

SGRR UNIVERSITY

**Brochure of Value-Added Courses
SGRR Institute of Medical & Health
Sciences
2020-2021**

ABOUT THE UNIVERSITY

Shri Guru Ram Rai University was established by a religious and philanthropic leader, Shri Mahant Devendra Dass Ji Maharaj in the year 2017. It is situated in the heart of city, Uttarakhand. We are extremely privileged to extend the values and ethos of the Shri Guru Ram Rai Education mission through SGRR University to impart quality education and in successfully placing more than 80% students in various companies across the globe. SGRR University has humongous campus spread over 80 acres of land. Its state-of-art facilities give opportunities to develop leadership skills and to achieve professional excellence. It has 7000+ students from different countries, 29 states and Union Territories and providing cultural melange and global exposure to our students. One of the biggest boosts from University is its unmatched experience of delivering quality education that helps to develop confidence and will give you more knowledge, industry exposure, building good networking and high self-esteem. This will change your overall personality and develop you into a complete professional to face any challenge.

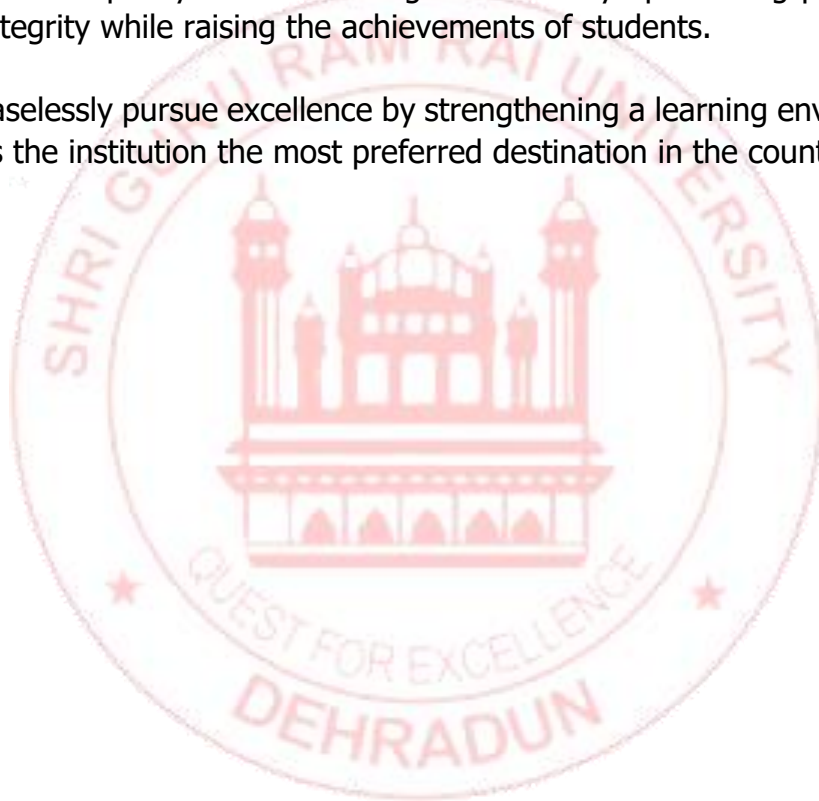
Vision

“To establish Sri Guru Ram Rai University to be a Center of Excellence in higher education, innovation and social transformation by nurturing inquisitive and creative minds and by enabling the stakeholders to become committed professionals and educators of national and global relevance.”

Mission

- ❖ To provide a comprehensive and sustainable educational experience that fosters the spirit of enquiry, scientific thinking and professional competence along with ethical and spiritual values
- ❖ To deliver a classic, well rounded learning experience that is distinctive and impactful on the young generation preparing them for a successful career
- ❖ To engage, inspire and challenge the stakeholders to become leaders with ethics and positive contributors to their chosen field and humane citizens
- ❖ To attract, train and retrain qualified staff to work efficiently to bring forth the maximum resource potential

- ❖ To develop committed and responsible professionals who work for the welfare of the society by providing innovative and efficient solutions and creating long term relationship with the stakeholders
- ❖ To create a sustainable career, by collaborating with stakeholders and participating in community partnership for life and livelihood in the local society in a responsive and dynamic way
- ❖ To make our students globally competent by introducing specialized training leading to professional capabilities and developing diverse skills in them for competitive advantage.
- ❖ To establish quality standards for generations by epitomising professionalism and integrity while raising the achievements of students.
- ❖ To ceaselessly pursue excellence by strengthening a learning environment that makes the institution the most preferred destination in the country.



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INTRODUCTION

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

Objectives The main objectives of the Value-Added Course are:

- ✓ 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.

Course Designing The department interested in designing a Value Added Course should undertake Training Need Analysis, discuss with the generic employers, alumni and industrial experts to identify the gaps and emerging trends before designing the syllabus.

Conduction of value added courses :

Value Added Course is not mandatory to qualify for any programme and the credits earned through the Value-Added Courses shall be over and above the total credit requirement prescribed in the curriculum for the award of the degree. It is a teacher assisted learning course open to all students without any additional fee.

Classes for a VAC are conducted during the RESERVED Time Slot in a week or beyond the regular class hours The value-added courses may be also conducted during weekends / vacation period. A student will be permitted to register only one Value Added Course in a Semester.

student will be encouraged to opt for the VAC offered by his/her parent Department/Faculty. Industry Experts / Eminent Academicians from other Institutes are eligible to offer the value-added course. The course can be offered only if there are at least 5 students opting for it. The students may be allowed to take value added courses offered by other departments after obtaining permission from Dean offering the course. The duration of value added course is 30 hours with a combination 18 hours (60%) of theory and 12 hours (40%) of practical. However, the combination of

theory and practical shall be decided by the course teacher with the approval of the Dean

GUIDELINES FOR CONDUCTING VALUE ADDED COURSES

- ❖ Value Added Course is not mandatory to qualify for any program.
- ❖ It is an instructor supported learning course open to all students without any added fee.
- ❖ Classes for VAC will be conducted during the **RESERVED** Time Slot in a week or beyond the regular class hours.
- ❖ The value-added courses may be also conducted during weekends / vacation period.
- ❖ A student will be permitted to register only one Value Added Course in a Semester.
- ❖ Students may be permitted to enrol in value-added courses offered by other departments/ Schools after obtaining permission from the Department's Head offering the course.

DURATION AND VENUE

- ❖ The duration of value-added course should not be less than 30 hours.
- ❖ The Dean of the respective School shall provide class room/s based on the number of students/batches.
- ❖ VAC shall be conducted in the respective School itself.

REGISTRATION PROCEDURE

The list of Value-Added Courses, along with the syllabus, will be available on the University Website. A student must register for a Value-Added Course offered during the semester by completing and submitting the registration form. The Department Head shall segregate according to the option chosen and send it to the Dean of the school offering the specific Value-Added Courses.

- ❖ Each faculty member in charge of a course is responsible for maintaining Attendance and Assessment Records for candidates who have registered for the course.
- ❖ The Record must include information about the students' attendance and Assignments, seminars, and other activities that were carried out.
- ❖ The record shall be signed by the Course Instructor and the Head of the Department at the end of the semester and kept in safe custody for future verification.
- ❖ Each student must have a minimum of 75% attendance in all courses for the semester in order to be eligible to take certificate.

- ❖ Attendance requirements may be relaxed by up to 10% for valid reasons such as illness, representing the University in extracurricular activities, and participation in NCC.
- ❖ The students who have successfully completed the Value Added Course shall be issued with a Certificate duly signed by the Authorized signatories.



Infection Control

Course Code: VAC2020-55

Course Objectives:

- To understand the principles and importance of infection control in various settings.
- To identify common pathogens and modes of transmission of infections.
- To explore strategies for preventing and controlling the spread of infections.
- To promote awareness of hygiene practices and infection control measures.
- To equip students with the knowledge and skills to contribute to a safe and healthy environment.

Course Outcomes:

- Students will have a comprehensive understanding of infection control principles.
- Ability to identify and assess infection risks in different environments.
- Proficiency in implementing infection prevention measures.
- Skills in promoting hygiene practices and fostering a culture of infection control.
- Awareness of the role of infection control in maintaining public health.

Course content :

Module 1: Introduction to Infection Control

- Definition and Importance of Infection Control
- Historical Perspectives and Evolution of Infection Control
- Role in Healthcare, Community, and Public Health

Module 2: Microbiology Basics and Pathogens

- Overview of Microorganisms: Bacteria, Viruses, Fungi, and Parasites
- Identification of Common Pathogens
- Modes of Transmission of Infections

Module 3: Infection Prevention and Control Strategies

- Hand Hygiene and Personal Protective Equipment (PPE)
- Environmental Cleaning and Disinfection
- Vaccination and Immunization Programs
- Isolation and Quarantine Practices

Module 4: Occupational Health and Safety

- Infection Control in Healthcare Settings
- Protection of Healthcare Workers
- Bloodborne Pathogens and Needlestick Injuries

Module 5: Community and Public Health Measures

- Infection Control in Community Settings
- Health Education and Promotion
- Outbreak Management and Surveillance
- Global Perspectives on Infection Control

References :

- "Bennett & Brachman's Hospital Infections" by William R. Jarvis.
- "Infection Control and Management of Hazardous Materials for the Dental Team" by Chris H. Miller.
- "Infection Prevention and Control at a Glance" by Debbie Weston, Alison Burgess, and Sue Roberts.
- "Control of Communicable Diseases Manual" by David L. Heymann.
- Online Resources: Centers for Disease Control and Prevention (CDC), World Health Organization (WHO) Guidelines.

Basic Life Support Training

Course Code: VAC2020-56

Course Objectives:

- To equip participants with the fundamental knowledge of Basic Life Support techniques.
- To develop practical skills in recognizing and responding to life-threatening emergencies.
- To understand the importance of early intervention in critical situations.
- To train individuals in providing cardiopulmonary resuscitation (CPR) effectively.
- To instill confidence in participants to respond to emergencies and save lives.

Course Outcomes:

- Participants will possess a clear understanding of the principles and importance of BLS.
- Proficiency in recognizing and responding to cardiac and respiratory emergencies.
- Ability to perform high-quality chest compressions and rescue breathing.
- Competence in using automated external defibrillators (AEDs).
- Confidence to initiate BLS interventions in various emergency scenarios.

Course content:

Module 1: Introduction to Basic Life Support

- Definition and Objectives of BLS
- Importance of Early Intervention
- Legal and Ethical Considerations in BLS

Module 2: Assessment and Emergency Response

- Scene Safety and Assessment
- Recognition of Cardiac Arrest and Respiratory Distress
- Activation of Emergency Medical Services (EMS)

Module 3: Cardiopulmonary Resuscitation (CPR)

- Chest Compressions: Technique and Rate
- Rescue Breaths: Mouth-to-Mouth and Mouth-to-Nose
- Hands-Only CPR

- CPR for Adults, Children, and Infants

Module 4: Automated External Defibrillators (AED) Use

- Overview of AEDs and their Function
- Indications and Contraindications for AED Use
- Proper Application of AED Electrodes
- Integration of AED Use with CPR

Module 5: Special Considerations and Scenarios

- BLS for Choking Victims
- BLS in Special Populations (e.g., Pregnant Women, Infants)
- Team Dynamics and Coordination in BLS
- Simulation and Practice Sessions

References :

- "Basic Life Support (BLS) Provider Manual" by American Heart Association.
- "Guidelines for CPR and ECC" by American Heart Association.
- Online Resources: American Red Cross BLS Training, European Resuscitation Council (ERC) Guidelines.

