



SGT UNIVERSITY

VALUE ADDED COURSES



**Faculty of Behavioural &
Social Sciences 2024-25**



About the University

SGT University, established in 2013 and recognized by the University Grants Commission (UGC), has set its sights on fostering a culture of research, innovation, and interdisciplinary education. Nestled on a sprawling 70-acre campus on the outskirts of Gurgaon, the university boasts state-of-the-art resources and infrastructure designed to facilitate cutting-edge academic and research achievements.

Driven by a relentless pursuit of excellence, SGT University has earned the prestigious NAAC A+ accreditation, becoming one of the youngest institutions in the country to receive this honour. This recognition highlights the university's commitment to maintaining high standards in education and research.

Among its broad array of academic programs, the university offers premier medical courses through the SGT Medical College, Hospital & Research Institute, which are considered among the best in the nation. These programs are seamlessly integrated with practical training and research opportunities, ensuring that students receive a comprehensive, world-class education in the medical field.

Our Vision

To nurture individual's excellence through value based, cross-cultural, integrated and holistic education adopting the contemporary and advanced means blended with ethical values to contribute in building a peaceful and sustainable global civilization.

Our Mission

- To impart higher education at par with global standards that meets the changing needs of the society
- To provide access to quality education and to improve quality of life, both at individual and community levels with advancing knowledge in all fields through innovations and ethical research.
- To actively engage with and promote growth and welfare of the surrounding community through suitable extension and outreach activities
- To develop socially responsible citizens, fostering ethical values and compassion through participation in community engagement, extension and promotion activities.
- To create competitive and coordinated environment wherein the individual develops skills and a lifelong learning attitude to excel in their endeavours.

INDEX

S.N.	Course Name	Course Code	Contact Hours	Year	Page No
1	Managing Emotions	VAC/FBSS/004	30	2024-25	6
2	Effective Interpersonal Communication	VAC/FBSS/005	30	2024-25	7
3	Relationship Management	VAC/FBSS/006	30	2024-25	8
4	Science and Practice of Happiness	VAC/FBSS/007	30	2024-25	9-10



INTRODUCTION

In the dynamic and ever-changing global landscape, the need for lateral thinking, innovation, and entrepreneurial spirit has never been greater. Traditional educational approaches that focus solely on specific skill sets often become outdated due to the rapid pace of technological advancements. As such, no university curriculum can comprehensively address all areas of importance or relevance. To ensure that students are better equipped to meet industry demands, it is crucial for higher education institutions to supplement the core curriculum, helping students develop both their aptitudes and interests.

Objectives:

The primary objectives of the Value-Added Course (VAC) are:

1. **To enhance industry understanding:** Equip students with knowledge of industry expectations and requirements.
2. **To improve employability:** Enhance students' employability skills, making them more competitive in the job market.
3. **To bridge skill gaps:** Address existing gaps in skills and ensure students are industry ready.
4. **To foster inter-disciplinary skills:** Provide students with opportunities to develop diverse skills across various disciplines.
5. **To encourage entrepreneurship:** Inspire students to become job creators rather than just job seekers.

Course Design

Departments designing Value-Added Courses should begin by conducting a **Training Need Analysis** and engaging with industry experts, alumni, and employers to identify skill gaps and emerging trends. This will guide the creation of a syllabus tailored to current demands.

Conduction of Value-Added Courses

- **Voluntary Participation:** VAC is not a mandatory requirement for completing any academic program, and the credits earned through these courses are additional to the degree's total credit requirement.
- **Learning Format:** VAC is an instructor-supported learning course, available to all students without any additional fee. Classes are typically scheduled during reserved time slots, beyond regular class hours, and may also be conducted on weekends or during vacations.
- **Course Registration:** Students may register for only one Value-Added Course per semester, preferably offered by their own department. However, with prior permission from the Dean, they can take courses from other departments.



- **Minimum Participants:** A minimum of 5 students must opt for a course for it to be offered.
- **Industry and Expert Involvement:** Eminent industry professionals or academicians may conduct VACs. This broadens students' exposure and enhances the learning experience.

Course Duration and Structure

- **Duration:** Each Value-Added Course should last at least 30 hours, with a balanced structure of 18 hours (60%) theory and 12 hours (40%) practical. The exact division of theory and practical hours will be determined by the course instructor with the approval of the Dean.
- **Location:** The courses will be conducted within the respective schools, with classrooms assigned by the Dean based on student numbers.

REGISTRATION PROCEDURE

1. **Course Listings:** A list of available Value-Added Courses, along with syllabi, will be posted on the university website.
2. **Registration Process:** Students must complete and submit a registration form to enroll in a course. The Department Head will group students based on their choices and send them to the Dean for final approval.
3. **Attendance and Assessment Records:** The course instructor is responsible for maintaining attendance and assessment records, including details on assignments, seminars, and other activities. These records must be signed by both the course instructor and the Department Head and kept for future reference.
4. **Attendance Requirements:** Students must maintain at least 75% attendance in the Value-Added Course to be eligible for a certificate. Up to a 10% relaxation in attendance may be granted for valid reasons, such as illness or extracurricular participation.

Certification

Upon successfully completing a Value-Added Course, students will be awarded a **certificate** signed by the authorized university signatories, recognizing their accomplishment in the course.

Managing Emotions



SGT UNIVERSITY

Course Code: VAC/FBSS/001

COURSE OBJECTIVES:

- Introduce the concept of emotional intelligence, its models and components.
- Understand the significance of emotional intelligence in self-growth and building effective relationships.
- Identify the measures of emotional intelligence.

COURSE OUTCOMES:

- Self-Awareness, Self-Management, Social Awareness & Relationship Management.
- Discover personal competence and techniques of building emotional intelligence.
- Gain insights into establishing positive relationships.

COURSE CONTENT:

Module I: Fundamentals of Managing Emotions

- Nature and Significance, Models: Ability, Trait and Mixed, Building blocks: self-awareness, self-management, social awareness, and relationship management

Module II: Personal Competence

- Self-Awareness: Observing and recognizing one's own feelings, knowing one's strengths and areas of development, Self-Management: Managing emotions, anxiety, fear, and anger.

Module III: Social Competence

- Social Awareness: Others' Perspectives, Empathy and Compassion, Relationship Management: Effective communication, Collaboration, Teamwork, and Conflict management

Module IV: Emotional Intelligence: Measurement and Development

- Measures of emotional intelligence, Strategies to develop and enhance emotional intelligence

References:

- Bar-On, R., & Parker, J.D.A.(Eds.) (2000). The handbook of emotional intelligence. San Francisco, California: Jossey Bros.
- Goleman, D. (2005). Emotional Intelligence. New York: Bantam Book.
- Sternberg, R. J. (Ed.). (2000). Handbook of intelligence. Cambridge University Press.

Effective Interpersonal Communication



SGT UNIVERSITY

Course Code: VAC/FBSS/002

COURSE OBJECTIVES:

- This course aims to impart understanding
- Process of Behavioral communication
- Aspects of interpersonal communication

COURSE OUTCOMES:

- Understand and appreciate the definitions of interpersonal communication and interpersonal communication competence.
- Demonstrate the ability to reflect on personal communication competence and communication skills.
- Speak confidently in public, in both formal and informal contexts.
- Analyze interpersonal communication skills including active listening, conflict management, verbal skills, nonverbal skills, and emotion management.

COURSE CONTENT:

Module I: Interpersonal Communication

- Interpersonal Communication, Thinking Critically, Activities for fostering Thinking, Mindful Listening.

Module II: Communication and emotions

- Communication & Personal Identity, Self and Others, Body Language and Words, Emotions & Communication, The Foundation of Personal Relationships

Module III: Decision making and problem-solving

- Decision making and problem-solving, Conflict Handling, Engaging (Personal, Workplace & Ethical Applications), Assertiveness

Module IV: Verbal and non-verbal communication

- Perception & Communication, Verbal and Non- Verbal communication
- Activity: Film Review of a short film.

References:

- Robbins, S. P., Jude, T. A. & Sanghi, S. (2009). Organizational Behaviour. Pearson, Prentice Hall: New Delhi.
- R3. Weiten, W., & Lloyd, M.A. (2004). Psychology applied to modern life: Adjustment in the 21st century.

Relationship Management



SGT UNIVERSITY

Course Code: VAC/FBSS/003

COURSE OBJECTIVES:

- Interpersonal communication and relationship.
- Strategies for healthy interpersonal relationship
- Effective management of emotions.
- Building interpersonal competence.

COURSE OUTCOMES:

- Understand the importance of Interpersonal communication and relationships.
- Manage and handle relationships and emotions effectively.

COURSE CONTENT:

Module I: Managing Individual Differences in Relationships

- Principles, Types of issues, Approaches
- Understanding and importance of self-disclosure
- Guidelines for effective communication during conflicts

Module II: Communication Climate: Foundation of Interpersonal Relationships

- Elements of satisfying relationships
- Guideline for Creating and Sustaining Healthy Climate

Module III: Interpersonal Communication

- Imperatives for Interpersonal Communication
- Models – Linear, Interaction and Transaction
- Patterns – Complementary, Symmetrical and Parallel
- Types – Self and Other Oriented

Module IV: Interpersonal Relationship Development

- Relationship circle
- Stages of relationship development
- Direct and indirect strategies of handle terminating relationship

References:

- Pareek, U. (2012). Understanding Organizational Behavior. Oxford University Press.
- Robbins, S. P., Jude, T. A. & Sanghi, S. (2009). Organizational Behavior. Pearson, Prentice Hall: New Delhi.
- R3. Weiten, W., & Lloyd, M.A. (2004). Psychology applied to modern life: Adjustment in the 21st century.

Course Code: VAC/FBSS/004

COURSE OBJECTIVES:

- Define emotions, distinguish between different types of emotions, and recognize the importance of positive emotions.
- Understand the biopsychosocial determinants of happiness.
- Develop a deeper understanding of own emotions, motivations, and goals, fostering a greater sense of self-awareness, through the practice of happiness.
- Develop strategies for accessing flow states, enhancing creativity, and building resilience.

COURSE OUTCOMES:

- Learn about emotions, and understand the significance of positive emotions in life.
- Understand the biopsychosocial determinants of happiness.
- Develop self-awareness and self-motivation through practising happiness.
- Develop and nurture flow, creativity, and resilience.

COURSE CONTENT:

Module I: Understanding Emotions

- Basics of socio-emotional development; Primary and Secondary emotions; Importance of different emotions.
- Emotional expression and regulation
- Positive emotions; Broaden and Build theory

Module II: Science of Happiness and Well being

- Brain-behaviour relationship in happiness; Understanding the neuroscience of happiness; Happiness hormones; Effects on health and well being
- Perspectives of happiness; Measuring happiness; Importance and need of happiness; Role of technology in happiness

Module III: Practice of Happiness

- Communicating happiness; Non-verbal cues and gestures, Use of humour - memes, cartoons, and jokes
- Mindfulness, grounding, and other calming practices; Spirituality, yoga and meditation
- Resilience in times of uncertainty and stress; Nurturing skills and emotional resilience

Module IV: Applications of Happiness in Daily Life

- Positive organisations; Consumer happiness; Work-life balance
- Nurturing relationships; Positive youth development; Positive parenting; Positive Aging
- Activity options - creating happiness routines



References:

- Danner, D. D., Snowdon, D. A., & Friesen, W. V. (2001), Positive emotions in early life and longevity: Findings from the nun study. *Journal of Personality and Social Psychology*, 80(5), 804. doi:10.1037/0022-3514.80.5.804
- Davidson, R. J., et al. (2003). Alterations in brain and immune function produced by mindfulness meditation. *Psychosomatic Medicine*, 65(4), 564-570.
- Eden, D. & Aviram, A. (1993). Self-efficacy training to speed reemployment: Helping people to help themselves. *Journal of Applied Psychology*, 78(3) 352-360
- Harker, L., & Keltner, D. (2001), Expressions of positive emotion in women's college yearbook pictures and their relationship to personality and life outcomes across adulthood. *Journal of Personality and Social Psychology*, 80(1), 112. doi:10.1037/0022-3514.80.1.112
- Kahneman, D. & Deaton, D. (2010). High income improves the evaluation of life but not emotional well-being. *Proceedings of the National Academy of Sciences*, 107(38), 16489-16493. doi:10.1073/pnas.1011492107
- Lane, R. E. (2000). *The loss of happiness in market democracies*. New Haven: Yale University Press.
- Snyder, C.R., Lopez, S.J. & Pedrotti, J.T. (2011). *Positive Psychology: The Scientific and Practical Exploration of Human Strengths*. Sage Publications.
- Uchida, Y., & Ogihara, Y. (2012). Personal or interpersonal construal of happiness: A cultural psychological perspective. *International Journal of Wellbeing*, 2(4), 354-369.

निश्चय कर अपनी जीत करौ