



**SGT UNIVERSITY**

**VALUE ADDED COURSES**



**Faculty of Education 2023-24**



## 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.

Course Code: VAC/FEDU/001

## **COURSE OBJECTIVES:**

- Develop skills in identifying and addressing diverse learning needs
- Build competencies in creating inclusive classroom environments
- Enhance pedagogical approaches for differentiated instruction

## **COURSE OUTCOMES:**

- Understanding neurodiversity and learning differences
- Designing flexible curriculum and assessment strategies
- Developing individualized learning plans
- Implementing universal design for learning principles
- Practicing inclusive communication and classroom management techniques

## **COURSE CONTENT:**

Unit I: Understanding Neurodiversity and Learning Differences  
(Conceptual Framework of Neurodiversity)

- Definition and historical perspectives
- Paradigm shift from deficit to diversity model
- Types of neurodevelopmental differences
- Psychological and educational implications
- Learning styles and cognitive processing

Unit II: Designing Inclusive Curriculum and Assessment  
(Principles of Universal Design for Learning (UDL) & Curriculum Adaptation Strategies)

- UDL framework and guidelines
- Identifying learning barriers
- Modifying instructional materials
- Developing differentiated learning objectives
- Creating flexible assessment tools

Unit III: Individualized Learning Support  
(Developing Individualized Learning Plans (ILPs))

- Assessment and goal setting
- Collaborative planning with stakeholders
- Monitoring and evaluation techniques
- Documentation and reporting
- Scaffolding techniques
- Assistive learning approaches



## REFERENCES:

### Textbooks:

- Rose, D. H., & Meyer, A. (2002). *Teaching Every Student in the Digital Age: Universal Design for Learning*.
- Tomlinson, C. A. (2014). *The Differentiated Classroom: Responding to the Needs of All Learners*.
- Armstrong, T. (2010). *Neurodiversity: Discovering the Extraordinary Gifts of Autism, ADHD, Dyslexia, and Other Brain Differences*.

### Research Journals:

- *Journal of Special Education*
- *Exceptional Children*
- *Learning and Individual Differences*
- *International Journal of Inclusive Education*

### Online Resources:

- CAST (Center for Applied Special Technology) - UDL Guidelines
- National Center on Universal Design for Learning
- Understood.org
- International Society for Technology in Education (ISTE)





# Assistive Technologies in Special Education

Course Code: VAC/FEDU/002

## COURSE OBJECTIVES:

- Introduce student teachers to emerging assistive technologies
- Develop skills in selecting and implementing technological support for students with special needs
- Foster technological literacy for inclusive education

## COURSE OUTCOMES:

- Exploring adaptive learning technologies
- Hands-on training with assistive devices and software
- Understanding legal and ethical considerations in technology integration
- Developing strategies for personalized technological interventions
- Creating technology-enhanced learning environments

## COURSE CONTENT:

### Unit I: Foundations of Assistive Technologies

(Introduction to Assistive Technologies)

- Definition and historical development
- Technological innovations in special education
- Legal and ethical frameworks, Human-technology interaction
- Rights of persons with disabilities
- Inclusive design concepts
- Technological barriers and solutions

### Unit II: Assistive Technologies for Specific Learning Needs

(Technologies for Cognitive and Learning Disabilities)

- Assistive technologies for SLD
- Cognitive assistance tools, Language learning support systems
- Memory and attention enhancement technologies
- Augmentative and Alternative Communication (AAC) devices
- Speech-to-text and text-to-speech technologies
- Communication apps and software

### Unit III: Sensory and Physical Assistance Technologies

(Visual Impairment Support Technologies)

- Screen reading technologies
- Braille digital interfaces
- Optical character recognition (OCR) tools
- Navigation and mobility assistance
- Hearing aid technologies





## REFERENCES:

### Textbooks:

- Cook, A. M., & Polgar, J. M. (2014). Assistive Technologies: Principles and Practice
- Edy burn, D. L. (2013). Assistive Technology and Universal Design for Learning
- McNaughton, D., & Light, J. (2013). The iPad and Mobile Technology Revolution

### Research Journals:

- Assistive Technology
- Journal of Special Education Technology
- Disability and Technology Research
- International Journal of Assistive Technologies

### Online Resources:

- American Association of Assistive Technology Professionals (AATP)
- National Assistive Technology Act Technical Assistance and Training (AT3) Center
- World Health Organization Assistive Technology Resources
- International Assistive Technology Association (IATA)



Course Code: VAC/FEDU/003

## **COURSE OBJECTIVES:**

- Enhance emotional intelligence skills for effective teaching
- Develop strategies for supporting students' socio-emotional well-being
- Build resilience and empathy in student teachers

## **COURSE OUTCOMES:**

- Understanding emotional intelligence in educational contexts
- Developing conflict resolution and mediation skills
- Practicing mindfulness and stress management techniques
- Creating supportive classroom climates
- Implementing social-emotional learning strategies

## **COURSE CONTENT:**

Unit I: Foundations of Emotional Intelligence in Education  
(Conceptual Framework of Emotional Intelligence)

- Defining emotional intelligence
- Historical development of the concept
- Psychological and neurological foundations
- Components of emotional intelligence
- Role of emotions in learning

Unit II: Self-Awareness and Emotional Regulation

(Personal Emotional Intelligence Development)

- Self-reflection techniques
- Emotional awareness and recognition
- Stress management strategies
- Mindfulness and emotional balance
- Cognitive reframing techniques
- Emotional resilience building

Unit III: Interpersonal Emotional Skills

(Empathy and Social-Emotional Learning)

- Developing empathetic communication
- Active listening skills
- Understanding emotional cues
- Building supportive relationships
- Emotional intelligence in conflict management



## REFERENCES:

### Textbooks:

- Goleman, D. (1995). Emotional Intelligence: Why It Can Matter More Than IQ
- Brackett, M. A. (2019). Permission to Feel: Unlocking the Power of Emotions
- Immordino-Yang, M. H. (2015). Emotions, Learning, and the Brain

### Research Journals:

- Journal of Emotional Intelligence in Education
- Educational Psychology Review
- Emotion, Space and Society
- International Journal of Emotional Education

### Online Resources:

- CASEL (Collaborative for Academic, Social, and Emotional Learning)
- International Society for Emotional Intelligence
- Yale Center for Emotional Intelligence
- Emotional Intelligence Consortium

