitted to take up VAC from other departments with approval from both the Heads of the Departments.

VALUE ADDED COURSES OFFERED BY US

- 1. Professional Ethics**
- 2. Women Rights**
- 3. Basic Counselling Skills**
- 4. Interpersonal Skills**
- 5. Gender Sensitivity**
- 6. Skill Development**
- 7. Educational Administration**
- 8. Effective Communication**

VALUE ADDED COURSES COURSE TITLE 1 - PROFESSIONAL ETHICS SYLLABUS

Course Objectives:

- 1. Understand Ethical Theories and Principles:** Introduce the fundamental concepts of ethics and moral reasoning, including various ethical theories such as Utilitarianism, deontology, and virtue ethics.
- 2. Recognize Ethical Dilemmas in the Workplace:** Equip students with the ability to identify and analyse ethical issues in professional environment, focusing on real, world scenarios.
- 3. Promote Ethical Decision-Making:** Develop skills for ethical decision-making, emphasizing the importance of integrity, fairness, and accountability in professional practices.
- 4. Foster Ethical Leadership:** Encourage the development of leadership qualities that prioritize ethical behavior and promote a culture of ethical practices in organizations.
- 5. Explore Professional Responsibilities:** Examine the responsibilities of professionals to their clients, employers, society, and the environment, considering the broader implications of their actions.

Course Outcomes:

1. **Ethical Awareness:** Students will be able to identify and explain the key concepts, principles, and theories of ethics, and how they apply to professional life.
2. **Critical Thinking and Analysis:** Students will develop the ability to critically analyse ethical dilemmas, using appropriate ethical frameworks to evaluate different courses of action.
3. **Decision-Making Skills:** Students will be equipped to make well-reasoned and ethically sound decisions in professional situations, considering the impact on stakeholders.
4. **Ethical Leadership:** Students will demonstrate an understanding of the qualities and behaviours of ethical leaders and how they can influence an organization's ethical culture.
5. **Understanding Professional Responsibilities:** Students will gain insight into the ethical responsibilities of professional, including their obligations to clients, employers, society and the environment.

Course Content**Unit I: Introduction to Ethics**

- Definition and Importance of Ethics
- .Morality vs. Ethics
- overview of Ethical theories: Utilitarianism, Deontology, virtue Ethics
- Ethical Relativism vs. Ethical Universalism

Unit II: Professional Ethics

- Definition and Scope of Professional Ethics
- Importance of Ethical Practices in Professional Life
- Codes of Ethics: Role and Significance
- Ethical Issues in Different Professions (Engineering, Medicine, Law, Business)Unit

III: Ethical Decision-Making

- Frameworks for Ethical Decision-Making
- Identifying Ethical Dilemmas
- Case Studies in Ethical Decision-Making
- Role of Integrity, Fairness. and Accountability

Unit IV: Ethical Leadership

- Characteristics of Ethical Leadership

- Influence of Ethical Leaders on Organizational Culture
- Ethical Leadership in Crisis Significance
- Case Studies of Ethical and Unethical Leadership

Unit V: Professional Responsibilities and CSR

- Responsibilities to Clients and Employers
- Social Responsibility of Professionals
- Environmental Ethics and Sustainability
- Corporate Social Responsibility (CSR): Concepts and Applications

References:

- 1. Professional Ethics and Human Values by M. Govindarajan, S. Natarajan, and V.S. Senthilkumar.
- 2. Ethics in Engineering by Mike W. Martin and Roland Schinzinger.
- 3. Business Ethics: Concepts and Cases by Manuel G. Velasquez.

COURSE TITLE 2- WOMEN RIGHTS

SYLLABUS

Course Objectives:

Unit 1: Historical Overview of Women's Rights

- Objective: Understand the historical development of women's rights, key figures, movements, and milestones.

Topics:

- Early women's rights movements (Suffrage, women's Liberation)
- Key figures (Mary Wollstonecraft, Sojourner Truth, Simone de Beauvoir)
- Milestones (19th Amendment, UN's Convention on the Elimination of All Forms of Discrimination Against Women - CEDAW)

Unit 2: Legal Frameworks and Women's Rights

Objective: Examine the international and national legal frameworks that support Women's rights.

Topics:

- International treaties (CEDAW, Beijing platform for Action)
- National laws (Equal pay Act, Title IX, Domestic violence Act)
- Role of organizations (UN Women, Amnesty International)

Unit 3: Intersectionality and Women's Rights

Objective: Understand the concept of intersectionality and how it affects women's rights.

Topics:

- Intersectionality theory (Kimberly Crenshaw)
- Women's rights and race, class, sexuality, disability
- Case studies on intersectional discrimination

Unit 4: Global Perspectives on Women's Rights

Objective: Analyze women's rights issues from a global perspective, considering cultural, social, and political differences..

Topics:

- women's rights in different regions (Middle East, Africa, Asia, Latin America)
- Global gender-based violence (FGM, trafficking, honor killings)
- Comparative analysis of women's political participation and leadership

Unit 5: Contemporary Issues in Women's Rights

Objective: Explore current issues in women's rights, including social, political, and economic dimensions.

Topics:

- #MeToo movement and sexual harassment in the workplace
- Reproductive rights and access to healthcare
- Gender pay gap and economic inequality

References and Further Reading:

- United Nations. (1979). Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW). Available at: [LJN Women!.EDAW p3g9](#).
- Crenshaw, Kimberle. (1991). "Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color." Stanford Law Review.
- Lorde, Audre. (1984). Sister Outrider: Essays and Speeches. Crossing Press.
- Kristof, Nicholas D., and WuDunn, Sheryl. (2009). Half the Sky: Turning Oppression into Opportunity for Women Worldwide. Vintage.

Readings:

- "We Should All Be Feminists" by Chimamanda Ngozi Adichie
- "The Right to Sex: Feminism in the Twenty-first Century" by Armin Schwan
- Reports from Human Rights Watch on contemporary women's rights issues
- "Women's Rights and Human Rights: International Historical Perspectives" by Beth

A. Simmons

- "Gender, Violence, and Human Rights: International Legal Perspectives" by Sally Engle Merry

COURSE TITLE 3- BASIC COUNSELLING SKILLS

SYLLABUS

Course Objectives:

- 1. Understand Counselling Principles:** Learn the Fundamental principles and ethics of counselling.
- 2. Develop communication skills:** Acquire effective verbal and non-verbal communication skills necessary for counselling.
- 3. Practice Empathy and Active Listening:** Develop skills to empathize with clients and practice active listening.
- 4. Apply Counselling Techniques:** Learn and apply basic counselling techniques for problem-solving and intervention.
- 5. Reflect on Counselling Practice:** Evaluate personal counselling skills and reflect on areas for improvement.

Course Outcomes:

By the end of this course, students will be able to:

- 1. Explain counselling Principles:** Articulate the core principles and ethical Considerations of Counselling.
- 2. Demonstrate Communication Skills:** Exhibit effective verbal and non-verbal Communication skills in counselling scenarios.
- 3. Practice Empathy and Listening:** Apply empathy and active listening techniques in Client interactions.
- 4. Utilize Counselling Techniques:** Implement basic counselling techniques to address client issues.
- 5. Reflect and Improve:** Assess and reflect on personal counselling skills and identify areas for development.

Syllabus Overview:

Unit 1: Introduction to Counselling

Topics Covered:

- Definition and Goals of Counselling Key Theoretical Approaches (e.g., Person-Centered, Cognitive-Behavioural)

- Ethical and Professional Standards in Counselling

Unit 2 Effective Communication Skills

Topics Covered:

- Verbal Communication Techniques (e.g., Open-Ended Questions, Reflective Statements)
- Non-Verbal Communication (e.g., Body Language, Facial Expressions)
- Building Rapport and Trust with Clients

Unit 3: Empathy and Active Listening

Topics Covered:

- Principles of Empathy in Counselling
- Techniques for Active Listening (e.g., Paraphrasing, Summarizing)
- Responding to Emotional and Cognitive Needs

Unit 4: Basic Counselling Techniques

Topics Covered:

- Problem Solving and Goal Setting
- Techniques for Managing Anxiety and Stress
- Developing Action Plans and Interventions

Unit 5: Self-Reflection and Skill Improvement

Topics Covered:

- Self-Assessment of Counselling Skills
- Seeking and Incorporating Feed back
- Continuous Professional Development in Counselling

References:

- Kadushin, A., & Harkness,D. (2002). Supervision in Social Work.
- Williams, C., & Davis, S. (2017). Self-Reflection in Counseling: Building and Improving Skills.
- Egan, G. (2014). The Skilled Helper: A Problem -Management and Opportunity-Development Approach
- Nelson-Jones, R. (2014). Theory and to Practice Helping. of Counseling and Therapy.
- Gladding, S. T. (2017). Counseling: A Comprehensive Profession.
- Beck, J. S. (2011). Cognitive Behavior Therapy: Basics and Beyond.
- Teyber, E., & Teyber, F. (2016).interpersonal Process in Therapy: An Integrative Model.
- Corey, G. (2015). Theory and Practice of Counseling and Psychotherapy.

COURSE TITLE 4- INTERPERSONAL SKILLS SYLLABUS

Course Objectives:

Unit 1: Foundations of Interpersonal Skills

Objective: Understand the importance of interpersonal skills in personal and professional settings.

Topics:

- Definition and types of interpersonal skills (communication, empathy, active listening)
- The role of interpersonal skills in building relationships and career success
- Self-awareness and its impact on interpersonal skills

Unit 2: Effective Communication Techniques

Objective: Learn and practice effective communication techniques to enhance interpersonal interactions

Topics:

- Verbal and non-verbal communication
- Active listening, questioning, and feedback skills
- Communication barriers and overcoming them

Unit 3: Emotional Intelligence and Interpersonal Skills

Objective: Understand the concept of emotional intelligence (EQ) and its relevance to interpersonal skills.

Topics:

- Components of emotional intelligence: self-awareness, self-regulation, motivation, empathy, and social skills
 - Applying emotional intelligence to enhance interpersonal skills
 - Developing empathy and managing emotions in interpersonal contexts
- Communication.

Unit 4: Conflict Resolution and Negotiation

Objective: Learn techniques for resolving conflicts and negotiating effectively in various interpersonal scenarios.

Topics:

- Types of conflicts and their causes
- Conflict resolution styles (competing, avoiding, accommodating,

- Negotiation techniques and strategies

Unit 5: Teamwork and Collaboration

Objective: Develop skills for effective teamwork and collaboration in diverse environments.

Topics:

- Dynamics of team behavior and roles
- Building trust and fostering a collaborative environment
- Strategies for effective team communication and decision-making

References and Further Reading:

- "Interpersonal Skills in organizations" by Suzanne de Janasz. Karen Dorvd, and Beth Schneider
- "Emotional Intelligence2.0" by,Travis Bradberry and Jean Greaves
- "People Skills: How to Assert Yourself; Listen to others, and ResolveConflicts" by Robert Boltorr
- Goleman, D. (1995). Emotional Intelligence: why It can Matter More Than

IQ. Bantam Books.

- Fisher, R., Ury, W., & Panon, B. (1991). Getting to yes: Negotiating Agreement without Giving In. penguin Books.

COURSE TITLE 5- GENDER SENSITIVITY

SYLLABUS

Course Objectives:

By the end of this course, students should be able to:

1. Understand and articulate the fundamental concepts and theories related to gender sensitivity.
2. Analyze the impact of gender norms and stereotypes on individuals and communities.
3. Recognize and address gender-based discrimination and violence.
4. Apply gender-sensitive approaches in diverse social and professional settings.
5. Advocate for gender equality and promote inclusive practices within organization and communities.

Course Outcomes:

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

1. Define key concepts related to gender sensitivity and gender equality.
2. Evaluate the influence of gender norms and stereotypes on various aspects of society.
3. Identify and challenge instances of gender-based discrimination and violence.
4. Implement gender-sensitive strategies and practices in personal and professional contexts.
5. Develop and present initiatives aimed at promoting gender equality and inclusivity.

Course Outline:

Unit 1: Introduction to Gender Sensitivity

- Concepts and Definitions: Gender, gender sensitivity, and gender equality

Historical Perspectives:

Evolution of gender roles and norms.

- Gender Theories: Key theories and frameworks (e.g., Social Constructionism, Feminist Theories).

Unit 2: Gender Norms and Stereotypes

- Understanding Gender Norms: How norms shape behaviors and expectations.
- Gender Stereotypes: impact on individuals and society.
- Case Studies: Examples of gender norms and stereotypes in different cultures and contexts

Unit 3: Intersectionality and Diversity

- **Intersectionality:** Understanding how gender intersects with race, class, sexuality, and other identities.
- **Diverse Perspectives:** The impact of intersectional identities on experiences of discrimination and privilege.
- **Inclusive Practices:** Strategies for promoting inclusivity in diverse settings.

Unit 4: Gender-Based Discrimination and Violence

- **Types of Discrimination:** Gender-based discrimination in various spheres (e.g. Workplace, education, health care)
- **Gender-Based education, Violence:** health care, Forms of violence (e.g., domestic violence, sexual harassment, trafficking).
- **Legal and Policy**
Frameworks: Laws and policies addressing gender-based violence and discrimination.

Unit 5: Promoting Gender Equality

- **Gender-Sensitive Approaches:** Best practices for integrating gender sensitivity in programs and policies.
- **Advocacy and Activism:** Strategies for advocating gender equality and challenging gender biases.
- **Case Studies and Projects:** Analysing successful initiatives and developing personal action plans.

References:

Core Textbooks:

1. **Tong, R. (2009).** Feminist Thought: A More Comprehensive Introduction (2nd ed.). Routledge.
2. **Butler, J. (2006).** Gender Trouble: Feminism and the Subversion of Identity (10th Anniversary ed.). Routledge.
3. **Riley, D. (2017).** The Gendered Society (6th ed.). Oxford University Press.
4. **Social Problems, (2022).** Articles on Gender Inequality and Intersectionality, Oxford University Press.

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COURSE TITLE 6- SKILL DEVELOPMENT SYLLABUS

Course Objectives:

By the end of this course, students should be able to:

1. Develop effective communication skills for personal
2. Apply problem-solving techniques to address every day and challenges. Professional contexts.
3. Manage time and priorities efficiently to enhance productivity.
4. Understand and practice emotional intelligence in various interactions.
5. Gain basic financial literacy to manage personal finances responsibly,

Course Outcomes:

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

1. Demonstrate effective verbal and non-verbal communication skills.
2. Use problem-solving strategies to analyze and resolve issues.
3. Create and implement a personal time management plan.
4. Apply emotional intelligence concepts to improve interpersonal relationships.
5. Develop a basic personal budget and understand fundamental financial principles.

Course Outline:

Unit 1: Communication Skills

- **Verbal and Non-Verbal Communication:** Understanding and practicing effective speech, active listening, and body language.
- **Interpersonal Skills: Building rapport,** handling conflicts, and giving and receiving, feedback.
- **Presentation Skills:** Structuring and delivering presentations confidently.

Unit 2: Problem-Solving and Critical thinking

- **Problem-Solving Techniques:** identifying problems, generating solutions, and evaluating outcomes.
- **Decision-Making Processes:** Analyzing options, assessing risks, and ranking informed decisions. **Critical Thinking:** Questioning assumptions, analyzing arguments, and developing logical reasoning.

Unit 3: Time Management and Organizational Skills

- **Time Management Strategies:** Setting goals, prioritizing tasks, and using time

Management tools.

- **Planning and Scheduling:** Creating effective schedules and managing deadlines.
Stress Management: Techniques for managing stress and maintaining a work-life balance.

Unit 4: Emotional Intelligence

- **Understanding Emotional Intelligence:** Recognizing and managing one's own emotions and understanding others' emotions.
- **Emotional Regulation:** Techniques for self-regulation and empathy.
- **Building Relationships:** Developing and maintaining positive relationships through emotional intelligence.

Unit 5: Financial Literacy

- **Personal Budgeting:** Creating and managing a personal budget.
- **Basic Financial Concepts:** Understanding income, expenses, savings, and investments.
- **Debt Management:** Strategies for managing and reducing debt.

References:

Core Textbooks:

1. **Goleman, D. (1995).** Emotional Intelligence: Why It con Matter More Than IQ. Bantam Books.
2. **Covey, S. R. (1989).** The 7 Habits of Highly Effective People; Powerful Lessons in Personal Change. Free Press.
3. **Sandler, L. (2015).** The Time Management Matrix: A practical Guide for Busy Professionals. Career Press.

COURSE TITLE 7- EDUCATIONAL ADMINISTRATION

SYLLABUS

Course Objectives:

Course Objectives:

- 1. Understand Educational Administration Principles:** Learn the foundational Theories and principles of educational administration.
- 2. Develop Management Skills:** Acquire skills for effective management of educational Institutions, including planning, organizing, and decision-making.
- 3. Explore Leadership and Governance:** Study leadership styles, governance Structures, and their impact on educational outcomes.
- 4. Address contemporary issues:** Examine current challenges and trends in Educational administration.
- 5. Implement Administrative Practices :** Apply administrative practices and strategies to real-world educational settings.

Course Outcomes:

By the end of this course, students will be able to:

- 1.Explain Core Principles:** Articulate the key principles and theories of educational administration.
- 2.Demonstrate Management Skills:** Exhibit skills in planning, organizing, and managing educational institutions effectively.
- 3.Analyze,Leadership and Governance:** Evaluate different leadership styles and governance structures and their effects on education.
- 4. Address Current Issues:** Identify and address contemporary issues and challenges in educational administration.
- 5. Apply Practices:** Implement effectiveadministrative practices and strategies in educational settings.

Syllabus Overview

Unit 1 : Foundations of Educational Administration

Topics Covered:

- Definitions and Scope of Educational Administration

- Historical Evolution and Theoretical Foundations
- Key Functions of Educational Administration (Planning, Organizing Directing, Controlling)

Unit 2: Management and Organizational Behavior

Topics Covered:

- Principles of Management in Education
- Organizational Behavior and Culture in Educational Institutions
- Strategic Planning and Decision-Making

Unit 3: Leadership and Governance in Education

Topics Covered:

- Leadership Theories and Styles (Transformational, Transactional, Servant Leadership)
- Governance Structures (School Boards, Educational Authorities)
- Role of Leaders in School Improvement and Change

Unit 4: Contemporary Issues in Educational Administration

Topics Covered:

- Equity and Inclusion in Education
- Technology Integration and innovation
- Policy and Regulatory Challenges

Unit 5: Practical Applications and Case Studies

Topics Covered:

- Case Studies of Effective Educational Administration
- Developing and implementing Administrative Strategies
- Evaluation and Assessment of Administrative Practices

References:

- Hargreaves, A.. & Shirley'. D. (2009). The Fourth way: The Inspiring Future for Educational Change.
- Case Study Collections from Educational Administration Journals.
- Bush, T. (2003). Theories of Educational Leadership and Management.
- Kotter, J. P. (1996). Leading Change.
- Robbins, S.P., & Judge, T. A. (2019) Organizational Behavior.

COURSE TITLE 8- EFFECTIVE COMMUNICATION 23B2VAC8

SYLLABUS

Course Objectives:

- Impart the fundamentals of English as a language.
- Deal systematically with the four aspects of language. i.e. reading. Writing, listening and speaking.
- Facilitate an improved academic performance.
- Remove fear which is a stumbling block for many in their quest for speaking better.

Course Outcome:

Increased ability of kids to overcome anxiety and nervousness when preparing for public speaking, increased confidence in public speaking, Ability to make quality speeches/presentations, Improved English grammar, tenses and vocabulary and fluency in speaking

UNIT I:

Constructive Communication: Concept of Effective Communication, Components of Effective Communication- conviction, Confidence & enthusiasm, Type of communication. verbal, Non-Verbal Communication- its importance and Nuances i Facial Expression, posture. Gesture. Eye contact. Appearance barriers in communication feedback

UNIT II:

Listening: It's importance, Good and Bad listening. Listening Communication process, Advantages of listening, How to become a good listener

UNIT III:

Language for Communication: general principles of writing; improving writing Skills, Essential of good skills, Expression and words to be avoided; Grammar and usage

UNIT IV:

Reading Skills: Reading Skill; purpose of reading, Types of Reading; Techniques For Effective Reading.

UNIT V:

Employment Communication:

Resume: Contents of Good Resume; Guidelines for Writing Resume; Different Types of Resumes; Reason for a Cover Letter to Apply for a Job-Format of Cover Letter; Different Types of Cover Letters, Job Interview: Importance and Factors Involving Job Interview; Safety Social Responsibility and Rights: Safety and Risk, moral responsibility of engineers for safety, Characteristics of Job Interview; Job Interview Process ;Job Interview Techniques- Manners

and etiquettes to be maintained during an interview; Sample Questions Commonly asked During Interview.

Reference:

1. Effective Presentation Skills - Robert Dilts, Meta Publication
2. Business Communication Today - Bovee and Thill: Tata McGraw Hill, Presentation Skills 201