SGT UNIVERSITY

VALUE ADDED COURSES

Faculty of Education 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.

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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.

Leadership and Team Building

Course Code: VAC/FEDU/001

COURSE OBJECTIVES:

- To understand the fundamental principles and theories of leadership.
- To develop leadership and decision-making skills for effective team management.
- To build and sustain high-ÆMforming teams in diverse organizational settings.
- To foster interpersonal and communication skills essential for teamwork.

COURSE OUTCOMES:

- Demonstrate knowledge of leadership styles and their application.
- Identify key elements of team dynamics and apply strategies for effective team building.
- Solve real-world problems using leadership and team collaboration techniques.
- Exhibit improved interpersonal communication and conflict resolution skills.

COURSE CONTENT:

Module I: Fundamentals of Leadership

- Introduction to Leadership: Definition, importance, and evolution of leadership theories (Trait Theory, Behavioral Theory, Situational Leadership, Transformational Leadership).
- Leadership Styles: Autocratic, Democratic, Laissez-faire, Servant Leadership, Emotional Intelligence in Leadership.
- Key Leadership Skills: Decision-making, vision-building, and motivating others.
- Case Studies: Analysis of successful leaders in different fields.

Module 2: Team Dynamics and Building High-Performance Teams

- Understanding Teamwork: Definition, importance, and characteristics of high-performing teams.
- Stages of Team Development: Forming, Storming, Norming, Performing, and Adjourning (Tuckman's Model).
- Team Roles and Diversity: Role allocation, Belbin's Team Roles, managing diverse teams.
- Strategies for Team Building: Trust-building activities, fostering collaboration, and goal alignment.
- Case Studies and Role Plays: Real-world scenarios of team collaboration and challenges.

Module 3: Conflict Resolution and Communication in Teams

- Conflict Management: Types of conflicts, causes, and resolution strategies,

- Effective Communication: Verbal and non-verbal communication, active listening,
- feedback mechanisms.
- Building Trust and Rapport: Strategies to enhance team cohesion.
- Leadership in Crisis Situations: Techniques for handling team conflicts and maintaining
- morale during challenging times.
- Practical Exercises: Group discussions, problem-solving exercises, and simulations.

REFERENCES:

- "Leadership: Theory and Practice" by Peter G. Northouse.
- "The Five Dysfunctions ofa Team" by Patrick Lencioni.
- "Leaders Eat Last" by Simon Sinek.
- "Emotional Intelligence" by Daniel Goleman.
- Relevant journal articles and case studies.

Diversity, Equity, and Inclusion in Education

Course Code: VAC/FEDU/002

COURSE OBJECTIVES:

- To understand the concepts of diversity, equity, and inclusion (DEI) in educational settings.
- To explore strategies for creating inclusive learning environments that respect and value diversity.
- To analyse the impact of systemic inequities on education and develop approaches to address them.
- To foster awareness and sensitivity towåds diverse cultural, linguistic, and socio-economic backgrounds.

COURSE OUTCOMES:

- Define and explain the principles of diversity, equity, and inclusion in education.
- Recognize biases and barriers that affect equitable access to education.
- Design strategies to promote inclusivity and equity in diverse classrooms.
- Demonstrate cultural and advocate for inclusive practices in educational settings.

COURSE CONTENT:

Module 1: Understanding Diversity in Education

- Definition and Dimensions of Diversity: Cultural, linguistic, gender, ability, socio-economic, and religious diversity.
- Theories of Multicultural Education: James A. Banks' Five Dimensions, Critical Multiculturalism.
- Intersectionality in Education: Understanding overlapping identities and their impact on learners.
- Benefits and Challenges of Diversity: Perspectives for students, educators, and institutions.

Module 2: Equity in Education

- Equity vs. Equality: Understanding the difference and implications for policy and
- practice.
- Barriers to Equity: Systemic inequities, stereotypes, implicit biases, and discrimination.
- Promoting Equity: Strategies for addressing gaps in access, resources, and outcomes.
- Inclusive Curriculum Design: Creating learning materials that reflect diverse identities
- and experiences.
- Policies and Frameworks: National and international initiatives for equity in education
- (e.g., SDG 4, RTE Act).

Module 3: Inclusion in Educational Practices
- Creating Inclusive Classrooms: Physical, instructional, and social inclusion strategies.
- Universal Design for Learning (UDL): Principles and applications for inclusive
- teaching.
- Culturally Responsive Pedagogy: Practices for fostering belonging and respect in the
- classroom.
- Role of Teachers and Stakeholders: Collaborative approaches for inclusive education.

REFERENCES:

- "Multicultural Education: Issues and Perspectives" by James A. Banks and Cherry A. McGee Banks.
- "Culturally Responsive Teaching and the Brain" by Zaretta Hammond.
- "The Equity-Centered Classroom" by Keisha Rembert.
- "Universal Design for Learning: Theory and Practice" by Anne Meyer, David H. Rose, and David Gordon.
- Relevant articles, reports, and policies (e.g., UNESCO, UNICEF, NCERT).

Innovative Practices for a Sustainable Future

Course Code: VAC/FEDU/003

COURSE OBJECTIVES:

- To introduce the concept of sustainability and its significance in achieving environmental, social, and economic well-being.
- To explore innovative and practical sustainable practices for everyday life and professional settings.
- To empower students to critically evaluate and implement solutions for environmental challenges.

COURSE OUTCOMES:

- Understand the principles of sustainability and the challenges of achieving a greener future.
- Analyse the role of individuals, communities, and institutions in promoting sustainable development.
- Design and implement sustainable practices in their and professional lives.

COURSE CONTENT:

Module 1: Foundations of Sustainability

- Introduction to Sustainability: Definition, principles, and dimensions (environmental, social, and economic).
- Sustainable Development Goals (SDGs): Overview and relevance.
- Key Environmental Challenges: Climate change, biodiversity loss, pollution, and resource depletion.

Module 2: Sustainable Practices in Daily Life and Communities

- Energy Efficiency and Renewable Energy: Practices to reduce energy consumption.
- Waste Management: Reduce, reuse, recycle, and upcycling.
- Sustainable Food Systems: Organic farming, reducing food waste, and adopting plant- based diets.
- Water Conservation: Efficient use, rainwater harvesting, and tackling water pollution.
- Community Participation: The role of education, NGOs, and local initiatives in fostering sustainable habits.

Module 3: Innovations and Policies for a Sustainable Future

- Green Technologies:Eco-friendly technologies in transportation, construction, and manufacturing.
- Sustainable Urban Planning: Smart cities, green buildings, and public transport systems.
- Policy Frameworks: National and global policies for sustainability.
- Entrepreneurship in Sustainability: Examples of green businesses and startups.
- Future Perspectives: Emerging trends and challenges in sustainability.

REFERENCES:

- "Sustainability Principles and Practice" by Margaret Robertson.
- "The Sustainability Revolåtiont• by Andres R: Edwards.
- "Designing Regenerative Cultures" by Daniel Christian Wahl.
- UN's Sustainable Development Goals (SDds).
- IPCC Climate Change Reports.
- Websites of environmental organizations such as WWF, UNEP, and Greenpeace.
- Educational content on sustainability platforms like Coursera and edX.