St. Lawrence College of Higher Education
(AN ISO: 9001:2008 certified "A" Rated B.Ed. College for Girls Only)
Approved by N.C.T.E., Dir. of Hr. Education & Affiliated to GGSIP University,
Geeta Colony Facility Centre, East Delhi-110 031
M.- 7827616100, 8076521185, 8468911848, 011-22046100, 22018888
Website: www.stlawrenceconvent.com Email: helpdesk@stlawrence.in

Value Added Certificate Courses

Introduction

At SLCHE Value Added Certificate Courses are organized. These are short-term skill enhancement interventions designed to strengthen Students' competencies beyond the university curriculum. These programs aim to integrate twenty-first-century skills within higher education, improve employability, and promote holistic development.

Course Duration: 15-30 Hours

1. Artificial Intelligence and Power BI

Objectives:

• To introduce the fundamentals of Artificial Intelligence and its practical applications.

• To develop data visualization and analytical skills using Power BI.

• To enable students to create basic automated solutions and generate meaningful insights from data.

• To build digital competency aligned with future workforce demands.

Course Content:

• Overview of AI concepts: automation, machine learning, and intelligent tools.

• Introduction to Power BI dashboards and data modeling.

• Data import, transformation, and visualization techniques.

• Use of AI-enabled features for predictive analytics in Power BI.

Expected Outcomes:

• Ability to create impactful visual reports and dashboards.

• Improved understanding of AI applications in various industries.

• Skill to analyze data for informed decision-making.

• Enhanced employability in technology-driven job roles.

Faculties Involved: 1. Prof (Dr.) Vijayshri Bhati

2. Ms. Divya Bhatt (Assistant Professor)

3. Ms. Deepti (Assistant Professor)

2. Making (IKS) Integration in Modern Curricula a Reality

Objectives:

• To create awareness about the value and relevance of Indian Knowledge Systems (IKS) in contemporary education.

• To integrate cultural heritage, traditional knowledge, and indigenous practices within modern curricula.

• To promote national pride, ethical values, and contextual learning experiences.

• To strengthen interdisciplinary connections between science, technology, arts, and societal knowledge.

Course Content:

• Introduction to Indian Knowledge Systems and their historical significance..

• Scope of IKS integration in school and higher education as per NEP 2020.

• Examples of indigenous knowledge in mathematics, medicine, environmental science, and architecture.

• Strategies for teachers to embed IKS themes within subjects and co-curricular activities.

Expected Outcomes:

• Ability to contextualize curriculum with Indian cultural and intellectual heritage.

• Improved capacity to apply IKS-based examples for conceptual clarity in classrooms.

• Promotion of value-based and inclusive learning environments.

• Strengthened identity, respect for diversity, and global competitiveness among learners.

Faculties Involved: 1. Prof (Dr.) Vijayshri Bhati

2. Ms. Deepti (Assistant Professor)

3. Ms. Mahima (Assistant Professor)

3. Physical Fitness

Objectives:

• Promote mental relaxation, emotional balance, and body flexibility

• Introduce mindful breathing and healthy lifestyle intervention

• Encourage student participation in fitness-focused habits

• Reduce academic stress and improve concentration

Course Content:

• Fitness as a holistic health parameter

• Yoga-based movement for stamina and posture correction

• Meditation for clarity and emotional control

• Health-oriented awareness and preventive wellness practices

Expected Outcomes:

• Enhanced focus and productivity in academics

• Better physical coordination and stress resilience

• Long-term adoption of health-promoting behaviours

Faculties Involved: 1. Dr. Renu (HOD, Associate Professor)

2. Ms. Deepti (Assistant Professor)

3. Ms. Jasleen Kaur Kohli (Assistant Professor)

4. Guidance and Counselling

Objectives:

• Equip future teachers with skills to support learners' socio-emotional development

• Strengthen listening and empathetic communication

• Promote early identification of behavioural and academic concerns

• Develop inclusive classroom support systems

Course Content:

• Counselling types: academic, personal, career and behavioural

• Rapport building and empathy-based interventions

• Positive guidance strategies for diverse learning needs

• Ethical practices and confidentiality in counselling

Expected Outcomes:

• Improved emotional intelligence and student engagement

• Capacity to create psychologically safe learning spaces

• Ability to guide children through developmental and career choices

Faculties Involved: 1. Prof (Dr.) Vijayshri Bhati

2. Ms. Deepti (Assistant Professor)

3. Ms. Mahima (Assistant Professor)

5. Public Speaking

Objectives:

• Overcome communication barriers and stage fear

• Develop confident interpersonal and audience-handling skills

• Enhance clarity, articulation, and voice expression

• Strengthen presentation and persuasive communication

Course Content:

• Structured speech preparation and articulation drills

• Role plays, debates, presentations, and extempore exercises

• Body language, vocal tone, posture and audience interaction

• Feedback-based improvement for language fluency

Expected Outcomes:

• Confident delivery in public forums

• Enhanced leadership and communication effectiveness

• Competence to handle classroom discussions and professional communication

Faculties Involved: 1. Dr. Renu (HOD, Associate Professor)

2. Ms. Divya Bhatt (Assistant Professor)

3. Ms. Ayushee Gupta (Assistant Professor)

6. Innovative Pedagogies and Teaching Techniques

Objectives:

• Promote learner-centric and experiential teaching strategies

• Develop skills to integrate ICT tools and multimedia resources

• Encourage creativity and inclusivity in lesson planning

• Provide alternative evaluation practices beyond rote learning

Course Content:

• Activity-based learning and constructivist approaches

• Peer cooperation, collaborative projects, and flipped classrooms

• Digital tools for smart lesson delivery and assessment

• Reflective teaching for continuous improvement

Expected Outcomes:

• Engaging and outcome-driven classroom practices

• Effective differentiation for diverse learners

• Improved self-reflection and teaching innovation

Faculties Involved: 1. Dr. Renu (HOD, Associate Professor)

2. Ms. Deepti (Assistant Professor)

3. Ms. Jasleen Kaur Kohli (Assistant Professor)

7. NEP 2020 and Innovative Educational Practices

Objectives:

• To familiarize students with key reforms introduced under NEP 2020.

• To understand competency-based and multidisciplinary learning frameworks.

• To promote equity, inclusion, and flexibility in the teaching-learning process.

• To align teacher education with global standards and twenty-first-century skills.

Course Content:

• Fundamental principles and structural reforms under NEP 2020.

• Holistic, learner-centric, modular education frameworks.

• Assessment for learning and continuous evaluation strategies.

• Use of digital platforms and blended learning for equitable access.

Expected Outcomes:

• Ability to integrate NEP recommendations into teaching practices.

• Enhanced understanding of inclusive and innovative education delivery models.

• Adoption of flexible, multi-modal instruction promoting lifelong learning.

Faculties Involved: 1. Prof (Dr.) Vijayshri Bhati

2. Ms. Ayushee Gupta (Assistant Professor)

3. Ms. Mahima (Assistant Professor)

Assessment and Certification

• Pre- and post-activity evaluation.

• Reflection-based feedback from participants.

• Certificate awarded upon successful completion.

Conclusion

The Value Added Certificate Courses proved to be highly impactful in fostering multidimensional growth among students. Each course was strategically designed to bridge the gap between theoretical knowledge and practical skill application, thereby strengthening the overall preparedness of learners for both academic and professional environments. Through activities focused on critical thinking, public speaking, physical fitness, counselling skills, NEP 2020 reforms, and innovative educational practices, students gained enhanced confidence, improved communication abilities, stronger cognitive processing, and a positive mindset toward lifelong learning.

These programmes supported the institutional commitment to quality teacher education by encouraging learner-centric pedagogies, digital integration, and reflective teaching practices. The inclusion of future-oriented domains such as Artificial Intelligence and data visualization empowered students to remain relevant in a rapidly evolving technological landscape. Furthermore, the courses promoted social responsibility, empathy, inclusion, and ethical conduct, which are essential attributes for future educators.

Overall, the Value Added Courses significantly contributed to shaping competent, responsible, and employment-ready individuals. They aligned seamlessly with the institutional vision of holistic development and ensured that students are equipped with essential twenty-first-century skills, making them capable of addressing the dynamic challenges of modern educational and professional settings.